

***Heritage Collegiate Leadership Academy  
Of  
Bertie County, Inc.***

**Application for a Charter School**

**School Opening Planned for the Fall of 2013  
Planning To begin August 2012**

**Due by 12 noon Friday, April 13, 2012**

**Submitted to**

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

**April 13, 2012**

**TABLE OF CONTENTS**

Timeline .....	5
I. Application Cover Pages.....	7
II. Table of Contents.....	5
Timeline .....	5
III. Mission, Purpose, and Educational Focus .....	8
IV. Governance .....	4
Private Nonprofit Corporation.....	5
Tax-Exempt Status.....	5
Organizational Structure.....	6
Admissions Policies.....	35
V. Education Plan .....	36
Instructional Program .....	38
Special Education.....	43
Student Conduct and Discipline .....	47
Timelines.....	49
Private School Conversion Info.....	51
VI. Business Plan .....	52
Projected Staff and Qualifications .....	57
Enrollment and Business Plan.....	59
Projected Enrollment 2013-14 through 2017-18.....	61
Budget: Revenue Projections 2013-14 through 2017-18.....	66
Budget: Expenditure Projections 2013-14 through 2017-18.....	68
Budget: Narrative for years 2 through 5.....	69
Budget: Capital and Assets.....	71
Audits: Program and Financial .....	
Civil Liability and Insurance .....	73
Transportation Plan .....	73
Facility Description .....	74
Health and Safety Requirements.....	75
VII. LEA Impact Statement.....	77

VIII. Appendices (optional) .....77

IX. Signature Page .....80

**CHARTER SCHOOL  
2012 Application Process  
For charter schools Opening in the 2013-2014 school year**

***TIMELINE***

APPLICATION DUE DATE/TIME

<b>APRIL 13, 2012</b>	A <b>complete</b> application package submitted to the Office of Charter Schools by 12 noon on <u>April 13, 2012</u> as a State Board of Education charter.
<b>APRIL 20, 2012</b>	A copy of the application will be mailed to the Local LEA Prior to this date.
<b>April 30, 2012</b>	A copy of the 501 (c) (3) application submitted to the Internal Revenue Service.
<b>MAY 11, 2012</b>	Impact Statements from Bertie County Schools due to the Office of Charter Schools.
<b>MAY, 2012</b>	Public Charter School Advisory Committee receives applications and begins the process of reviewing applications ahead of their initial meeting.
<b>JUNE/JULY, 2012</b>	The Public Charter School Advisory Committee meets and discusses applications. Candidates receiving the highest ratings will receive interviews.
<b>JULY, 2012</b>	Charter School Advisory Committee interviews candidates and makes recommendations to SBE for preliminary charter school approval.
<b>SEPTEMBER, 2012</b>	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:** Heritage Collegiate Leadership Academy of Bertie County, Inc.

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

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

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

**NAME OF CONTACT PERSON:** Kashi Bazemore Nelson

**TITLE/RELATIONSHIP TO NONPROFIT:** Founding Director

**MAILING ADDRESS:** Post Box 1733, Windsor, North Carolina 27983

**PRIMARY TELEPHONE:** 919 906-9242

**ALTERNATE TELEPHONE:** 919 488-4350

**E-MAIL ADDRESS:** kbnelson08@aol.com

**Location Proposed Charter School (LEA):** Bertie County Schools, Windsor, NC 27983

**Conversion:**

No:

Yes:  If so, Public  or Private:

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

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

Description of Targeted Population: Any student in Bertie County enrolled in the designated grades offered at the school without regard to the student's race, creed, color, religion, national origin, socio-economic status, disability, or level of language proficiency. While the proposed school will eventually serve grades K-12, we will open with grades

K-3, and add one grade per year thereafter. The information that follows pertains to the first year only.

**Proposed Grades Served: K-3 Proposed Total Enrollment: Initially 160 students increasing annually by 40.**

**Projected School Opening Year 2013 Month August**

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	K-3	160		X
Second Year	K-4	200		X
Third Year	K-5	240		X
Fourth Year	K-6	280		X
Fifth Year	K-7	320		X

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

  
 \_\_\_\_\_  
 Signature

Founding Director  
 \_\_\_\_\_  
 Title

Kashi Bazemore Nelson  
 \_\_\_\_\_  
 Printed Name

April 12, 2012  
 \_\_\_\_\_  
 Date

## II. TABLE OF CONTENTS FOR THE APPLICATION

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

### TABLE OF CONTENTS

I.	Application Cover Pages .....	4-5
II.	Table of Contents .....	5
	Timeline .....	3
III.	Mission, Purpose, and Educational Focus .....	6
IV.	Governance.....	7-8
	Private Nonprofit Corporation.....	7
	Tax-Exempt Status.....	7
	Organizational Structure.....	8
	Admissions Policies.....	8
V.	Education Plan .....	9-10
	Instructional Program .....	9
	Special Education.....	9
	Student Conduct and Discipline .....	10
	Timelines.....	10
	Private School Conversion Info.....	10
VI.	Business Plan .....	11-22
	Projected Staff and Qualifications .....	11
	Enrollment and Business Plan.....	11-12
	Projected Enrollment 2013-14 through 2017-18.....	13-14
	Budget: Revenue Projections 2013-14 through 2017-18.....	15-16
	Budget: Expenditure Projections 2013-14 through 2017-18.....	17-18
	Budget: Narrative for years 2 through 5.....	18
	Budget: Capital and Assets.....	19
	Audits: Program and Financial .....	19
	Civil Liability and Insurance.....	20
	Transportation Plan .....	20
	Facility Description .....	21
	Health and Safety Requirements.....	22
VII.	LEA Impact Statement .....	23
VIII.	Appendices (optional).....	23

IX. Signature Page ..... 23

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

#### **MISSION:**

The mission of the proposed charter school is as follows:

Heritage Collegiate Leadership Academy of Bertie County, Inc. (Heritage Collegiate) is dedicated to the cultivation of powerful, self-educating leaders who are college-bound scholars of virtue, wisdom and courage. We develop extraordinary thinkers who are capable of creating healthy, happy, and purposeful lives - world citizens who inspire greatness in others and propel humankind toward the greater good.

#### **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 the level of public interest.

The vision for Heritage Collegiate Leadership Academy of Bertie County, Inc. (Heritage Collegiate) has been years in the making. Members of the planning team for this proposed school have worked for the past two years to raise awareness about the need the school choice in our community. We have worked with the Bertie Alumni Association to plan three events (2 Alumni Cheerleading and Basketball games and an alumni dance. Two of these events took place in 2011, and we used this opportunity to share our vision.) We also held a community outreach on December 5, 2011. We solicited the support of Parents for Educational Freedom in North Carolina (PEFNC) to help spread the word of the benefits of "school choice". Darrell Allison, President of PEFNC was a guest speaker. Vershenia Balance Moody, a resident of Bertie County who serves on the board for KIPP Gaston College Preparatory Charter School, also spoke at this event. She noted that she first learned of the Knowledge Is Power Program (KIPP) from Kashi Bazemore Nelson, who was working for KIPP NYC at the time. She spoke of her efforts to commute each day to give her son a better education. We showed part of the critically acclaimed documentary "Waiting for Superman". Finally, Kashi Bazemore Nelson, Founding Director for Heritage Collegiate, shared her vision for a charter school in Bertie County. Residents had the opportunity to ask Heritage Collegiate questions, share feedback, and to sign up for ongoing updates about the school. It was well-attended, and officially kicked off an extensive community outreach campaign. Kashi Bazemore Nelson also has been interviewed about the proposed school in the local newspaper three times. (October 26, 2011; December 28, 2011, and April 11, 2012). Finally, we have used social media (Facebook) to continue to inform the community of school plans. Kashi Bazemore Nelson has hundreds of followers on Facebook, and they have been very vocal and supportive of our efforts using this forum. (See Appendices for evidence of our community outreach efforts.) Our school planning team includes current and former residents of Bertie County, many of whom are current and retired educators. They all contributed to development of our education model. The residents of Bertie County have consistently expressed the need for an option like this. Bertie County Schools have struggled to meet the needs of all children, and test scores demonstrate need for improvement. Bertie County is an impoverished county where the majority of the residents are African American. According to the 2010 US Census Bureau State & County Quick Facts, only 9.6% of the residents of Bertie County hold a bachelor's degree or higher. This compares to a state average of 25.8%. We believe that

our school motto says it all. "Growing Great Leaders – Serving Our Community" is our motto, and we believe that educating youth in a college preparatory setting with an emphasis on leadership development and service to the community will strongly impact the community.

**GOALS FOR THE PROPOSED CHARTER SCHOOL:**

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

The existing school system has historically been one of the poorest-performing school systems in the state. In 2010-2011, the overall proficiency rate for the district for elementary reading was 50.4% compared to the state's rate of 70.7%. The target goal established for proficiency by the state is 71.6%. In 2010-2011, the overall proficiency rate for elementary math in the district was 73.1% compared to the state's rate of 82.4. The target goal established for proficiency was 88.6%. The district has failed to perform as a whole, but individual schools have had even less success on state tests. Last year, only 27.8% of third grade students at Aulander Elementary (the elementary school I attended), were proficient in reading. At West Bertie Elementary, only 39% of third grade students were proficient in reading. At the one middle school in the county, only 40.3% of the students were proficient in 7<sup>th</sup> grade reading and 44.9% in 8<sup>th</sup> grade reading. The one high school in the county has been broken into three tracks. The Bertie STEM High School enrolls the brightest students in the county. These students would likely succeed no matter what school they attend. Bertie Early College High School is also not open to every student in the county. Bertie High School is still a failing high school. The system that has been put into place at the high school level does not promote equal access to educational opportunities, and that must change. Despite county-wide attempts to improve test scores, the test scores for local schools still failed to meet state proficiency goals.

Heritage Collegiate will have an educational program that is consistent with the "no-excuses" models that have worked throughout the nation. The school will have an extended school day and extended school year. Beginning in Summer of 2014, our Learning and Leadership Summer Academy will be mandatory. As of our first year of operation, there will be a system of ongoing assessments to ensure student learning. NC, § 115C-174.11 establishes the components of the testing program as:

- (a) Assessment Instruments for First and Second Grades. – The State Board of Education shall adopt and provide to the local school administrative units developmentally appropriate individualized assessment instruments consistent with the Basic Education Program for the first and second grades, rather than standardized tests. Local school administrative units may use these assessment instruments provided to them by the State Board for first and second grade students, and shall not use standardized tests except as required as a condition of receiving federal grants. At Heritage Collegiate, we will use a portfolio assessment that is aligned with the Common Core Standards and the Essential Skills as established by the NC Standard Course of Study. Specific benchmark goals will be established for reading, writing, math and science with assessments occurring at the beginning of the school year (during Summer Academy), first quarter, mid-year and year-end. Strategies and interventions will be

set accordingly. Furthermore, the school will secure the services of the Northwest Evaluation Association for Measures of Academic Progress (MAP) testing. Understanding each student's academic level gives teachers the power to help them excel. MAP computerized adaptive assessments are the tools that will make it possible – providing educators with the detailed information they need to build curriculum and meet their students' needs, one child at a time.

Heritage Collegiate teachers will use K-5 assessments to monitor students' achievement of literacy and mathematical objectives and to inform instruction. Students will be individually assessed throughout the year and academic interventions will be implemented as needed. Teachers document students' progress and provide year-end status information for each student to the Director of Curriculum, Instruction and Student Support Services. The K-5 assessments will include *Receptive and Expressive Literacy* in which students have an opportunity to demonstrate development of both reading and writing skills and *Mathematics*, which documents students' level of performance on five curriculum strands.

In addition to these standard K-5 assessments, Heritage Collegiate will implement K-2 universal screening assessments in literacy during the 2013-14 and subsequent school years. Universal screenings, conducted at the beginning of the year, mid-year, and at the end of the year, facilitate the assessment of basic literacy skills for K-5 students and help to support Intervention Alignment efforts. Students will be assessed with grade-level appropriate universal screening measures such as letter naming fluency, phonemic segmentation fluency, nonsense word fluency, and oral reading fluency. These screenings will assist teachers in identifying below benchmark achievers, identifying students achieving well above benchmark, and determining students who will need support in developing a skill.

K-5 Assessments will be used in conjunction with MAP assessments to drive instruction. Created by educators, MAP assessments provide detailed, actionable data about where each child is on their unique learning path. The MAP assessment adapts to a student's responses as he / she takes the test. This level of differentiation will empower teachers to know what instructional strategies will best meet the needs of the whole group and the individual learner. Our school will use MAP for Primary Grades for grades K-2 before moving on to MAP: Reading, mathematics, and language as we progress to higher grades. We are also exploring the use of the MAP science assessment to determine how our students are doing with science concepts, processes and other general science objectives.

At Heritage Collegiate, we will employ multiple measures of student learning and achievement. This will allow teachers and leaders to accurately determine how students are actually performing. It will also inform future instruction as well as necessary intervention methods to support student success.

MAP tests will be aligned to the Common Core Standards. NWEA is currently working to ensure that their assessments are aligned to the Common Core Standards that have been adopted by the state of NC as well as other states. We will ensure that we are assessing the Common Core standards for Math and Reading as well as the Essential Skills for content coursework as established by the NC Standard Course of Study. This is a delicate issue as we are undergoing a major curricular transition, but we are determined to go above and beyond the expectations of the state.

- (b) **We will meet or exceed the target goals for proficiency as established by the state. We are using 85% proficiency targets which exceeds the state's goals for Math and Reading grades 3-8 and 10<sup>th</sup> grade.**

We will continue to develop rigorous courses and assessments as we progress to the intermediate and high school levels. We recognize that we will have challenges as we work to reach our goals. Low college-graduate rates of families, lack of internet connectivity in homes, extreme poverty, and limited access to community colleges and universities will be hurdles that we will have to tackle. However, we are exploring ways to address these and other concerns. We firmly believe that our success will lead to improved educational experiences for all students in the county. Our mission, vision and core values will produce students who will trained, from the earliest grades, about the importance of “giving back” to their community. There will be a service-learning component to the entire school program.

**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.

The purpose of this Part is to authorize a system of charter schools to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently of existing schools, as a method to accomplish all of the following:

- (1) Improve student learning;

In the 21<sup>st</sup> century, students must be prepared for college and/or career throughout the public schooling process. Therefore, we will have a rigorous curriculum that will provide equitable opportunities for every student to be competitive for college. Well-designed systems, extended time for learning, and outstanding faculty will prepare students as they pursue the goal of a successful transition to college and/or career upon graduation. Students will follow a college preparatory curriculum. Each student will be required to take Latin which will enhance his/her vocabulary and ability to understand the meaning of words. Students will get project-based learning opportunities that will foster reading, research, writing and presentation skills as we believe these skills will be needed as our students transition to college / career upon graduation. We will regularly expose scholars to the scientific inquiry method and systems of error analysis in mathematics. We will be using the Advancement Via Individual Determination (AVID) college preparatory curriculum for students at the elementary, intermediate and high school levels.

- (2) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted;

At Heritage Collegiate, we will use a differentiated instructional model that is supported by data-driven assessment. Having extended time for instruction through a longer school day and Saturday Sessions will allow us the opportunity to increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are struggling learners and opportunist for enrichment and extension opportunities for students who are academically gifted.

- (3) Encourage the use of different and innovative teaching methods;

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At Heritage Collegiate, students will be exposed to “Debate Across the Curriculum” from the earliest years. Students at the middle and high school level will have the opportunity to participate in competitive debate. We will also expose students to “life coaching” to improve student self-efficacy. We believe that attitude is just as important as preparation, and taking the time to teach students how to set SMART goals, how to “fail forward” and utilize other coping strategies for dealing with setbacks will directly correlate with student success. At Heritage Collegiate, we will implement the KidLead Curriculum (see attached brochure, Appendices). The KidLead curriculum utilized the same methodology recommended by the American Society of Training & Development (ASTD), used by Fortune 500 corporations and creative educators: active learning. The KidLead curriculum focuses on the 16 most important leadership qualities desired in leaders, based on a compilation of research, including the Center for Creative Leadership, Harvard Business Review, and literature review by Dr. Alan Nelson. Students must develop a sense of purpose greater than mere social and economic attainment. Schools have a responsibility to help students to understand their role in society and to shape their own moral principles. Formal class time will be committed to this training. Ultimately, the goal is to foster a culture of reflection and personal growth from this commitment that will help students as they mature. Our students represent the future, and we believe educating a school of “leaders” will improve the local community in the short and long-term

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

Each staff member will receive training on using the Common Core Standards and Essential Skills. They will receive training on implementing standards-based curriculum and instruction. They will also be trained on implementing the MAP assessment systems school-wide. Teachers will receive training on implementing the KidLead Curriculum. They will also receive extensive training on implementing the AVID curriculum. Finally, they will receive extensive training on the culture of the school. Each teacher will be expected to maintain a website to encourage additional communication with families. Staff development will be differentiated. Some sessions will be required, and others will be optional. Teachers will have the option to work with life coach as needed because we believe the self-efficacy of teachers is critical to the performance of students.

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

Opening the doors of Heritage Collegiate will provide parents and students with meaningful choice. We believe that the presence of a charter school in Bertie County will ultimately lead to substantial improvement of all schools. We are committed to sharing best practices with traditional public schools in Bertie County. Currently, there are no charter schools immediately accessible to the citizens of Bertie County. In defining the region of service, we will focus primarily on Bertie County. The closest charter school is KIPP Gaston College Preparatory in Northampton County. It is approximately sixty miles from Windsor. The driving time from Windsor, NC to Gaston, NC is one hour, twenty-two minutes.

(6) Hold the schools established under this Part accountable for meeting measurable student achievement results, and provide the schools with a method to change from rule-based to performance-based accountability systems. (1995 (Reg. Sess., 1996), c. 731, s. 2.)

Opening the doors of Heritage Collegiate will provide parents and students with meaningful choice. We believe that the presence of a charter school in Bertie County will ultimately lead to substantial improvement of all schools. We are committed to sharing best practices with traditional public schools in Bertie County. Currently, there are no charter schools immediately accessible to the citizens of Bertie County. In defining the region of service, we will focus primarily on Bertie County. The closest charter school is KIPP Gaston College Preparatory in Northampton

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County. It is approximately sixty miles from Windsor. The driving time from Windsor, NC to Gaston, NC is one hour, twenty-two minutes.

**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.

Our mission, the school's compass, will guide Heritage Collegiate's educational focus. We will be a college preparatory, leadership-themed charter school. Our students will become accomplished scholars, capable practitioners and engaged citizens. As accomplished scholars, they will learn to read fluently, write effectively, perform calculations accurately, and ask thoughtful questions, research, analyze, synthesize information and draw insightful conclusions. As capable practitioners, our students will apply learning from standard academic curriculum to complex, authentic issues. They will find personal relevance in their coursework, and make connections among academic disciplines. As engaged citizens, they will possess deep knowledge about and connections to their community, offer concrete contributions in group settings, present effectively to audiences using oral, visual, and written modes. Program Components may include but not be limited to the following:

Extended hours for enrichment and remediation/tutoring; Saturday School Sessions for enrichment and remediation/tutoring / Summer Academy - set up as themed summer camps and an introduction to the academic year, Field Trips, and Internships/ Workshops / Fieldtrips for Staff, Students and Parents / Critical Thinking Skills Debate; Socratic and Paideia / Khan Academy for math and science / Leadership development / Service Learning/ Project-based learning/ Financial Literacy and Entrepreneurial training and projects / Life Coaching [individual and group coaching / training for students and staff] to promote self-efficacy and teamwork/ Foreign Language Latin for all students Foreign Language Electives for middle and upper grades (French and Spanish; also exploring Mandarin Chinese)/College Prep Curriculum based on the Common Core Standards/Student Support Services component to assist with high school to college/career transition and support for alumni who are on the path to college applying for college.

**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: Heritage Collegiate Leadership Academy of Bertie, Inc.

Mailing Address: P.O. Box 1377

City/State/Zip: Windsor, NC 27983

Street Address: 1042 NC 305, Aulander, NC 27805

Phone: (919) 906-9242

Fax:

Name of registered agent and address: Mildred Bazemore, 1042 NC 305, Aulander, NC 27805

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)
- No

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

**PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CMO) (NOT APPLICABLE)**

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

- Please include a copy of the proposed management agreement of the specified EMO and explain how the contract will be in the best educational and financial interests of the charter school.
- What other EMO/CMOs were pursued and why did the applicant select this particular one? Please include information regarding other management fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.
- Provide and discuss performance and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the proposed population of students
- Describe how the governance structure will be affected; if at all, by the EMO/CMO and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO. An organizational chart showing the lines of authority should be included.
- Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO; and if necessary, terminate the contract without significant obstacles.

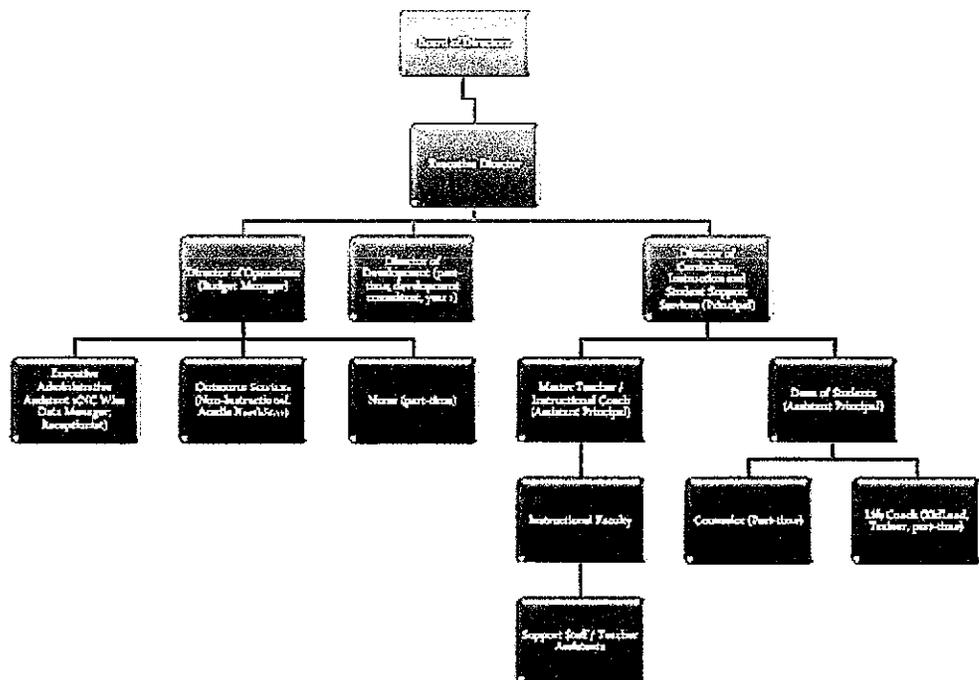
**ORGANIZATIONAL STRUCTURE OF PRIVATE NONPROFIT:** (GS 115C-238.29B(b)(3); GS 115C-238.29E(d))

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

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

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

Heritage Collegiate Leadership Academy of Bertie County



- 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.

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## Board of Directors

**Tonza Ruffin, Esq.**, Ruffin Law Firm, Windsor NC

**Rev. Gregory Gilliam**, World Harvest Christian Center Church, Windsor, NC

**Professor Arwin Smallwood**, Author, *Bertie County: An Eastern Carolina History*; Former Bertie County Resident, Associate Professor of History, University of Memphis

**Ernestine Byrd**, Bertie County Child Advocate and Community Leader, Past Teen Court Coordinator, Retired In School Suspension Coordinator, Bertie County Schools

**Emmett N. Kimbrough**, Retired Educator/Former Superintendent - Current Mentor, Department of Education, Elizabeth City State University

**Garret Taylor**, CEO, Uplift Comprehensive Services, Windsor, NC

**Tonza Ruffin, Esq.**  
***Ruffin Law Firm***  
102 E. Granville Street  
Windsor, NC 27983

**Education:**

**Georgia State University College of Law, Juris Doctorate, 1999**

**Activities:** GSU Moot Court Team; Georgia State University College of Law Alumni Association

**Easter Carolina University, Bachelor of Arts, Political Science, 1995**

**Activities:** ECU Law Society

**Bertie High School, 1988**

**Work Experience:**

**Attorney, Ruffin Law Firm, 2003 – Present**

**Attorney, Smallwood Law Firm, 1999 – 2003**

**Skills and Expertise:**

- Criminal Defense
- Family Law

**Gregory Gilliam**  
**113 Rhodes Ave.**  
**Windsor, N.C. 27983**  
**(252) 325-5006**  
**newgreg310@yahoo.com**

**Professional Profile**

- CNA2 student at Martin Community Collage. A recent graduate from CNA1 course and successfully passed the State exam. Employed in the health care industry for the past 3 years as a rehabilitation technician.
- Trustworthy, ethical, and honorable, committed to superior customer service. Strong leadership skills and work well with others. Graduate at the top of my CNA1 class.

**Core professional strengths include:**

Solving  
Team building  
Policies & Procedures  
Customer Service & Relations  
Professional Accomplishments  
First Aid & CPR Training  
Critical Incident Training  
Software Proficiencies  
Point, Excel, Word and Visio  
Management & Supervision  
mediated staff disputes  
safety records

Problem

**Professional Training & Skills**

Hospice Care Training  
  
Microsoft Office, Power  
  
Trouble shot and resolved problems,  
Maintain and updated training and

**Work History**

Present - Hab Tech Solid Foundation  
2010-Present Pastor, World Harvest  
2008-2012 Volunteer Chaplin Vidian  
2006-2012 Pastor Full Gospel  
1995-2012 Safety/Planer Weyerhaeuser  
1995-2012 U.S Army  
1985-1995

**Education**

Nursing Assistant 2 MCC 2012  
Nursing Assistant 1 MCC 2012  
Critical Incident LA Tech 2006  
Certified Hospital Chaplin 2006  
Bertie High School 1986

Arwin Smallwood  
Associate Professor of History  
The University of Memphis  
Mitchell Hall 121  
Associate Professor of History  
<http://history.memphis.edu/asmallwd/>  
(901) 678-3869  
[asmallwd@memphis.edu](mailto:asmallwd@memphis.edu)

### Education

- **Ph.D. History – Ohio State University, 1997**
- **M.A. History – Cum Laude, North Carolina Central University, 1990**
- **B.A. Political Science, North Carolina Central University, 1988**
- **Bertie High School, 1982**

### Work Experience

- **Associate Professor, Department of History, The University of Memphis, 2003-Present**
- **Associate Professor, Center for International Studies, Middle East Partnership, Initiative – The University of Delaware, Sponsored by the United States Department of State, 2006-Present**
- **Associate Professor, Director, African-American Studies, Department of History and the African-American Studies Program, Bradley University, 2001-2003**
- **Visiting Professor, History Programs of Community Colleges, and Public and Private Universities of Central Illinois, Central Illinois Higher Education Consortium, 1997-1998**
- **Instructor, History summer program for youth – Afro-American Cultural Center of Charlotte, NC – Summer 1994**
- **Visiting Instructor, Department of History, North Carolina A&T State University, 1993-1994**

### Author:

Smallwood, Arwin D. *Bertie County: An Eastern North Carolina History*. Chicago: Arcadia, 2002. Print.

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## Ernestine Byrd

1040 NC Highway 305, Aulander NC 27805

(T) 252 345 1074 (E) ernestinebyrd@yahoo.com

**Summary:** Versatile child advocate professional with over 25 years experience working in a student-focused learning environment helping at - risk students improve their literacy and behavioral skills. Enthusiastic teaching professional with over 5 years of creative instructing experience as Bertie County Teen Court Coordinator

### Achievements:

#### Administration

- Managed [Teen Court] that resulted in [positive outcome].

Less students in Bertie County receiving a court record, and managing to turn around bad behavior

#### Material Development

- Created [materials, curriculum] targeting [non-motivated students] to create an engaging educational experience.
- Team Building and Leadership
- Created collaborative classroom experience through [peer mediation]
- *Student Progress Conferences*
- Conducted conferences with parents, administrators, testing specialists and social workers to discuss educational plans designed to promote students' educational/social development

### Professional Experience:

01/1984 - 12/2012

**Bertie County Schools** Windsor, North Carolina

#### Retired

Worked as In-School Suspension Coordinator

Cheerleader Coach

Tobacco Cessation Coordinator (S.W.A.T.) Students Warning Against Tobacco

Peer Mediation Facilitator

Teen Court Coordinator

### Education and Training:

**Fayetteville State University**, Fayetteville, North Carolina

Communication

Currently enrolled at Mount Olive College, pursuing a degree in CRJ

### Community Involvement:

District Deputy for the Order of the Easter Star 1995- present

Illustrious Commandress for Daughters of Isis 2010-present

**Emmett N. Kimbrough**  
228 Connarista Road  
Kelford, North Carolina 27847  
Mobile: (252) 325-3005 ~ Residence: (252) 348-2310

**Summary of Qualifications:** Retired school administrator and consultant. Experienced in elementary and secondary education, budgeting, federal program allocation, and grants. Served as trainer of trainers for central office administrators and staff throughout the state of North Carolina.

**Professional Experience:**

**Mentor**, Department of Education, Elizabeth City State University, 2011- Present  
**Teacher**, Bertie County Public Schools, January 2009 – December 2009  
**Volunteer**, Education, Community and Civic Group, June 2003 - December 2008  
**Superintendent**, Weldon City Schools, November 2002 – May 2003  
**Interim Superintendent**, Weldon City Schools, October 2001 – November 2002  
**Assistant Superintendent**, Weldon City Schools, August 1998 – October 2001  
**Migrant Education Consultant**, NC Department of Public Instruction, July 1974 – August 1998

**Educational Credentials**

**Candidate for Ed.D., Educational Leadership Program**  
East Carolina University, Greenville, NC (1992-1994)

**Ed.S. School Administration**  
East Carolina University, Greenville, NC (1991)

**Principal, School Administration/Supervision**  
East Carolina University, Greenville, NC (1974)

**Pre-K-3 Certification, Early Childhood Education**  
Tuskegee Institute, Tuskegee, AL (1972)

**MA, Education**  
Northeastern Illinois State University, Chicago, IL (1970)

**BS, Elementary-Physical Education**  
Tennessee Agricultural & Industrial State University, Nashville, TN (1965)

**Presentation: “Enhancing Parents as Teachers”** Parents as Teachers National Conference, 1995

**Garrett Taylor**  
3609 Gosford Gate  
Greenville, NC 27858  
(252) 916-5791  
[Gtodd93@gmail.com](mailto:Gtodd93@gmail.com)  
<http://upliftnc.org/>

**Profile:** Purpose driven professional dedicated to the healthy development and education of youth. I possess a diverse background of training and experiences that enhance my ability to find innovative solutions to problems affecting the lives of young people.

**Experience:**

**CEO, Uplift Comprehensive Services, Windsor, NC** 2000-present  
Primary driving force behind the establishment, organization, and expansion of a self-owned behavioral health agency specializing in child mental health

**Organizational Development:** Organized the structure of the agency, designed the programs, and secured funding streams for the company’s activities. Established the bylaws of the organization as well as designed the policies and procedures for its activities. I led the organization into gaining national accreditation via the Council of Accreditation (COA).

**Collaboration:** Coordinated with local school districts to develop alternative learning programs for youth with behavioral and developmental issues.

**Technology Curriculum Integration Specialist, Newport News Public Schools, Newport News, VA**  
2000 – 2001

**Teacher, 5th grade, Newport News Public Schools, Newport News, VA** 1998-2000

**Education:**

**Elizabeth City State University, Elizabeth City, NC, BA, Elementary Education, 1997**

**Troy University, Troy, Alabama, MPA, 2010**

- 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*)

**HERITAGE COLLEGIATE LEADERSHIP ACADEMY OF BERTIE COUNTY, INC.  
BYLAWS**

**ARTICLE I  
Offices**

**1.1 Principal Office.** The principal office of the Corporation shall be located at 1042 NC 305, Aulander, NC 27805, or at such other location designated by the Board of Directors.

**1.2 Registered Office.** The registered office of the Corporation required by law to be maintained in the State of North Carolina may be, but need not be, identical with the principal office.

**1.3 Other Offices.** The Corporation may have offices at such other places, either within or without the State of North Carolina, as the Board of Directors may designate or as the affairs of the Corporation may require from time to time.

## **ARTICLE II**

### **Board of Directors**

**2.1 General Powers.** The business and affairs of the Corporation shall be managed by its Board of Directors. Except as otherwise expressly provided by law, the Articles of Incorporation, or these Bylaws, all of the power of the Corporation shall be vested in the Board of Directors.

**2.2 Composition. Number, Term and Qualifications.** The number of directors constituting the Board of Directors shall be a variable range with a minimum of five (5) and a maximum of seven (7). Each director shall hold office for a term of one (1) to three (3) years. Following the first year of the Corporation's existence, each term year shall begin on July 1 and end on June 30. The initial Board of Directors shall serve staggered terms to establish a rotation of directors as follows: one to two directors with a one year term, two directors with a two year term, and two directors with a three year term; or, if there are seven initial directors, then two directors with a one year term, two directors with a two year term and three directors with a three year term. Directors need not be residents of the State of North Carolina. They must, however, be a resident of the United States of America. Directors shall be at least twenty-one (21) years of age and shall hold at least a high school diploma or its equivalent.

Any such qualified person seeking election to the Board of Directors must submit to a reasonable screening process by the nominating committee, which shall include submitting a personal written statement that may include, but not be limited to the following:

- statement as to personal reason for wanting to serve on the Board of Directors of this corporation;
- certification statement as to age, residency, and diploma or equivalency; certification statement of having read and understood the Articles of Incorporations and these Bylaws;
- statement of support for this corporation's purposes;
- statement of personal education philosophy;
- statement of personal background, including any talents or experience that can contribute to the function of the corporation Board;
- separate list of references, including the name, address and phone number of each, to designated board member who can verify personal background.

**2.3 Election of Directors.** New directors shall be elected in each succeeding year to fill any expiring terms. Directors eligible for re-election may vote on new board members. Those receiving the highest number of votes shall be deemed elected. In the event any Director so demands, election of the Directors shall be by secret ballot. Directors shall be elected from a slate of nominees proposed by the Executive director at any annual or special meeting of the Board of Directors by a voted of a majority of the directors then in office. The Executive Director shall nominate up to two persons per open position and directors. Directors may

serve successive terms. The election of directors shall be a part of business at each annual meeting of the Board of Directors. Each director shall hold office until the next annual meeting of the Board of Directors following the start of his or her last year in office and until his or her successor is elected and qualifies.

**2.4 Removal.** Directors may be removed from office at any time with or without cause by the directors by such vote as would be required to elect a member of the Board of Directors.

**2.5 Vacancies.** Any vacancy occurring in the Board of Directors may be filled by the affirmative vote of a majority of the remaining directors. The director so elected shall serve the unexpired term of the director replaced thereby.

**2.6 Chairman of the Board.** There shall be a Chairman and Vice-chairman of the Board of Directors elected by the directors from their number at the annual meeting of the Board of Directors. The Chairman and Vice-Chairman shall serve a term of one year. The Chairman, or in his or her absence the Vice-Chairman, shall preside over all meetings of the Board of Directors, and each shall perform such other duties as may be directed by the Board of Directors. The Chairman and Vice-Chairman shall be officers of the Corporation.

**2.7 Compensation.** The Board of Directors may compensate directors for their services as such and may provide for the payment of any or all expenses incurred by directors in attending regular and special meetings of the Board of Directors. This shall not preclude directors from serving the Corporation in other capacities and receiving compensation for such other services.

**2.8 Duties of Directors.** The Board of Directors shall abide by the general standards of conduct of a Board as prescribed by N.C.G.S. §55A-8-30, including but not limited to acting in good faith, the care of an ordinary prudent person in a like position exercised under similar circumstances and in a manner each director reasonably believes to be in the best interest of the Corporation.

**2.9 Commitment to Open Meetings.** The Board of Directors expressly commits to and shall abide by the public policy of the State of North Carolina in regards to meetings of public bodies as described in Article 33C or N.C.G.S. §143-318.9, et. Seq. It is the policy of the Corporation that the hearings, deliberations, and actions of its Board of Directors shall be conducted openly.

### ARTICLE III

#### Meetings of Directors

**3.1 Regular Meetings.** The Board of Directors shall meet at least monthly at such times and dates as designated by the Chair of the Board, through a written call of the majority of Board members, or upon resolution of the board. The annual meeting of the Board shall be held each year in June or at such other time as the Board may determine, for the purpose of electing directors and officers and for the purpose of electing directors and officers and for the transaction of other business. Regular meetings of the Board may be held without written notice.

**3.2 Special Meetings.** Special meetings of the Board of Directors may be called by or at the reHeritage Collegiate of the Chairman or any two (2) directors.

**3.3 Place of Meetings.** The meetings of the Board of Directors shall be held at the principal office of the Corporation, or at such other place as the Chair of the Board of Directors, or his or her designee, may designate.

**3.4 Notice of Meetings.** The Executive Director shall give notice of each annual meeting of the Board of Directors by mailing such notice to each director at least ten (10) days before the meeting. The Chairman or other persons calling a special meeting of the Board of Directors shall give notice thereof (or cause the Executive Director to give notice) by mailing such notice to each director at least three days before the meeting. Unless otherwise indicated in the notice thereof, any and all business may be transacted at a meeting of the Board of Directors, except as otherwise provided by law or these Bylaws.

**3.5 Waiver or notice and Notice of Inability to Attend.** Any director may waive notice of any meeting, either before or after the meeting. Written waivers of notice shall be filed by the Secretary with the corporate records as part of the minutes of the meeting. The attendance by a director at a meeting shall constitute a waiver of notice of such 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. Members of the Board shall be required to notify the Chair of the Board of the Corporation of their inability to attend a lawfully scheduled meeting at least twenty-four (24) hours prior to meeting time.

**3.6 Quorum.** A majority of the number of directors fixed by these Bylaws shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. For five (5) board members, a quorum is three (3); for six (6) board members, a quorum is four (4), and for seven (7) board members, a quorum is four (4).

**3.7 Manner of Acting.** Except as otherwise provided in these Bylaws, the act of the majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors. To the extent under these Bylaws and by law, directors shall conduct business at every regular and annual meeting in accordance with *Robert's Rules of Order*, latest edition.

**3.8 Presumption of Assent.** A director of the Corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless he or she objects at the beginning of the meeting, or promptly upon his or her arrival, to holding it or transacting business at the meeting, or his or her dissent or abstention from the action is otherwise entered in the minutes of the meeting, or unless he or she either files his written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or forwards his or her written dissent by registered mail to the Executive Director of the Corporation immediately after the adjournment of the meeting. The right to dissent is not available to a director who voted in favor of such action.

**3.9 Informal Action by Directors.** Action taken by a majority of the directors without a meeting is nevertheless action of the Board of Directors if written consent to the action in Heritage Collegiateion is signed by all of the directors and filed with the minutes of the proceedings of the Board of Directors, whether done before or after the action so taken.

**3.10 Participation by Telephone.** Any one or more directors may participate in a meeting of the Board of Directors by means of a conference telephone or similar communications device that allows all persons participating in the meeting to hear each other. Participation by these means shall be deemed presence in person at the meeting.

## ARTICLE IV Officers

**4.1 Officers of the Corporation.** The officers of the Corporation shall consist of a Chairman of the Board, a Vice-Chairman of the Board, and an Executive Director. Other officers, including one or more Assistant Executive Directors (whose seniority and titles, including Senior Assistant Executive Director, may be specified by the Board of Directors), Secretary, Assistant Secretaries, Treasurer and Assistant Treasurers, may from time to time are elected by the Board of Directors. Any two or more offices, except Chairman of the Board and Executive Director, may be held by the same person. No officer may act in more than one capacity where the actions of two or more officers is required.

**4.2 Election and Term.** The officers of the Corporation shall be elected by the Board of Directors, and each officer shall hold office for a term of one year. Vacancies due to death, resignation, retirement, removal or disqualification shall be filled by vote of a majority of the directors at a special-called meeting or the next annual meeting, whichever occurs within 60 days of a vacancy.

**4.3 Removal.** Any officer or agent elected or appointed by the Board of Directors may be removed by the Board of Directors whenever in its judgment the best interests of the Corporation will be served thereby.

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

**4.5 Executive Director.** The Executive Director shall be the chief executive officer of the Corporation and shall be primarily responsible for the implementation of policies of the Board of Directors. He or she shall have authority over the general management of the Corporation in accordance with these Bylaws, subject only to the ultimate authority of the Board of Directors. He or she may sign and execute instruments in the name of the Corporation except in cases where the signing and the execution thereof shall be expressly delegated by the Board of Directors or by these Bylaws to some other officer or agent of the Corporation or shall be required by law otherwise to be signed or executed. In addition, he or she shall perform all duties incident to the office of the Executive Director and such other duties as from time to time may be assigned to him or her by the Board of Directors. The Executive Director may not serve on the Board of Directors while serving as Executive Director of the Corporation.

**4.6 Assistant Executive Director.** Each Assistant Executive Director, if any, shall have such powers and duties as may from time to time be assigned to him or her by the Board of Directors. Any Assistant Executive Director may sign and execute in the name of the Corporation instruments authorized by the Board of Directors, except where the signing and execution of such documents shall be expressly delegated by the Board of Directors or the Executive Director to some other officer or agent of the Corporation or shall be required by law otherwise to be signed or executed. In the absence of the Executive Director or in the event of his or her death, inability, or refusal to act, the Assistant Executive Directors in the order of their length of service as Assistant Executive Directors, unless otherwise determined by the Board of Directors, shall perform the duties of the Executive Director, and when so acting shall have all the powers of and be subject to all the restrictions upon the Executive Director.

**4.7 Secretaries and Treasurers.** All Secretaries and Treasurers of the Corporation shall be designated by the Executive Director, subject to a majority vote by the Board of Directors. Secretaries and Treasurers shall be staff positions in the Corporation and not officers of the Corporation, having the following duties and responsibilities:

**4.7a Secretary.** The Secretary shall keep the minutes of the meetings of the Board of Directors. He or she shall keep all minutes of all such meetings in books designated for those purposes. The Secretary shall see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law. He or she shall have charge of the books, records, and papers of the Corporation. He or she shall have custody of the seal of the Corporation and see that the seal of the Corporation is affixed to all documents the execution of which on behalf of the Corporation under its seal is duly authorized, and shall sign such instruments as may require his or her signature. He or she shall in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the Chairman, by the Board of Directors, or by these Bylaws.

**4.7b Assistant Secretaries.** In the absence of the Secretary or in the event of his death, inability, or refusal to act, any

Heritage College Teachers' Academy of DeWitt County, Inc. - Growing Great Teachers • Serving Our Community

Assistant Secretary designated by the Chairman, unless otherwise determined by the Board of Directors, shall perform the duties of the Secretary and when so acting shall have all the powers of and be subject to all the restrictions upon the Secretary. The Assistant Secretaries shall perform such other duties as may be assigned to them by the Secretary, by the Chairman, or by the Board of Directors. Any Assistant Secretary may sign, with the President or a Vice-President, documents authorized to be signed by the Secretary.

**4.7c Treasurer.** The Treasurer, or Chief Financial Officer, however designated by the Board, shall have charge of and be responsible for all funds and securities, receipts, and disbursements of the Corporation, and shall deposit all monies and securities of the Corporation in such banks and depositories as shall be designated by the Board of Directors, provided that the Board of Directors may appoint a custodian or depository for any such funds or securities, and the Board of Directors may designate those persons upon whose signature or authority such funds may be disbursed. He or she shall be responsible (i) for maintaining adequate financial accounts and records in accordance with generally accepted accounting practices; (ii) for the preparation of appropriate operating budgets and financial statements; and (iii) for the preparation and filing of all tax returns required by law.

**4.7d Assistant Treasurers.** In the absence of the Treasurer or in the event of his death, inability, or refusal to act, any Assistant Treasurer designated by the Chairman, unless otherwise determined by the Board of Directors, shall perform the duties of the Treasurer, and when so acting shall have all the powers of and be subject to all the restrictions upon the Treasurer. They shall perform such other duties as may be assigned to them by the Treasurer, by the Chairman, or by the Board of Directors.

**4.8 Validity of Signatures.** In case any person whose signature shall appear on any bond, note, or other evidence of indebtedness of the Corporation shall cease to be an officer or hold an office different from that held at the time of signature before the delivery of such instrument, such signature shall nevertheless be valid and sufficient for all purposes the same as if he or she had remained in such office until such delivery.

**4.9 Compensation.** The compensation of all officers of the Corporation shall be fixed by the Board of Directors, and no officer shall serve the Corporation in any other capacity and receive compensation therefore unless such additional compensation is authorized by the Board of Directors prior to the rendition of such services.

## ARTICLE V Indebtedness

No indebtedness of the Corporation in excess of \$20,000 shall be incurred other than in the normal course of business, except as may be approved by resolution adopted by a majority of the directors in office.

Any or all of such indebtedness may be represented by notes, debentures, bonds, or other securities, either unsecured or secured by, or issued under, a mortgage, trust indenture, or otherwise, and may be issued at such times and upon such terms as the Board of Directors shall determine.

## ARTICLE VI Contracts, Loans, Checks, and Deposits

**6.1 Contracts.** The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

**6.2 Loans.** No loans shall be contracted on behalf of the Corporation, and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

**6.3 Checks and Drafts.** All checks, drafts, or other orders for the payment of money, issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents, or employee or employees of the Corporation and in such manner, including facsimile signatures, as shall from time to time be determined by resolution of the Board of Directors.

**6.4 Deposits.** All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such depositories as the Board of Directors may select.

**Article VII**  
General Provisions

**7.1 Seal.** The corporate seal of the Corporation shall contain the name of the Corporation and shall be in such form as approved by the Board of Directors.

**7.2 Waiver of Notice.** Whenever any notice is required to be given to any director by law, by the Articles of Incorporation, or by these Bylaws, a waiver thereof in writing signed by the director or directors entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice.

**7.3 Indemnification.** The Corporation shall indemnify its officers and directors to the maximum extent required or permitted by Part 5 of Article 8 of Chapter 55A of the General Statutes of North Carolina as from time to time amended, and such officers and directors shall be deemed to have relied upon this Part.

**7.4 Fiscal Year.** The fiscal year of the Corporation shall be as fixed by the Board of Directors.

**7.5 Amendment of Bylaws.** Except as otherwise provided by law, by the Articles of Incorporation or herein, these Bylaws may be amended or repealed and new Bylaws may be adopted by the affirmative vote of a majority of the directors then holding office at any annual or special meeting of the Board of Directors; provided, however, that notice of the proposed action shall have been included in the notice of the meeting or shall have been waived as provided in these Bylaws.

- 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.

**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: Heritage Collegiate Leadership Academy of Bertie County, Inc.

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 1042 NC 305

City, State, Zip Code Aulander, NC 27805

County Bertie

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

P.O. Box 1377 Windsor, NC 27983

5. The name of the initial registered agent is:

Mildred G. Bazemore

6. The name and address of each incorporator is as follows: Kashi B. Nelson, 5601 Paul Road, Raleigh, NC 27616

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 1042 NC 305

City, State, Zip Code Aulander, NC 27805

County Bertie

11. The mailing address *if different from the street address* of the principal office is:

P.O. Box 1377, Windsor, NC 27983

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

This is the 12th day of April 2012.

Heritage Collegiate Leadership Academy of Bertie County, Inc.

Kashi B. Nelson 

*Signature of Incorporator*

Kashi B. Nelson, Incorporator

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

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

## Heritage Collegiate Leadership Academy of Bertie County (Heritage Collegiate) Board of Directors

**Roles and Responsibilities:** The Board of Directors will ensure that Heritage Collegiate meets statutory and regulatory requirements as outlined in the NC Statute. Further the Board will ensure that the school is successful academically, fulfills its role as a full-service community school, is a viable organization, and remains faithful to the terms of its charter. Members of the HERITAGE COLLEGIATE Board of Directors will exercise their duty of care, their duty of loyalty, avoidance of conflict of interest, and will complete disclosure forms as required for compliance with effective governance. The specific duties of the Board of Directors are outlined in the By-Laws. The Board will elect officers, mentor new board members, provide a periodic review of the by-laws and complete a Board self-evaluation.

The Board of Directors will be reflective of and consistent with the school's mission for a number of reasons, namely:

- Members will be chosen based on their commitment to the values and mission of the school;
- Board members will undergo an extensive orientation program and continued training to ensure both their familiarity with the school's vision and program and their ability to ensure compliance with all necessary regulations governing charter schools;
- Meetings will be held at the school and Board members will be encouraged to take other opportunities to visit the school and participate, as appropriate, in assemblies and school events;
- All current Board members have had extensive experience working with organizations that serve children and/or working within the communities we hope to serve. Similar members will be chosen in the future;
- Board members will consistently be provided with information about the programs of the school and the success of the school which will serve to keep them appropriately informed and closely tied to the mission.

The Future Board leaders and other officers will be nominated by the Board members congruent to the Board by-laws following canvassing of the entire Board and discussions with the candidates. The nominations will be voted on by the entire Board.

The Board will establish a small task force charged with the annual evaluation of the Executive Director. This committee will include the chairman of the Board and two other Board members selected by the Board. The Executive Director will be invited to give input and to make specific reHeritage Collegiates for information and feedback to this group. Data from a wide variety of sources may be included in this process (e.g. student outcomes, staff and parent/guardian surveys, financial performance, fundraising, meeting of goals of various sorts.)

The Board will be responsible for governance and the Executive Director will be responsible for management. These processes will be distinguished from each other based on the best practices outlined in the Charter School Statutes and in keeping with accepted best practices for non-profit organizations and charter schools. As a rule, if an action sets a goal, states an expectation, or clarifies a direction for the organization as a whole, then it is governance and responsibility rests with the Board. If an action is a way to accomplish a goal or carries out an activity, then it rests with the administration.

As examples, the Board sets the goals for the curriculum, but implementation issues such as the choice of specific curricular materials, evaluation of the curriculum, and supervision of curriculum delivery reside with the principal, reporting to the Executive Director. Also, the Board establishes personnel policies, provides guidance through the budgeting process with regard to compensation, and is responsible for hiring and evaluating the Executive Director. Other personnel issues reside with the Executive Director. In addition, the finance committee of the Board will set the preliminary budget for the year, in consultation with the Executive Director. Final approval of the budget rests with the Board. Managing

and reporting the approved budget is the responsibility of the Executive Director and his or her delegates. Finally, the Board sets goals to inform vendor selection, but the actual selection and management of vendor relationships would fall to the Business manager, supervised by the Executive Director.

The Executive Director will be a non-voting, ex officio member of the Board. Other members of the staff may at times, at the invitation of the Director or the Board, be asked to attend or present at meetings, but will not be ex officio members. The chairman of the Board will serve for successive one-year terms. If a new chairman is to be elected, the process for succession described above and outlined in our By-laws will be followed. The chairman of the Board will organize and preside over all Board meetings, will be responsible for choosing chairs of Board committees, and will be responsible for clear, effective, consistent communication with all Board members. The chairman of the Board will sit on the finance committee, the evaluation committee for the Executive Director, and will serve as an ex officio member of all other committees. The Board chair will be consistently available to the Executive Director for consultation on school matters. The chairman of the Board of Directors will be the sole public spokesperson for the Board.

**Policy Development:** Board members, the Executive Director, or other stake holders may propose new or revised policies to the president of the Board. The chairman, in consultation with others as needed, will assign the policy to an existing or specially created committee where it will be discussed and refined. A recommendation will be made and then the policy will be brought to the full Board for discussion and approval. Board members will be provided with written material prior to a meeting in which a policy is to be discussed in order to become familiar with the subject and to have the opportunity to seek further information prior to a meeting.

The school will actively seek input from staff, parents/guardians, and the community on proposed policies. Depending on the age of the students and the policy being considered, input will be sought from students as well. Families will be surveyed each year and when appropriate for other specific decisions, family feedback will be solicited through individual communication, focus groups, the annual surveys, and/or parent /guardian meetings. Also staff input will be sought through a variety of communication vehicles. The school will have many partnerships with community organizations as part of its full-service mission and through the sharing of its facility. Input from the greater community will be solicited through these channels and metrics will be kept on full service performance.

Legal counsel and independent auditors will be engaged shortly after the school is chartered and well before school opening. We will seek to retain firms with charter school experience and in the case of legal counsel, a firm with demonstrated experience in school and special education law.

**Board Development:** When the first Board of Directors is organized, this Board will undergo extensive training regarding the responsibilities and procedures related to being a public charter school board, including discussion with attorneys and other consultants and training sessions related to governance and general non-profit management. This might include seminars or workshops given by NCDPI or local universities, as well as consultations with and visits to other schools. They will also receive extensive board training from *Partners for Developing Futures* and *Parents for Educational Freedom in NC* as a result of the planning / support process for selected programs. Similar training will be repeated as new members are added to the Board. These trainings will include, but not be limited to, review and discussion of the Board's charter, its by-laws, policies, annual report, the school's program, and the rules and responsibilities for the Board itself. The Board will set aside specific time annually where the Board and committee goals for the upcoming year are set and ongoing Board Development can occur.

The Board will engage in a self-evaluation process every year for the first five years, then bi-annually in the years following. The evaluation will focus on directed surveys and interviews that will generate data that can be used to increase effectiveness of the Board. This process will be managed by a committee of the Board of Directors which will report its

findings and recommendations to the full Board.

As described in our by-laws, Board members will serve for three-year terms except for the initial Board, where their terms will be staggered. As the school develops and as vacancies occur in the future, the Executive Director will recruit additional high-quality board members. To do so, the Executive Director will analyze the skills necessary for the school's success, review the backgrounds of existing board members, canvass for suggestions for new board members, and cultivate potential board members through service on Board committees and through service to the school in other ways. In addition, the school will publicize itself to community leaders in order to draw future board members from the widest possible pool. All candidates for board membership will engage in thorough discussions with existing board members and with the Executive Director about the mission and programs of the school and the responsibilities and time requirements of board service. Final candidates will be voted on by the Board, and final approval will be obtained from the state as required for charter schools.

### **Roles and Responsibilities of the Board of Directors:**

The school's Board members will serve as the guardians of HERITAGE COLLEGIATE's mission and strategic vision, as well as the guarantors of HERITAGE COLLEGIATE's responsiveness to the needs of the community. Members serve as ambassadors of the school to ensure its strong connection to the community and are fiduciaries for HERITAGE COLLEGIATE's financial integrity and sustainability. Members' expertise and experience will provide guidance and support to the Executive Director in the management of HERITAGE COLLEGIATE. The members will also focus on the specific responsibilities outlined in the charter and applicable law, ensuring the faithfulness of HERITAGE COLLEGIATE to its charter and compliance with all relevant regulations and law, ensuring the academic excellence of the school, and recruiting, supporting and evaluating the Executive Director. These roles and responsibilities are reflected in the structure established in the Board's by-laws.

**The Board of Directors' Relation to the School's Mission and Program:** The Board members all care deeply about education and are united in their belief that educational excellence is possible and of vital importance in an urban setting. The members share a commitment to meeting the challenges of contemporary education with an approach rooted in common sense and solid research. Nearly all of the founding trustees have direct experience in education and community service in Bertie County. They have a vested interest in the success of the school. The Board is therefore well-informed and well-suited to guide and support the school's mission and program.

**Criteria and Process for Choosing the Executive Director:** The criteria that will be used to choose the Executive Director are as follows: (1) understanding of and commitment to the HERITAGE COLLEGIATE mission and program; (2) understanding of and commitment to serving the Edgecombe County community; (3) knowledge of curriculum, instruction and school management; (4) knowledge of charter school best practices and North Carolina and federal education requirements; (5) knowledge of nonprofit organizational best practices, especially in the areas of governance, personnel, finances and community relations and support; (6) strong and wise interpersonal and leadership skills; and (7) a deep passion for learning and teaching.

**Criteria and Process for Evaluating the Executive Director:** The Executive Director (ED) will be evaluated on an annual basis by the Board and the evaluation will include input from all school constituencies, as well as a self-evaluation written by the ED. Relevant data such as student recruitment, retention, and academic performance will be incorporated in the evaluation process. In addition, the ED's ability to embody the hiring criteria mentioned above will also be reflected in a formal evaluation. The process will result in specific feedback to the ED and the development of annual goals for improved performance.

**Roles of Board of Directors and School Administration Relating to Curriculum, Personnel Decisions, Budget Allocation, and Vendor Selection:** The Board establishes curriculum goals and approves the curriculum,

which is developed and implemented by the school administration. The Board establishes personnel policies, which are implemented by the school administration. The school administration develops an annual budget in consultation with the Board's finance committee, which is then presented to the Board for approval.

The school administration is responsible for implementing the budget subject to the financial controls and oversight of the Board. Vendor selection is made by the school administration. When voting on financial matters, the board will follow North Carolina Charter School statutes conflict of interest laws and disclosures which restrict public officials and employees from taking advantage of their position to gain improper benefits for themselves, relatives, their associates, or their friends.

**Ex-officio Members of the Board of Directors:** The Executive Director will be a non-voting, ex-officio member of the Board of Directors.

Other members of the school's constituency may be invited to serve on committees and task forces as non-voting, ex-officio members.

**Board of Director's Chairperson Job Description:** The Chairperson works closely with the ED and other members of the Board of Directors to advance the mission of the school. The Chairperson and Executive Director work closely together to support and facilitate the work of the Board of Directors. The Chairperson presides at all meetings of the Board of Directors. The Chairperson, with the advice and counsel of other members of the Board and the Executive Director and informed by state laws, sets the agenda for all meetings and conducts meetings in an orderly, thorough, fair, and proper fashion so as to encourage full discussion and proper action by the Board on all issues to be decided. The Chairperson, with the advice and counsel of other members of the Board and the Executive Director, appoints committee chairs and members.

**Policy and Decision-Making Process:** The identification of issues that need to be addressed will come from a variety of sources: trustees, school administration, the Parent-Teacher Panel, Parent Advisory Councils and other school constituencies. In keeping with our school-wide belief that frequent, targeted feedback improves performance, the school will actively seek input from all constituents when setting policy. This will be done by inviting representatives of the Parent-Teacher Panel, Parent Advisory Councils or other relevant groups to discuss key issues at Board Meetings. When the Board determines that an issue needs to be addressed, it will first decide how best to process the issue. As appropriate, it will be referred to a Board committee, to school administration, or to an appropriately constituted task force. The process will then examine what data, constituency input, information, guidance and expertise may be needed to be properly informed about the issue. The school will make ample use of research, the experience of other schools, and the advice and experiences of peers in the education field. The recommendations which result from the process will then be presented to the Board for discussion and decision. The adoption of the bylaws illustrates this approach to policy and decision-making and mirrors the process of creating high-quality work in the classroom.

**Plan for Seeking Feedback from School Constituencies When Setting Policy:** Depending on the nature of the issue being addressed, constituency input may be sought at the beginning, middle or near the end of the process, or some combination thereof. Feedback may be sought through a forum, through small group or individual meetings, through surveys, and other such means as is appropriate to the issue. In addition to these formal practices, the welcoming and open culture of the school will encourage robust and collaborative-inspired discussions in the school community.

**Legal Counsel and Independent Auditor:** The school's legal counsel has not been identified as of yet although the vetting process has begun. We will work with Parents for Educational Freedom in NC and Partners for Developing Futures as we make final decision. An independent auditor has been retained. Since 1979, H. Edwin Gray, CPA, P.A. has been a trusted advisor, offering the personal service of a small local firm with the knowledge, breadth, and experience of a large regional firm. A full-service certified public accounting firm in Greenville, North Carolina, our firm provides a comprehensive array of tax, audit, and business consulting services to privately held businesses and individuals. Our firm also provides outstanding

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business valuation and audit representation services. They have extensive experience working with nonprofit organizations, and they will be working with another charter school in Northeastern North Carolina.

**Orientation Process for New Board Members:** The orientation process will build on the information and activities that will take place as part of the nomination process. In the nomination process for new members, prospective members will meet with the board chair and the Executive Director. They will tour the school and meet teachers, other staff and students. They will be given an overview of charter public schools in North Carolina, the charter, mission, history, and programs of HERITAGE COLLEGIATE, and a full briefing on the role and expectations for HERITAGE COLLEGIATE board members including, but not limited to the school's conflict of interest policy and state ethics guidelines. This process will ensure that prospective members are well-informed about the school and Board governance before being nominated. Upon joining the board, the new member will meet with the Board Chair and the Executive Director to review the school's Board Policy and Procedure Manual, which will contain the by-laws, mission, organizational chart and key personnel job descriptions. The manual will also include an overview of the role of members of the board, guidance on state ethics issues relating to charter school Board members, a statement of board development principles, and the policies and procedures of the Board. New board members will also be given a copy of the North Carolina Statue on Charter Schools. The part of the guide concerning the responsibilities of the board as a whole will be reviewed with each new member. The most recent audited financial statements, the current operating budget, and the most recent monthly financial statements will be reviewed with the new board member as well. Each new board member will also be briefed on any special projects, issues or priorities related to the school.

**Process for Board Evaluation and Development:** The governance committee will be responsible for the evaluation of members and the Board, as well as board development. The Board may retain a governance consultant to assist in this area. On an annual basis, the governance committee will meet with the Board Chairperson and Executive Director to evaluate members and the overall work of the Board, rooting their analysis in the school's accountability plan. If issues arise regarding the performance of a member, the group will determine the best approach to addressing the issue and the board chair and/or governance committee chair will carry out the approach agreed upon. The governance committee will draft a report evaluating the overall work of the Board each year and present it to the Board for comment and discussion. Based on this report, the Board will establish performance goals for itself for the coming year. Those goals will include development goals to ensure the best composition of the Board, and to ensure that the members possess the necessary competencies to govern HERITAGE COLLEGIATE and achieve its mission at the highest possible level.

**Recruitment, Selection, and Development Plans for Board Members:** The founding group has ongoing discussions regarding the development of the Board and its recruitment needs. These discussions will continue and be formalized in an annual review of Board capacity and needs conducted by the governance committee (as part of its annual evaluation of Board members and the Board as a whole). Based upon this assessment, recruitment plans will be determined each year, as needed.

**Roles and Responsibilities:** The Board will select an Executive Director who is committed to the mission of HERITAGE COLLEGIATE and who has significant experience in school leadership, finance, management, and fundraising. The Board will ultimately hold this individual accountable for the success of the school. S/he will be the primary liaison between the Board and the school and will be responsible for the management of the organization. The Executive Director must ensure that the mission of the school is upheld, that the organization runs effectively, that the Board has enough information to govern appropriately, and that the school is financially viable.

Aside from the skills needed to perform all of the responsibilities outlined above, a strong candidate for the position of Executive Director must be an energetic and creative individual who is capable of problem solving, juggling multiple responsibilities, and who possesses excellent written and verbal communication skills. HERITAGE COLLEGIATE would prefer to employ an individual with experience in education.

The Board will evaluate the Executive Director's performance annually based on his/her performance as demonstrated in daily functions, quarterly reports on academics, finances, and operations, quarterly meetings, and an annual self-evaluation submitted by the Executive Director. The Board will evaluate the Executive Director on the expectations and objectives laid out in his/her position description. The Board will prepare an annual performance summary including a performance analysis and expectations for improvement. When the Executive Director has reviewed the evaluation, s/he will meet with the Board of Directors to update or revise performance expectations. The Board will determine the Executive Director's salary increase and bonus based on the yearlong evaluation process and will provide the Executive Director with a complete written evaluation.

The Board will elect the Chairperson. S/he will be responsible for setting meeting agendas in conjunction with the Executive Director and will preside at all Board meetings. S/he will appoint committee members and committee chairs and will serve as an ex officio member on all committees. The Chairperson will provide leadership to the Board of Directors by setting goals and expectations for the Board and ensuring regular assessment of both the Board and the Executive Director. The Chair will also provide guidance to the Executive Director.

Terms for officers (Chair, Vice-Chair, Secretary, and Treasurer) will be one year in duration and terms may be renewed for a maximum of two years. Each officer position will have a job description, developed by the Board and will follow the by-laws.

While the Board Chair will be expected to cultivate board members for future leadership positions, officer succession planning will be the explicit responsibility of the Board. Terms will be staggered so that the Board does not have complete turnover of officers at once. When officer terms end, the full Board will vote for new officers.

**Policy Development:** The Board of Directors will develop policies to guide effective future decision-making. These policies will be organized in a manual for reference and will be updated as necessary. The need for new policies may emanate from Board discussion, from committee suggestions or from public comment. In the event that a new policy is proposed, the Board will discuss the issue and determine whether there is a need for a policy. A team will be assigned to draft a first policy proposal that will then be reviewed and discussed by the Board. If necessary, legal counsel will be asked to review the policy proposal and once it is in a form, which is legally acceptable, it will be brought back to the full Board for a final vote.

**Community Input:** As all meetings are by law open to the general public, the Board will develop a process to ensure that public comments are heard at meetings and that the Board responds to these comments effectively. The Board will develop and distribute to all staff and parents a grievance policy outlining the procedure for voicing grievances. Individuals will be directed to report grievances to the appropriate administrator within the school before bringing the issue to the Board.

Additionally, once a Charter has been granted, The Founding Board and the Founding Executive Director will continue a schedule of community meetings designed to seek input from parents, interested community members and professionals on matters of concern to them and to provide for a dialogue on interim policies set by the Board. Subsequent to being granted a charter, the Board will delegate much of the responsibility for community outreach to the Executive Director and the Director of Communications, with the responsibility for soliciting community input

and involvement with HERITAGE COLLEGIATE. The full board will host parent Heritage Collegiateion and answers sessions once a year.

**Board Development:** The Board of Directors of HERITAGE COLLEGIATE will be primarily generated from the Founding Board. Although the governing board will be larger than the original group, the nucleus of the Board of Directors will have already undergone extensive training with a board consultant. However, it will be necessary for both the founding members as well as new Board members to participate in additional trainings with the full Board highlighting key governance challenges and best practices.

The Board will begin training when the school is chartered to initiate the group members formally into their new positions. Subsequently, the Board will meet on the first Monday of every month and will participate in annual planning retreats. Board members will participate in at least one official school visit and school event each year as

well as informal visits. The Board of Directors will plan an annual retreat to allow Board members to evaluate their own progress and to better understand one another in order to facilitate the consensus necessary to ensure a positive working relationship. Expectations of Board members will be clearly articulated and will include attendance and participation at Board meetings, completing assignments in a timely manner, participating on at least one committee, remaining and/or becoming aware of trends relevant to the school and assisting in both Board and fund development. In addition to ongoing evaluations of individual Board meetings, the Board of Directors will contract an external consultant to perform an audit of the Board's performance, including responses to public comments, policies set, attendance and participation.

Each Board member will also fill out a self-evaluation of him/herself and the full Board and an external consultant will review and give feedback to the Board as well. The Board of Directors will be responsible for reviewing, analyzing, and evaluating school outcomes in quarterly reports in order to ensure high-quality academics and to set and the meet the schools' Accountability Plan Goals.

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

**Policy Development:** Board members, the Executive Director, or other stake holders may propose new or revised policies to the chairman of the Board. The chairman, in consultation with others as needed, will assign the policy to an existing or specially created committee where it will be discussed and refined. A recommendation will be made and then the policy will be brought to the full Board for discussion and approval. Board members will be provided with written material prior to a meeting in which a policy is to be discussed in order to become familiar with the subject and to have the opportunity to seek further information prior to a meeting.

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

The school will actively seek input from staff, parents/guardians, and the community on proposed policies. Depending on the age of the students and the policy being considered, input will be sought from students as well. Families will be surveyed each year and when appropriate for other specific decisions, family feedback will be solicited through individual communication, focus groups, the annual surveys, and/or parents or guardian meetings. Also staff input will be sought through a variety of communication vehicles. The school will have many partnerships with community organizations as part of its full-service mission and through the sharing of its facility. Input from the greater community will be solicited through these channels and metrics will be kept on full service performance.

- 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.

## **GOALS AND OBJECTIVES**

**Goal 1: Implement an academic program based on differentiated learning**

**Objective 1: Prepare the majority of the staff to implement a differentiated learning program with ongoing reinforcement**

- Objective 2: Train students and parents in the differentiated learning model
- Objective 3: Measure teacher ability to implement differentiated learning by evaluation of lesson plans and observation of teachers
- Objective 4: Assess student performance using measures such as MAP Assessments, portfolios, projects and presentations

Goal 2: Measure the academic progress of the students

- Objective 1: 85% of students will achieve proficiency on all state mandated tests
- Objective 2: Students will perform on a level higher than students in traditional schools in the county
- Objective 3: Students will demonstrate skills with differentiated learning and critical thinking through a variety of assessment experiences
- Objective 4: Students will demonstrate growth using MAP Assessment model.

Goal 3: To advance students' technological and presentation competencies.

- Objective 1: Students will produce an appropriate product at the end of a course or grade level
- Objective 2: Use aspects of differentiated learning and demonstrate an ability to apply them through technology
- Objective 3: Use aspects of critical thinking skills and demonstrate an ability to apply them through technology

Goal 4: Incorporate critical thinking competency standards into the curriculum

- Objective 1: Prepare a majority of the staff to incorporate critical thinking competency standards in the classroom with ongoing reinforcement
- Objective 2: All students will be immersed in critical thinking competency standards
- Objective 3: Measure teacher ability to implement critical thinking competency standards by evaluation of lesson plans and observation of teachers
- Objective 4: Assess student products such as portfolios, projects and presentations by the use of outcome rubrics and master rubrics

Goal 5: Involve the stakeholders in various aspects of the learning community

- Objective 1: Appropriate community members will contribute their knowledge and experience in a given area to students a minimum of ten times a school year
- Objective 2: Parents will be informed on a yearly basis about skills being taught in the classroom including differentiated learning, technology requirements and critical thinking competency standards
- Objective 3: Develop an active Parent-Teacher Organization
- Objective 4: Communicate with stakeholders through e-mails, websites, progress reports, conferences and seminars

Goal 6: Students will combine traditional content learning with practical application of learning to serve the community.

- Objective 1: Students will participate in at least 4 community service projects per year (1 per Quarter)
- Objective 2: Students will receive 1-3 hours of leadership development each week using the KidLead curriculum
- Objective 3: Students will conduct research and investigation on various aspects of local for a research project each year. (At the middle grades and high school levels, this will be a year-long experience.)

Objective 4: Students will visit at least 1 college/university each year. This number will increase as students enter middle and high school grades.

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

All board members will abide by HERITAGE COLLEGIATE By-Laws Article II 2.8 Duties of Directors. A public employee or board member must be careful to avoid conflicts of interest. State law and board policies prohibit certain activities including the following:

- A. Selling or having any financial interest in selling anything to the school.
- B. An employee must not make lists of employees' or students' names and/or addresses available to anyone who would use them for selling anything.
- C. An employee must not use school facilities, supplies, and equipment or student labor to make or repair anything for personal gain or to provide services to the general public. This does not prohibit renting school facilities on the same basis as the public.
- D. An employee must not use school facilities, supplies or equipment to make or repair anything for personal use, unless there is prior approval by a supervisor, the employee supplies the materials and repair parts, and works on personal projects on his/her own time.
- E. An employee must not, for personal gain, sell anything at school or at his/her work site to students, parents of students or other employees. This provision, nor any other contained in this Conflict of Interest section, does not prohibit, after approval by the Executive Director and compliance with all other State, Federal, and Board requirements (including, but not limited to, the Facilities Use Policy), the giving of lessons, tutoring, coaching or other training beyond that offered in the School's general education, athletic and extracurricular programs by an employee to a student for remuneration before or after a teachers school day.

**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.

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

For the 2013-2014 school year, the School will hold an open enrollment period beginning on April 1, 2013 or the day after the date the School receives final approval from the State Board of Education, and ending April 30, 2013. In all subsequent years, the School will hold an open enrollment period from February 1st through March 31<sup>st</sup> of each year. If, in any year, the 31<sup>st</sup> falls on a Saturday or Sunday, the enrollment period will end on the preceding Friday.

Prior to submitting an application, a student and his or her parent or guardian will be encouraged to attend informational session at which the School's philosophy and educational approach will be explained, and questions answered. All students who submit a complete application by 5:00pm on the last day of the enrollment period

will be

admitted, unless the number of applications received for any grade level exceeds the number of openings at that grade level. If the number of applications received for any grade level exceeds the number of openings at that grade level,

then a lottery will be held to determine admissions for that grade. Children of the School's Principal, teachers, and teacher assistants will be given enrollment priority. Beginning with its second year of operations, the School will also give enrollment priority to siblings of currently enrolled students who were admitted to the School in a previous year.

For the 2013-2014 school year only, the admissions lottery will be held (if necessary) on May 25, 2013. In all subsequent years, the admissions lottery will be held on the second Saturday in April. The lottery will be conducted in a board meeting that is open to the public by one or more members of the Board of Directors who do not have any children enrolled in, or applying for admission to, the School and at least one additional disinterested person from the community to ensure fairness. All names will be randomly drawn and students will be admitted based on the order of selection. The lottery will continue until all names are drawn, and students not admitted will be placed on a waiting list in the order in which their names are drawn. If any admitted student declines to enroll in the School, then admission will be offered to students on the waiting list, in order. If openings remain available for any grade after the enrollment period ends, then additional applications will be accepted on a first come, first served basis until there are no further openings. Additional applications may also be accepted, in the order in which received, and placed on a waiting list in the same order. Applications will be date- and time-stamped upon receipt. Students on the waiting list but not admitted for any year will be required to file a new application to be considered for admission a later year. The Principal will send either a "notice of acceptance" or "wait listed" letter to the parent of the applicant. The parent or legal guardian of each child accepted must then confirm the child's eligibility for enrollment and intention to enroll within 14 days of receipt of the notice of acceptance. Prior to enrollment, the following documentation for each accepted student must be submitted by his or her parent or legal guardian:

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

*In addition, the parent(s) or guardian will be asked to sign a Parent-School "Commitment to Leadership, Learning and Service" Agreement stating that they clearly understand the mission of the school and expectations for all*

*parties. Failure to acknowledge acceptance and confirm eligibility for enrollment will result in loss of admission: the child's name will be returned to the general pool of applicants.*

A Draft Student Application Form will be included in the Student Handbook and may also be found in **Appendix B**. A draft Parent/Student Handbook is attached as **Appendix C**. These documents, especially the Parent/Student Handbook, will be more fully developed during the planning year as the Board of Directors and the Principal consider and adopt specific school policies.

### **Admissions:**

Heritage Collegiate is a tuition free public school. Any child who is qualified under the laws of North Carolina for admission to a public school is qualified for admission to a charter school. To qualify to attend a NC public school, a student must be a resident of North Carolina. County boundaries or school attendance areas do not affect charter school enrollment. North East Carolina Prep School does 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. **Admission to Heritage College School is determined by our annual lottery. In accordance with North Carolina charter admissions statutes (G.S 115C-238.29G) preference is given to the following groups in the order listed: children of the school's principal, teachers and teacher assistants; and children who already have currently enrolled siblings who were admitted to the school in a previous charter year.** Graduation Requirements: 28 credits and be proficient or above on all state tests, all students will take the PSAT and either SAT or ACT.

During each period of enrollment, Heritage Collegiate will accept applications for new students. Once enrolled, students are not required to enroll in subsequent enrollment periods. In order to properly plan, the school will routinely inquire with parents in early spring through letters of intent to ascertain if students will return to Heritage Collegiate the following year. Applications for new students are available in the School office and on the School website. If needed, the application may be mailed or emailed to the parent of a prospective student.

The enrollment period will begin February 1<sup>st</sup> and end on March 31<sup>st</sup> of each year. During the enrollment period, the School shall enroll an eligible student who submits an application within this period, unless the number of applications exceeds the capacity of a program, class, grade level, or building. If the number of applications exceeds the number of available spaces, a lottery will be held to fill vacant seats for the next school year.

After seats are filled, the drawing will continue to determine the order of a waiting list.

Current year waiting lists dissolve when the next enrollment period begins. Lottery procedures will comply with the NC Open Meetings Laws provided in G.S. 143- 218.10(a) by publicizing the date and location of the meeting as well as allowing anyone to attend.

### **Lottery Procedure:**

Each applicant will have an index card with their name and grade. The selection process will be by random drawing. Upon filling all available positions, the acceptance by lottery will continue, thereby, creating a School wait list. Cards for siblings of current instructional personnel of Heritage Collegiate will be drawn separately and first; followed by cards for siblings of students enrolled in a previous year. Cards for the general wait list for each grade level will then be randomly drawn one card at a time, starting with the lowest grade level in the School. The lottery process will then proceed for each grade. As openings become available at the applicable grade level, students will be admitted based on their current lottery number. If applicants who are selected for admission decide NOT to enroll at Heritage Collegiate, the parents of the next child on the wait list for that grade will be notified immediately.

After completing the acceptance by lottery, Heritage Collegiate shall have a specified, and reasonable, time frame in which the accepted applicant must reply to the School clarifying their decision to accept or decline

continuation of the enrollment process. The School's enrollment policy, including all time frames, will be declared on the original application completed by the applicant.

## 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.
- 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.

Heritage Collegiate will have an educational program that is consistent with the "no-excuses" models that have worked throughout the nation. The school will have an extended school day and extended school year. Summer Academy will be mandatory, and there will be a system of ongoing assessments to ensure student learning. NC, § 115C-174.11 establishes the components of the testing program as:

- (a) Assessment Instruments for First and Second Grades. – The State Board of Education shall adopt and provide to the local school administrative units developmentally appropriate individualized assessment instruments consistent with the Basic Education Program for the first and second grades, rather than standardized tests. Local school administrative units may use these assessment instruments provided to them by the State Board for first and second grade students, and shall not use standardized tests except as required as a condition of receiving federal grants. At Heritage Collegiate Leadership Academy of Bertie County, we will use a portfolio assessment that is aligned with the Common Core Standards and the Essential Skills as established by the NC Standard Course of Study. Specific benchmark goals will be established for reading, writing, math and science with assessments occurring at the beginning of the school year (during Summer Academy), first quarter, mid-year and year-end. Strategies and interventions will be set accordingly. Furthermore, the school will secure the services of the Northwest Evaluation Association for Measures of Academic Progress (MAP) testing. Understanding each student's academic level gives teachers the power to help them excel. MAP computerized adaptive assessments are the tools that will make it possible – providing educators with the detailed information they need to build curriculum and meet their students' needs, one child at a time.

Heritage Collegiate Leadership Academy of Bertie County teachers will use K-5 assessments to monitor students' achievement of literacy and mathematic objectives and to inform instruction. Students will be individually assessed throughout the year and academic interventions will be implemented as needed. Teachers document students'

progress and provide year-end status information for each student to the Director of Curriculum, Instruction and Student Support Services. The K-5 assessments will include *Receptive and Expressive Literacy* in which students have an opportunity to demonstrate development of both reading and writing skills and *Mathematics*, which documents students' level of performance on five curriculum strands.

In addition to these standard K-5 assessments, Heritage Collegiate Leadership Academy of Bertie County will implement K-2 universal screening assessments in literacy during the 2013-14 and subsequent school years. Universal screenings, conducted at the beginning of the year, mid-year, and at the end of the year, facilitate the assessment of basic literacy skills for K-5 students and help to support Intervention Alignment efforts. Students will be assessed with grade-level appropriate universal screening measures such as letter naming fluency, phonemic segmentation fluency, nonsense word fluency, and oral reading fluency. These screenings will assist teachers in identifying below benchmark achievers, identifying students achieving well above benchmark, and determining students who will need support in developing a skill.

K-5 Assessments will be used in conjunction with MAP assessments to drive instruction. Created by educators, MAP assessments provide detailed, actionable data about where each child is on their unique learning path. The MAP assessment adapts to a student's responses as he / she takes the test. This level of differentiation will empower teachers to know what instructional strategies will best meet the needs of the whole group and the individual learner. Our school will use MAP for Primary Grades for grades K-2 before moving on to MAP: Reading, mathematics, and language as we progress to higher grades. We are also exploring the use of the MAP science assessment to determine how our students are doing with science concepts, processes and other general science objectives.

At Heritage Collegiate Leadership Academy of Bertie County, we will employ multiple measures of student learning and achievement. This will allow teachers and leaders to accurately determine how students are actually performing. It will also inform future instruction as well as necessary intervention methods to support student success.

MAP tests will be aligned to the Common Core Standards. NWEA is currently working to ensure that their assessments are aligned to the Common Core Standards that have been adopted by the state of NC as well as other states. We will ensure that we are assessing the Common Core standards for Math and Reading as well as the Essential Skills for content coursework as established by the NC Standard Course of Study. This is a delicate issue as we are undergoing a major curricular transition, but we are determined to go above and beyond the expectations of the state.

- (b) We will also meet or exceed the target goals for proficiency as established by the state. We are using 100% proficiency targets since the state has set the goals for Math and Reading grades 3-8 and 10<sup>th</sup> grade.

We will continue to develop rigorous courses and assessments as we progress to the intermediate and high school levels. We recognize that we will have challenges as we work to

reach our goals. Low college-graduate rates of families, lack of internet connectivity in homes, extreme poverty, and limited access to community colleges and universities will be hurdles that we will have to tackle. However, we are exploring ways to address these and other concerns. We firmly believe that our success will lead to improved educational experiences for all students in the county. Our mission, vision and core values will produce students who will be trained, from the earliest grades, about the importance of “giving back” to their community. There will be a service-learning component to the entire school program.

**Vision:**

Heritage Collegiate Leadership Academy will contribute to the educational community, on a local, state, and national level by identifying and implementing innovative learning techniques and educational best practices that can be replicated by other schools to impact student learning on a broader level. The unique learning styles of students will be taken into account as we send them on a Heritage Collegiate for academic, behavioral, and social growth.

**Core Values**

**Communication:**

1. An individual’s growth is based on communicating what one knows versus what one wants to know.
2. Communication involves speaking and writing fluently to articulate one's self.
3. Communication is critical to one's success in life in and out of school.
4. We value and nurture the courage and commitment to the truth under any and all circumstances.

**Personal Excellence:**

1. An individual’s level of production is directly correlated to one’s relationship to oneself and one’s chosen group(s).
2. Individual success cannot be achieved without the support of the group(s). We are ONE.
3. The group’s success and progress is dependent on the initiative and participation of every member.
4. One must produce to be an effective member of the group.

**Access and Exposure:**

1. Exposure to different cultures, situations, environments and experiences determines individual drive, ambition and opportunity.

2. Confidence and a strong self-image empower individuals to believe they CAN accomplish anything, eliminating ALL limitations and unlocking potential.

**Equity:**

1. No child should be denied access to high-quality educational opportunities based on race, income or religion.
2. Our students are “world citizens”, learning in a diverse environment where differences are embraced for the common good of the school community.

**Respect:**

1. Self-awareness and self-respect represent the foundation necessary for the respect of others.
2. Courtesy to and consideration for others’ opinions, perspectives, and basic human rights are fundamental to the success of the individual and the group.
3. Teachers, staff and volunteers are the foundation of our school: their experience, dedication and contribution are to be respected at every level.

Heritage Collegiate Leadership Academy of Bertie County will be a (K – 12) school. We believe that a (K-12) school will allow us to provide the foundational skills needed for higher-order thinking activities as the student proceeds through the upper grades. We will measure our success with annual internal program evaluations as well as an independent program evaluation every three years. The board of trustees will routinely visit the school to ensure that we are operating consistent with the organizations mission and vision. The leadership team at the school will be comprised of school administrators and teacher, parent and student leaders. This will give all stakeholders an opportunity to participate in the evaluation process. Criteria for academic excellence will be clearly established for teachers, parents, and students. Students will be required to pass all academic coursework and state tests. In the event that a child fails to meet the criteria established, the school leader will meet with a student support team and the parent to make individualized decisions around promotion / retention considering extenuating circumstances like modification / accommodations specified in an Individualized Education Plan (IEP), etc.

Program Components may include but not be limited to the following:

Extended hours for enrichment and remediation/tutoring; Saturday School Sessions for enrichment and remediation/tutoring / Summer Academy - set up as themed summer camps and an introduction to the academic year, Field Trips, and Internships/ Workshops / Fieldtrips for Staff, Students and Parents / Critical Thinking Skills –Debate; Socratic and Paideia / Leadership / Service Learning/ Project-based learning/ Financial Literacy and Entrepreneurial training and

projects / Life Coaching [individual and group coaching / training for students and staff] to promote self-efficacy and teamwork/ Foreign Language – Latin for all students – Foreign Language Electives for middle and upper grades (French and Spanish; also exploring Mandarin Chinese)/College Prep Curriculum based on the Common Core Standards/Student Support Services component to assist with high school to college/career transition and support for alumni who are on the path to college – applying for college; Literacy: To be developed using best practices in reading/writing instruction (Readers are Leaders)

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

Heritage Collegiate Leadership Academy of Bertie County will be divided in lower, intermediate, and upper grades. The school program will be built upon two key ideals:

- 1) ***All students can learn and accomplish at the highest levels.*** In the 21<sup>st</sup> century, students must be prepared for college and/or career throughout the public schooling process. Therefore, we will have a rigorous curriculum that will provide equitable opportunities for every student to be competitive for college. Well-designed systems, extended time for learning, and outstanding faculty will prepare students as they pursue the goal of a successful transition to college and/or career upon graduation. Students will follow a college preparatory curriculum. Each student will be required to take Latin which will enhance his/her vocabulary and ability to understand the meaning of words. Students will get project-based learning opportunities that will foster reading, research, writing and presentation skills as we believe these skills will be needed as our students transition to college / career upon graduation. We will regularly expose scholars to the scientific inquiry method and systems of error analysis in mathematics.
- 2) ***All students should receive training in leadership skills and ethical philosophy to support character development.*** At Heritage Collegiate Leadership Academy, we will implement the KidLead Curriculum (see attached brochure). The KidLead curriculum utilized the same methodology recommended by the American Society of Training & Development (ASTD), used by Fortune 500 corporations and creative educators: active learning. The KidLead curriculum focuses on the 16 most important leadership qualities desired in leaders, based on a compilation of research, including the Center for Creative Leadership, Harvard Business Review, and literature review by Dr. Alan Nelson. Students must develop a sense of purpose greater than mere social and economic attainment. Schools have a responsibility to help students to understand their role in society and to shape their own moral principles. Formal class time will be committed to this training. Ultimately, the goal is to foster a culture of reflection and personal growth from

this commitment that will help students as they mature. Our students represent the future, and we believe educating a school of “leaders” will improve the local community in the short and long-term.

- 3) *Students should recognize school-wide systems, routines and procedures from class to class to support learning. Each class white-board will be arranged using the same format consisting of date, AIM, agenda, and homework. Also teachers will plan their lessons consistent with units, aims, and objectives provided by the Director of Curriculum and Instruction (common planning to ensure continuity form class-to-class and from grade-to-grade.*
- Entrance and exit requirements as well as graduation requirements (if the school is to be high school). N/A during first cycle
  - 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.

# Heritage Collegiate Leadership Academy

## 2013 – 2014 Academic Calendar Plan

August 2012						
S	M	T	W	T	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2012						
S	M	T	W	T	F	S
				1		
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

October 2012						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2012						
S	M	T	W	T	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2012						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

January 2013						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**August**  
Professional Development  
First Day of School

**September**  
Early Release Day  
Labor Day  
1<sup>st</sup> Saturday School      1<sup>st</sup> Quarter Interim Reports

**October**  
End of Quarter 1  
Early Release Day  
Teacher Workday      2<sup>nd</sup> Saturday School

**November**  
Veterans Day  
Thanksgiving  
3<sup>rd</sup> Saturday School      1<sup>st</sup> Quarter Report Cards

**December**  
Early Release Day  
Winter Break      2<sup>nd</sup> Quarter Interim Reports

**January**  
New Year's Day  
MLK Holiday  
Teacher Workday      End of Quarter 2  
4<sup>th</sup> Saturday School      2<sup>nd</sup> Quarter Report Cards

**February**  
Early Release Day  
Teacher Workday  
5<sup>th</sup> Saturday School      3<sup>rd</sup> Quarter Interim Reports (last week of the month)

**March**  
Early Release Day  
End of Quarter 3  
Teacher Workday      6<sup>th</sup> Saturday School

**April**  
Spring Break  
Good Friday  
Early Release Day      3<sup>rd</sup> Quarter Report Cards

**May**  
Memorial Day  
7<sup>th</sup> Saturday School      4<sup>th</sup> Quarter Interim Reports

**June**  
End of Quarter 4  
Teacher Workdays  
Annual Family Picnic - Saturday      Last Day of School  
4<sup>th</sup> Quarter Report Cards

**July**  
Beginning 2014, Leadership and Learning Academy will be held during the month of July (Staff first; followed by students)

February 2013						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2013						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

April 2013						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2013						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2013						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

July 2013						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	



NOTE: The district calendar for Bartles County Schools is not yet available for the 2013 – 2014 academic year. Once available, our calendar will be aligned to the district calendar. However, we will also have Saturday School sessions scheduled for staff and students.

- 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. (See Appendix F for information on MAP Assessments)
- Provide an overview of the professional development needs associated with the mission and proposed instructional program. Be sure this discussion matches with the funding of the budget section.

Professional development will consist of training on Common Core Standards, KidLead, AVID, and MAP Testing.

- 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.

Struggling learners and students who are struggling behaviorally will receive differentiated levels of support. Remediation and extra support will be provided in class, after school and during Saturday school. Our student support services model will

- Details in how the proposed charter plans to involve parents and community members within the school.
- 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.
- Discuss any proposed extra-curricular activities to be offered by the school and how these offerings match the over-all mission of the school.

#### **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. (See Family Handbook)

### **SPECIAL EDUCATION**

***For students who have Individual Education Plans (IEPs) or 504 Accommodations, staff will provide the support to meet every student's needs. Such services may include the following:***

- Testing modifications such as extended time, separate location, and/or questions read aloud
- Counseling
- Speech therapy
- Occupational therapy
- Physical therapy and/or accommodations
- Any other related special education services mandated by an IEP or 504 Accommodations

*In the event that HERITAGE COLLEGIATE Academy cannot provide the necessary support for a student, external agencies and resources will be referred for a student either on-site or at another facility. Our Learning Specialist will follow up and monitor any off-site services that are provided for any students. If your child has an IEP or 504, please make sure that Ms. Phillips and the school has the most recent copy. Should you have any questions regarding special education or the referral process please contact the Learning Specialist.*

### **Students with Limited English Proficiency**

Heritage Collegiate will admit and educate students with limited English proficiency pursuant to state and federal laws and regulation. We believe ALL students can learn and deserve a high-quality education.

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

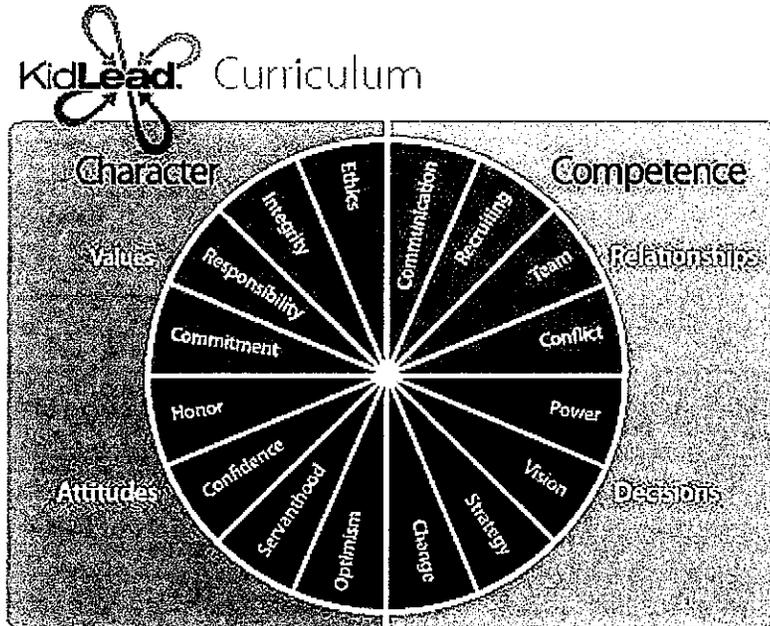
Provide drafts, included in this section, of student handbooks and other policies governing student conduct and discipline. Include policies and procedures governing suspension and expulsion of students. Specifically address these policies with respect to exceptional children. Also describe how a parent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

**HERITAGE COLLEGIATE PAYCHECK SYSTEM**

At Heritage Collegiate, our mission is to teach our students to develop the character and academic skills necessary to succeed in high school and college, to be self-sufficient, successful, and happy in the competitive world, and to build a better tomorrow for themselves and us all.

The best way for anyone to succeed is to “Know self and be proud.” Our values are based on the KidLead Curriculum. We have selected a few key character traits that are linked to our values, which will afford our students the character skills necessary to fulfill our mission. Therefore, we have installed a system of documentation that allows us all to reflect upon our school culture and the character traits we would like our students to exhibit daily and throughout life.

Each Friday, your child will receive a document called a “paycheck.” Students begin each week with \$50 HERITAGE COLLEGIATE Dollars that reflects their signing of the Commitment to Excellence. During the week, the students’ paycheck should reflect their ability to meet our expectations as they relate to the following 16 character traits:



When a student is not meeting the expectations of Heritage Collegiate and has been warned and given a consequence, their actions will be documented as a debit (\$1 KidLead Dollar taken away). When a student goes above and beyond or consistently displays the character traits that we expect at Heritage Collegiate, then their actions are documented on the paycheck as a credit (\$1 KidLead Dollar given).

**GENERAL GUIDELINES:**

- Heritage Collegiate students earn and begin each week with \$50 HERITAGE COLLEGIATE Dollars.
- Students with fewer than \$50 KidLead Dollars will lose some privileges (tbe).
- Students with \$50 HERITAGE COLLEGIATE Dollars or above will be recognized as *leaders*; students with \$60 KidLead Dollars average or above will be recognized as *CEOs*.
- Paycheck averages will be used as one major factor in determining participation on field trips (including the year-end field trip) as well as school privileges.
- The paycheck and homework report must be signed every weekend and returned on Monday.

If you have any questions or concerns please feel free to contact our Dean of Students, Mr. Greene.

## CODES OF CONDUCT

### Overview

The foundation of disciplinary procedures for HERITAGE COLLEGIATE has been the Commitment to Excellence Form, the paycheck system (see previous pages for full details), and the strong relationships between parents, teachers, and children.

### Codes of Conduct

The following conduct are some of the behaviors that may result in suspension, whether it occurs on school site, in the vicinity of the school, on field trips, on any school sponsored activity, or on school buses. Suspension may be short-term or long-term, in school or out-of-school depending on the severity of the offense and whether or not the student has previously been suspended for the same offense. This list includes, but is not limited to:

- Assault of fellow student
- Endangering the physical safety of another by the use of force or threats of force that place the victim in fear of bodily injury
- Conduct which disrupts school or classroom activity
- Conduct which endangers or threatens to endanger the health, safety, welfare, or morals of others
- Insubordination and other forms of disrespectful behavior
- Failure to comply with school and classroom rules
- Failure to comply with disciplinary consequences
- Cheating on quizzes, exams, or plagiarism
- Use of forged notes or excuses
- Theft, or attempted theft, or possession of property known by the student to be stolen
- Extortion
- Gambling
- Abuse of school property or equipment
- Obscene or abusive language or gestures
- Verbal or physical harassment based on gender, race, ethnicity, religion or disability
- False bomb threat or false emergency alarm
- Possession of tobacco or alcohol
- Possession of pagers, beepers, or portable/cellular telephones not being used for instructional purposes
- Making a material false statement – i.e., lying about an important matter – to a teacher, principal, or other school personnel.

A student who has previously been suspended for the same or a similar offense may be subject to a suspension of six or more days or may be subject to expulsion. In addition, the following list of infractions may result in a suspension of six or more days or may result in expulsion.

- Possession within school, on school grounds, on school buses or during any school activity, of any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object

- Arson on school property, whether accomplished or attempted
- Possession or use of illegal drugs or controlled substances within school, on school grounds, on school buses, or during a school activity
- Selling, distributing or purchasing illegal drugs or controlled substances within school, on school grounds, on school buses or during any school activity
- Assault of another student resulting in physical injury or any assault on a staff member
- Intentionally causing physical injury to another person
- Causing major damage to school property

All suspensions of six or more days require the approval of the Executive Director (Quinton Vance) or Superintendent (David Levin). In all cases, families will be provided with a written explanation for the suspension prior to the beginning of the suspension and students and/or parents will have the opportunity to respond. When appropriate, arrangements for alternate instruction will be offered.

### ***CONCERNS OR DISAGREEMENTS***

If you have a concern about the implementation of the school policy, academic grade, discipline decision, or anything else, we encourage you to contact the appropriate staff member at HERITAGE COLLEGIATE by telephone. All staff members are committed to responding promptly to parent/guardian concerns. If an issue is not resolved promptly or satisfactorily, please contact Principal to discuss the matter further.

Parents may also reach out directly to the Executive Director in writing if their concerns have not been answered by the principal. The Executive Director or Superintendent will respond either in writing, telephone, or in person depending on the circumstance. If you are not satisfied with the resolution determined by the Executive Director, you may then contact the Chair of HERITAGE COLLEGIATE Board of Directors.

## **TIMELINES**

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

### **Timelines:**

Include a timeline and steps to be taken by school's leadership for implementation of designated tasks and programs.

March –April, 2012	Complete application and submit to NCDPI Office of Charter Schools
April 13, 2012	Copy of completed application submitted to Bertie County Schools
May 11, 2012	LEA submits impact statements to the NCDPI Office of Charter Schools
May-July, 2012	Proposed school leadership staff survey community and negotiate preliminary facility use
April-July, 2012	Proposed leadership staff respond to inquiries from the NCDPI Office of Charter Schools
September, 2012	State Board of Education votes on application and approves for Heritage Collegiate to begin its planning year training with final approval granted March 2013
March 2013	State Board of Education approves the Charter for the school
March 2013	School's administrative leadership staff and board members establish an enrollment committee, initiate, and advertise the enrollment application process begins this month
March 2013	The school's proposed leadership convenes for the first charter school planning meeting in which the board members and the leadership work together to (1) formally identify, induct, and establish the Board of Directors for the school, (2) to adopt the by-laws, (3) to review the legal requirements for the school, (4) to designate a school board attorney, (5) to develop and approve a continued plan for marketing, (6) to discuss proposed facility, (7) to develop the organizational structure, staff, and board members duties and responsibilities, and (8) to establish any other necessary legal and governance structure as required by the State Board of Education and the NCDPI Office of charter Schools.
March 2013	The school's administrative leadership and board members will explore and secure funding options for facility acquisition.
March 2013	Heritage Collegiate Leadership Academy of Bertie County leadership staff and board members begin the marketing plan for the charter school
March 2013	School's administrative staff and board members inform the public that a lottery process will be used if enrollment applications exceed capacity

April 2013	The school's administrative leadership and board members will aggressively initiate acquisition of the proposed facility—Begin any necessary renovations
April 2013	Re-evaluate staff needs and develop job descriptions and responsibilities for each position needed at the school regardless of whether the position is planned to be fulltime, part-time, or contracted. (Proposed administrative staff and board members)
April 2013	School's proposed administrative staff and board members develop registration packets for students
April 2013	Advertise, interview, and hire the school principal (Proposed administrative staff and board members)
April 1, 2013	The enrollment process for the school officially begins
April 2012	Registration packets provided to all prospective students
April 30, 2013	Enrollment process ends. Applications due by 5 p.m. at established location (School's proposed administrative staff and board members will determine if it is necessary to extend enrollment period and under what conditions)
May 2013	School's proposed administrative staff and board members review enrollment applications
May 2013	Advertise, interview, and hire all prospective staff for school—finalized any contracts for any contractual services to be acquired for the 2013-14 school year
May 25, 2013	Public lottery will be held if necessary
May 31, 2013	Principal and board members notify parents of all prospective students in writing confirming that their child has been accepted by the school for attendance during the 2013-14 school year—Response from parents or guardians expected by June 14, 2013 confirming student plans to attend (principal, enrollment committee)
June 14, 2013	Statements of confirmation of student attendance received from parents
June 14, 2013	School's administrative leadership and board members offer contracts to perspective staff for the 2013-14 school year
June 14, 2013	School's administrative leadership and board members approve acquisition of equipment, supplies, books, and technology necessary to implement the school's educational plan for the 2013-14 school year
June 14, 2013	School's administrative staff initiates schedule for teacher/staff training on how to implement the designated instructional programs and acquisition of needed curriculum materials and resources
June 21, 2013	School's administrative staff to set up all state and federally –required business, student information management, and financial systems
June 28, 2013	School's administrative staff to set up the testing and accountability plan for the 2013-14 school year informing staff of state and federal requirements
June 28, 2013	School's administrative leadership sets up the school schedule filling all available slots at each grade level.

June 28, 2013	School's administrative leadership and established curriculum leadership team plan for required curriculum/instructional training and implementation established
July 12, 2013	School's administrative leadership and board members approve a transportation plan for the school including establishing designated pick up sites throughout the county
July 15-August 2, 2013	Administrative staff, committees, and board members conduct final review of plan for total implementation of educational and logistical programs
August 13, 2013	Teachers and staff report for first day of work
August 14-20, 2013	Teacher and staff development training for implementation of educational plan and programs
August 21-22, 2013	Teacher preparation and work days
August 23, 2013	Open house for newly enroll students (All school staff and board members)
August 26, 2013	<b>School Commences at Heritage Collegiate Leadership Academy of Bertie County—Classes Begin</b>

\*\*\*\*\*End of Timeline for first School Year\*\*\*\*\*

**PRIVATE SCHOOL CONVERSIONS:** (Not applicable) complete ONLY if the proposed charter is a private school conversion.

- Provide a detailed description of the existing private school's financial status.
- Describe the rationale for converting from a private entity to a public school. Include information regarding how the proposed charter school will be nonsectarian in nature and will be open for all students (not just those currently attending the private school).
- Depict and analyze the current enrollment trends of the school over the past three academic years.
- Document and expound upon evidence that the existing private school is successful in student achievement. Base this explanation upon academic data available through summative assessments.
- Explain the proposed charter school's expected staff turnover due to the statutory requirements for teacher licensure and highly qualified status.

## **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.).

Heritage Collegiate Leadership Academy of Bertie County anticipates having the following staff positions:

Executive Director (1)  
Principal (1)  
Assistant Principal (curriculum and instruction) (1)  
Clerical (1 position)  
Business/Fiscal/Operations Manager (1 Part-time Temporary)  
Full Time Teachers (8 initially, Proposed 1 per every 20 students)  
Dean of Guidance and Student Support Services (1)  
Librarian/Technology/Media Support Coordinator (1)  
Teacher Assistants (4)  
Custodian/Maintenance (2) (Services will be contracted.)  
Bus Drivers (3 Part-time) (Services will be contracted)  
Food Services (2 Part-time)

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.

Heritage Collegiate Leadership Academy of Bertie County is committed to using the following plan and timelines to develop, mentor, retain, and evaluate its staff. The school's administrative leadership staff along with designated School Board members, as appropriate, will direct, approve, and implement the final plan.

The administrative staff and the Board of Directors of the charter school will work diligently to recruit highly qualified candidates whose belief in public education and how students learn is consistent with the mission and purpose of the

school. Staff will be mentored by school administrative leadership and, as appropriate, by external resource consultants. The school will schedule time during work days and prior to school opening for professional development on teaching and learning strategies that are consistent with the mission and purpose of the school. More experienced staff will be expected to work with less experienced staff in co-teaching/team teaching to employ strategies that ensure students are afforded an effective learning environment.

### **Timelines:**

Include a timeline and steps to be taken by school's leadership for implementation of designated tasks and programs.

March –April, 2012	Complete application and submit to NCDPI Office of Charter Schools
April 13, 2012	Copy of completed application submitted to Bertie County Schools
May 11, 2012	LEA submits impact statements to the NCDPI Office of Charter Schools
May-July, 2012	Proposed school leadership staff survey community and negotiate preliminary facility use
April-July, 2012	Proposed leadership staff respond to inquiries from the NCDPI Office of Charter Schools
September, 2012	State Board of Education votes on application and approves for Heritage Collegiate to begin its planning year training with final approval granted March 2013
March 2013	State Board of Education approves the Charter for the school
March 2013	School's administrative leadership staff and board members establish an enrollment committee, initiate, and advertise the enrollment application process begins this month
March 2013	The school's proposed leadership convenes for the first charter school planning meeting in which the board members and the leadership work together to (1) formally identify, induct, and establish the Board of Directors for the school, (2) to adopt the by-laws, (3) to review the legal requirements for the school, (4) to designate a school board attorney, (5) to develop and approve a continued plan for marketing, (6) to discuss proposed facility, (7) to develop the organizational structure, staff, and board members duties and responsibilities, and (8) to establish any other necessary legal and governance structure as required by the State Board of Education and the NCDPI Office of charter Schools.

March 2013	The school's administrative leadership and board members will explore and secure funding options for facility acquisition.
March 2013	Heritage Collegiate Leadership Academy of Bertie County leadership staff and board members begin the marketing plan for the charter school
March 2013	School's administrative staff and board members inform the public that a lottery process will be used if enrollment applications exceed capacity
April 2013	The school's administrative leadership and board members will aggressively initiate acquisition of the proposed facility—Begin any necessary renovations
April 2013	Re-evaluate staff needs and develop job descriptions and responsibilities for each position needed at the school regardless of whether the position is planned to be fulltime, part-time, or contracted. (Proposed administrative staff and board members)
April 2013	School's proposed administrative staff and board members develop registration packets for students
April 2013	Advertise, interview, and hire the school principal (Proposed administrative staff and board members)
April 1, 2013	The enrollment process for the school officially begins
April 2012	Registration packets provided to all prospective students
April 30, 2013	Enrollment process ends. Applications due by 5 p.m. at established location (School's proposed administrative staff and board members will determine if it is necessary to extend enrollment period and under what conditions)
May 2013	School's proposed administrative staff and board members review enrollment applications
May 2013	Advertise, interview, and hire all prospective staff for school—finalized any contracts for any contractual services to be acquired for the 2013-14 school year
May 25, 2013	Public lottery will be held if necessary
May 31, 2013	Principal and board members notify parents of all prospective students in writing confirming that their child has been accepted by the school for attendance during the 2013-14 school year—Response from parents or guardians expected by June 14, 2013 confirming student plans to attend (principal, enrollment committee)
June 14, 2013	Statements of confirmation of student attendance received from parents
June 14, 2013	School's administrative leadership and board members offer contracts to perspective staff for the 2013-14 school year
June 14, 2013	School's administrative leadership and board members approve acquisition of equipment, supplies, books, and technology necessary to implement the school's educational plan for the 2013-14 school year
June 14, 2013	School's administrative staff initiates schedule for teacher/staff training on how to implement the designated instructional programs and acquisition of needed curriculum materials and resources

- June 21, 2013 School's administrative staff to set up all state and federally –required business, student information management, and financial systems
- June 28, 2013 School's administrative staff to set up the testing and accountability plan for the 2013-14 school year informing staff of state and federal requirements
- June 28, 2013 School's administrative leadership sets up the school schedule filling all available slots at each grade level.
- June 28, 2013 School's administrative leadership and established curriculum leadership team plan for required curriculum/instructional training and implementation established
- July 12, 2013 School's administrative leadership and board members approve a transportation plan for the school including establishing designated pick up sites throughout the county
- July 15-August 2, 2013 Administrative staff, committees, and board members conduct final review of plan for total implementation of educational and logistical programs
- August 13, 2013 Teachers and staff report for first day of work
- August 14-20, 2013 Teacher and staff development training for implementation of educational plan and programs
- August 21-22, 2013 Teacher preparation and work days
- August 23, 2013 Open house for newly enroll students (All school staff and board members)
- August 26, 2013 **School Commences at Heritage Collegiate Leadership Academy of Bertie County—Classes Begin**

\*\*\*\*\*End of Timeline for first School Year\*\*\*\*\*

Also include the following information for the proposed charter school:

**Plan/Process to advertise and Employ Members of the School:**

The Heritage Collegiate Leadership Academy will advertise its existence and its recruitment of staff using a variety of strategies.

For staff, it will use its own web site, the local news paper in the county as well as other counties in North Carolina especially in the eastern part of the state. It will also use the services of the North Carolina Employment Security Commission and universities such as East Carolina University, Elizabeth State University, Barton College, North Carolina Wesleyan University, Fayetteville State University, Chowan University, North Carolina State University, University of North Carolina at Chapel Hill, North Carolina Central University, Saint Augustine University, and Shaw University.

Applicants for positions at the charter school will be expected to complete a state application with at least three references which will be checked prior to hiring. The top two candidates for each position will be interviewed by the administrative staff and possibly the board prior to hiring. The administrative staff and the board members of the charter school will work diligently to find highly qualified candidates whose belief in public education and how students learn is consistent with the mission and purpose of the school.

Potential employees will be subjected to a criminal background check. In addition, all professional education staff will be given and copy and a review of the Code of Ethics for North Carolina Educators adopted by the State Board of Education on June 5, 1997. Also, when staff is hired, they will receive training and overview of the mission and purpose of the school and expectations of staff working at the school.

### **Procedures for Grievances and/or Termination**

It shall be the policy of the Heritage Collegiate Leadership Academy to ensure that employees of the school work in a safe and secure environment without conflict. Should a conflict arise among employees, between employees and the administration or the board, the administrative staff shall seek to find a reasonable and effective resolution to the conflict to ensure that the goal of maintaining a suitable and effective work environment is achieved. It is expected that the administrative staff will seek to maintain an open line of communication so as to prevent conflicts to the maximum extent possible. For any efforts requiring action to lead to the termination of employees of the school, the school's administrative leadership and Board of Directors will be advised by the Board attorney, the North Carolina Department of Public Instruction, Office of Charter Schools, State Board of Education Attorney, and the North Carolina Office of State Personnel.

### **Sample Employment Policies to be Implemented by the Proposed Charter School**

All professional education staff will be given a copy and a review of the ***Code of Ethics for North Carolina Educators*** adopted by the State Board of Education on June 5, 1997. In addition, other sample employment policies for the school are as follows:

#### **Equal Employment Opportunities**

It shall be the policy of the Heritage Collegiate Leadership Academy of Bertie County to provide equal opportunities for employment and compensation for all persons without regard to race, color, religion, national origin, political affiliation, marital status or disability.

Applicants for positions at the school shall be judged based on merit and qualifications for the advertised positions without regard to race, color, religion, national origin, political affiliation, marital status or disability. It shall be the policy of the school that all employees, including the board members, will refrain from any discriminatory practices.

#### **Diversity of Staff**

The policy of the Heritage Collegiate Leadership Academy of Bertie County shall be that the administrative staff of the school shall seek to recruit and hire diverse staff realizing that there is value in having diversity among staff and students. The school will make a conscious effort to have the school reflect the diversity realized in the Bertie County community.

### **Criminal Background Checks**

Heritage Collegiate Leadership Academy of Bertie County agrees to conduct a criminal background check on all of its employees. The school acknowledges that the SBE will conduct criminal history checks on any school personnel or director when the SBE deems it necessary to protect the financial integrity of the School or when necessary to protect the health and safety of students or employees. Refusal by any employee to submit to a fingerprint check is grounds for the school to terminate/or deny employment to the employee. The school will take responsibility for the costs for conducting criminal history checks of its employees.

### **Employee/Staff Dress Code**

Heritage Collegiate Leadership Academy will expect that while at work and in attendance at school functions and activities, its staff and administrators will dress appropriately and professionally for the occasion. At least business casual attire will be expected in an effort to ensure that staff and administrators can be distinguished from the students at the school. In addition, administrators and staff are expected to follow the basic rules of etiquette, grooming, and personal hygiene.

For additional sample employee policies, note the enclosed Heritage Collegiate Leadership Academy Employee Handbook.

### **Proposed charter school partners with an EMO, of the relationship that will exist between the charter school employees and the management company.**

Heritage Collegiate Leadership Academy of Bertie County is not partnering with an EMO so its school employees will not have a relationship with a management company.

### **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.

Heritage Collegiate Leadership Academy of Bertie County's administrative leadership team will comply with the expectations and requirements of state statutes and the NCDPI in developing the final versions of the job descriptions for all staff and affiliates associated with the school before the commencement of the school and the advertising and hiring of potential administrators and staff.

Employees of Heritage Collegiate Leadership Academy of Bertie County are not employees of the Bertie County Schools, the primarily LEA in which charter school will be located. The charter school's board of directors shall

employ and contract with necessary teachers to perform the particular service for which they are employed at the school. At least seventy-five (75%) of the teachers in grades K-5, at least fifty percent (50%) of the teachers in grades six through eight, and at least fifty percent (50%) of the teachers in grades nine through twelve will hold teaching certificates. Heritage Collegiate Leadership Academy of Bertie County will ensure that all teachers hired to teach in grades six through 12 who are teaching in the core subject areas of mathematics, science, social studies, and language arts will be college graduates.

The board also may employ necessary employees who are not required to hold teacher certificates to perform duties other than teaching and may contract for other services. The board may discharge teachers and non-certificated employees.

The local board of education (Bertie County) in which the charter school is located shall not require any employee of the local school administrative unit to be employed in a charter school.

If a teacher employed by a local school administrative unit (Bertie County Schools) makes a written reHeritage Collegiate for a leave of absence to teach at a Heritage collegiate Leadership Academy, the local school administrative unit shall grant the leave for one year. For the initial year of a charter school's operation, the local school administrative unit may require that the reHeritage Collegiate for a leave of absence be made up to 45 days before the teacher would otherwise have to report for duty. After the initial year of a charter school's operation, the local school administrative unit may require that the reHeritage Collegiate for a leave of absence be made up to 90 days before the teacher would otherwise have to report for duty. A local board of education is not required to grant a reHeritage Collegiate for a leave of absence or a reHeritage Collegiate to extend or renew a leave of absence for a teacher who previously has received a leave of absence from that school board under this subdivision. A teacher who has career status under G.S. 115C-325 prior to receiving a leave of absence to teach at a charter school may return to a public school in the local school administrative unit with career status at the end of the leave of absence or upon the end of employment at the charter school if an appropriate position is available. If an appropriate position is unavailable, the teacher's name shall be placed on a list of available teachers and that teacher shall have priority on all positions for which that teacher is qualified in accordance with G.S. 115C-325(e)(2).

Heritage Collegiate Leadership Academy of Bertie County will provide provisions for this type of arrangement to the extent that it becomes necessary.

The employees of the charter school (Heritage Collegiate Leadership Academy of Bertie County) shall be deemed employees of the local school administrative unit for purposes of providing certain State-funded employee benefits, including membership in the Teachers' and State Employees' Retirement System and the State Health Plan for Teachers and State Employees. The State Board of Education provides funds to charter schools, approves the members of the boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters, and demands full accountability from charter schools for school finances and student performance. Accordingly, it is the determination of the General Assembly that charter schools are public schools and that the employees of charter schools are public school employees. Employees of a charter school whose board of directors elects to become a participating employer under G.S. 135-5.3 are "teachers" for the purpose of membership in the North Carolina Teachers' and State Employees' Retirement System. In no event shall anything contained in this Part require the North Carolina Teachers' and State Employees' Retirement System to accept employees of a private employer as members or participants of the System.

Heritage Collegiate Leadership Academy of Bertie County plans to have its employees participate in the Teachers' and State Employees Retirement System and State Health Plan and other benefits for Teachers and State Employees.

**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)).

Heritage Collegiate Leadership Academy of Bertie County will adhere to state laws regarding admission requirements for students.

Any child who is qualified under the laws of this State for admission to a public school is qualified for admission to a charter school.

No local board of education shall require any student enrolled in the local school administrative unit to attend a charter school.

Admission to a charter school shall not be determined according to the school attendance area in which a student resides, except that any local school administrative unit in which a public school converts to a charter school shall give admission preference to students who reside within the former attendance area of that school.

Admission to a charter school shall not be determined according to the local school administrative unit in which a student resides.

Heritage Collegiate Leadership Academy of Bertie County shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. Except as otherwise provided by law or the mission of the school as set out in the charter, the school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. The charter school may give enrollment priority to siblings of currently enrolled students who were admitted to the charter school in a previous year and to children of the school's principal, teachers, and teacher assistants. In addition, and only for its first year of operation, the charter school may give enrollment priority to children of the initial members of the charter school's board of directors, so long as (i) these children are limited to no more than ten percent (10%) of the school's total enrollment or to 20 students, whichever is less, and (ii) the charter school is not a former public or private school. If multiple birth siblings apply for admission to a charter school and a lottery is needed under G.S. 115C-238.29F(g)(6), the charter school shall enter one surname 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 admitted. Within one year after the charter school begins operation, the population of the school shall reasonably reflect the racial and ethnic composition of the general population residing within the local school administrative unit in which the school is located or 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. The school shall be subject to any court-ordered desegregation plan in effect for the local school administrative unit.

During each period of enrollment, Heritage Collegiate Leadership Academy of Bertie County shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class,

grade level, or building. In this case, students shall be accepted by lot. Once enrolled, students are not required to reapply in subsequent enrollment periods.

Notwithstanding any law to the contrary, a charter school may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C-390.5 through G.S. 115C-390.11 until the period of suspension or expulsion has expired.

Marketing to potential students and parents is vital to the survival of a charter school. Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school State Statute regarding admissions GS 115C.238.29F(g) (1-7) carefully.

Describe how the board will market the school to all populations (including various community ethnic groups, teachers and other employees, and the general public) to ensure that the school fully complies with the State Statute to mirror the diversity of the local education agency.

The Board of Directors of Heritage Collegiate Leadership Academy of Bertie County will adhere to and comply with state laws regarding the admission of potential students. It will provide equal access to all students within the general area to ensure that the school begins and remains filled to capacity. The Board will market within the community using local media including the local newspapers, the cable companies, and local day care centers. It will also develop pamphlets and other literature about the school to disseminate within the general community. The efforts of the Board and the administrative leadership team will involve ensuring that all ethnic groups within the general area are made aware that the school is in existence and available to serve all students in the community. Every effort will be made to ensure that the staff and students represent the diversity of Bertie County Schools and the surrounding community.

**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).*

Heritage Collegiate Leadership Academy of Bertie County plans to adhere to and comply with state laws regarding increases in enrollment of students attending the charter school. Initially, the school's enrollment will increase by two classes per year to add a grade until the school is fully functioning as a K-12 school which is projected to occur by 2022-23 with a projected total of 520 students. By adding additional 40 students per year to add grades after 2017-18, the charter school is not expected to exceed a projected increase of over 20 percent per year.

(d) The State Board of Education may grant the initial charter for a period not to exceed 10 years and may renew the charter upon the reHeritage Collegiate of the chartering entity for subsequent periods not to exceed 10 years each.

The State Board of Education shall review the operations of each charter school at least once every five years (d) The State Board of Education may grant the initial charter for a period not to exceed 10 years and may renew the charter upon the reHeritage Collegiate of the chartering entity for subsequent periods not to exceed 10 years each.

The State Board of Education shall review the operations of each charter school at least once every five years to ensure that the school is meeting the expected academic, financial, and governance standards.

Heritage Collegiate Leadership Academy of Bertie County will comply with state laws requiring the charter school to submit to reviews by the State Board of Education at least every five years to ensure that the school is meeting the expected academic, financial, and governance standards.

A material revision of the provisions of a charter application shall be made only upon the approval of the State Board of Education.

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

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

Heritage Collegiate Leadership Academy of Bertie County is expected to add an additional grade annually until the school eventually becomes a fully operational K-12 school in 2022-23. It is projected that the school's enrollment will increase annually by a total of approximately 40 students in order to achieve its status as a fully operational K-12 school in 2022-23.

The school's project enrollment will be expected to increase over the years in the following manner:

2013-14	K-3	160 students	2018-19	K-8	360 students
2014-15	K-4	200 students	2019-20	K-9	400 students
2015-16	K-5	240 students	2020-21	K-10	440 students
2016-17	K-6	280 students	2021-22	K-11	480 students
2017-18	K-7	320 students	2022-23	K-12	520 students

Heritage Collegiate Leadership Academy of Bertie County plans to operate the school using sound fiscal practices as required by State laws. In addition, the schools' administrative leadership and Board of Directors plan to operate the school in such a way to monitor expenditures and revenue intake to ensure that a small contingency reserve is maintained at all times and that the school is operating in the black. As this application is submitted; however, there

are currently no cash on hand, bonds, real estate available to the school as a component of this application package. There is a letter of support from the Partners for Developing Futures, Los Angeles, California, a group noted for funding the next generation of charter school leaders. In addition, the letter states that the staff of the organization is making a recommendation to the Partners Board for a planning grant to support the development of the Heritage Collegiate Leadership Academy in Bertie County, North Carolina. However, the awarding of the actual grant is contingent upon the State Board of Education awarding a charter to the Heritage Collegiate Leadership Academy of Bertie County for a school to begin in the fall of 2013.

In addition, the Heritage Collegiate Leadership Academy administrative leadership and Board plan to continue to explore additional revenues sources by writing grants to organizations such as the US Department of Education, Donorchoose.org, Partners for Developing Futures, as well as for other social venture funds.

### **Financial Information**

The budget and financial information for this charter school application were prepared using the best projection data available based on maximum enrollment figures. The proposed administrative leadership and Board of Directors of the charter school submit this information understanding that they are projections based on the projected enrollment figures as set forth by this application. The school plans to use the services of Arcadia to ensure that sound fiscal practices are employed at the school and that an effective fiscal management system is developed and implemented as it is the belief of the proposed administrative staff that such provides the basics for responsible financial planning and decisions-making and the ultimate success of the school.

The initial school expenditures require that the school purchase supplies, materials, and equipment to set up a school such as computer/electronic equipment for students and staff, desks for students and staff, tables, books, boards, chalk, pencils, resource materials and other curriculum support materials. In addition, the expenditures may include some costs related to the renovation of the proposed facility to make sure that the building meets state standards for a school facility.

Start-up funds for this purpose and other cash flow shortfalls will be generated from revenue from grants, fund raising activities, and donations from businesses and citizens in the community.

It is estimated that the initial start-up costs for Heritage Collegiate Leadership Academy will be approximately \$150,000.00 for the planning period to set up the school to ensure that it meets state standards and is accommodating for students and staff.

### **Spending Priorities**

Heritage Collegiate Leadership Academy of Bertie County will establish its spending priorities to align with the school's mission, curricular offerings, transportation plans, and professional development needs as set forth by this application and the school's annual plan. The school's administrative staff and Board of Directors will work with the contracted financial management organization to ensure that the school's expenditures always align with the mission and purpose of the school and that a budget plan is established annually at the beginning of the fiscal year to ensure that such an alignment occurs. The school's financial management staff and the contracted financial management organization are to schedule regular meetings to evaluate and report the financial status of the school in meeting its

financial goals. Quarterly reports are to be made to the Board of Directors to ensure that a high level of financial monitoring and reporting of revenues and expenditures is taking place. In addition, the school will comply with all fiscal accounting and reporting required by state, federal and local laws.

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

IDENTIFY LEA FROM WHICH  
STUDENTS WILL PROBABLY COME

List LEA #1 - Bertie County

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

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

	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
Kindergarten	K	40	—	—	—	—	40	—	—	—	40	—	—	—	—
First	1	40	—	—	—	—	40	—	—	—	40	—	—	—	—
Second	2	40	—	—	—	—	40	—	—	—	40	—	—	—	—
Third	3	40	—	—	—	—	40	—	—	—	40	—	—	—	—
Fourth	4	—	—	—	—	—	40	—	—	—	40	—	—	—	—
Fifth	5	—	—	—	—	—	40	—	—	—	40	—	—	—	—
Sixth	6	—	—	—	—	—	—	—	—	—	40	—	—	—	—

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

	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
Seventh	—	—	—	—	—	—	—	—	—	—	—	—	40	—	—
Eighth	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Ninth	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Tenth	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Eleventh	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Twelfth	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
<b>LEA Totals</b>	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
<b>Overall Total Enrollment</b>	<u>160</u>			<u>200</u>			<u>240</u>			<u>280</u>			<u>320</u>		

**Budget: Revenue Projections 2013-14 through 2017-2018**

<b>INCOME: REVENUE PROJECTIONS</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
--State ADM Funds	\$989,987.00	\$1,237,484.00	\$1,484,981.00	\$1,732,478.00	\$1,979,974.00
--Local Per Pupil Funds	\$189,294.00	\$236,618.00	\$283,942.00	\$331,265.00	\$378,589.00
--Federal Funds	\$2	\$2	\$2	\$2	\$
--Grants*	\$2	\$2	\$2	\$2	\$
--Foundations*	\$	\$	\$	\$	\$
--Private Funds*	\$	\$	\$	\$	\$
--Other Funds*	\$	\$	\$	\$	\$
<b>TOTAL INCOME</b>	<u>\$1,179,281.00</u>	<u>\$1,474,102.00</u>	<u>\$1,768,923.00</u>	<u>\$2,063,743</u>	<u>\$2,358,563.00</u>

\*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.

A grant award letter ( Appendix A) has been received for the school from Partners for Developing Futures; however, no specific amount has been stated. The award is contingent upon the SBE awarding the charter.

**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/fhs/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.

**Bertie County:**

State \$6,187.42 X 160 = \$989,987.00

Local \$1,183.09 X 160 = \$189,284

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

MAY BE AMENDED AS THE NEEDS OF THE SCHOOL DICTATES.

BUDGET EXPENDITURE PROJECTIONS PERSONNEL	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Total # of staff and Projected Costs	#20 \$713,920.00	#22 \$796,749.00	#24 \$878,980.00	#26 \$960,810.00	#28 \$1,043,640.00
--Administrator(s)	#3 \$190,000.00	#3 \$193,000.00	#3 \$196,000.00	#3 \$198,000.00	#3 \$201,000.00
--Clerical	#2 \$50,000.00	#2 \$52,000.00	#2 \$54,000.00	#2 \$56,000.00	#2 \$58,000.00
--Teachers	#8 \$279,320.00	#10 \$349,149.00	#12 \$418,980.00	#14 \$488,810.00	#16 \$558,640.00
--Librarians	#1 \$36,000.00	#1 \$37,000.00	#1 \$38,000.00	#1 \$39,000.00	#1 \$40,000.00
--Guidance	#1 \$36,000.00	#1 \$37,000.00	#1 \$38,000.00	#1 \$39,000.00	#1 \$40,000.00
--Teacher Assistants	#4 \$80,600.00	#4 \$84,600.00	#4 \$88,000.00	#4 \$92,000.00	#4 \$96,000.00
--Custodian	#NA \$0	# \$0	#0 \$0	# \$0	# \$0
--Maintenance	#NA \$0	# \$0	#0 \$0	# \$0	# \$0
--Food Service	#2 \$42,000.00	#2 \$44,000.00	#2 \$46,000.00	#2 \$48,000.00	#2 \$50,000.00
--Bus Driver	#NA \$0				
--Other					
EMPLOYEE BENEFITS	\$230,000.00	\$235,000.00	\$240,000.00	\$245,000.00	\$250,000.00
STAFF DEVELOPMENT	\$22,000.00	\$22,000.00	\$22,000.00	\$22,000.00	\$22,000.00
MATERIALS AND SUPPLIES	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00
OFFICE SUPPLIES	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
INSTRUCTIONAL EQUIPMENT	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00
OFFICE EQUIPMENT	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00

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

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
TESTING MATERIALS	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
INSURANCE	\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00
UTILITIES	\$42,000.00	\$42,000	\$42,000.00	\$42,000.00	\$42,000.00
RENT	\$7,200.00	\$7,200.00	\$7,200.00	\$7,200.00	\$7,200.00
MAINTENANCE & REPAIR	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00
TRANSPORTATION	\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00
MARKETING	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00
FOOD/CAFETERIA SUPPLIES	\$65,000.00	\$65,000.00	\$65,000.00	\$65,000.00	\$65,000.00
PROFESSIONAL DEVELOPMENT	\$22,000.00	\$22,000.00	\$22,000.00	\$22,000.00	\$22,000.00
<b>TOTALS</b>	\$204,200.00	\$204,200.00	\$204,200.00	\$204,200.00	\$204,200.00

**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.

Heritage Collegiate Leadership Academy of Berrie County commits to itself, its supporters, and its community to always operate in the black and without a budget deficit at the end of each fiscal year. This proposed budget is established to show that at least 2 teachers will be added each year to reflect increase in student enrollment created by adding two classes of 20 students each year to add a new grade through 2022-23 when the school is expected to reach its maximum capacity as a fully operational K-12 charter school.

2

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

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

**ADDITIONAL NOTES:**

A planning grant has been awarded to Heritage Collegiate Leadership Academy on April 6, 2012 from Partners for Developing Futures of Los Angeles, California. The award is contingent upon the State Board of Education awarding a charter to the school. A copy of the award letter is included in the appendices.

**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.

Heritage Collegiate Leadership Academy's proposed administrative leadership recognizes the need for a school to have an understanding of how effective it is in relation to its proposed mission and purpose, in the overall achievement of the students, the satisfaction of the employees of the school, and its perceived effectiveness by the community it serves. In order to get a sense of its effectiveness, the school will periodically, as required by GS115C-238.29B(b)(6), have independent program evaluations conducted that present a report of its overall effectiveness which will be shared with the Board of Directors, the community, the NCDPI Office of Charter Schools, and other stakeholders deemed appropriate. The school's administrative leadership's staff will always provide a written response to recommendations and findings from the independent program evaluation to be disseminated to all stakeholders who receive a copy of the program evaluation report.

**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.

Heritage Collegiate Leadership Academy of Bertie County will have independent financial audits conducted in accordance to auditing standards required by North Carolina GS 115C-238.29F.(f)(1). While the financial data will be managed by Arcadia NorthStar, an independent auditor/certified public accountant will be selected who has been approved by a NC Local Government Commission (GCC) to conduct the independent financial audit.

Proposed administrative leadership staff has spoken with H. Edwin Gray, CPA, PA who has verbally agreed to conduct any necessary financial audits for the Heritage Collegiate. Their address is 820 Evans Street Greenville, NC 27834, telephone (252) 758-7300, FAX (253) 758-7301.

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

State the proposed coverage for:

Comprehensive General Liability	\$1,000,000 (one million dollars per occurrence)
Officers and Directors/Errors and Omissions	\$1,000,000 (one million dollars per claim)
Property Insurance	The appraised value of the property and its contents.
Motor Vehicle Liability	\$1,000,000 (one million dollars per occurrence)
Bonding	\$1,000,000 (to cover employees dishonesty)
Minimum amount:	\$250,000
Maximum amount:	\$1,000,000
Workers' Compensation	as specified by Chapter 97 of the NC General Statutes

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

*See Resource Manual for Minimums allowed by SBE Policy.*

No quote from an insurance organization is yet available to Heritage Collegiate Leadership Academy of Bertie County.

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.

Transportation. – Heritage Collegiate Leadership Academy of Bertie County plans to provide transportation for students enrolled at the school. The principal and the school will develop a transportation plan so that transportation is not a barrier to any student who resides in Bertie County in which the school is located. Heritage Collegiate is not required to provide transportation to any student who lives within one and one-half miles of the school. However, at the reHeritage Collegiate of Heritage Collegiate and since Bertie County Schools operates a school bus system, then that Bertie Board of Education may contract with the charter school to provide transportation in accordance with the charter school's transportation plan to students who reside in the Bertie County and who reside at least one and one-half miles from the charter school. Bertie County Schools, if they agree to provide the service may charge the Heritage Collegiate a reasonable charge that is sufficient to cover the cost of providing this transportation. Furthermore, Bertie County Schools may refuse to provide transportation under this subsection if it demonstrates there is no available space on buses it intends to operate during the term of the contract or it would not be practically feasible to provide this transportation.

At this time, the proposed administrative leadership team of Heritage Collegiate Leadership Academy of Bertie County plans to operate three bus routes in Bertie County. One for the Merry Hill, Colerain, and Powellsville areas of the county; one for the Aulander, Lewiston, and Askewville areas of the county; and one for the various areas of Windsor. It is expected that these services may be contracted from local transportation businesses in the area. Regardless of how transportation will be instituted for Heritage Collegiate, the principal, administrative team and the Board of Directors will comply with the state laws and the regulations regarding operating public school transportation set forth by the state. It is the expectation and commitment of Heritage Collegiate that no child will be denied access to the school due to a lack of transportation.

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

Prior to the commencement of the school scheduled for August, 2013, Heritage collegiate will provide to the North Carolina State Board of Education a description of the facility, the financing for the facility , and evidence from Bertie County inspectors and other facility authorities that the facilities selected for use by Heritage Collegiate are currently safe (Certificate of Occupancy for Educational Use). Heritage Collegiate plans to comply with these requirements subsequently if the school makes substantial changes in its facility or relocates to a different facility.

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.

Name of the facility (if known): Potential facility identified but owners not yet contacted. Facility originally designed and constructed as a private school in the 1960s. More recently the facility was used as the administrative office for the Bertie County Department of Social Services. The facility has been vacant since 2009 when the Bertie County Department of Social Services relocated to a different facility in the county.

Address: Wayland Street

City/State/Zip: Windsor, North Carolina 27983

Description of the Facility:

Total square feet:	<u>Not Yet Known</u>
Number of Classrooms:	<u>Not Yet Known</u>
Number of Restrooms:	<u>Not Yet known</u>
Other Rooms:	<u>Not Yet Known</u>
Auditorium:	<u>Not Yet Known</u>
Gymnasium:	<u>Not Yet Known</u>
Music Room:	<u>Not Yet Known</u>
Art Room:	<u>Not Yet known</u>
Laboratory:	<u>Not Yet Known</u>

Ownership:  Fee Simple or  Lease

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

- (a) Term of the Lease: One year
- (b) Type of Lease: Not yet Known
- (c) Rent: \$ Not yet Known per month

Name of Landlord: Not yet Known

Address: Not yet Known

City/State/Zip: NA

Phone: NA

Fax: NA

Document inspections for the following:

(a) Fire: NA

(b) Safety: NA

(c) Handicapped accessibility? Building will be modified to ensure handicapped Accessibility

Describe how the maintenance will be provided for the facility.

Heritage Collegiate Leadership Academy of Bertie County plans to contract initially for custodial and yard/building maintenance services. Heritage Collegiate plans to contract with a local business in the area to provide these maintenance services. It is expected that the services will be provided after school hours but that the contractor will be available for emergency services should a need arise during the school day.

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?

In the event the proposed facility described above does not become available and accessible, the proposed administrative leadership team for Heritage Collegiate Leadership Academy has a contingency plan. The plan requires the proposed administrative leadership team to seek out other facilities in the county that can be used as a school. There are several abandoned schools and other abandoned facilities in Bertie County mostly located in Windsor, the county seat. Once the application process for the charter school has been completed and submitted to the NCDPI Office of Charter Schools, the proposed administrative leadership team for Heritage Collegiate plans to make its requirements known by identifying a facility that can be used potentially as a school to eventually house as many as 520 students. This process will begin by September 2012.

#### **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:

Heritage Collegiate Leadership Academy plans to adhere to the requirements of the state health and safety laws and regulations of the federal and state governments. The charter school will work diligently with the North Carolina Department of Public Instruction and the local Bertie County Health Department to obtain resources to assist in this information to parents, guardians, and students.

(Health and Safety Standards. – Heritage Collegiate Leadership Academy shall meet the same health and safety requirements required of a local school administrative unit. Heritage Collegiate Leadership Academy of Bertie County shall ensure that charter schools provide parents and guardians with information about meningococcal meningitis and influenza and their vaccines at the beginning of every school year. This information shall include the causes, symptoms, and how meningococcal meningitis and influenza are spread and the places where parents and guardians may obtain additional information and vaccinations for their children.

Heritage Collegiate Leadership Academy will provide parents and guardians with 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 five through [through] 12. This information shall include the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and the places where parents and guardians may obtain additional information and vaccinations for their children. (Up to date immunization records will be required of all students enrolled in the school.) Heritage Collegiate Leadership Academy of Bertie County plan to work closely with the NC Department of Public Instruction and the Bertie County Health Department to make sure that this information is made available to parents and guardians of students at the school.

This information will be made available to the parents and guardians of the students at the school to be included in the registration packets at the beginning of school each year and during the first open-house and "parents meet teacher" nights.

Heritage Collegiate Leadership Academy of Bertie County will provide students in grades nine through 12 with information annually on the manner in which a parent may lawfully abandon a newborn baby with a responsible person, in accordance with G.S. 7B-500.

Heritage Collegiate Leadership Academy of Bertie County will ensure that the guidelines for individual diabetes care plans adopted by the State Board of Education under G.S. 115C-12(31) are implemented in which students with diabetes are enrolled and the school will otherwise comply with the provisions of G.S. 115C-375.3.

Heritage Collegiate Leadership Academy of Bertie County plan to work closely with the NC Department of Public Instruction and the Bertie County Health Department to make sure that this information is made available to parents and guardians of students at the school. This information will be made available to the parents and guardians of the students at the school to be included in the registration packets at the beginning of school each year and during the first open-house and "parents meet teacher" nights.

Heritage collegiate Leadership Academy will adhere to all applicable federal, state, and local health and safety laws and regulations during its operation as a charter school. Heritage Collegiate will grant access to local health and fire department officials for inspection of the premise or operations of the school as required for purposes of ensuring the health, safety and welfare of the students and employees

Appropriate fire drills and adverse weather drills will be conducted at the school routinely as required by state and local authorities.

### **Open Meetings**

Heritage Collegiate Leadership Academy of Bertie County upon it being granted a charter by the State Board of Education agrees to be subject to the Open Meetings Law (Article 33C of Chapter 143 of the General Statutes). Heritage Collegiate will adhere to and comply with all requirements of the law.

## **VII. LEA IMPACT STATEMENT**

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

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

Heritage Collegiate Leadership Academy will have a direct impact on the Bertie County Schools system. Almost all of the students who will become potential students of the Heritage Collegiate Leadership Academy of Bertie County would otherwise be enrolled in the Bertie County Schools system. Currently there is no charter school located in Bertie County nor is there one currently accessible to students in Bertie County. There is one Christian School (Bethel Assembly Christian Academy in Windsor) in Bertie County and one private school (Lawrence Academy in Merry Hill) in Bertie County for students whose parents can afford to pay privately for their schooling.

Heritage Collegiate Leadership Academy of Bertie County will submit a copy of the application for a charter schools to Bertie County Schools by Monday, April 16, 2012 by certified mail. A copy of the return receipt or other documentation verifying the applicant's timely submission of a copy of this application to Bertie County Schools will be provided to NCDPI Office of Charter Schools by Friday, April 20, 2012. The superintendent of Bertie County Schools will be informed as a part of the submission that an impact statement is due to the NCDPI Office of Charter Schools no later than May 11, 2012.

## **VIII. APPENDICES (OPTIONAL)**

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

Heritage Collegiate Leadership Academy is submitting the following Appendices to this application:

Appendix A – Grant Award Letter from Partners for Developing Futures dated April 6, 2012

Appendix B – Heritage Collegiate Student Enrollment Application

Appendix C – Family Handbook

Appendix D – KidLead Resource

Appendix E – AVID Resource

Appendix F – MAP Assessment Information

Appendix G – Student Support Services at Heritage Collegiate

Appendix H – Documentation of Community Outreach

# **Appendix A**

**GRANT Award Letter from Partners for Developing Futures**

**Dated April 6, 2012**



Partners For Developing Futures  
Funding the next generation of charter school leaders.

April 6, 2012

Kashi Nelson  
Founder  
Heritage Collegiate Leadership Academy of Bertie County  
12000 Diamond Creek Road  
Suite 306  
Raleigh, NC 27614

To Whom It May Concern:

Partners for Developing Futures ("Partners") is pleased to offer this letter in support of the charter application developed by the founding team of Heritage Collegiate Leadership Academy. Partners is a nonprofit social venture investment fund that primarily invests in high-potential, early stage minority-led charter schools and charter school networks that educate underserved students.

Last fall, Partners held a competitive process for financial and technical assistance to support the creation of high quality charter schools by leaders of color in high need communities in North Carolina. We were overwhelmed with the positive response to our request for proposals and received a total of 87 applications for the first phase in the selection process. 30 applicants were invited to submit a follow-up proposal of which 14 were selected for a capacity interview.

We are pleased to confirm that staff will make a recommendation to the Partners Board for a planning grant to support the development of Heritage Collegiate Leadership Academy. Due to Partners' limited resources, staff only recommends the highest quality applicants for funding to our Board. The Partners' Board makes the final decision regarding investments.

We wish Heritage Collegiate Leadership Academy luck as they embark on the charter approval process. While the school awaits a decision about our recommendation to the Board, the school's development team will have access to our staff who have deep experience and knowledge in creating, replicating, and scaling high quality schools serving traditionally underserved students and our national network of minority leaders who are already closing the achievement gap for students in places like New York City, New Orleans, Los Angeles, Chicago, and Albuquerque.

Should you have any questions about Partners and/or our commitment and support for Heritage Collegiate Leadership Academy, please do not hesitate to contact our Vice President, Dr. Angela Bass, at [abass@partnersdevelopingfutures.org](mailto:abass@partnersdevelopingfutures.org).

Sincerely,

A handwritten signature in black ink, appearing to read "Rodriguez".

Ref Rodriguez  
President & CEO

# **Appendix B**

**Heritage Collegiate Student Enrollment Application**



Growing Great Leaders • Serving Our Community

**Mail or Drop-off in Person/Envíe o entregue solicitudes en persona:**

Heritage Collegiate Leadership Academy – Admissions Office

Location: TBD

Windsor, NC 27983

Phone / Teléfono: 919.906.9242 Fax: TBD

Email / Correo Electrónico: [heritagecollegiate@gmail.com](mailto:heritagecollegiate@gmail.com)

**2013 – 2014 Student Application**

**2013 – 2014 Solicitud de Admisión de Estudiantes**

Completed applications must be received by 5:00 PM on Tuesday, April 30, 2013.

Solicitud completas deben ser recibidas antes de las 5:00 PM el Martes, 30 de abril 2013.

\*Last Name / Apellido: \_\_\_\_\_ \*First Name / Nombre: \_\_\_\_\_

\*Street Address / Dirección: \_\_\_\_\_ Apt.: \_\_\_\_\_

\*City / Ciudad: \_\_\_\_\_ State / Estado: \_\_\_\_\_ Zip / Código Postal: \_\_\_\_\_

\*Date of Birth/Fecha de Nacimiento: \_\_\_\_/\_\_\_\_/\_\_\_\_ \*Gender / Género: M  F

\*Community School District where student resides / Distrito Escolar Comunal en el que reside el estudiante: \_\_\_\_\_

(If you live outside Bertie County, please indicate your LEA / School System / County of Residence) \_\_\_\_\_

(Si usted vive fuera de el condado de Bertie, por favor, indique su LEA / Sistema Escolar / Condado de residencia)

\*Entering Grade for Fall 2013 / Grado al que entrará en el otoño de 2012: \_\_\_\_\_

\*Does the student have a sibling who is also applying to Henderson Collegiate? Yes  No

\*¿Tiene el estudiante un hermano que también se aplica al patrimonio colegial? Sí  No

Sibling Name / Nombre del hermano/a: \_\_\_\_\_ Grade / Grado: \_\_\_\_\_

**Parent or Guardian Information // Información del Padre o Guardián**

\*Last Name / Apellido: \_\_\_\_\_ \*First Name / Nombre: \_\_\_\_\_

\*Relationship to Student / Relación al Estudiante: \_\_\_\_\_

Home Address (if different from child's) / Dirección de casa (si es diferente del hijo): \_\_\_\_\_

\*Home Phone / Número de Teléfono: \_\_\_\_\_

E-mail / Correo Electrónico: \_\_\_\_\_

IF NECESSARY, THE LOTTERY WILL BE HELD ON SATURDAY, MAY 25, 2013.  
SI ES NECESARIO, LA LOTERÍA SE LLEVARÁ A CABO EL Sábado, 25 de mayo 2013.

Parent/Guardian Signature / Firma del Padre o Guardián: \_\_\_\_\_

Date / Fecha: \_\_\_\_\_

*The items marked with an asterisk (\*) are the only items that may be required in order to apply to this charter school. Any items not marked by an (\*) are optional. Los elementos marcados con un asterisco (\*) son los únicos elementos necesarios para aplicar a esta escuela "charter." Cualquiera artículos que no estén marcados por un asterisco (\*) son opcionales.*

A charter school shall not discriminate against or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, national origin, gender, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, religion or ancestry. A school may not require any action by a student or family (such as an admissions test, interview, essay, attendance at an information session, etc.) in order for an applicant to either receive or submit an application for admission to that school.

Una escuela "charter" no pueden discriminar o limitar la admisión de ningún estudiante de manera ilegal, incluyendo la base de etnicidad, origen nacional, género, discapacidad, capacidad intelectual, medidas de logro o de aptitud, habilidad atlética, raza, credo, religión o ascendencia. Una escuela no puede requerir ninguna acción por parte del estudiante o la familia (como un examen de admisión, una entrevista, un ensayo, asistencia a una sesión de información, etc.) para que un solicitante reciba o entregue una solicitud de admisión a esa escuela.

# Appendix C

Heritage Collegiate - Family Handbook



*Growing Great Leaders • Serving Our Community*

**Heritage Collegiate Leadership Academy of  
Bertie County, Inc.**

**(Heritage Collegiate)**

**FAMILY HANDBOOK  
2013 - 2014**

School Address

Phone • Fax

Website

*If you want to change the world, focus on leaders. If you want to change leaders, focus on them when they are young. – Dr. Alan E. Nelson, KidLead*

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# WHO WE ARE...

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## **MISSION:**

### **Mission Statement:**

Heritage Collegiate Leadership Academy of Bertie County (Heritage Collegiate) is dedicated to the cultivation of powerful, self-educating leaders who are college-bound scholars of virtue, wisdom and courage. We develop extraordinary thinkers who are capable of creating healthy, happy, and purposeful lives - world citizens who inspire greatness in others and propel humankind toward the greater good.

### **Vision:**

Heritage Collegiate will contribute to the educational community, on a local, state, and national level by identifying and implementing innovative learning techniques and educational best practices that can be replicated by other schools to impact student learning on a broader level. The unique learning styles of students will be taken into account as we send them on a quest for academic, behavioral, and social growth.

### **Core Values**

#### **Communication:**

1. An individual's growth is based on communicating what one knows versus what one wants to know.
2. Communication involves speaking and writing fluently to articulate one's self.
3. Communication is critical to one's success in life in and out of school.
4. We value and nurture the courage and commitment to the truth under any and all circumstances.

#### **Personal Excellence:**

1. An individual's level of production is directly correlated to one's relationship to oneself and one's chosen group(s).
2. Individual success cannot be achieved without the support of the group(s). We are ONE.
3. The group's success and progress is dependent on the initiative and participation of every member.
4. One must produce to be an effective member of the group.

#### **Access and Exposure:**

1. Exposure to different cultures, situations, environments and experiences determines individual drive, ambition and opportunity.
2. Confidence and a strong self-image empower individuals to believe they CAN accomplish anything, eliminating ALL limitations and unlocking potential.

#### **Equity:**

*If you want to change the world, focus on leaders. If you want to change leaders, focus on them when they are young.* – Dr. Alan E. Nelson, KidLead

1. No child should be denied access to high-quality educational opportunities based on race, income or religion.
2. Our students are “world citizens”, learning in a diverse environment where differences are embraced for the common good of the school community.

**Respect:**

1. Self-awareness and self-respect represent the foundation necessary for the respect of others.
2. Courtesy to and consideration for others’ opinions, perspectives, and basic human rights are fundamental to the success of the individual and the group.
3. Teachers, staff and volunteers are the foundation of our school: their experience, dedication and contribution are to be respected at every level.

**HERITAGE COLLEGIATE CREDO #1:**

We are one. Our cause is one, and we must help each other if we are to succeed. – Frederick Douglass

**HERITAGE COLLEGIATE CREDO #2:**

At HERITAGE COLLEGIATE, we believe.  
We believe in the creation of inspired lives  
produced by desire, discipline, and dedication.

We are not frightened  
by the challenges of reality  
but believe that we can change our world  
and our place within it.

We work, plan, create, and dream.

Our talent, character, and integrity

will be the tools we need  
to build a better tomorrow.

We believe that we can take  
this place, this time, and the people here  
and build a better place, a better time,  
and a better people.

As a team and a family,  
we will either find a way or make one.

- Inspired by Providence St. Mel School Motto

*If you want to change the world, focus on leaders. If you want to change leaders, focus on them when they are young.* – Dr. Alan E. Nelson, KidLead

*If you want to change the world, focus on leaders. If you want to change leaders, focus on them when they are young.* – Dr. Alan E. Nelson, KidLead

## **COMMITMENT TO LEADERSHIP, LEARNING AND SERVICE**

### **TEACHERS' COMMITMENT:**

We fully commit to HERITAGE COLLEGIATE in the following ways:

We will arrive at HERITAGE COLLEGIATE every day ON TIME. (Mon. – Fri)

We will remain at HERITAGE COLLEGIATE until the end of the school day. (Mon. – Fri)

We will come to HERITAGE COLLEGIATE on appropriate Saturdays at 9:00 A.M. and remain until 1:00 P.M.

We will teach at HERITAGE COLLEGIATE Leadership, Learning and Service Academy during the summer.

We will always teach in the best way we know how and we will do whatever it takes for our students to learn.

We will always make ourselves available to students, parents, and any concerns they might have.

We will always protect the safety, interests, and rights of all individuals in the classroom.

*Failure to adhere to these commitments can lead to our removal from HERITAGE COLLEGIATE.*

### **PARENTS'/GUARDIANS' COMMITMENT:**

We fully commit to HERITAGE COLLEGIATE in the following ways:

We will make sure our child arrives at HERITAGE COLLEGIATE on time every day.

We will make arrangements so our child can remain at HERITAGE COLLEGIATE until the end of the school day.

We will make arrangements for our child to come to HERITAGE COLLEGIATE on appropriate Saturdays at 9:00 A.M. and remain until 1:00 P.M.

We will ensure that our child attends HERITAGE COLLEGIATE Learning, Leadership and Service Academy for summer school.

We will always help our child in the best way we know how and we will do whatever it takes for him/her to learn. This also means that we will check our child's homework every night, let him/her call the teacher if there is a problem with the homework, try to read with him/her every night, and limit the amount of television they watch.

We will always make ourselves available to our children, the school, and any concerns they might have.

This also means that if our child is going to miss school, we will notify the teacher as soon as possible and we will read carefully all the papers that the school sends home to us.

We will make sure our child comes to school every day with the materials (pencils and paper) they need to succeed.

We will allow our child to go on HERITAGE COLLEGIATE field trips.

We will make sure our child follows the HERITAGE COLLEGIATE dress code.

We understand that our child must follow the HERITAGE COLLEGIATE rules so as to protect the safety, interests, and rights of all individuals in the classroom. We, not the school, are responsible for the behavior and actions of our child.

*Failure to adhere to these commitments can cause my child to lose various HERITAGE COLLEGIATE privileges and can lead to my child's expulsion from HERITAGE COLLEGIATE.*

### **STUDENT'S COMMITMENT:**

I fully commit to HERITAGE COLLEGIATE in the following ways:

I will arrive at HERITAGE COLLEGIATE every day on time.

I will remain at HERITAGE COLLEGIATE until the end of the school day.

I will come to HERITAGE COLLEGIATE on appropriate Saturdays at 9:00 A.M. and remain until 1:00 P.M.

I will attend HERITAGE COLLEGIATE Leadership, Learning and Service Academy during summer school.

I will always work, think, and behave in the best way I know how and I will do whatever it takes for me and my fellow students to learn. This also means that I will complete all my homework every night, I will call my teachers if

I have a problem with the homework or a problem with coming to school, and I will raise my hand and ask questions in class if I do not understand something.

I will always make myself available to parents, teachers, and any concerns they might have.

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I will always behave so as to protect the safety, interests, and rights of all individuals in the classroom. This also means that I will always listen to all my HERITAGE COLLEGIATE teammates and give everyone my respect.

I will follow the HERITAGE COLLEGIATE dress code.

I will come to school every day with all the materials I need for success.

I am responsible for my own behavior.

*Failure to adhere to these commitments can cause me to lose various HERITAGE COLLEGIATE privileges and can lead to my expulsion from HERITAGE COLLEGIATE.*

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## 2013-2014 STAFF CONTACT LIST

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# PROFESSIONAL BACKGROUNDS - STAFF

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(Brief summaries of education, training, experience and accomplishment of each staff member)

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# GENERAL INFORMATION

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## ENROLLMENT

(Enrollment process)

## DOCUMENTS NEEDED BY THE SCHOOL

Upon enrolling at Heritage Collegiate, the following documents must be submitted for each student to the Office Manager:

- Registration Form
- Emergency Form (given two times a year – update if you move)
- Lunch Forms
- Copy of Birth Certificate
- Proof of Address (Copy of a Phone Bill, Electric Bill, Lease, Gas Bill, etc)
- Immunization Records/Health Records
- IEP (individualized Educational Plan)/504 Accommodations (if applicable)
- Home Language Survey (if applicable)

## WHO SHOULD I ASK?

At times, you may have questions about HERITAGE COLLEGIATE Academy. Below is a quick list of common concerns and to whom you can ask for more information.

CONCERN	STAFF MEMBER
Lunch Forms, Emergency Forms, Immunization Records, etc	Office Staff
I don't understand the paycheck comment.	Teacher whose initials are on the paycheck
Transportation	Office Staff
Ordering Heritage Collegiate Uniform	Office Staff
I have concerns about my child's social adjustment	Counselor or Dean of Students

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My child has an IEP/504 Accommodations	Learning Specialist
My child will be absent or late	Office Staff
I have overall concerns	Principal or Executive Director

## **ATTENDANCE**

Attendance is extremely important at HERITAGE COLLEGIATE. Students are expected to arrive to school on time every day. HERITAGE COLLEGIATE Academy students begin school at (tbd) and end at (tbd). On appropriate Saturdays, school will begin at 9:00 a.m. and end at 1:00 p.m.

If your child is going to miss school because of an illness, please call our Office Manager (tbd) as soon as possible. All absences should be followed up the next day with a note signed by a parent, guardian or doctor. HERITAGE COLLEGIATE staff will call to verify absences.

If your child is running late or will miss a portion of the day due to a doctor's appointment please call our Office Staff. (Please try to arrange doctor's appointment outside of the school schedule or during the later part of the day. Please speak Principal, Dean of Students or NC WISE Data Manager if there are any concerns). Students who arrive late must sign the late book, and must indicate time of arrival as well as the reason. If your child is absent, we will follow up with a phone call.

All absences and latenesses are noted on report cards. Students are responsible for all missed assignments and must arrange a way to complete all missed assignments and homework.

Since missing class affects academic achievement, repeated absences may be reflected in the student's grades. If a student is repeatedly absent, HERITAGE COLLEGIATE staff, the student, and the parent/guardian will meet to address the issue. In addition, students who have 10 or more unexcused absences (3 lates equal one absence) run the risk of missing the end-of-year field lesson. In addition, attendance is part of our promotional criteria (see below).

## **FOOD SERVICES**

All families must fill out a federal free/reduced lunch form in August. Families that qualify will receive a free/reduced pricing for lunch.

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Breakfast is optional and will take place from (tbd), Monday – Friday. It is suggested that your child not arrive later than (tbd), if he or she wants to receive breakfast in the morning. Families may also choose to send a bag lunch. However, the school is unable to assume responsibility for refrigerating or warming lunch brought from home. Please inform the school if your child has any food allergies.

Snacks will be provided during the school day as well.

## **TRANSPORTATION**

(Transportation Plan and information will be provided here)

Parents must provide contact information for any person authorized to pick up their child. If the person picking up child is not the parent/legal guardian of the child, they must be a) given explicit written permission to pick up the child and b) be 18 years or older. Please contact Office Staff if there are any concerns.

## **FIELD TRIPS**

Our students and families look forward to various opportunities, especially our field trips. Each year, Heritage Collegiate teachers plan several field trips that complement the curriculum. Students earn these trips based on their paycheck averages, attendance, academics, and overall character. The school reserves the right to remove a student from a trip or prohibit him/her from participating for any reason that jeopardizes the physical or emotional well being of himself/herself or others. The school will discuss with families in more detail as trip season approaches.

## **COMMUNICATING WITH STAFF AND TEACHERS**

Part of the success of HERITAGE COLLEGIATE Academy is the open communication between parents, students, and teachers. In an effort to help with this, we distribute email addresses and school phone numbers of all HERITAGE COLLEGIATE Academy staff. Students and parents should feel free to call staff members with concerns or questions. This is also a good chance to get help, if necessary, with homework. If you or your child is trying to call a teacher but he/she does not answer, please leave a message explaining the reason for the call, your full name and telephone number, and allow time to return your call. We expect that students and families use our contact information in an appropriate and professional manner. In addition, in the event of an emergency, please feel free to call the Office Staff.

## **CELL PHONE USAGE**

We understand many of you have purchased cell phones for your children to be used in case of emergencies, or just simply as a means to communicate with your child after school. However, it is not *If you want to change the world, focus on leaders. If you want to change leaders, focus on them when they are young.* – Dr. Alan E. Nelson, KidLead

permitted for cell phones to be used or seen during school hours – cell phones may not be worn on the hip. Cell phones must be turned off and put out of sight before students enter the school and phones must remain off. If this rule is not followed, we reserve the right to confiscate the phone, and hold it until a parent/guardian comes to the school to pick it up. Please know that if the phone is confiscated on more than one occasion, the school reserves the right to not allow your child to bring a cell phone to school at all. Please be advised that HERITAGE COLLEGIATE is not responsible for lost or damaged cellular phones. If you need a message relayed to your child, please call the school directly.

## **TECHNOLOGY AND INTERNET USE**

In order to maintain appropriate use of our technology equipment at school, we ask all students to refrain from the following:

- Using computers without staff supervision or permission.
- Downloading software, plug-ins, games or other programs without permission.
- Using chat rooms, Facebook, MySpace, Twitter, or other personal social networking websites.
- Changing Windows desktop, taskbar, screensaver, or any other computer settings.
- Accessing anyone else's data folders, files or documents.
- Sending email or IM unless specified by a staff member.
- Eating or drinking near a computer.
- Leaving a laptop anywhere else but in mobile lab when done with it.
- Playing non-education games on a HERITAGE COLLEGIATE computer.

Students in violation of any of the above may be subject to disciplinary action.

## **PERSONAL BELONGINGS**

Students should ensure that any personal belongings they bring with them to school are appropriate for school and do not pose any type of physical or emotional risk to themselves or others. All toys, cards, games and electronics not specifically authorized by our school, will be confiscated and returned only to parents and guardians. Finally, please note that the school is not responsible for any personal belongings brought to school.

## **ORDERING T-SHIRTS**

Part of the HERITAGE COLLEGIATE Academy uniform is that all students must wear a HERITAGE COLLEGIATE shirt. Please contact Office Staff for more details on obtaining shirts for your child. In addition, please also see the student dress code policy, below, for additional information.

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## STUDENT DRESS CODE POLICY

1. Students are to wear a HERITAGE COLLEGIATE shirt every day, Monday through Thursday, and Saturday. Their HERITAGE COLLEGIATE shirts must be fully visible at all times within the building. There are HERITAGE COLLEGIATE long-sleeve shirts available for colder weather.
2. All HERITAGE COLLEGIATE shirts and button-down shirts (on professional dress days) are to be tucked in and worn appropriately. HERITAGE COLLEGIATE shirts are required but can be untucked on Saturdays.
3. On Monday through Thursday, and Saturday, students may not wear overalls, jumpers, or any other article of clothing that covers their HERITAGE COLLEGIATE shirt.
4. All pants must fit around the waist. Students must wear a belt every day. (Belts should be of appropriate size and nature (ie: no large-faced images or symbols which may pose as a distraction).
5. Pants and jeans may not be excessively baggy, saggy, and may not cover the shoes entirely.
6. Students may not wear jogging pants or sweat pants.
7. Students may not wear *sleeveless* or *cut-off* shirts, blouses, or dresses.
8. Students may not wear shorts, capris or skorts (except in the months of July and August).
9. Students may not wear inappropriately tight or short shirts, pants, shorts, skirts, or capris.
10. Girls may not wear skirts that are inappropriately short (more than 3 inches above the center of their knee) or that have inappropriately long slits (above their knees). Girls are encouraged to avoid wearing dresses or skirts that "ride up." They have the option of wearing a slip underneath dresses or skirts.
11. On Fridays (except during summer school), all students must wear professional dress clothing. For boys this includes dress pants, a dress shirt with tie, and dress shoes (no sneakers or unprofessional boots). For girls, this includes a dress, a dress shirt with a skirt, or a dress shirt with dress pants (no denim) and dress shoes (no sneakers or unprofessional boots). Dress shirts should not have any type of printed words or pictures. Heels for girls are allowed on professional dress day, but they may not be over 1 inch.
12. Students may not wear hats, caps, do-rags, or other head coverings in the school (except in the case of religious observance). Scarves are also not allowed while students are indoors.
13. For safety reasons, the following jewelry will not be permitted at HERITAGE COLLEGIATE necklaces, chains, chokers, rings, bracelets, and dangle earrings. Earrings should not be larger than one inch in diameter. Boys are not permitted to wear earrings at anytime. Necklaces of religious nature may be worn but must remain tucked in at all times.
14. Students may not pierce any body part other than their ears.
15. Students may not wear makeup, contacts and hair with color or multiple colors. (Students may use lip *balm*, such as Vaseline, Chapstick, etc. to moisturize lips. As with any items, these may be taken away for inappropriate and excessive use).

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16. Students may not wear artificial nails. No type of nail coloring may be worn (including clear).

17. Students cannot wear shoes that show their toes.

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In addition to the above uniform regulations, the following rules apply:

- a) Expensive jewelry or large sums of money should not be brought to school.
- b) The following items may not be brought to school: iPods, electronics, and electronic toys (PSP's, Gameboys, etc). HERITAGE COLLEGIATE staff reserve the right to confiscate these items and hold them until a parent picks them up.
- c) If cell phones are brought to school, they must be off during school hours, and should not be visible to staff and students.
- d) Gum may not be chewed in school at all.

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# HEALTH AND SAFETY

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## IMMUNIZATIONS

North Carolina State Law requires that all children entering elementary school be immunized against Diphtheria, Tetanus, Pertussis, Polio, Measles, Mumps, Rubella, 2 Hepatitis A, 3 Hepatitis B, and Varicella.

Before a child can be permitted to enter and attend school (subject to the 14-day initial waiver requirement), parents or guardians must present documentation that their child has received all required doses of vaccines or that their child has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Heritage Collegiate must receive a certificate of immunization no later than **tbd**. These requirements can be waived only if a properly signed health or religious exemption is filed with the school.

## REPORTING A CHILD'S SICKNESS

If your child is going to miss school because of illness, please call the school as soon as possible. All student absences should be followed up the next day with a note signed by a parent, guardian or doctor. HERITAGE COLLEGIATE AMP staff will call to verify all student absences. Please let our Office Manager know if there are any medical concerns or special circumstances of which we should be aware.

## ILLNESS DURING SCHOOL HOURS

If a child becomes ill or injured during the school day and is not well enough to stay in class, the parent/guardian will be called to pick the child up. It is necessary to have updated emergency contact numbers on file in the school office in case no one can be contacted at home. If the person picking up child is not the parent/legal guardian of the child, they must be a) given explicit written permission to pick up the child and b) be 18 years or older.

## MEDICATION

**Staff at the school is NOT authorized to administer medication.** If a child needs to take medicine at school, he/she must give the Office Manager a written note from a doctor or parent with exact dosage and times for student to take medicine him/herself in the presence of school staff. Medicine needs to be in its original packaging/case. If there are any concerns about medicine, allergies and overall health please let Office Staff know.

Students with asthma should bring an inhaler prescribed by their doctor to school each day. Asthmatic students should notify a HERITAGE COLLEGIATE staff member as soon as breathing becomes difficult.

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## **COUNSELING SERVICES**

The counselor, Dean of Students and Lead Life Coach at Heritage Collegiate are available to help any student or parent address any social, emotional, or academic issue they may be facing. In addition, our social worker and counselor help students work through and cope with personal and school-related stress. At HERITAGE COLLEGIATE, every student is entitled to counseling support and referral services. Counseling support is also extended to HERITAGE COLLEGIATE families in need.

There are several ways in which students may be referred for counseling services:

- If a **parent** is interested in having his/her child seen by our social worker or counselor, please contact them directly, or contact Office Staff.
- **Students** are able to ask directly to speak with one of the student support services on staff.
- A student may also be referred at the recommendation of a **teacher or any other staff member**.

Please understand that we are required to respect the rights and privacy of our students and families; as a result, all information and counseling services are confidential and cannot be shared (except in instances required by law).

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# 2013-2014 CALENDAR

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TBD

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## **VACATIONS/HOLIDAYS**

With a few exceptions, Heritage Collegiate will follow the same holiday schedule as Bertie County Schools (see calendar for full details).

## **SCHOOL CLOSINGS (BAD WEATHER)**

If the Bertie County public schools close due to bad weather, Heritage Collegiate is closed. Listen to the radio or television for the announcement closings/delays Bertie County Public Schools. You can also check the Bertie County Schools website at <http://www.bertie.k12.nc.us/>.

## **SUMMER SCHOOL**

Summer school is a critical time to get a head start on the coming school year. As a result, all students at Heritage Collegiate must attend school during the summer. Please contact Office Staff with concerns.

## **SATURDAY SCHOOL**

On appropriate Saturdays, all Heritage Collegiate students are expected to attend Saturday school from 9:00-1:00PM. Unless otherwise specified, students must continue to follow the standard HERITAGE COLLEGIATE Academy dress code on Saturdays (shirts may be untucked on Saturdays). During this time, students will participate in capoeira and music, among other enrichment and academic activities. Lunch will be provided.

## **VOLUNTARY AFTER-SCHOOL ACTIVITIES**

Some students may be invited to remain after-school to participate in tutoring, sports or other after-school activities. Students can only remain after school with explicit permission from parents.

## **BOARD OF TRUSTEES MEETINGS**

HERITAGE COLLEGIATE AMP board meetings are open to the public and will be held quarterly. For times and location, please call the school.

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# ACADEMICS - "You are a SCHOLAR"

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## **HOMEWORK**

A key part of the academic program of Heritage Collegiate is the homework that every HERITAGE COLLEGIATEster will receive every night. Homework must be completed on the night before it is due. Students will not be allowed to complete homework during breakfast, unless given explicit permission by their teacher. No student is excused from any assignment without the permission of his or her teacher prior to the due date. If a student discovers that s/he will be unable to complete an assignment, s/he must contact the teacher by phone no later than the night before it is due. If the student is unable to contact their teacher for some reason, s/he must bring a written note from their parents/guardians.

## **KEY HOMEWORK POINTS**

*There are many points we review with students. Below are some of the consistent messages we send to our HERITAGE COLLEGIATEsters as we reinforce the importance of homework. Please review with your child and continue to reinforce accurate, thorough and timely completion of homework. As always students can call teachers with homework questions.*

- ✓ Homework completion will be tracked and communicated via a weekly HW Report, sent home to families each week. Please sign and return on the following school day.
- ✓ Students have until the next day to make up homework assignments.
- ✓ Incomplete homework assignments or assignments the student cannot find at the moment the assignment is asked for by the teacher will all be considered incomplete, and students will not receive credit for them until they make them up.

### **A. MAKE-UP WORK ON DAYS STUDENT IS ABSENT**

Students who are absent are expected to call individual teachers to find out their assignments and make up the homework when they return to school. All missed, incomplete or incorrect work must be completed. It is the student's responsibility to check with each of his/her teachers to make sure s/he is aware of all assignments.

Late, incomplete, or missing assignments (for unexcused reasons other than absences) must be made up within the timeframe specified by the teacher.

### **B. PARENT SIGNATURE ON TESTS/PAYCHECK**

Parents are expected to sign all graded tests and weekly paychecks and HW Reports.

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## CHEATING/PLAGIARISM

**Cheating** is a serious offense. If a student copies another student's work or if a student gives another student his/her work, it is considered cheating, and the student will not receive higher than an S on their conduct grade on that quarter's report card. Additional consequences may also apply as appropriate.

**Plagiarism** involves the stealing of someone else's ideas or words as one's own or the imitation of the language, ideas, and thoughts of another author (or person) and then passing them off as their own original work. If a student plagiarized and forges a signature, this is also considered academic dishonesty. Any student who plagiarizes will not receive higher than a S on their conduct grade. Additional consequences may also apply as appropriate.

## **REPORT CARDS AND GRADING**

Report cards will be issued four times per year. Progress reports will be provided to parents at the mid-point of each quarter to update them on their child's academic progress. Progress reports provide a picture of a student's academic performance based on assignments and assessments administered in a given period.

The grading system for report cards is as follows:

### ACADEMIC GRADE SCALE

90 – 99 = A
80 – 89 = B
70 – 79 = C
Below 70 = Failing

### CONDUCT GRADE SCALE

E = Excellent
G = Good
S = Satisfactory
N = Needs Improvement
U = Unsatisfactory

## METHODS OF ASSESSING FOR ACADEMIC GRADES

Below are possible assessments that are used to measure academic progress.

- Exams (weekly tests/quizzes, unit tests)
- Written Responses
- Extended Responses (Labs, Essays)
- Oral Presentations (oral reports, speeches)
- Group Work/Projects
- Class work
- Homework
- Portfolios

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- Student Self-Assessment
- Peer Reviews
- Conferencing
- Informal Observations (reflected in some form of documentation by teacher)
- Formal Observation (using criteria list)
- Journals/Learning Logs
- Meeting Reading Goals
- Student-Self Assessing

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## **PROMOTION TO THE NEXT GRADE**

Students may be retained in their grade at the end of the year for any one of, or combination of, the following factors:

- Failure to meet academic standards of readiness for the next grade: Students who fail (earn below 70%) a core subject (Reading, Writing, Math, Social Studies, Science) may be retained. Students who fail either the reading or math standardized test at the end of the year may be retained as well.
- Failure to meet adequate standards of attendance and lateness: Students who miss more than 10 days of school times may be retained. Please note that every 3 days late counts as one day absent).
- Failure to meet behavioral standards of readiness for the next grade level: Students whose behavior has not shown adequate growth or improvement, or is not at a sufficient level, may be retained.

## **STANDARDIZED TESTING**

Heritage Collegiate participates in the NC Testing Program. We also use MAP Assessments and portfolio-based assessments. These exams give teachers information about students so that they can effectively design instruction to meet particular student needs, and clearly demonstrate the academic achievement of students. Once a year, the school will share the school-wide results of these tests.

## **STUDENT ORGANIZATION AND SUPPLIES**

Organizational skills are taught to students in each of their academic classes. Students are given an agenda at the beginning of the school year to track their homework. When a student is absent, he or she will be able to get back on track as quickly as possible and begin making up missed work.

Please check your child's agenda and sign off on completed homework assignments to ensure that s/he has successfully completed all assignments.

## **SPECIAL EDUCATION**

**For students who have Individual Education Plans (IEPs) or 504 Accommodations, staff will provide the support to meet every student's needs. Such services may include the following:**

- Testing modifications such as extended time, separate location, and/or questions read aloud
- Counseling
- Speech therapy
- Occupational therapy
- Physical therapy and/or accommodations

- Any other related special education services mandated by an IEP or 504

Accommodations

In the event that HERITAGE COLLEGIATE Academy cannot provide the necessary support for a student, external agencies and resources will be referred for a student either on-site or at another facility. Our Learning Specialist will follow up and monitor any off-site services that are provided for any students. If your child has an IEP or 504, please make sure that Ms. Phillips and the school has the most recent copy. Should you have any questions regarding special education or the referral process please contact the Learning Specialist.

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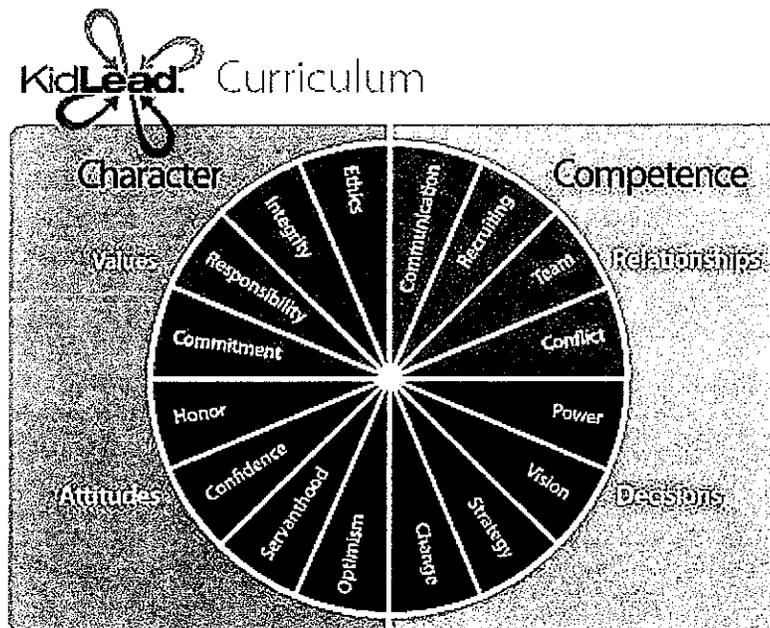
# HERITAGE COLLEGIATE PAYCHECK SYSTEM

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At Heritage Collegiate, our mission is to teach our students to develop the character and academic skills necessary to succeed in high school and college, to be self-sufficient, successful, and happy in the competitive world, and to build a better tomorrow for themselves and us all.

The best way for anyone to succeed is to “Know self and be proud.” Our values are based on the KidLead Curriculum. We have selected a few key character traits that are linked to our values, which will afford our students the character skills necessary to fulfill our mission. Therefore, we have installed a system of documentation that allows us all to reflect upon our school culture and the character traits we would like our students to exhibit daily and throughout life.

Each Friday, your child will receive a document called a “paycheck.” Students begin each week with \$50 HERITAGE COLLEGIATE Dollars that reflects their signing of the Commitment to Excellence. During the week, the students’ paycheck should reflect their ability to meet our expectations as they relate to the following 16 character traits:



When a student is not meeting the expectations of Heritage Collegiate and has been warned and given a consequence, their actions will be documented as a debit (\$1 KidLead Dollar taken away). When a student goes above and beyond or consistently displays the character traits that we expect at Heritage Collegiate, then their actions are documented on the paycheck as a credit (\$1 KidLead Dollar given).

**GENERAL GUIDELINES:**

- Heritage Collegiate students earn and begin each week with \$50 HERITAGE COLLEGIATE Dollars.
- Students with fewer than \$50 KidLead Dollars will lose some privileges (tbe).
- Students with \$50 HERITAGE COLLEGIATE Dollars or above will be recognized as *leaders*; students with \$60 KidLead Dollars average or above will be recognized as *CEOs*.
- Paycheck averages will be used as one major factor in determining participation on field trips (including the year-end field trip) as well as school privileges.
- The paycheck and homework report must be signed every weekend and returned on Monday.

If you have any questions or concerns please feel free to contact our Dean of Students, Mr. Greene.

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# CODES OF CONDUCT

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## Overview

The foundation of disciplinary procedures for HERITAGE COLLEGIATE has been the Commitment to Excellence Form, the paycheck system (see previous pages for full details), and the strong relationships between parents, teachers, and children.

## Codes of Conduct

The following conduct are some of the behaviors that may result in suspension, whether it occurs on school site, in the vicinity of the school, on field trips, on any school sponsored activity, or on school buses. Suspension may be short-term or long-term, in school or out-of-school depending on the severity of the offense and whether or not the student has previously been suspended for the same offense. This list includes, but is not limited to:

- Assault of fellow student
- Endangering the physical safety of another by the use of force or threats of force that place the victim in fear of bodily injury
- Conduct which disrupts school or classroom activity
- Conduct which endangers or threatens to endanger the health, safety, welfare, or morals of others
- Insubordination and other forms of disrespectful behavior
- Failure to comply with school and classroom rules
- Failure to comply with disciplinary consequences
- Cheating on quizzes, exams, or plagiarism
- Use of forged notes or excuses
- Theft, or attempted theft, or possession of property known by the student to be stolen
- Extortion
- Gambling
- Abuse of school property or equipment
- Obscene or abusive language or gestures
- Verbal or physical harassment based on gender, race, ethnicity, religion or disability
- False bomb threat or false emergency alarm

- Possession of tobacco or alcohol
- Possession of pagers, beepers, or portable/cellular telephones not being used for instructional purposes
- Making a material false statement – i.e., lying about an important matter – to a teacher, principal, or other school personnel.



## Heritage Collegiate Leadership Academy of Bertie County

*Growing Great Leaders* • *Serving Our Community*

A student who has previously been suspended for the same or a similar offense may be subject to a suspension of six or more days or may be subject to expulsion. In addition, the following list of infractions may result in a suspension of six or more days or may result in expulsion.

- Possession within school, on school grounds, on school buses or during any school activity, of any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object
- Arson on school property, whether accomplished or attempted
- Possession or use of illegal drugs or controlled substances within school, on school grounds, on school buses, or during a school activity
- Selling, distributing or purchasing illegal drugs or controlled substances within school, on school grounds, on school buses or during any school activity
- Assault of another student resulting in physical injury or any assault on a staff member
- Intentionally causing physical injury to another person
- Causing major damage to school property

All suspensions of six or more days require the approval of the Executive Director (Quinton Vance) or Superintendent (David Levin). In all cases, families will be provided with a written explanation for the suspension prior to the beginning of the suspension and students and/or parents will have the opportunity to respond. When appropriate, arrangements for alternate instruction will be offered.

### **CONCERNS OR DISAGREEMENTS**

If you have a concern about the implementation of the school policy, academic grade, discipline decision, or anything else, we encourage you to contact the appropriate staff member at HERITAGE COLLEGIATE by telephone. All staff members are committed to responding promptly to parent/guardian concerns. If an issue is not resolved promptly or satisfactorily, please contact Principal to discuss the matter further.

Parents may also reach out directly to the Executive Director in writing if their concerns have not been answered by the principal. The Executive Director or Superintendent will respond either in writing, telephone, or in person depending on the circumstance. If you are not satisfied with the resolution determined by the Executive Director, you may then contact the Chair of HERITAGE COLLEGIATE Board of Directors.

*If you want to change the world, focus on leaders. If you want to change leaders, focus on them when they're young. – Dr. Alan Nelson*



## Heritage Collegiate Leadership Academy of Bertie County

*Growing Great Leaders • Serving Our Community*

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### **FAMILY INVOLVEMENT**

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As already mentioned, one of the keys to the success of Heritage Collegiate is the strong working relationship between parents, teachers, and children. The key to this is effective communication. It is for this reason that all Heritage Collegiate teachers give out their phone numbers, and it is also the reason that we have an open door policy to families regarding school visits. In addition to phone conversations, school visits, and home visits by staff, Heritage Collegiate also has quarterly conferences between parents, teachers and children.

Below are some additional ways that parents have been involved in the past. Please feel free to suggest any other ideas you might have.

#### **WHAT ARE A FEW WAYS I CAN GET INVOLVED?**

*Our families are always asking for ways to get involved. Below are a few ways in which you can do so.*

- ☺ Chaperone and participate in our in-school and out-of-school activities
- ☺ Get involved in parent-literacy activities with your child
- ☺ Join our parent events
- ☺ Attend student in-class performances (poetry slams, in class speeches and presentations, cultural celebrations, and others, depending on specific classes)
- ☺ Attend awards ceremonies
- ☺ Chaperone school trips
- ☺ Patrol after-school dismissal to ensure safety of all of our children
- ☺ Attend parent meetings
- ☺ Stop by the school to sit in on classes (no amount of time is too short☺)
- ☺ Invite us to your homes for home visits
- ☺ Inform us of community events or activities we should be participating in
- ☺ Carpool with other families
- ☺ Attend parent-teacher conferences
- ☺ Cheer, support, and possibly coach our sports teams
- ☺ And, of course, we are always available to sample delicious home-cooked meals that your child rants and raves about ☺

Please feel free to contact our Dean of Students to discuss family involvement.

*If you want to change the world, focus on leaders. If you want to change leaders, focus on them when they're young. – Dr. Alan Nelson*

## A Day at Heritage Collegiate Leadership Academy of Bertie County

The school day will run from 8 a.m. to 4:30 pm for the lower grades. This will be a typical student schedule.

### Schedule

<b>Time</b>	<b>Class - Activity (Group A)</b>
8:00 – 8:30	Breakfast
8:30 – 8:45	Morning Meeting
8:50 – 9:45	Math Mastery
9:45 – 10:00	Morning Stretch / Restroom Break
10:00 – 10:55	Science / Social Studies (Alternating)
11:00 – 11:45	Lunch / Recess
11:50 – 12:45	Reading Mastery
12:45 – 1:00	DEAR (Free Read – Student chooses materials)
1:00 – 1:15	Afternoon Stretch / Restroom Break
1:15 – 2:10	Writing
2:10 – 2:40	KidLead – Team Builder
2:45 – 3:40	Music / PE/ Latin – Language Development
3:45 – 4:30	Homework Help
4:30 – 4:45	Pack Up
4:45	Dismissal



## Heritage Collegiate Leadership Academy of Bertie County

*Growing Great Leaders • Serving Our Community*

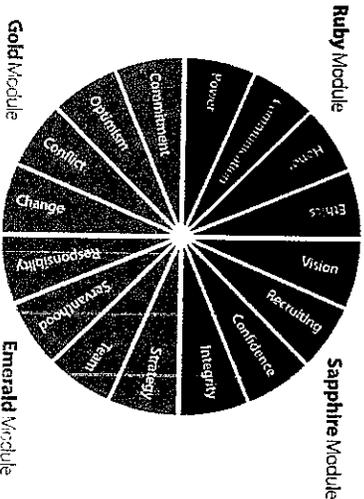
*If you want to change the world, focus on leaders. If you want to change leaders, focus on them when they're young. – Dr. Alan Nelson*

# Appendix D

**KidLead Resource**

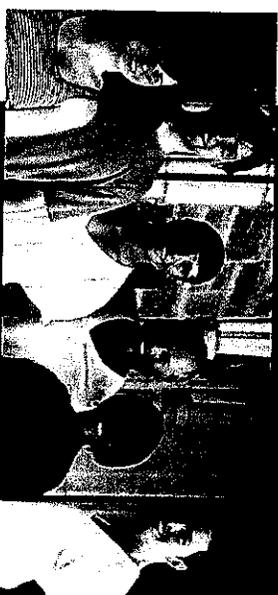
**E**very now and then, an idea emerges that has the potential to truly revolutionize society. Unlike most leadership programs that focus only on adults, KidLead's **LeadYoung** training systems target leaders while they're young and moldable. Many programs talk about leadership, but focus on things unrelated to organizational change or helping teams accomplish what they could not otherwise. KidLead focuses solely on leading.

## Four **LeadYoung** Modules



KidLead centers its training curriculum on 16 of the most sought-after leader qualities, focusing on character and competencies (skills).

For more information on becoming an independent, certified trainer or to get KidLead training going in your organization, contact us through our website. We offer **FREE** articles, a video, and a leadership aptitude assessment that you can take on your child, preteen, or teen.



The founder of KidLead is Alan E. Nelson, EdD, considered a global expert in young leader development. In addition to authoring 15 books and over 200 articles, he is a lecturer of management at the Naval Postgraduate School.

The Nelsons have been married for more than 30 years, have three sons, and live in Monterey, California. Alan's passion for changing the world through young leader development is spreading. Partners and independent trainers are now throughout the U.S. and in many countries.

Don't miss this opportunity to identify and develop the young leaders in your family, school, and community.

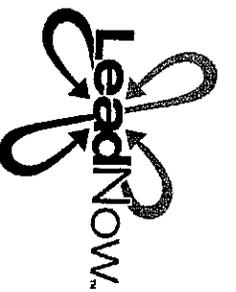
# LeadYoung™

Training Systems Presented by  
**KidLead™**  
 Growing Great Leaders

*If you want to  
 change the world,  
 focus on leaders.  
 But if you want to  
 change leaders,  
 focus on them  
 when they're young.*

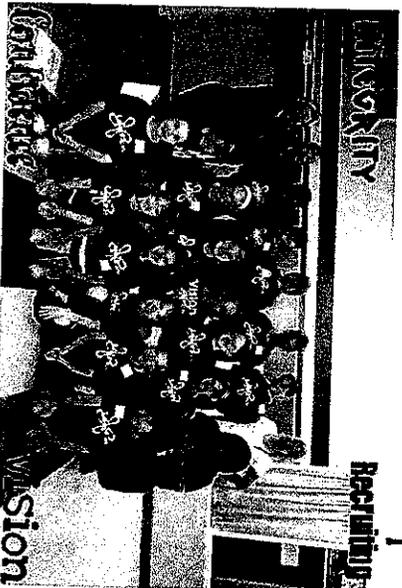
- ✂ Discover the World's First Concentrated Leadership Training Programs for Ages 2-25.
- ✂ Introducing Our Four Age & Stage Programs & Plans

**KidLead™**  
 Growing Great Leaders  
[www.KidLead.com](http://www.KidLead.com)

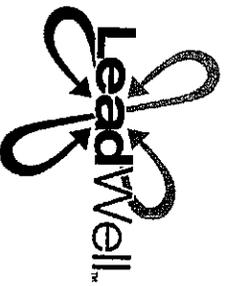


### Ages 10-13\*

We believe the single most strategic time for developing leaders of character and competence is the preteen years of 10-13. The reason is that while cognitions are elevated at this age, character is still pliable. Because life experience is still limited, we rely heavily on developing the natural leadership talent identified through an online assessment that adults take on the preteen, called a Social Influence Survey.



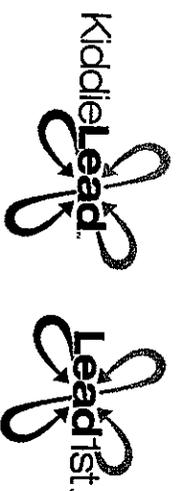
Schools, civic organizations, and faith communities can offer curriculum as a co-curricular enrichment after school or as a summer camp. **Lead4Now** is being used around the world and by some of the leading private schools in the United States today.



### Ages 14-18\*

Our objective with teens is to improve their leadership skills while increasing their confidence. The program is called **LeadWell**. It's designed to fit during or after a school day, on weekends, and in camps. In addition to the trainer-facilitated activities, half of the curriculum centers on a single leadership project designed by the teens, training them on how to lead meetings and resulting in real-world experience. Plus, they learn how to give and receive healthy feedback, creating a lifelong skill for continued growth.

Later, we'll be releasing a unique age and stage program for 19- to 25-year-olds called **LeadStrong**.



### Ages 2-9

Believe it or not, we're even developing the world's first serious leadership training program for 2- to 9-year-olds. **KiddleLead** is for ages 2-5 and **Lead1st** is for ages 6-9.

Although the preteen and teen programs concentrate on those with higher leadership aptitudes, our children's program strives to teach everyone about how the leadership process works. Although stronger leaders are still given opportunities to lead their peers in fun, play-time activities, everyone gets to experience various roles in leadership.

Parents and teachers can use this unique off-the-shelf program that is modeled after executive training but age-sized for the very young. This program will be released in 2012.



\*Requires 1-Day Trainer certification to use.

# KidLead Program Curriculum

## Methodology: "Learn by Doing"

KidLead curriculum utilizes the same methodology recommended by the American Society of Training & Development (ASTD), used by Fortune 500 corporations and creative educators: active learning. Research shows that experiential learning increases retention and accelerates comprehension, not to mention keeping concrete thinking preteens awake after a long day of school. Over 90% of the curriculum involves multi-sensory activation and takes into account various learning styles. By intentionally incorporating a combination of cognitive, micro and macro motor skills, video, kinesthetics, and discussion, LeadNow (10-13 year olds) and LeadWell (14-18 year olds) training provide a robust means of content delivery. Over the course of all four modules, young leaders will experience over 100 leadership activities. Just as repetitive athletic training is designed to create muscle memory, ongoing leadership activities condition young leaders to respond automatically as team builders and problem solvers. Trainers & Koaches teach Socratically, by asking strategic questions, in order to help students think like leaders themselves, not just follow directions from adults.

Want to see it in action? Here's a link to a 30-minute sampling of a 90-minute club session: [CLICK HERE TO WATCH](#).

(Please be patient. This is a web quality, non-streaming video so it is a bit grainy and could take a few minutes to download before playing.)

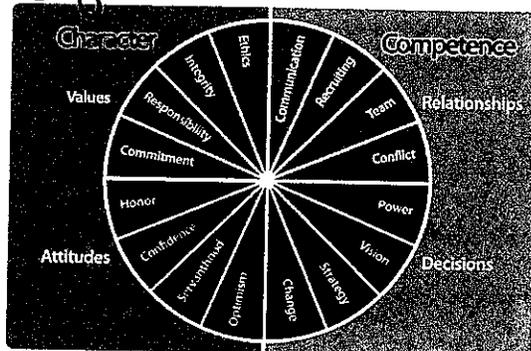


We're dedicated to the development of young leaders globally, from ages 2-22. Here's a working draft of our various resource release dates, designed to assist leaders throughout the four seasons of their lives, based on strategic age/stage developmental opportunities. Click [HERE](#).

## Content: "The Sweet 16"

LeadYoung Training Systems focus on the 16 most important leadership qualities desired in leaders, based on a compilation of research, including the Center for Creative Leadership, Harvard Business Review, and literature review by Dr. Alan Nelson. These 16 qualities are typically taught in 4 eight-week modules. Each module can stand alone, allowing participants to join at any time in the process, with the goal of going through all four modules in two years (one module spring and fall per year). Graduates are then allowed to attend refresher courses if they are within the age boundaries (10-14), and after that as peer mentors if approved by the trainers.

LeadYoung Curriculum



The 16 qualities fall naturally into 8 character issues and 8 competency skills. Character issues are divided into two sub-themes: attitudes and

values. Competency skills are divided into two sub-themes: relationships and decisions. Each module is titled by a color: red, blue, green, and orange. Each module includes 12-hours of accelerated learning methods, to teach 4 of the 16 qualities. Following are the four value, attitude, relationship, and decision sub-themes in the respective module colors in which they occur.

### **Values:**

- Ethics (what it means to have high moral, internal standards)
- Integrity (what it means to be honest and internally whole)
- Responsible (what it means to be dependable, taking ownership)
- Commitment (what it means to be dedicated and persevere)

### **Attitudes:**

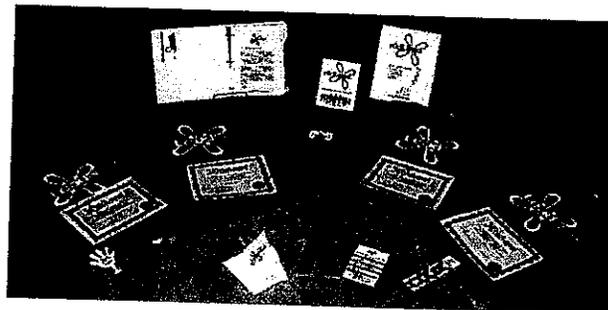
- Honor (what it means to esteem people and value them)
- Confidence (what it means to exude faith, take risks)
- Servanthood (what it means to be humble and put the team first)
- Optimism (what it means to be hopeful in stressful situations)

### **Relationships:**

- Communication (how to get your message to others)
- Recruit (how to get people on your team and in the right positions)
- Team (how to create unity and focus in your team)
- Conflict (how to diffuse potentially destructive emotions)

### **Decisions:**

- Power (how to get it and use it appropriately for good)
- Vision (how to decide direction and say it in a way that inspires others)
- Strategy (how to get to the goal the best way)
- Change (how to make transitions effectively)



Participants receive these materials and more in addition to over 50 hours of live training. That's nearly 100 leadership experiences by the time of completion. No other youth training program comes close to the concentrated active learning curriculum of KidLead.

**Following are the contents taught in each module:**

### **Red/Ruby Module**

- Sessions 1 & 2: Value: Ethics (what it means to have high moral, internal standards)
- Sessions 3 & 4: Attitude: Honor (what it means to esteem people and value them)
- Sessions 5 & 6: Relationship: Communication (how to get your message to others)
- Sessions 7 & 8: Decision: Power (how to get it and use it appropriately for good)

### **Blue/Sapphire Module**

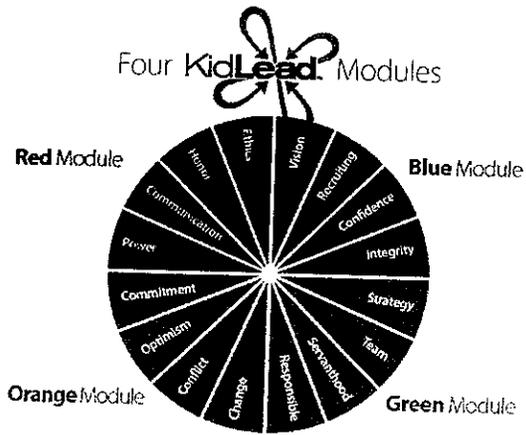
- Sessions 1 & 2: Value: Integrity (what it means to be honest and internally whole)
- Sessions 3 & 4: Attitude: Confidence (what it means to exude faith, take risks)
- Sessions 5 & 6: Relationship: Recruit (how to get people on your team and in the right positions)
- Sessions 7 & 8: Decision: Vision (how to decide direction and say it in a way that inspires others)

### **Green/Emerald Module**

- Sessions 1 & 2: Value: Responsible (what it means to be dependable, taking ownership)
- Sessions 3 & 4: Attitude: Servanthood (what it means to be humble and put the team first)
- Sessions 5 & 6: Relationship: Team (how to create unity and focus in your team)
- Sessions 7 & 8: Decision: Strategy (how to get to the goal the best way)

### **Orange/Gold Module**

- Sessions 1 & 2: Value: Commitment (what it means to be dedicated and persevere)
- Sessions 3 & 4: Attitude: Optimism (what it means to be hopeful in stressful situations)
- Sessions 5 & 6: Relationship: Conflict (how to diffuse potentially destructive emotions)
- Sessions 7 & 8: Decision: Change (how to make transitions effectively)



### LeadNow & LeadWell

The content designed for 10-13 year olds is referred to as:



The content designed for 14-18 year olds is called:



**Leadership Project:**

We encourage clubs to organize teams of young leaders to participate in real world projects that provide service for the community and/or the host organization. This is a wonderful way of practicing the skills they learn and use during the club meetings, as well as demonstrating to adults that they can lead, even as youth. At the teen level (LeadWell), half of the curriculum focuses on leading meetings where a leadership project is planned and then implemented, followed by a debrief/post-mortem and celebration.

**LeadNow & LeadWell Alumna:**

A young leader completing 1-3 modules is referred to as a "grad." After a young leader has completed all four modules, s/he becomes an "alumna," who may then attend modules as a peer leader. Graduates permanently become a part of a national alumni list, which they can use for networking, referral, and continuing development.

# Appendix E

**AVID Resources**



Contact us:  
avidelementary@avidcenter.org  
858-380-4720  
www.avid.org



# AVID Elementary

Preparing our future leaders



## History of AVID Elementary

In its first 30 years, AVID (Advancement Via Individual Determination) has proven time and time again that, when given a curriculum of academic rigor and support, students can be academically successful. AVID Center's vision for the future is to provide entire school districts, elementary through high school, a comprehensive feeder pattern model to focus on success for all students within a rigorous curriculum.

AVID Elementary is based on the same learning foundation that underlies the AVID Elective. However, whereas the AVID Secondary site is a combined effort of a dedicated elective class and core subject area classes to create a schoolwide impact in middle and high school, AVID Elementary is designed to be embedded into the daily curriculum of all elementary classrooms across entire grade levels to impact schoolwide structures. AVID Elementary is not intended to be taught in isolation or within an elective setting. Our systemic approach provides different curricula for different levels and settings in order to support all students on their path to college readiness.

AVID Elementary is a foundational component of the AVID College Readiness System and supports AVID Center's mission to close the achievement gap by preparing all students for college readiness and success in a global society.



## History of AVID

In 1980, Mary Catherine Swanson created the AVID program at Clairemont High School in San Diego, California. As the Department Chair for the English Department, Mrs. Swanson devised a sequential, "best practices" curriculum incorporating strategies and methodologies that specifically addressed the needs of traditionally underserved student populations.

The success of her classroom spread throughout her site and attracted nationwide attention and recognition. In 1991, the Charles Dana Foundation honored Swanson as the very first K-12 educator to earn the prestigious award for Pioneering Achievement in Education. In 2002, her success with students and work with the AVID Program was featured as a "segment" on the nationally syndicated CBS 60 Minutes II.

Nobody knew in 1980 how well the elective would be received by students, districts, parents and teachers. Beginning with one high school and 32 students, AVID has developed into a comprehensive college-readiness system that now serves more than 400,000 middle, high and elementary school students in more than 4,500 schools in 47 states and 16 countries/territories.

## Guiding Questions

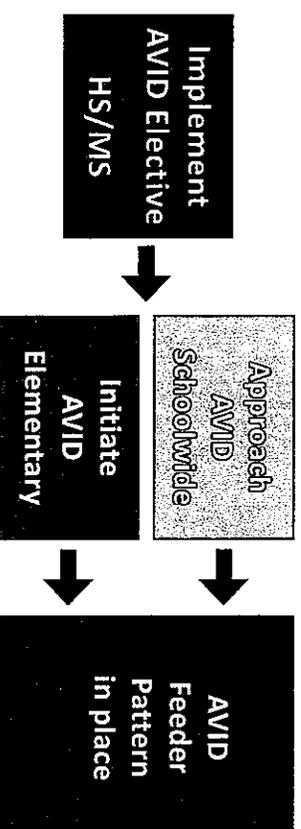
At AVID Center, we know the key to a successful implementation is through professional development. As teams plan to begin implementation of AVID Elementary in a feeder pattern and site, here are some things to consider:

1. Which central office personnel will be identified and dedicated to the role of the Elementary District Liaison (EDL)?
2. What preparation needs to begin now in order for the EDL to attend Summer Institute and AVID District Leadership (ADL) training for the EDL role?
3. Which feeder patterns will be implementing AVID Elementary?
4. Summer Institute is a required component of professional development for the Site Principal, what preparation needs to begin now in order for all principals to attend Summer Institute with their Lead Site Team?
5. Summer Institute attendance is two-tiered, which site personnel will attend with the Lead Site Team in year one? Which site personnel will attend with the Expanded Site Team in year two?
6. Does the feeder pattern consider AVID Professional Development required or voluntary?
7. What role does AVID Elementary play within the overall feeder pattern vision?
8. How will AVID Elementary be woven into the overall feeder pattern initiatives?
9. What funding sources are available?
10. How will we ensure sustainability of AVID Implementation across the entire AVID College Readiness System?



## Development of AVID in a District

AVID Center prepares and supports educational systems as they transform their instructional practices, expand their leadership capacities and strengthen their infrastructures.



## What is AVID?

AVID is an elementary through postsecondary college readiness system, designed to increase schoolwide learning and performance. The system...

- Accelerates student learning;
- Is research-based with proven results of student success;
- Provides meaningful and motivating professional development; and
- Is a catalyst for systemic reform and change.



## AVID Students

- AVID Elementary serves all students in grades 4-6.
- AVID in secondary schools, through an elective class, serves students who are often not yet realizing their full potential, the first generation to attend college, and from a lower income household.
- AVID Postsecondary works with institutions of higher education to support students with the goal of increasing academic success, persistence, and completion rates.



## AVID Educators

AVID educators...

- Believe all students can succeed;
- Work well with school personnel;
- Can organize curriculum and activities; and
- Are committed to serving students.



*AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.*

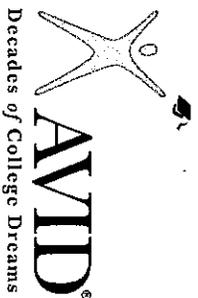
### AVID By the Numbers

425,000+	AVID students
20,000+	Educators trained annually
4,800+	AVID schools
48	States
31+	Years
16	Countries/territories

### AVID Seniors

90.7%	Planning to attend college
89.8%	Completed college entrance requirements
69.1%	Economically disadvantaged

AVID senior data collection report for 2010-2011.



Advancement Via Individual Determination



“While many folks talk about what should be done to prepare students for college, AVID is doing it. For more than 30 years, the AVID college readiness system has had great triumph in helping thousands of students, who are typically overlooked and underserved, rise above the obstacles they face to achieve academic success.”

Jim Nelson  
AVID Center Executive Director



Decades of College Dreams

[www.avid.org](http://www.avid.org)

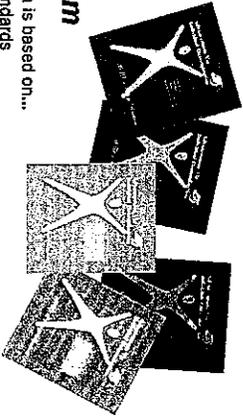


## How AVID Works

AVID Center provides meaningful and motivational professional development as well as cutting-edge curriculum to schools and districts.

## Professional Development

- **Summer Institute** - AVID's annual training where member sites learn the latest in AVID methodologies and strategies for program implementation and refinement
- **National Conference** - AVID's annual college readiness and equity-focused conference
- **Leadership for College Readiness** - Leadership capacity-building training for creating a culture of college readiness
- **Path Trainings** - Content-area trainings focused on utilizing and improving AVID methodologies in the classroom
- **Data Analysis Training** - Workshop focused on showing schools/districts how to interpret data to inform their instructional practices



## Curriculum

- AVID's curriculum is based on...
- Rigorous standards
  - WICOR (writing, inquiry, collaboration, organization, reading) strategies
  - Cornell note-taking
  - Socratic Seminars

## Results — AVID Closes the Achievement Gap for ALL Students

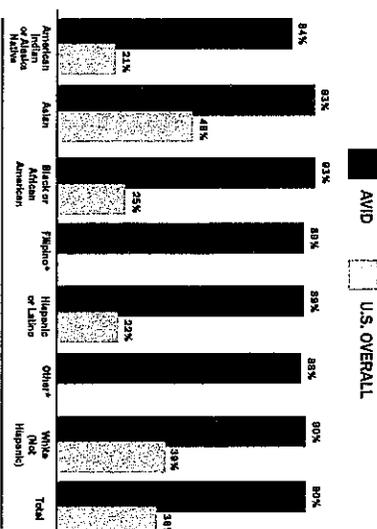
Almost all AVID students who participate for at least three years are accepted to college, with roughly three quarters getting into four-year universities. AVID students are more likely to take rigorous courses, such as AP<sup>®</sup> and IB<sup>®</sup>, complete their college eligibility requirements, and get into four-year colleges than students who do not take AVID. Regardless of ethnicity or economic background, AVID students complete four-year college entrance requirements at a rate consistently higher than their peers.

### Eighth Graders Taking Algebra



AVID General Data Collection, 2010-2011, N = 65,895 8th Graders enrolled in AVID. National Center for Educational Statistics (NCEES), Early Childhood Longitudinal Study, 2007 <http://nces.ed.gov/pubdocs/pub2010/2010026.pdf>

### Completion of Four-Year College Entrance Requirements



AVID Senior Data Collection, 2010-2011, N=27,891 AVID Seniors. Greene, J.P., and Foster, G. (2003), Public High School Graduation and College Readiness Rates in the U.S. Herndon Institute, Education Working Paper 3. (National data represents the most current Herndon Institute data available.) \*Filipino and Other not classified in Herndon Institute study.

## What Others Say

“The AVID program has become a key strategy in our district's effort to narrow the achievement gap by raising achievement among our least served students.”

Frank Till  
Superintendent  
Broward County Public Schools, Florida

“We had to put an intervention in place after our salutarian was sent to Baylor with an SAT score of less than 1,000. We knew we had to do something to raise the achievement levels of students, so we implemented AVID.”

Dr. Pam Padilla  
Superintendent  
Camden SD, Texas

“(AVID) will help us realize the American Dream—that through persistent effort and self-determination, all of our dreams can in fact become a reality.”

Jesus Medina  
AVID Class of 2002  
Massachusetts Institute of Technology

# Membership Benefits

While you support your students, we support you.



## Welcome to the AVID family!

As you join the worldwide family of AVID schools and districts, your membership includes certification support and data analysis, opportunities to connect with other educators, access to information regarding partnerships and the development of resources, networking, and the sharing of best practices. You will also enjoy direct service benefits as well as intrinsic benefits along with a variety of other support services that are available at an additional cost, depending upon your needs.

### As a member of the AVID family, you will:

- Increase student eligibility for four-year college/university entrance requirements and an increased college-going rate for AVID graduates
- Give support to teachers engaging students in rigorous curriculum to prepare students to be college-ready
- Teach strategies that align with national/state standards
- Provide materials that correlate to current instructional research findings
- Use curricula support for national/state testing (PSAT, SAT, ACT) both in test preparation and expanded exam participation
- Collaborate with other organizations to increase access to AP®, IB®, etc.
- Provide materials and coaching for student academic competitions, recognition models, and national scholarships



## Curriculum Resources and Training

A district contract with AVID provides the following resources:

- Teacher resource guides and student materials to bolster the AVID elective class based on the best teaching practices in writing, inquiry, collaboration, organization, and reading (WICOR) and supported by state and national content standards
- Content-area, college-prep teacher guides and student materials modeling content literacy skills in science, mathematics, history/social science, and language arts for both regular and advanced courses, including Ape®, IB®, Honors, Cambridge®, and dual enrollment courses
- Teacher guides and student materials emphasizing college and career planning strategies for student success by focusing on time management and study skills for students in upper elementary through high school
- Teacher guide for English Language Learners
- Tutor training resource materials for teachers and tutors containing units on collaborative grouping, inquiry, Socratic Seminar, and reading/writing-to-learn strategies
- Electronic curriculum updates, available as new materials are developed

## Technology-Based Support

- 24/7 access to MyAVID, the secure online AVID community
- Discussion forums
- Online trainings, with support for teachers, administrators, tutors, site coordinators, and directors
- File sharing, including downloadable lessons, forms, PowerPoint® presentations, and other resources
- Contact management system, allowing schools and districts to update information and keep in contact with the MyAVID online community
- Online registration for AVID Summer Institutes and other AVID Center online trainings

## Funding Support

Funding sources for AVID include federal initiatives, such as GEAR UP, School Improvement Grants, and APIP, state education initiatives; corporate and private foundations; individuals; and a variety of local community supports. Resources are available on [www.avid.org](http://www.avid.org) to assist district grant writers in preparing proposals including details on the alignment of AVID with specific initiatives.

## Quality Assurances

AVID's quality assurance process is designed to help schools and districts implement AVID with fidelity to AVID's model. To achieve the highest student achievement and adult transformation results, support at a variety of levels includes:

- A certification self-study process identifying a structure and process calibrating schools as they move forward to implement all 11 AVID Essentials with fidelity
- Models of AVID sites representing various district contexts
- Models of AVID systems achieving schoolwide and districtwide effects
- Support from regional, state, and divisional offices with directors and program managers who coach a site's implementation of AVID, and who provide training on the collection and interpretation of data, and who assist district directors in their recommendations for site certification status
- Guidance and training for cohorts of regional/district directors working with their local sites
- Recognition programs celebrating AVID certified sites which model "best practices" and/or achieve schoolwide metrics identifying them as "AVID Certified Schoolwide Site of Distinction"
- Recognition as an "AVID Demonstration School," which serves as a teaching facility for other sites choosing to implement AVID



## Professional Development

In addition to training included with AVID membership, supplemental opportunities are available. Included with AVID membership:

- Regional/divisional workshops for AVID teachers and coordinators
- Tutorial training in AVID methodologies relating to the AVID Essentials
- Support for families helping their students understand the educational process and the path to college
- AVID consultant support for growth and effective program implementation
- Protocols supporting student recruitment aligned with AVID Essentials
- Protocols for assessing districtwide AVID systems

## Additional Opportunities for Training\*:

- Summer Institutes for teams of AVID teachers, counselors, and administrators held across the country
- AVID's National Conference – discounted registration
- Path training for subject-area teachers
- Leadership for College Readiness
- Data Analysis
- English Learner College Readiness (ELCR)
- Summer Bridge trainings for Math and Science
- Schoolwide/districtwide coaching
- Multi-year training and support for district directors, including ADL

\*Additional training costs and travel expenses may be incurred

## Data Analysis and Reporting

- Overall program, state, province, regional, district, and site reports
- Web-based data collection and reporting
- Certification benchmarks based on alignment to the AVID Essentials
- Longitudinal system/program reports
- Data collection and reporting through AVID's secure website

## Research

Members of the AVID network have access to research on the effectiveness of AVID strategies, a sampling of which follows. (More can be found at [www.avid.org/abo\\_research.html](http://www.avid.org/abo_research.html).)

*"Success at Every Step: How 23 Programs Support Youth on the Path to College and Beyond."* Sarah Hooker and Betsy Brand. American Youth Policy Forum, 2009. The programs in "Success at Every Step" represent a wide range of interventions, including schoolwide reform initiatives, community-based afterschool services, work-based learning opportunities, and college access programs.

*"A Comparison Study of 12th Grade Hispanic Students' College Anticipations, Aspirations, and College Preparatory Measures."* Alber Lozano, Karen M. Watt, Je ferly Huerta. American Secondary Education, Fall 2009. The purpose of this study was to assess the differences in educational aspirations and educational anticipations between four groups of high school seniors and to identify college preparatory measures achieved by the four groups.

*"The Link Between High School Reform and College Access and Success for Low-Income and Minority Youth."* Monica Martinez, Shayna Klopoff. American Youth Policy Forum, 2005. The authors provide a review of reform models including America's Choice, AVID, Coalition for Essential Schools, First Things First, High Schools That Work, Talent Development High Schools, GE Foundation College Bound, and small learning environments.



## District Benefits

- Support for new and veteran AVID member districts via regional/divisional/state offices
- Access to web resources or MYAVID, including community and curricular resources, presentations, data collection, reporting tools, and more
- Support from AVID Center to effectively implement AVID in a variety of settings and schedules, including upper elementary, middle level, high school, and postsecondary
- Use of AVID's copyrighted materials and trademarked logo
- Access to AVID Center's Marketing and Communications department to assist with local publicity, board presentations, and coaching on legislative outreach
- Access to AVID models for schoolwide and districtwide implementation
- Support and training for increasing academic rigor for all students



**Membership questions, contact:**  
AVID Center 858-380-4800 or  
visit [www.avid.org](http://www.avid.org)



AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

# Appendix F

**MAP Assessment Information**



## NWEA MAP: The Power Under the Hood

Assessment data has become a key driver in education. Whether monitoring progress, evaluating programs or engaging in conversations on teacher effectiveness, educators rely more and more on data to make high-stakes decisions. And in an era of extreme budget constraint, getting the most dependable data for your investment is essential.

But is all data created equal? At NWEA, we say no. And for over 30 years, researching how to accurately, reliably measure student growth has been our exclusive focus. Backed by decades of research, our Measures of Academic Progress® (MAP®) approaches computer adaptive assessment like no other solution available – and provides rich, scalable data you can trust to inform instruction, project proficiency and help you make challenging decisions on a systemic level.

Let us take you “under the hood” of MAP and help explain how some of the things you don’t see are the things that matter most.

### It starts with a scale.

The validity and reliability of MAP rest on the firm foundation of the RIT scales – short for Rausch unit (named for George Rausch, the Danish mathematician who developed the Item Response model we use). The scale provides an equal unit of measurement, much like inches on a ruler, and provides the core instrument for correlating student achievement levels to actual test items. The RIT scale also enables us to develop tests with deep item pools that measure student achievement independent of grade level.

While some assessments produced by other organizations also use variations of the Rausch unit scales, NWEA researchers currently on staff were among the original architects of the scale and provide a depth of knowledge, experience and empirical research that helps ensure consistent data, year in, year out – expertise we make available to our partners through regular publications and consultation. Here are some points to consider:

- **Stability:** How many standard deviations has the scale moved over time? The NWEA RIT scale has been stable to within a standard error of 3 for more than two decades. For our partners, this means reliable data to inform instruction now, and stable, longitudinal information with which to make critical programmatic decisions over time.
- **Scale Maintenance:** It is not enough to build the scale. It must be maintained to ensure consistent, stable results over time. Our item calibration process enhances the integrity of our scale. This practice enables us to create deep item pools that can be used to anchor a precise calibration of new items during the field-testing process. All without impacting the value of a student’s score.

**Tip:** As a benefit of partnership, NWEA makes available detailed information about our RIT scales and item development and calibration processes in our Technical Manual.

## Norms: Frequency matters.

NWEA conducts national norming studies every three years, more regularly than other assessment providers. Why do we do this?

- Conducting norming studies every three years allows our researchers to represent changes in school population and composition more quickly, thus making the norms more representative of our partner districts and comparisons more relevant.
- Over a three-year period a large amount of data accumulates. This affords opportunities to use supplemental sampling procedures to better reflect the makeup of the U.S. school-age population.
- The abundance of individual student test histories also allows growth norms to be created that are more informative, more stable and more able to confidently project student growth beyond a single academic year.

Another advantage of NWEA norms is that we assign a percentile to each point on our RIT scale. Other assessment providers may construct norms using quartiles based upon a regression model. While this may seem a small matter, the regression model can over-represent growth at the top and the bottom percentiles. These margins can significantly impact the interpretation of student performance and (without a stable scale) could lead to fluctuations in the value of a student scores from one year to the next.

## Mission-Driven: You won't see it, but you'll feel it.

A final – and essential – difference is our mission: Partnering to help all kids learn. Education is not simply a line of business for us. We are by educators, for educators, driven to provide reliable, instructionally useful data to help position kids on their optimal learning path. You won't find us diversifying into healthcare or government services. You won't find us making a quarterly call to business analysts.

What you will see is that being mission-driven means we make decisions based on what's best for kids and educators, not stockholders. It allows us to invest in research, build coalitions around education policy and create professional development offerings educators rely on to improve student outcomes using data.

### Partnership takes many forms.

**Transparency:** Our research is available online – norming studies, technical manual and more. If you have thorny data questions, we can help you connect directly with our researchers to get them answered.

**Value:** A core MAP license offers three tests, in three subject areas, that you can administer up to four times a year. It also includes online professional development modules through our Knowledge Academy, when-you-need-it technical support just a phone call away, and SPARK, an online community of educators from around the world, sharing ideas, lesson plans and resources.

**Innovation:** MAP was the first computer adaptive assessment. We are entering a new era with the soon-to-be introduced Web-based MAP and other developments in the pipeline.

*Experience the power of partnership.  
Visit [www.nwea.org](http://www.nwea.org) to learn more.*





Northwest Evaluation Association

Partnering to help all kids learn

## Measures of Academic Progress™ (MAP) Basics Overview

This document will give partner districts an overview of the basics of the MAP™ system in order to develop basic knowledge in Northwest Evaluation Association's (NWEA) assessments.

The NWEA's computerized adaptive tests provide educators the information they need to improve teaching and learning. Educators use the growth and achievement data from MAP tests to develop targeted instructional strategies and to plan school improvement. MAP test results help educators make student-focused, data-driven decisions. MAP tests are available in Reading, Language Usage, Mathematics, and Science.

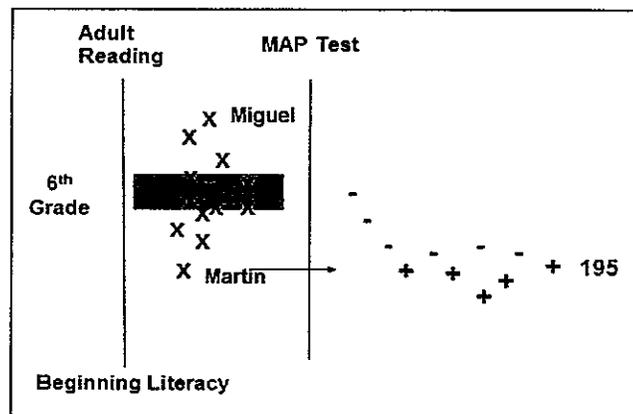
### NWEA's Mission is "Partnering to help all kids learn."

- We help schools create a culture that uses data to make instructional decisions.
- We provide training and support.
- We conduct research to improve learning.
- Our purpose is growth and improvement of learning.
- We promote the instructional needs of every child, creating the most growth possible.

### The Classroom Experience

Consider the students in a typical sixth grade classroom. Imagine each "x" in the diagram below represents a student. Miguel is a student who performs quite well, excelling in reading and always scoring well on traditional standardized tests. Martin, on the other hand, is a student who struggles to keep up with the academic demands in a typical sixth grade classroom. Imagine Martin is taking a test. A traditional test would present Martin with questions appropriate for most sixth graders. As an under performer, Martin might only be able to comprehend the vocabulary in the first few questions. He would quickly become frustrated and might not put forth his best effort. He could even spend the remainder of the test guessing at answers, without attempting to even read the questions.

The results from this traditional test would not provide his teacher any information that could be used to help Martin. They would only indicate that he was performing below the sixth grade level, something his teacher already knew.



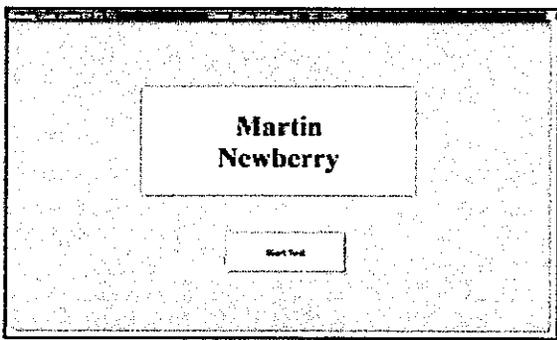
## The MAP Test Experience

Instead of a traditional standardized test, Martin is taking NWEA's MAP computerized adaptive test. When Martin sits down at the computer for the first time, the computer will select and display a question that is appropriate for a typical sixth grader. From here on out, the computer will select questions specifically for Martin depending on how he performs on all of the previous questions.

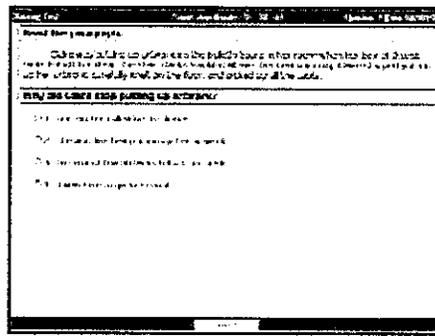
- Martin will more than likely miss the first question because it is a question that is appropriate for a typical sixth grader. The computer will select an easier question from the next goal strand and display it on the screen.
- Martin misses the next question, as well. Based on his two responses so far, the computer will display another easier question on the screen.
- Martin misses this one, too. Based on his three responses so far, the computer will choose another question.
- Each time Martin answers a question, the computer scores all the questions taken so far to make a placement for the next question.
- The computer will continue to select questions, cycling through the goal strands, until Martin reaches the end of the test.
- The score is immediately available to Martin and his teacher and is reported in a Rausch unIT (RIT). Martin scored a 195 RIT on his Reading test.

## Sample MAP Test Computer Screens

The first screen that Martin sees looks like this.

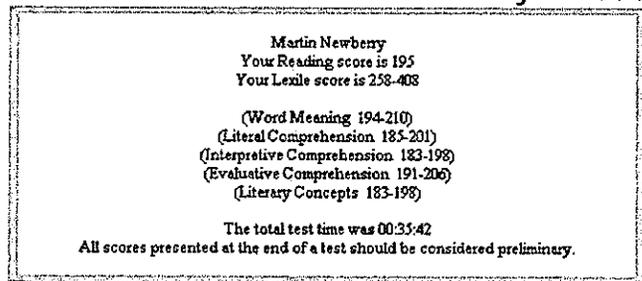


This is a sample question from a Reading test.



Once Martin begins the test, he would see a variety of questions that would assess his knowledge across all of the goal performance areas. Martin would simply select a response and Go on to the next question.

A score screen will appear when the end of the test is reached with the data from that test event immediately available.



An overall RIT score is provided plus information around each goal performance area. The information can be directly related to *DesCartes: A Continuum of Learning*—an instructional tool that allows educators to translate a MAP test score into skills and concepts a student may be ready to learn. Reading tests also report a student's Lexile Framework® for Reading score—a unit for measuring text difficulty created by MetaMetrics, Inc. More information on the Lexile Framework is provided at the end of this document.

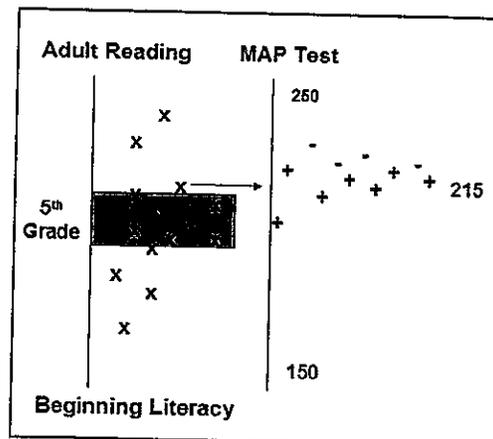
## Features of MAP Tests

- They provide a challenging test for every student. Students are not expected to get every question right or every question wrong.
- They are dynamically built based on the achievement level of the student and will give accurate and reliable information for every student.
- They are untimed. Students should be given as much time as needed to complete a test as long as they are making progress.
- Tests are given for internal accountability. They provide educators information about students within the district, school, or classroom and are used for their own purposes. Even though NWEA provides external norms, these are for a general reference.
- They measure growth and show how students are progressing. Because the data can be looked at historically and is consistent from season to season, growth can be measured.
- Results are received immediately. They are displayed at the end of the test event.
- Students can be tested up to four times a year in Reading, Language Usage and Mathematics in order to monitor their growth. Science can be tested up to three times a year.

## Meeting the Needs of All Students

As educators, we start with a curriculum scale. In reading, for example, children come to us knowing that letters have sounds attached to them. We want them to leave us able to read college-level materials. How do we do this? We assign curriculum that will be taught at each grade level.

We can assume that most schools are *graded*. That is, students are divided into 13 grade-level groups. Curriculum is divided in accordance with these grade levels and is articulated upward by skills. In reality, however, we have students who are performing above, at, and below this grade-level structure. So we have to ask ourselves how we foster growth for all of these students, no matter where they are performing along our curriculum scale.



The answer to that question lies in knowing where every student is performing and delivering instruction directly related to that performance level. The MAP system can help us with both by giving us scores that are accurate and reliable.

The RIT scale measures student achievement and growth. It is an equal-interval scale, like feet and inches, so scores can be added together to calculate accurate class or school averages. The scores make it possible to follow a student's educational growth from year to year.



## Normative Data

typical

What are ~~expected~~ RIT and growth scores?

Educators use data from the most recent NWEA *Norms Study* to help determine what is *typical*, i.e., students scoring at the 50th percentile in the *Norms Study*. We use the word *typical* rather than *should be* or *expected*, as we treat each student as a unique individual.

2008 READING STATUS NORMS (RIT VALUES)						
Grade	Beginning-of-Year		Middle-of-Year		End-of-Year	
	Median	Mean	Median	Mean	Median	Mean
K	146	147.6	151	152.4	155	156.3
1	160	160.2	167	166.5	173	171.9
2	179	179.7	186	186.0	190	189.6
3	192	191.6	197	196.3	200	199.0
4	201	200.1	205	203.7	207	205.8
5	208	206.7	211	209.6	212	211.1
6	213	211.6	215	213.8	216	214.8
7	217	215.4	219	217.3	219	217.9
8	220	219.0	222	220.6	223	221.2
9	222	220.9	223	221.9	224	222.6
10	226	223.9	227	224.9	228	225.4
11	227	225.2	228	225.6	227	225.6

From the *Normative Data* document found at [www.nwea.org](http://www.nwea.org) >> Member Support >> Test Administration >> Measures of Academic Progress.

## RIT Point Growth Norms

From our *Norms Study* we know that low-performing students and high-performing students don't tend to grow at the same rate. A simple grade-level growth average doesn't capture this information and may lead us to inaccurate decisions about students.

As shown in the table below, we can see that students scoring a 160 fall RIT showed an average (mean) growth of 16.5 RITs. Students scoring a 210 fall RIT grew, on average, 5.8 RITs.

Grade 3 Reading: Beginning-of-Year to End-of-Year RIT Point Growth Norms							
Start RIT	160	170	180	190	200	210	220
Mean Growth	16.5	13.5	11.1	9.0	7.3	5.8	4.1

From the 2008 RIT Scale Norms, Grade 3 Reading: Beginning-of-Year to End-of-Year Growth Chart.

## NWEA Resources

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### NWEA Web Site – [www.nwea.org](http://www.nwea.org)

For the latest updates and news items relating to our member support services, please visit NWEA's web site at [www.nwea.org](http://www.nwea.org) >> **Member Support**. There you will find many documents and tools that provide support and information regarding MAP Administration and other NWEA products and services.

### SPARK News

NWEA publishes **SPARK News**. This informative newsletter communicates views on current issues in education and how they relate to assessment. It also highlights NWEA partners' best practices for using MAP data effectively. Visit the **Newsletter** page in the **About Us** section of the NWEA web site for a sample issue and instructions on how to subscribe to receive **SPARK News**.

## Other Web Resources

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Along with reading scores, NWEA also reports Lexile scores. With its unique reading scale and set of corresponding tools, The Lexile Framework® for Reading provides a way to measure a student's reading level and growth. The framework helps educators and parents select reading materials that appropriately challenge students, thereby guiding the development of stronger reading skills. NWEA assessment reports, which include Lexile scores, enable teachers and parents to place individual students on the Lexile scale and take advantage of the tools within the Lexile Framework. More information can be found on the Lexile web site at [www.lexile.com](http://www.lexile.com).



### The assessments available in MAP for Primary Grades for Reading and Mathematics are:

- Screening
- Skills Checklists
- Survey with Goals (adaptive)

The *Screening* and *Skills Checklist* assessments are designed to give information about specific skills and concepts such as Phonological Awareness, Phonics, and Concepts of Print within reading and Number Sense and Computation within mathematics. These assessments can be used prior to instruction to help teachers determine which skills need the most instructional focus. These tests can be administered as many times as necessary during the school year to give an indication of the actual learning that is taking place around these foundational skills and concepts.

Classroom teachers have the best understanding of what skills and concepts are appropriate to assess at what time. The length of time a student needs to complete any of the assessments is dependent on the number of items, the complexity of the items, and the student's knowledge and competency with the skills being assessed. (The teacher or proctor monitoring the student taking any of the assessments should be mindful of student fatigue or distraction

and pause the test when appropriate.) Assessments can be paused and resumed at a later date or time.

The *Survey with Goals* tests adapt to the level of difficulty appropriate for a student and provide RIT scores which can be used to measure growth from fall-to-spring and year-to-year. The RIT scores assist teachers in identifying skills that are most appropriate for instruction based on the student's individual performance regardless of whether the student is at, above, or below grade level. The Survey with Goals tests are designed to give a measure of each student's ability in six areas of:

<b>Literacy</b>	<b>Math</b>
Phonological Awareness	Problem Solving
Phonics	Number Sense
Concepts of Print	Computation
Vocabulary and Word Structure	Measurement and Geometry
Comprehension	Statistics and Probability
Writing	Algebra

**Note:** Number of items, including familiarization and good job is shown in parenthesis after each title.

Following is a breakdown of the skills that are assessed in each of the MAP for Primary Grades assessments.

## Reading

### Screening

<b>Early Literacy Screening (33)</b>
Phonological Awareness:
Matching Sounds, Rhyming, and Manipulating Sounds
Visual Discrimination/Phonics:
Visual Discrimination, Letter Identifications, and Matching Sounds to Letters
Concepts of Print:
Understanding Pre-Reading Behaviors, Orientation to the Page, Identify Title/Author and Counting Words

### Skills Checklist

<b>Phonological Awareness (37)</b>
Rhyming
Identifying Number of Syllables (one, two, and three)
Blending
<b>Letter Identification (54)</b>
Upper Case and Lower Case

<b>Phonemic Awareness: Phoneme Identification (46)</b>
Initial and Final Consonants
Middle Vowels

<b>Phonemic Awareness: Manipulation of Sounds (37)</b>
Blending of Sounds
Substitution of Sounds: Beginning, Middle, and End
Deletion of Sounds

<b>Phonics: Matching Letters to Sounds (33)</b>
Consonant and Vowel Sounds

<b>Syllable Types: Vowel, Digraphs/Diphthongs (23)</b>
Digraphs and Diphthongs

<b>Syllable Types: CVC, CVCe, R-Controlled (16)</b>
CVC and CVCe
R-Controlled

<b>Decoding Consonant Blends/Digraphs (49)</b>
Initial and Final Blends
Initial and Final Digraphs

## Skills Checklist, cont'd

<b>Decoding: Multi-Syllable Words, Affixes, Open/C+le (33)</b>
Inflectional Endings
Prefixes and Suffixes
Open and Closed/C+le Syllables

<b>Decoding: Spelling Patterns/Word Families (20)</b>
Word Families

## Survey with Goals: Reading

<b>Phonological Awareness, Phonics, Concepts of Print (35)</b>
Phonological Awareness:
Phoneme Identification
Blending
Rhyming
Phonemic Manipulation of Sounds and Syllabication
Phonics:
Consonants
Vowel Patterns
Spelling Patterns and Rhyming
Sound Manipulation and Syllabication
Concepts of Print:
Developmental Reading and Writing Skills
Environmental Print

<b>Vocabulary and Word Structure, Comprehension, and Writing (35)</b>
Vocabulary and Word Structure:
Sight Words
Content Vocabulary and Context Clues
Synonyms, Antonyms, Homonyms, Homographs, Homophones
Base Words, Prefixes, Suffixes
Compound Words, Contractions
Comprehension:
Literal, Interpretive, and Evaluative Comprehension
Writing:
Writing Process and Conventions of Language
Language Structure, Phrase, Sentence, Paragraph
Grammatical Patterns

## Mathematics

### Screening

<b>Early Numeracy Screening (34)</b>
Rote Counting - Counts to a Number
One-to-One Correspondence 1-10, 11-20
Matches and Identifies Numerals 1-10, 11-20
Identifies Numbers of Objects - More/Fewer
Computes with Manipulatives - Moving Objects
Computes with Manipulatives - Numerical Answer

<b>Number Sense to 10 - Identifying/Representing (38)</b>
Names numerals
Represents numerals correctly
Composes and decomposes numbers
Identifies or represents whole, part of, half
Identifies a penny, a nickel, and a dime
Identifies name of coin worth 1¢, 5¢, 10¢

### Skills Checklist: Number Sense

<b>Number Sense to 10 - Counting, Ordering, Place Value (35)</b>
Counts to 10 - forwards and backwards
One-to-one correspondence
Identifies position - first, last and 1st -10th
Compares numbers using words
Groups objects into 10s

<b>Number Sense to 20 - Counting, Place Value (27)</b>
Counts by 1s, 2s, and 5s
Counts backwards
Counts on from any number by 1s
One-to-one correspondence
Groups objects into 10s and 1s

<b>Number Sense to 20 - Identifying/Representing (38)</b>
Identifies numerals and represents numbers
Composes and decomposes numbers
Identifies multiple ways of representing numbers
Identifies or represents $\frac{1}{4}$ , $\frac{2}{4}$ , $\frac{3}{4}$ , $\frac{4}{4}$

<b>Number Sense to 20 - Ordering (32)</b>
Identifies position - 11th to 20th
Compares numbers 1-20 using words
Identifies number 1 more/less than a given number
Identifies numbers between two given numbers
Compares the value of one coin to another - penny, nickel, dime

<b>Number Sense to 100 - Counting (23)</b>
Counts on by 1s, 2s, 5s, and 10s
Counts by 10s to 100

<b>Number Sense to 100 - Identifying/Representing (38)</b>
Identifies numerals and represents numbers
Composes and decomposes numbers
Identifies multiple ways of representing numbers
Fractions - thirds
Money

<b>Number Sense to 100 - Ordering (27)</b>
Compares numbers
Identifies number 1 > and < a given number
Identifies numbers between two given numbers
Orders and compares the value of coins

<b>Number Sense to 100 - Place Value (22)</b>
Identifies standard form name
Identifies number of sets given pictures
Identifies number of sets given numbers
Reorganizes groups of 10s and 1s

<b>Number Sense to 1000 - Counting (26)</b>
Counts by 3s
Counts on by 2s and 5s
Counts by 10s and 100s from numbers $\leq 100$ and $\geq 100$
Counts by 10s from any multiple of 10
Counts on by 10s from any number

<b>Number Sense to 1000 - Identifying/Representing (34)</b>
Identifies numerals and represents numbers
Composes and decomposes
Multiple ways of representing numbers
Fractions - eighths
Money

<b>Number Sense to 1000 - Ordering (37)</b>
Compares numbers using words and symbols
Identifies number 10 less/more than a given number
Identifies number 100 less/more than a given number
Identifies numbers between two given numbers

<b>Number Sense to 1000 - Place Value (23)</b>
Groups objects into 100s, 10s, and 1s
Identifies the number of 100s, 10s, and 1s in a number
Identifies the standard form of a number from expanded form
Identifies multiple ways of showing the same number using place value

**Skills Checklist: Computation**

<b>Computation to 10 - Using Manipulatives (22)</b>
Addition:
Computation and story problems - using manipulatives
Subtraction:
Computation and story problems - using manipulatives

<b>Computation to 10 - Using Numbers (27)</b>
Addition - two 1-digit numbers - horizontal and vertical
Addition - three 1-digit numbers
Subtraction - two 1-digit numbers- horizontal and vertical

<b>Computation to 10 - Problem Solving (12)</b>
Addition: story problems
Subtraction: story problems

<b>Computation to 20 - Using Manipulatives (22)</b>
Addition:
Computation and story problems - using manipulatives
Subtraction:
Computation and story problems - using manipulatives

<b>Computation to 20 - Using Numbers (27)</b>
Addition - two 1-digit numbers - horizontal and vertical
Addition - three 1-digit numbers
Subtraction - two 1-digit numbers- horizontal and vertical

<b>Computation to 20 - Problem Solving (12)</b>
Addition: story problems
Subtraction: story problems

**Skills Checklist: Computation, cont'd**

<b>Computation to 100 - No Regrouping - Using Manipulatives (22)</b>
Addition and Subtraction - using manipulatives
Multiplication - using manipulatives
Division - using manipulatives

<b>Computation to 100 - No Regrouping - Using Numbers (37)</b>
Addition - 1- or 2- digit numbers - horizontal/vertical
Addition - multiple 1- and 2- digit numbers
Subtraction - two 1- or 2- digit numbers - horizontal/vertical
Multiplication - basic facts - horizontal/vertical

<b>Computation to 100 - No Regrouping - Problem Solving (27)</b>
Addition: story problems
Subtraction: story Problems

<b>Computation to 100 - w/Regrouping - Using Manipulatives (22)</b>
Addition and Subtraction - using manipulatives
Multiplication - using manipulatives
Division - using manipulatives

<b>Computation to 100 - w/Regrouping - Using Numbers (37)</b>
Addition - two 1- or 2- digit numbers - horizontal and vertical
Addition - multiple 1- and 2- digit numbers
Subtraction - two 1- or 2- digit numbers - horizontal and vertical
Multiplication - 2- digit numbers <20 by a 1-digit number
Division - basic facts

<b>Computation to 100 - w/Regrouping - Problem Solving/Estim. (39)</b>
Addition: story problems and estimation
Subtraction: story problems and estimation

<b>Computation to 1000 - Using Manipulatives (22)</b>
Addition, Subtraction, and Multiplication - using manipulatives
Division - using manipulatives (with remainders)

<b>Computation to 1000 - Using Numbers (23)</b>
Addition - sums to 1000
Subtraction - minuend < 1000
Multiplication - 2- or 3-digit number by a 1- or 2-digit number
Division - numbers 100 or less by a 1- or 2-digit number

<b>Computation to 1000 - Problem Solving and Estimation (34)</b>
Addition: story problems and estimation
Subtraction: story problems and estimation
Multiplication: story problems
Division: story problems

**Survey with Goals: Math**

<b>Problem Solving, Number Sense, Computation (35)</b>
Problem Solving:
Understand and Represent Word Problems
Solution Strategies and Verification of Answers
Logic, Reasoning, Conjectures, and Proof
Number Sense:
Count
Identify, Represent: Whole Numbers, Fractions
Relative Position and Magnitude
Place Value and Base-Ten System
Computation:
Addition and Subtraction
Readiness for Multiplication and Division

<b>Measurement/Geometry, Statistics/Probability, Algebra (35)</b>
Measurement and Geometry:
Attributes, Compare, Order, Tools, Units
Measure and Estimation
Identify, Attributes – Lines, 2-D, 3-D
Spatial, Transformations, Symmetry, Congruence
Statistics and Probability:
Data Collection, Organization, and Display
Data Analysis
Probability and Predictions
Algebra:
Attributes, Patterns, and Functions
Understanding and Application of Algebraic Concepts

# **Appendix G**

**Student Support Services at Heritage Collegiate**

## **Student Support Services Summary – Heritage Collegiate Leadership Academy of Bertie County**

The American School Counseling Association suggests that school counseling programs should consist of collaborative efforts benefiting students, parents, teachers, administrators and the overall community. School Counseling programs should be an integral part of students' daily educational environment, and school counselors should be partners in student achievement. The unfortunate part of this is that school counseling has lacked a consistent identity throughout all states, districts and even schools. This has caused misinterpretation as the role of the school counselor as well as their benefit to the school. As a result of this mishap, school counseling programs are often viewed as supplementary programs instead of an essential component to student achievement.

The California School Counseling Guidelines are built upon the concepts outlined in California laws and are in alignment with the American School Counseling Association Model: A Framework for School Counseling Programs published by the American School Counseling Association (ASCA) in 2003. The Guidelines support establishing school counseling program practices, as well as student support teams, that are inclusive of home and community resources. The goal in doing so is to provide the physical, emotional and intellectual support that is a necessity to all students. Obtaining that goal allows the promotion of a stable and structured form of counseling that encourages the development of academic success, career development as well as personal and social development.

The four components of the California Results-Based School Counseling and Student Support Program (, includes the following: the foundation, delivery system, management system and the accountability system. The management system, which incorporates organizational processes and tools to ensure the program is organized, concrete, clearly delineated and reflective of the school's needs. Accountability allows school counselors the opportunity to effectively demonstrate the effectiveness of their programs in measurable terms. This is important as it pertains to evaluating the program and holding it accountable by collecting data that reflects the effectiveness of it.

The foundation connects school counseling and student support to the overall mission and philosophy of the school. The delivery system is the process used to provide school counseling and student support services. The management system focuses primarily on a systematic delivery of services utilizing agreed upon plans for service delivery, timelines, and predetermined responsibilities. Lastly, the accountability system is driven by continuous analysis of student data to understand what works for students and the program. These four components work together to reinforce and define how school counseling programs should be constructed to produce a measurable student focused outcome. The building of such a

program must have the dedication and commitment of the school counselors involved. The counseling team must work in conjunction with the student support services to create a proactive plan for the school year. It all begins with the development of the foundation.

As with any notable, solid structure school counseling should be built upon a strong and reliable foundation. This foundation determines, to what extent, how every student will benefit from the school counseling program. This very same foundation should be able to determine what every student should know and be able to do according to the school's goals for student achievement. The foundation consists of several elements that make up its base.

The beliefs and philosophy are relevant to the personal conviction and values of the institution. The guidelines state that the beliefs are the very things that determine individual's behavior. Before proceeding with the responsibilities of the counselor, there must be a discussion about the School Counselor(s) and their belief system. The beliefs and philosophies of the counselors are as relevant as those of the educational institution. In order to be effective, both the counselor and the school system's beliefs have to be on the same frequency.

Heritage Collegiate Leadership Academy has a core set of beliefs that target the students families, the faculty's way of working as well as the impact we anticipate on achieving. The belief for the kids, families, the staff's way of working and the staff's impact state that:

### **Students**

All students deserve a quality education that prepares them for college as well as a happy, responsible, self sufficient and successful life.

Character is as important as academic skills for success in school and life.

What our kids experience at Heritage Collegiate Leadership Academy should both value them and their families and reflect what we want for all students.

### **Families**

- Our support system includes students, families, staff and the community in which we serve.
- We will actively seek to engage and include the families of our students.

### **Staff's way of working**

- Because people make the difference, we must recruit, develop, retain and reward a diverse team of outstanding people.
- We do what we say, in alignment with our beliefs, missions, and priorities.
- What we expect of our students, we must ourselves embody and be committed to developing.

### **Staff's impact**

- By maximizing the quality of our direct impact with our students and families, we will maximize our positive indirect impact on others.
- We will actively share and learn from other both inside and outside of Heritage Collegiate Leadership Academy.

# **Appendix H**

**Documentation of Community Outreach**

## WEEKLY SALUTE

Good morning,  
Janie Williams  
of Lewiston

Thanks for  
subscribing!

## FEMA filing deadline extended

By Barry Ward  
Bertie Ledger-Advance

**WINDSOR** - Bertie County residents that suffered damage or loss of property due to Hurricane Irene now have until Nov. 30 to file with FEMA.

In a press release, the Federal Emergency Management Agency (FEMA) announced that it was extending its deadline for Hurricane Irene victims to file for assistance from Oct. 31 to Nov. 30.

"North Carolina Emergency Management asked the Federal Emergency Management Agency for an extension based on continued registrations indicating

See FEMA, Page 4A

## Towns set Halloween policies

By Barry Ward  
Bertie Ledger-Advance

**WINDSOR** - Bertie County officials are making sure this year's Halloween will be a safe one with designated trick-or-treating hours set from 5-8 p.m.

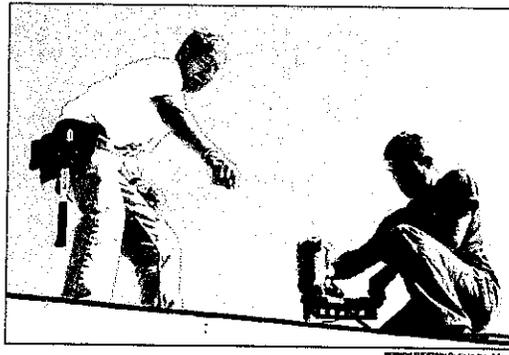
According to Bertie County Sheriff John Holley, Bertie County Sheriff's deputies will be patrolling throughout

See HALLOWEEN, page 4A

## DEATHS

- Sadie Redgers
- Hervey Daniels
- Kenneth Fennell
- Bertha Flouting
- Robert Fryck
- Woodrow Hill
- Calvin Lee
- Dorothy Liverman
- Ida Mason
- Kotrell Newstome
- Leslie Pierce
- James Rodgers
- Jolanne Ward
- John Wilkinson
- Rudolph Wynn

USPS # 051 - 700



Volunteers from Friends Disaster Relief Services back down plywood sheets to form a roof over Teresa White's new house near Colerain. Her home was destroyed when twin tornadoes struck the county on April 16.

## Volunteers make the difference rebuilding tornado-damaged homes

By Vernon Fueston  
Bertie Ledger-Advance

**COLERAIN** - The framing was done and the work on the roofs was just beginning on new homes for two of 67 Bertie County families whose houses were destroyed six months ago by tornadoes.

Twin tornadoes struck

Askeville, Colerain and points between on April 16 killing 12 people in the county.

It was the progress on those two homes, built by volunteers from Friends Disaster Relief Services and Samaritan's Purse that drew N.C. Representative Annie Mobley and Bertie County Sheriff John Holley

out to Colerain for a personal tour.

The first stop for Mobley and Holley was the home of Leon and Allie Raynor just outside Colerain. Leon was injured when he opened his front door to investigate the noise generated by the tornado as it passed

See REBUILDING, page 2A



VERNON FUESTON/Bertie Ledger-Advance

Kashi Bazemore Nelson has plans for a new charter school in Bertie County that will eventually serve grades K-12.

## Charter school proposed for Bertie County

By Vernon Fueston  
Bertie Ledger-Advance

**WINDSOR** - If Kashi Bazemore Nelson has her way, the face of education could be very different in Bertie County very soon.

Nelson wants to bring the charter school concept to Bertie County, an idea that met with resistance among educators and some community leaders in the past. But that doesn't seem to bother Nelson. She isn't your typical charter school advocate and she says her idea is not to start a "typical" charter school.

Bazemore said the school's program would be rigorous, asking a lot from parents and students. She said the school

See SCHOOL, page 4A

## Time line debated

Vernon Fueston and Jay Jenkins  
Bertie Ledger-Advance

**WINDSOR** - A question of time lines has arisen from a copy of an affidavit that was recently presented to the Bertie Ledger-Advance.

The affidavit was the result of a continued battle to have the Bertie County Commissioners answer questions concerning a raise given to Bertie County Manager Zee Lamb back in 2009.

The affidavit stating the county decided to preserve the audiotape of a closed session meeting does not show that commissioners knew early on that their actions might lead to litigation, said the county's attorney, Lloyd Smith.

The affidavit was submitted in response to a lawsuit by the citizen's group, Friends of Bertie-Rescind the Raise Committee, for the minutes and a copy of the supporting audiotape of a closed session county commissioner's meeting during which the pay raise was discussed for Lamb.

"I know they (Friends of Bertie) are trying to say that the commissioners decided to save that tape knowing there would be some type of litigation back then (Aug. 17, 2009), but I can assure you that is not the case," Smith said.

Friends of Bertie has received a copy of the minutes but not a copy of the audiotape. The group has argued that, in their opinion, the affidavit shows the commissioners thought the tape could be used in litigation as early as two years ago.

John Davis, a spokesman for Friends of Bertie, said in an earlier interview regarding the affidavit that he had no idea when the minutes of the meeting were written or when a decision was made to keep the tape, but the group's position

See TAPES, Page 2A

## Spooktacular race a chance to compete against self

By Vernon Fueston  
Bertie Ledger-Advance

**WINDSOR** - "For me, it's not so much winning the race," Jonathan Huddleston said when asked about Windsor's upcoming five-kilometer race, the Spooktacular 5-K.

"For every race I enter there's always several people better than me, sometimes hundreds of people better than me. I've been in triathlons before where there are thousands of people. I had no chance of winning."

But Huddleston, an attorney at Windsor's Pritchett and Burch law firm, said winning the grand prize is seldom his goal. He concentrates on the rankings within his own age group and competes with his



VERNON FUESTON/Bertie Ledger-Advance

Jonathan Huddleston of Windsor competes in the Spooktacular 5K Race as one of four athletic events he enters each year.

performance in the last race. "If I finished 10th in my age group last year, I want to see

See RACE, Page 2A

## Capacity crowd hears message of hope about breast cancer

By Barry Ward  
Bertie Ledger-Advance

**WINDSOR** - "I'm not going to wake up everyday and wait to die," Becky Olson told the attendees of the "Pink Power" social and dinner last Tuesday.

Olson is a three-time breast cancer survivor and the keynote speaker at the breast cancer awareness event held at the Castle Convention Center in Windsor.

Olson shared the three "I's"



BARRETT WARD/Bertie Ledger-Advance

Becky Olson preached "humor, happiness and hope" during her address to cancer survivors and guests at the "Pink Power" dinner in Windsor.

See CANCER, page 4A

**YOU ARE ALL INVITED**

to

**The 2<sup>ND</sup> Annual Bertie 5K Spooktacular/1 Mile Family Fun Run and Walk**

**and the Fall Festival and Health Fair**

**to be held in Windsor on Saturday, October 29, 9 a.m.**

This ad was sponsored by Connie Staley Salon, 1101 N. King St., Windsor - 794-5982.

**Good luck to the runners!**

# Cancer

From PAGE 1A  
that helped her endure three straight bouts with breast cancer; humor, happiness and hope while wearing her trademark pink bow.

"I chose this as my trademark several years ago because bow stands for I'm bold, I'm old and I've got an attitude," she said.

"Humor is so critical," she said.

She said when she was diagnosed with breast cancer for the first time at the age of 43 in 1996 she worried about losing her red hair in chemotherapy.

Before losing her hair, Olson was sitting down watching television one day when her 15-year-old daughter approached her and said, "Mom, I know you've always wanted to be a blond. We're going to turn you in to one."

Olson said she became even more worried because she feared her 15-year-old daughter and her 16-year-old friend would turn her hair green or another color in their attempt to make her a blond.

But her daughter said, "Mom, you're only going to have your hair for a week what's the big deal, it'll be fun."

Olson caved in to her daughter's request and allowed the teenage girls to make her a blond.

But just as she dreaded the young ladies changed her hair color to orange.

Olson laughed when she saw the carnal top on her head.

She said in that moment she had forgotten that she had breast cancer and was enjoying the carefree moment with her daughter and her friend.

"Cancer's not funny, but there are funny moments and those funny moments get us through," she said.

But Olson's depression soon returned once she lost all her hair to cancer treatment and walked out in public wearing a scarf for the first time.

Olson said she feared walking around with a scarf to cover her baldhead because she knew it would signal to others that she had cancer.

She said the last thing she wanted was for a bunch of strangers plying her.

This feeling drove her to stay in her house and never come out.

But Olson's fight with breast cancer had another turning point when a friend of hers visited with a gift.

"The gift was a cap that said, 'No Hair Day,'" Olson instantly laughed.

"When I saw this [the hat] it changed everything for me," she said.

She left her house and proudly walked in public wearing her "No Hair Day" cap.

When strangers passing by saw the cap they laughed.

"If we can laugh at ourselves then others can laugh and not feel sorry for us," she said.

Olson said developing breast cancer was a blessing in disguise.

She said knowing she did not have much time left on this earth drove her to accomplish things she always dreamt.

Some of those unattainable dreams that she made come true included obtaining a college degree, singing in a band, driving a rascacar and visiting Italy.

Olson said focusing on achieving these goals allowed her to be happy and not dwell on her cancer.

Olson said her third "H," hope, came when she decided to quit her job so she could do more speaking engagements on breast cancer and complete more of the goals on her list.

She said to many of her friends quitting her job seemed like the worst thing she could have done at the time. Olson's husband had just lost his job and they had medical expenses for cancer treatment.

But Olson said after telling her husband she had quit her job he said, "Good, it's about time you did that."

She said the decision turned out not to be as unwise as many thought.

Olson's husband was able to get a new and better job.

She said the timing of her husband's new job correlating with her quitting hers shows the power of God

and hope.

"Hope is the single most important thing we can look for," said Olson.

She encouraged everyone in attendance to not let a cancer diagnosis prevent them from enjoying their life.

She said when she was first diagnosed with breast cancer the doctor gave her about four years to live, but 15 years later she is still alive.

Olson chronicled her bouts with breast cancer in her book "The Hat That Saved My Life."

Twenty-five percent of the profits she made selling the book in Bertie County went to Bertie Memorial Hospital and Roanoke-Chowan Hospital, the sponsors of the event.

In addition to Olson, Cynthia Ruffin also talked about her bout with breast cancer.

Ruffin said her diagnosis came at a terrible time. She had just been laid off from work.

She said she felt a lump in her breast and immediately went to the doctor who diagnosed her with breast cancer.

Ruffin said because the cancer was detected early she is now a three-year breast cancer survivor.

She encouraged every woman to get annual mammograms and immediately see a physician when they feel a lump in their breast.

"I didn't think it would happen to me, but it did," she said. "It can happen to you."

The event also included booths where people could visit vendors who provided information on breast cancer screenings, prevention and more.

Sue Lassiter, president of Roanoke-Chowan Hospital, said about 175 people attended the evening's event.

"It was wonderful," said Lassiter.

She said she was not surprised by the turnout because based on past events the hospital usually gets a high number of attendees.

To learn more about breast cancer visit the University Health Systems of East Carolina website at [www.uhceast.com](http://www.uhceast.com).

ness and superiority. In a close contest, the nice, comfortable candidate wins.

So there you have it. Perry will be the Republican nominee.

But before you place your bets, I need to tell you something.

Four years ago I was just as sure Fred Thompson was going to run away with the Republican nomination because he was the only candidate who was "comfortable in his boots."

# School

From PAGE 1A  
would open with a kindergarten class and expand one year at a time until it serves students through the 12th grade.

Charter schools have been criticized by public school educators, teacher's unions and politicians as an attempt to set up state-funded private schools for middle class white families at the expense of professional educators.

A black woman from Bertie County with a law degree and experience as a licensed traditional educator and school administrator, Nelson is a former teacher's union activist.

She believes passionately that charter schools and other types of educational choices are the solution for America's slipping educational system.

Nelson said she left the practice of law when she became frustrated working as a litigation assistant, researching the lives of death row inmates as part of the appeals process.

"What was discouraging to me every day was the number of African American males that I saw paraded in front of me everyday. It was depressing," Nelson said.

"Many of them became disillusioned in school right about the fourth or fifth grade level. Many of them didn't have positive role models."

That's when Nelson gave up law and went back to school for her master's in school administration, convinced there had to be a better way to educate kids from all backgrounds.

The charter school movement was struggling under a 100-school cap imposed by the state legislature until this year's Republican-led general assembly voted to lift the cap and allow anyone with a qualified plan to open a school in North Carolina.

Bertie County's school board has not taken any positions on a charter school in the county, but it did pass a resolution this year opposing the elimination of a cap on charter schools in the state.

Now a movement that has been popular in white,

middle and upper-middle class suburban communities is coming fast to urban and rural school systems.

A charter school is a public school run with public funds that teaches according to the same state curriculum guidelines as any other public school. The difference comes down to what body the charter school reports to.

Charter schools are accountable to the Office of Charter Schools in North Carolina's Department of Public Instruction and function outside the control of the county's board of education.

That arrangement allows charter schools the freedom to experiment with different educational philosophies and methods of instruction. Since enrollment in the school is voluntary, parents and students can basically vote with their feet, withdrawing if those ideas aren't making for a better educational experience.

Nelson said the school she wants to open would operate in very different ways from the county's public schools, opting for a longer school day with a mandatory summer academy and frequent Saturday sessions.

She also plans an intensive program of life coaching and leadership training for students, incorporating goal setting and life planning into the curriculum.

The school will demand more of parents and students, but Nelson said that's the point. She said that for these families willing to invest the effort, the pay-off could be substantial.

"What I want is to give children in Bertie County, black, white, Latino and Native American, a quality program about which parents can say, 'I know that if I put my child in this program, I am solidly taking my child from the youngest age, Kindergarten, and I'm preparing him right

now to transition successfully to college, a career or business for themselves,'" Nelson said.

She said that by and large, charter schools have been successful in getting higher standardized test scores from the students they teach, though many charter schools for people of color have not been successful.

Nelson said she wants to provide an opportunity for any child willing to put forth the extra effort.

But Nelson and her school would be working with less money. Charter schools receive the same per-student allowance as do public schools but they get no money for "capital outlays" which include buildings, buses and textbooks. They also get a reduced allowance for transportation.

Nelson's school will try to make up that difference by applying for grants and donations. The school cannot charge for students to attend.

Funding has also been a bone of contention between charter schools and local school boards. The county is not required to supplement state funds in a charter school as it already does for its public schools.

Some counties have balked at that, saying the charter schools lack needed funds from the county's public schools. Lawsuits are pending over the issue.

Nelson's charter school is not a done deal. She must gather local support and demonstrate that she has the enrollment to justify a charter.

Thursday was the kick off for Nelson's drive to gather community support. She said she would be visiting churches, civic groups, parents and school officials to win supporters for the idea.

# Martin

From PAGE 3A  
"None of the announced candidates are 'credible.'" Herman Cain is exciting and provocative but will not survive the spotlights that blind an inexperienced candidate. The others are already toast. Perry has been singled but is still very much alive.

"As governor of a large state where money talks, Perry can squeeze more money to fund his campaign."

"Most important, as former White House Press Secretary Robert Gibbs told me a few weeks ago, Perry is 'comfortable in his boots.'" He talks and acts like the kind of person you would be happy to sit down with and drink coffee—or beer.

In this respect, he compares to Ronald Reagan, who, even if you did not like his policies, you liked him.

Romney might be just as nice, but he projects stiff-

ness and superiority. In a close contest, the nice, comfortable candidate wins.

So there you have it. Perry will be the Republican nominee.

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# FEMA

From PAGE 1A  
some survivors are still assessing hurricane damage and need more time to apply for assistance," states FEMA's press release.

"The new deadline also provides more time to return applications for low-interest disaster loans from the Small Business Administration (SBA)."

Survivors of Hurricane Irene are encouraged to register with FEMA to ensure

they receive aid for things their insurance may not cover.

"Applying for help from the American Red Cross or other volunteer organization is not the same as registering with FEMA," states FEMA press release.

"You [the citizens] should register with FEMA even if you have insurance or if you got help from FEMA after an earlier disaster - the tornadoes in the spring, for

example."

Residents in any of the 38 designated counties, which include Bertie, can register with FEMA by call 1-800-621-3362 or visiting [www.DisasterAssistance.gov](http://www.DisasterAssistance.gov).

Hearing impaired citizens should call 1-800-462-7585.

Citizens may also register with a tablet or smartphone at [nf.fema.gov](http://nf.fema.gov).

# Halloween

the county on Halloween night, Monday.

Holly said an adult should accompany all children who will trick-or-treat.

He suggested trick-or-treaters should wear bright colors.

To find out more about trick-or-treating and Hal-

loween in your area, contact your local police department or town hall.

# World

From PAGE 3A  
stronger than a husband and wife or a brother or a sister," Glenn said. "They protect them - they're all you have. Once you create that bond, after a while, when it's broken, you feel a loss."

At the party this weekend, my 50-year-old buddies and I will raise a glass to the enduring friendships we're so lucky to have. And we'll thank God and Glenn Overman that we never had to create any stronger bonds.

People interested in mental health, substance abuse and intellectual/developmental disability services and supports cordially invited to attend a

**Listening Session**  
Hosted by East Carolina Behavioral Health

To hear from providers, consumers, families, community partners and the general public on quality standards for providers of services. What things are most important to you about service providers? How quickly can you get an appointment? Can you see the provider when it is convenient for you? Is the provider really qualified? Have other people gotten better with the provider's help? Others? Let us know!

Two sessions will be held each day.  
Dates, times and locations are as follows:

Oct. 4, 2011 from 2:00 p.m. - 4:00 p.m. and 6:00 p.m. - 8:00 p.m. at the Martin Community College Auditorium, Building 2, 1161 Kahukua Park Rd., Williamston, NC  
Oct. 12, 2011 from 2:00 p.m. - 4:00 p.m. and 6:00 p.m. - 8:00 p.m. of the New Bern-Craven County Public Library Auditorium, 400 Johnson Street, New Bern, NC  
Oct. 22, 2011 from 11:00 a.m. - 1:00 p.m. and 6:00 p.m. - 8:00 p.m. at the Edgewood Center, 1411 Parkview Drive, Elizabeth City, NC

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# Bertie Ledger-Advance

VOL. 81 - NO. 52

WEDNESDAY • December 28 • 2011

50 CENTS

**WEEKLY SALUTE**  
 Good morning,  
 Shirley Miller  
 of Windsor  
 Thanks for  
 subscribing!

## State wins early learning education grant

By Barry Ward  
 Bertie Ledger-Advance

**RALEIGH** - Bertie County's pre-kindergarten schools will get some help thanks to a \$69,991,121 grant the state was awarded to improve early childhood education.

The U.S. Department of Education and the U.S. Department of Health and Human Services awarded the "Race to the Top - Early Learning Challenge" grant to North Carolina, Dec. 16.

Bertie County Board of Education Superintendent Dr. Debbie Harris-Rollins was not available to give

See GRANT, page 4A



BARRY WARD/Bertie Ledger-Advance

Above, some of the boys donated to CREW Wrestling's toy drive, Dec. 17.

## CREW shows charity hurts

By Barry Ward  
 Bertie Ledger-Advance

**WILLIAMSTON** - The holidays are upon us and the season was celebrated at the Williamston National Guard Armory with chair shots to the head, bodyclams and suplexes, all in the name of making Christmas bright for kids in need.

Coastal Real Extreme Wrestling (CREW) of Windsor held its annual Christmas toy drive Saturday with all the toys going to the United Holy Church of Deliverance in Williamston and Green Memorial Church of Christ in Williamston to be distributed to children throughout northeastern North Carolina.

Attendees at the evening show had to pay \$5 for entrance or donate a new and unwrapped toy.

All the toys collected went

See WRESTLING, Page 2A

## DEATHS

- Vyla Baker
- Andrew Bryant
- Mary Cale
- Cecil Crandell
- Kevin Duna
- Pats Jordan
- Alice Matthews
- Alice Perry
- Hodson Smith
- Viola Solomon

USPS # 051 - 700

## Fire hits recycling center again

By Vernon Fueston  
 Bertie Ledger-Advance

**KELFORD** - Fire struck the Liverman's Metal Recycling scrap yard for the second time in less than a month, burning for about six hours before it was extinguished at about 4 a.m. on Wednesday.

The fire, which was reported about 7 p.m. on Tuesday, started among some cars on the lot.

The previous fire was in a pile of "fluff" or non-metal waste from scrap cars. That blaze caught fire on Nov. 6 and took 75 firemen from

seven units to extinguish it.

This fire used trucks from nine units, though Interim Emergency Management Coordinator Misty Deanes said the fire was actually smaller than the previous one.

Published reports quote Liverman's management as saying the fire started because of sparks from a workman's cutting tool.

No injuries resulted from the fire.

Deanes would not comment on the cause of the fire, though she said fire investigators have a good idea



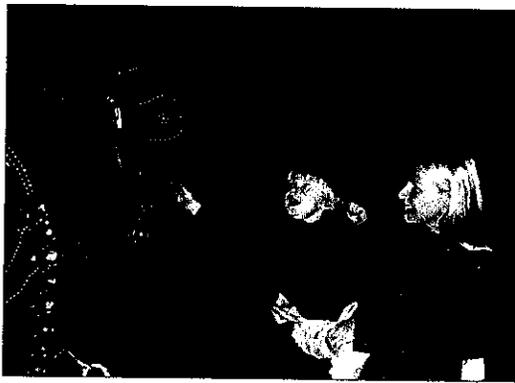
BARRY WARD/Bertie Ledger-Advance

Liverman Metal Recycling suffered a second fire on Tuesday, Dec. 20. A previous fire on Nov. 6 had firefighters from seven units battling

a blaze in a pile of "fluff" or non-metallic scrap from cars. This fire was in scrapped vehicles that were being processed.

of how the fire started and the fire is not considered to be suspicious in nature.

## TROTTING IN A WINTER WONDERLAND



BARRY WARD/Bertie Ledger-Advance

Kristin Warren holds her two-year-old son, Winton Warren, as he touches one of the horses that strolled through Windsor on carriages as part

of the Windsor/Bertie County Chamber of Commerce's Annual Christmas Carriage Ride. The rides were held on Dec. 6, 13 and 15.



BARRY WARD/Bertie Ledger-Advance

Above, Kathy Lawrence gives blood with assistance from nurse Vickie Lyons at the Bertie County Red Cross blood drive, Dec. 21.

## Citizens donate blood

By Barry Ward  
 Bertie Ledger-Advance

**WINDSOR** - "It was very successful," said Joe Alexander of the blood drive sponsored by the Bertie County Chapter of the Red Cross, Dec. 21.

Alexander, a Bertie County Red Cross board member, said, "It [the blood drive] exceeded our expectations. People were very generous."

As of press time yesterday, the number of pints of blood collected were not available.

In addition to the citizens who donated blood and the nurses who extracted blood from donors, members of the

See BLOOD, page 2A

## Relay for Life sets new goal for 2012

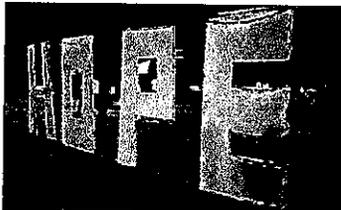
By Vernon Fueston  
 Bertie Ledger-Advance

**WINDSOR** - Bertie County's Relay for Life program took top honors again this year for its fundraising efforts to benefit the American Cancer Society.

Bertie County was first in the nation in terms of per capita funds raised within its population class of 15,009 to 19,999. The relay raised a total of \$188,524.17 or \$9.78 per person in the county.

The county's Relay for Life program was also honored as a member of the American Cancer Society South Atlantic Division's Top Notch Club. That award means that Bertie County was among the top 15 fundraising programs in the South Atlantic Division.

The division consists of Re-



FILE PHOTO

This sign of hope lit up last year's Relay for Life event.

lay for Life visits in the states of Delaware, Georgia, Maryland, North Carolina, South Carolina, Virginia, Washington, D.C. and West Virginia.

Glenwood Mitchell, co-chair this year along with Codie Barkley, said Relay for Life has been a part of his life since

the program started in Bertie County back in 1993.

Mitchell was serving as a school principal when one of his teachers, Bobbie Parker, was serving as chair for the drive. Since then he's had

See RELAY page 4A

## Bertie's interim county manager named

This story wasn't completely printed in last week's edition. For those who want to read it, here is the story in its entirety.

By Vernon Fueston  
 Bertie Ledger-Advance

**WINDSOR** - Bertie's county commissioners have appointed Assistant County Manager Morris Rascoe to serve as interim county manager until a replacement for the departing county manager, Zoo Lamb, can be hired.

Rascoe serves as the director of Bertie County Social Ser-

vices in addition to his duties as assistant county manager. His salary was increased by two percent to compensate him for the extra responsibility.



MORRIS RASCOE

County Clerk Misty Deanes was appointed to serve as assistant county manager to replace Rascoe. She is currently serving as the county's interim emergency management director and also serves as executive assistant to the county manager.

Deanes will keep those duties while assuming the assistant county manager's job. Her salary was increased from \$43,500 to \$50,000 per year to compensate her for the added responsibility.



MISTY DEANES

Deanes told the Ledger-Advance that the county would advertise for the vacant emergency management director's position. No advertisement has

See INTERIM, Page 2A

## Meeting held to promote charter school for county

By Vernon Fueston  
 Bertie Ledger-Advance

**WINDSOR** - About 40 interested citizens gathered to hear the case made for a new charter school in Bertie County on Dec. 5.

Kathi Bazemore-Nelson, director of the proposed Quest Leadership Academy, said the meeting, held at the Uplift Academy Building on Ghent Street in Windsor,



was the first of many that would be held to acquaint community leaders, parents and teachers about the project.

A charter school is a public school that operates outside the authority of the county's school board and has more freedom to experiment with curriculum and educational methods than traditional public schools.

Parents do not pay tuition to attend a charter school and the state provides a smaller share of tax dollars to the school. Most charter schools find additional funding to supplement state education fund, using grants from private non-profit organizations.

The meeting featured a documentary

See CHARTER, page 4A

**SANTA CLAUS CAME TO WINDSOR**



BARRY BRIND/Berrie Ledger-Advance

Santa Claus came to town to visit the residents at Windsor House Assisted Living Facility Dec. 14. Pictured with Santa Claus from left, Windsor Home Activity Director Diana Charles and Windsor Home Executive Director Ava Moore-Daniels.

**Charter**

From PAGE 1A film, "Waiting for Superman," which showcased the benefits of charter schools.

Nelson-Bazemore addressed the group, sharing her vision of a Berrie County charter school and fielding questions from the audience.

Berthensia Ballance-Moody shared a parent's perspective of charter schools. Her child attends Kipp Gaston Collegiate Preparatory School in Gaston. She also serves on the board of that school.

Nelson-Bazemore said she was familiar with Kipp-Gaston after having worked in another Kipp charter school in New York.

Darrell Allison, president of Parents for Educational Freedom in North Carolina, also spoke to the group. He discussed how a charter school would fit in with the community's other educational alternatives and with the community as a whole.

Allison was a law school classmate of Nelson-Bazemore's.

The two have both been active in studying and promoting the charter school concept for several years.

Nelson-Bazemore has a law degree and a PhD in education. She has taught in both public and charter schools in Brooklyn, N.Y. and won the 21st Century Educator's Award at Wake Forest-Rolfeville Middle School after achieving a 96.5 percent passing rate on standardized reading tests among her students.

Nelson-Bazemore has said that a rigorous academic curriculum would be at the heart of any charter school she might start in Berrie County.

Start-up costs are high for charter schools. The state requires a full year of work from administrators on curriculum planning before the first student is admitted.

A grant application has been made to the Walton Family Foundation and the Bill and Melinda Gates Foundation to get the pro-

gram off the ground.

If all goes well, Nelson-Bazemore said the earliest a charter school might open is during the summer of the 2012-2013 school year. Students at the school are required to attend a summer academy.

The next public meeting about the charter school will take place in late January or early February. Parents, officials and educators will be able to comment on plans for the school and offer suggestions.

In April the group plans to hold a bigger meeting with Dr. Arwin Smallwood, author of the book "Berrie County - An Eastern North Carolina History."

Smallwood is a former Berrie County native and a strong supporter of the Charter school movement.

For further information on the Quest Leadership school, contact Kashi Bazemore-Nelson at (919) 906-9242.

**Relay**

From PAGE 1A more personal experiences with the disease.

He's lost an aunt and watched as other family members fought their own battles with cancer. He also watched the disease strike the families of students in his school, something especially hard for a small-town principal.

"Even though they are not blood relatives of mine, they feel like family," Mitchell said of them. "I just can't turn my back on it when it's that close."

Mitchell said the program, which funds educational, support and scientific research programs, is working in the fight against cancer. Back when he started, he said cancer took 1,500 lives in the United States each day. Now, that number is 1,200.

But he said Berrie County remains hard hit by cancer, partly because many people here aren't educated about the disease or don't seek treatment soon enough.

Mitchell said he hopes the relay and the work it funds at the American Cancer Society can change that.

Mitchell also said Relay for Life is an important part of the county's fabric of life.

"Relay for Life is the only thing other than a football game that pulls people from every corner of life in Berrie County together," he said.

Relay for Life is very much a community program, employing the efforts of eight to 15 member teams of citizens who cul-

lect pledges from sponsors. To fulfill those pledges the teams assemble at the Relay for Life site set up tents and sleeping bags, then walk around a track for 24 hours.

Berrie County's Relay for Life is not content to rest on its laurels. The program increased its fundraising goal to \$197,000, a \$9,000 increase over last year's performance. As a secondary goal, the program set a goal of \$200,000.

Fundraising teams from area businesses, churches and clubs will raise much of that money. Five such teams were recognized for their outstanding fundraising efforts this year: Ross Baptist Church, which increased its fundraising 151 percent, Pink Ladies, which increased its donations by 117 percent, Colerain Elementary School with an increase of 108 percent, Mt. Ararat Baptist Church with an 82 percent increase and Berrie STEM High School with a 45 percent increase.

The area's top business fundraiser is Perdue Farms, the county's largest employer, which raised \$112,000.

Relay walking teams were also honored this year including:

- Purple Level (\$2,000 - \$3,532 per person) - Berrie Department of Social Service.
- Diamond Level (\$1,000 - \$1,999 per person) - Berrie Health Department and the Town of Aulander.
- Platinum Level - (\$600 - \$999 per person) - Cully's Critics.
- Gold Level - (\$350 -

- \$599 per person) - Colerain Elementary School.
- Silver Level - (\$250 - \$349 per person) - Aulander First Baptist Church, Berrie Memorial Hospital, Cedar Landing Baptist Church and Pink Ladies.
- Bronze Level - (\$150 - \$249 per person) - Conocoony Baptist Church, Piney Wood Chapel Baptist Church and Sandy Branch Baptist Church.

Berrie Relay for Life also honored caregivers with two awards this year: the team of Betsy Byrum and Tommy Dawson, a brother and sister who lost their battle with cancer, and Shannu Heggard, who takes care of her mother during her cancer struggle.

A special Sword of Hope Award was presented in memory of Dr. Al Thompson, executive director of Berrie Rural Health. Thompson lost his battle with cancer this year.

For anyone interested in volunteering with Relay for Life, there are openings to help with the program as well as a desperate need for more relay teams.

The group meets each second Thursday at 6 p.m. at Berrie Memorial Hospital in Windsor. Mitchell said he hoped working with Relay for Life is as rewarding to others as it's been for him.

"I consider Relay for Life to be like a mission at home," Mitchell said. "It's an opportunity to help people right here in Berrie County."

**GARDENERS CELEBRATE CHRISTMAS' BLOOM**



Submitted Photo

Berrie Master Gardeners, Mary Tibbs welcomes the participants of "Christmas In Bloom" a program held recently by the Berrie County Master Gardeners at the Windsor Community Building. This event provided information on care of

plants during the winter, forcing bulbs and designing and making a holiday centerpiece. There were 19 attendees and 18 Berrie Master Gardeners at the daylong event. A special thanks goes to Katy Shook, Chowan Horticulture Extension

Agents and the Chowan Master Gardeners that presented during the program along with Diana Johnson and Gail Jernigan, Berrie Masters that provided leadership for the centerpiece construction.

**Applications being accepted for state program**

Interested organizations have until March 2, 2012 to submit their applications through the department's online grant application system.

Year 2013 Urban Advanced Technology Grant program.

Interested organizations have until March 2, 2012 to submit their applications through the department's online grant application system.

For more information on grant programs through the Public Transportation Division of NCDOT, as well as transit systems that serve the public throughout the state, visit [www.ncdot.gov/transit](http://www.ncdot.gov/transit).

**Grant**

From PAGE 1A a comment or state the amount of money Berrie County Schools would receive from the grant.

The state plans to use the grant to do the following:

- Increase the quality of early learning programs in underserved areas.
- Expand diagnostic screening programs to ensure early intervention for health and developmental problems for children.
- Improve and expand systems to gauge children's progress.
- Provide incentives and resources to support and strengthen the state's early childhood workforce.
- Provide training and assistance to help early childhood educators better engage family members in a child's early development.
- Establish a "Transformation Zone" in selected high-need counties in Northeastern North Carolina. Counties would be eligible for focused programs designed to improve the lives of young children and families.
- North Carolina was one of nine winners of the grant selected from 37 appli-

cants.

The entire early learning grant is \$500 million that will be divided among the nine winners.

According to a Power-Point released from Gov. Bev Perdue's Office, in order to win the grant North Carolina had to explain in its application how it plans to use the money to improve early learning in the state, particularly in low-income areas and for children with disabilities.

North Carolina's application was based on rigorous requirements of the federal grant competition, and the grant will benefit children and families across the state," states the press release from Gov. Bev Perdue's Office. "It cannot be used to simply increase capacity in existing services such as the N.C. Pre-K program but, rather, is designed to add value to those investments and increase their impact and effectiveness."

Perdue said, "All children in a classroom benefit everyone starts kindergarten ready to succeed. North Carolina's early childhood system is a national leader, and this grant will allow us to take dramatic steps forward toward the goal I have set of assuring that every child has the chance to succeed in school and life. This grant shows how successful North Carolina has been in creating our vision for putting all of our children on a path to a bright future."

According to the press release from the governor's office, the Early Learning Challenge will be led by the Early Childhood Advisory Council, created by Perdue to develop and sustain a comprehensive, coordinated early childhood system to help achieve the best possible outcomes.

The Division of Child Development and Early Education, the Division of Public Health, and the N.C. Department of Public Instruction will be joined by other state and local agencies and non-profit organizations in implementing the plan.

To learn more about the early learning grant visit [www2.ed.gov/programs/race-to-the-top-early-learningchallenge/awards.html](http://www2.ed.gov/programs/race-to-the-top-early-learningchallenge/awards.html) or call (919) 733-5612.

**Martin**

From PAGE 3A stance. When the former governor and senator received a diagnosis of "inoperable cancer," he turned it into a challenge to live to the fullest until his death in

1998. He figured out new ways to persuade people to support good causes. He seemed to be telling us, "I am going to live a lot longer than you might think, but however long it is, it is going to be good."

I like that example. When the time comes, I hope I can follow it.

And, if I do, I know that my dad would be proud.

M

C

C

College

MCC

SPRING REGISTRATION JANUARY 3

Spring Schedule is available at [www.martincc.edu](http://www.martincc.edu)

Orientation: 8:30 - 9:30 a.m.  
ONE STOP Registration 9:30 a.m. - 6:30 p.m.  
Building 1, Room 14

For more information call Michael Curry at 789-0268 or [mcurry@martincc.edu](mailto:mcurry@martincc.edu)

MCC is an Equal Opportunity Institution

12.5.2011

Parents for Educational Freedom in North Carolina and Kashii BAZEMORE will host a free showing of the critically acclaimed documentary **Wanted for Summer** and challenge the current public education system and offers one important message: The movie discusses the current public education system and offers one important message: The movie discusses the current public education system and offers one important message: Bring your family and friends to affect positive change in the lives of our children. CONTACT KASHI BAZEMORE AT 808-338-0808

# Wanted for Summer

12.5.2011

FOR MORE INFORMATION, CONTACT KASHI BAZEMORE AT (919) 488-4350 OR KENRISON@PUPILS.LIFTACADEMY.COM

Movie starts at 6p  
AT 5 | Doors open at 5:30p  
Dec. 5

LIFT ACADEMY

116 Ghent St

**Bertie County: "Waiting for Superman" Viewing**

Parents for Educational Freedom in North Carolina and Kashi Bazemore Nelson

**Monday, December 5, 2011**

[Doors Open at 5:30pm]



- i. **Welcome** [Kashi]
  - a. Greetings, Refreshments, Purpose, Q1 Follow up Meeting
- ii. **Remarks from PEFNC** [Darrell/Kevin]
  - a. Organizational Overview, Contact Cards
- iii. **"Waiting for Superman" Viewing @ 6pm** [All]
- iv. **Questions and Answers** [Kashi/Darrell/Kevin]
- v. **Adjournment**

## Community Outreach via Social Media

Updates collected on Tuesday, April 10, 2012

(4/9/12)



**Kashi Bazemore Nelson**

20 hours ago

Charter School Community Outreach:

This morning, I completed an interview with a reporter with the Bertie Ledger Advance Newspaper. I shared updates about Heritage Collegiate Leadership Academy of Bertie County. It will run in the newspaper this week or next week. Please be sure to pick up a copy of the paper, and help me to spread the word about the progress we have made. Together, we can achieve what others believe to be impossible. ♥

Like ·

- Sonia White-Fields, Alyca Williams and 8 others like this.



**AuGustus Young** Go for your passion my friend! We need leaders like you to lead the way to establish leadership schools like this!. I back you up a 100%!

18 hours ago · Unlike · 1



Submit

**Kashi Bazemore Nelson** Thanks for your unwavering support and encouragement AuGustus. I look forward to connecting with you in the very near future. I applaud your efforts to work with school leaders, like me, who are interested in developing students as young leaders. Your work matters, and you are appreciated!!!! ♥

18 hours ago · Like · 1



**AuGustus Young** There is a reason for everything. Thanks for the kind words but you are appreciated and commended for the efforts you are putting in, much more the VISION that will revolutionize this world. Your vision is worth supporting so I am looking forward on how we can add value in the near future. All the best!

17 hours ago · Unlike · 1

**Kashi Bazemore Nelson** Humbly grateful for your words and continued support. Here's to the future!!!

17 hours ago · Like



**Friends**

**Pam Pyt Taylor**

- Shaw University



**Friends**

**Susan Malcolm**

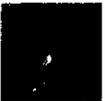
- Hunter College



**Friends**

**Larie Writes**

- Book Reviewer at Breathe Again Magazine



**Friends**

**Tianna Moore Holloman**

- Works at Chapel Hill-Carrboro City Schools



**Friends**

**Sonia White-Fields**

o Bertie High School



**Friends**

**AuGustus Young**

o Founding Partner at The John Maxwell Company

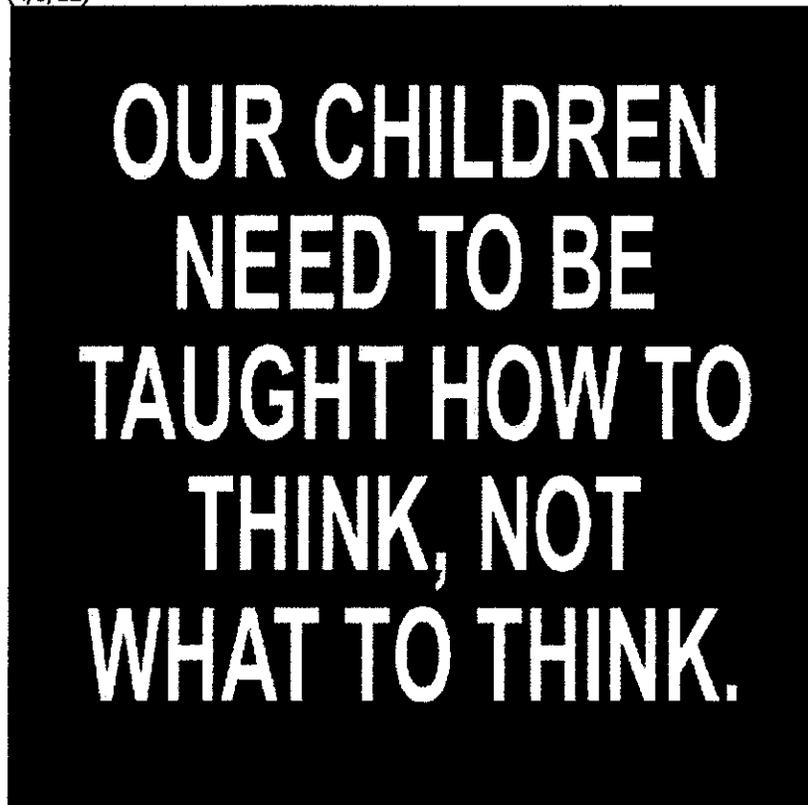


**Kashi Bazemore Nelson** shared I love being a mom's photo.

16 hours ago

Powerful AND TRUE!!!!

(4/9/12)



Like · Share

• Katina Speller, Elvis Heckstall and 21 others like this.



**Doug Fogg** So true, yet the testing systems we are using and the data systems on which we are basing our "data-driven instruction" is completely based on teaching children what to think. It is scary, and why I continue to be somewhat of a maverick in my school system.

15 hours ago · Unlike · 1



Submit

**Kashi Bazemore Nelson** We have to find a "balance"...I still support testing and data systems...but only as one measure...(just like the testing required to gain acceptance to colleges, universities and various professions)...I applaud your role as maverick whenever confronted with folks who want to focus on "testing" to the exclusion of other opportunities to TRULY TEACH students...to think, for instance. We are ONE! ♥

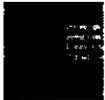
15 hours ago · Like · 1

### People who like this



Friends

**Velinda F. Prince**



Friends

**Glenda Smallwood**

Monroe College



Friends

**Noret Caking-Mamacita Bazemore**

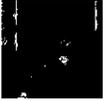
- World University



**Friends**

**Sonia White-Fields**

- Bertie High School



**Friends**

**Jasmine Michele Harris**

- Liberty University



**Friends**

**Latoya Tut Hayes**

- Roanoke Chowan Community College



**Friends**

**Jeanetta Stokes**

- Julia Richman High School



**Friends**

**Elvis Heckstall**

- FedEx Grounds at FedEx



**Friends**

**Tiffany Thomas**

- Special Education Teacher at Prince George's County Public Schools



**Friends**

**Joi Ervin**

- North Carolina Wesleyan College



**Friends**

**Doug Fogg**

- Social Studies Teacher at Heritage High School



**Friends**

**Alyca Williams**

- ECSU



**Friends**

**Paula Freeman Muños**

- Writer/Editor/Blogger at SportsFanLunatic.com



**Friends**

**Pat Calm Plex**



**Friends**

**Algenia Genia Red Malone**

- Washington Irving High School



**Friends**

**Shawn Capehart**

- Elizabeth City State University



**Friends**

**Susan Malcolm**

- Hunter College



**Friends**

**Shilda Gilliam Owens**

- Correction food service officer at North Carolina Dept. of Correction



**Friends**

**Katina Speller**

- o Bertie High School



**Friends**

**Kasey Kb Burgess**

- o The Print Shop at Roanoke-Chowan Community College



**Friends**

**Cynthia W. Saunders**

- o CNA2,MED TEC,HAB,TEC at PRIVATE DUTY,BUS DRIVER



**Friends**

**James Winston ThePolitician**

- o CEO & Founder at Culture Wear Design



**Friends**

**DeVon Freeman**

- o Elizabeth City State University



- **Kashi Bazemore Nelson**
- Yesterday

(4/8/12) It's crunch time! This week, I submit my state application for Heritage Collegiate Leadership Academy of Bertie County. We have secured a planning grant, but we have to get the charter approved from the state to really proceed with next steps. Praying for focus. I can do this! I will do this! I MUST do this! Prayer warriors, please add me to your prayers. The children and families of Bertie County deserve equal access to high-quality educational opportunities.

Like ·

- Lynell Coston, Patricia Greene and 36 others like this.



**Dessiree BlessedLady Ellison** I'm standing in prayer with you Ms.Nelson ...IT'S ALREADY DONE!

Yesterday at 9:01am · Unlike · 1



**Kashi Bazemore Nelson** Thanks so much Sis. I BELIEVE!!!!

Yesterday at 9:04am · Like



**Vince Tarsitano** Got prayers? Yes!

Yesterday at 9:07am · Unlike · 1



**Kashi Bazemore Nelson** Thanks my friend. I believe in the power of collective prayer. ♥

Yesterday at 9:07am · Like



**Celeste Duckworth** You got it Lady! and Know it is already done IJN we are praying for it to come into the Physical now....He knew your plans and prepared it and it was just waiting for you to get to this point believe me HE had this from the time you were Created! AMEN! I am such a believer that this will be the start of schools across the country! Good Work Beautiful! Blessings I am so excited!

23 hours ago · Unlike · 1



**Kashi Bazemore Nelson** Thanks so much for ALL your support Celeste. Here's to the future! ♥

23 hours ago · Like · 1



**Erica Perry Green** Kashi, I will be praying for you today and until your vision comes to past!! Bertie county needs this and I thank you, in advance, for stepping out and working towards this vision. This is already done for you and the children of Bertie.

23 hours ago · Unlike · 1



**Kashi Bazemore Nelson** Thanks so much Erica. ♥

23 hours ago · Like



**DeVon Freeman** You got it my friend!

22 hours ago · Unlike · 1



**Kashi Bazemore Nelson** Thanks so much DeVon. ♥

22 hours ago · Like



**Allison Yvette Walker** We'll be praying for you.

22 hours ago · Unlike · 1



**Andrea Drumgold Henderson** I agree with you!

22 hours ago · Unlike · 1



**Sarah Clark** I'm praying for your success. Please give me a call.

21 hours ago · Unlike · 1



Submit

**Kashi Bazemore Nelson** Thanks so much Allison, Andrea, and Sarah. ♥ Sarah, your number rolled off my call log...please inbox me with your number. I will call you on Friday evening...after this application has been submitted...if you need me to call sooner, please let me know.

20 hours ago · Like



**Eric Baronsky** ~

15 hours ago · Unlike · 1



**Patricia Greene** YES YOU CAN..

8 hours ago · Unlike · 1

4/3/12



**Kashi Bazemore Nelson**  
April 3 via Mobile

I just got the greatest news ever! Heritage Collegiate Leadership Academy, my proposed charter school, is being recommended for a planning grant. This is the best birthday ever! Here's to the future!!  
Thanking God for it all!!

Like ·

- Victor Skinner, Diane Taylor and 83 others like this.

•



○

**DeVon Freeman** Congrats!

April 3 at 2:45pm · Unlike · 1

○



**Pam Pyt Taylor** yeahhhh...happy for ya

April 3 at 2:47pm · Unlike · 1

○



**Larie Writes** Awesome Kashi!

April 3 at 3:18pm · Unlike · 1

○



**Mindy Allen** Congratulations!!!

April 3 at 4:11pm · Unlike · 1



**Lisa Melton** Congrts!!!

April 3 at 4:40pm · Unlike · 1



**Curshenia White Wilson** Happy Birthday and Congratulations!

April 3 at 5:31pm · Unlike · 1



**Daryl Moore** way to Go !!!

April 3 at 5:36pm · Unlike · 1



**Leila Jerome Clay** That's Awesome.. happy Birthday

April 3 at 5:44pm · Unlike · 1



**Walter Buster Bond** youre on your way Kashi, Congrats

April 3 at 11:52pm · Unlike · 1



**Zunilda Camacho-Susu** Way to go Kashi!!! Congrats! I don't know how to top that but HAPPY BIRTHDAY!!! May you continue to be blessed

April 6 at 4:48pm · Unlike · 1



Submit

**Kashi Bazemore Nelson** Thanks Sis. ♥

April 6 at 5:59pm · Like



**Zan Williams** Thats wonderful news Ms.Nelson congrats and HAPPY BIRTHDAY may god continues to bless you always we love you

April 6 at 6:09pm · Unlike · 1



Submit

**Kashi Bazemore Nelson** Thanks so much Zan. I love you all too. ♥

April 6 at 6:39pm · Like



**Sereta Outlaw** Happy B-day! God Bless

April 6 at 8:41pm · Unlike · 1



Submit

**Kashi Bazemore Nelson** Words cannot express how grateful I am. Hundreds applied for four planning grants. The fact that we rose to the top is a testament of God's favor...I DO NOT take that for granted. Thank you all for your support. Together, we can achieve what others believe is impossible. Yes We Can! ♥

Saturday at 5:56am · Like



**Friends**

**Sonya Harrell**

# **Appendix I**

**Resumes of Potential Staff and Board Members**

**KASHI BAZEMORE NELSON**

12000 Diamond Creek Road

# 306

Raleigh, NC 27614

(919) 488-4350 (h)

(919) 906-9242 (cell)

Kbnelson08@aol.com

**EDUCATION:**

**North Carolina State University, Raleigh, North Carolina**

Master of School Administration, May 2003

G.P.A.: 3.94/4.0

Honors and Activities:

Association for Supervision and Curriculum Development, Current Member

Phi Delta Kappa International, Current Member

UNC-Chapel Hill Leadership Program for Aspiring Principals (LPAP 44), (PEP)

UNC-Chapel Hill Principal's Executive Program (PEP)

The NC Center for School Leadership Development, UNC-CH

21<sup>st</sup> Century Educator Award, Triangle Urban League (Closing the Gap), 2003

Wake County Division of Principals and Assistant Principals, Instructional

Services Committee

Wake County Assistant Principal Mentoring Program, Past Mentor

Guest Lecturer, NCSU, MSA Program, Topic: *NC School Funding: Past, Present, and Future Implications of the Leandra Case*

**The University of North Carolina at Chapel Hill School of Law**

Juris Doctor, May 1999.

**East Carolina University, Greenville, North Carolina**

B.S., Middle Grades Education, Language Arts / Social Studies, May 1995.

G.P.A.: 3.7/4.0

Honors and Activities:

Dean's Honor List

Chancellor's Honor List

Phi Kappa Phi Honor Society

Alpha Kappa Alpha Sorority, Inc.

Coordinator – ECU Law Society Mediator, Pitt County Schools

Honor Board Member, Judiciary Branch, ECU Student Government

W.S. Etheridge Cultural & Youth Center, Founder and Board Chair

**LICENSES and**

Quest Leadership Academy of Bertie County  
Full Grant Proposal submitted by Kashi Bazemore Nelson

---

**CERTIFICATES:**

Social Studies, Grades 6-8, NY State Department of Education  
Principal, Grades K-12, NC Department of Public Instruction  
Language Arts, Grades 5-9, NC Department of Public Instruction  
Social Studies, Grades 5-9, NC Department of Public Instruction  
Social Studies, Grades 6-8, NY Department of Education, In Progress  
Duke University Certificate Program in Nonprofit Management  
Facilitative Leadership  
Literacy Training: Advanced and Struggling Readers  
NC Real Estate License  
Notary Public, Wake County, North Carolina  
Mediator – Eastern Carolina Mediation Center / Legal Services  
North Carolina Community Economic Development Studies Program  
Certified National Small / Large Group Trainer, Avon Products, Inc. (New York)

**EXPERIENCE: Social Studies Teacher and Debate Team Founder / Coach**

KIPP AMP Academy Charter School  
Brooklyn, NY  
January 2008 – June 2011  
Delivered exceptional standards-based instruction in 7<sup>th</sup> and 8<sup>th</sup> Grades Social Studies that ensures academic growth for ALL students.  
Planned, developed and implemented a Debate Program (Debate Team and Debating across the Curriculum) to support critical thinking, speaking, writing skills, researching and overall literacy development for 5<sup>th</sup> through 8<sup>th</sup> grade students.  
Developed daily and unit lesson plans, a scope and sequence that was thoughtful, goal-oriented and aligned with curriculum and carefully planned for substitute teachers when unable to attend school.  
Developed positive, appropriate relationships with students, including explicit recognition of their growth (e.g., positive calls home, positive notes, etc.).  
Consistently implemented the school-wide student management policies within classrooms and everywhere on campus. Regularly assessed student mastery of key skills and concepts and use this data to differentiate instruction to meet student needs. Maintained accurate, thorough records of student achievement and behavioral performance and complete Progress Reports and Report Cards promptly and as scheduled. Communicated regularly with parents and be available for Open Houses, Parent-Teacher Conferences and other events involving parents.  
Taught Summer School, Saturday School and enrichment classes.  
Planned and chaperoned city-based and out-of-state-field trips and practical experiences to enhance student learning.  
Maintained a neat, clean classroom environment

Quest Leadership Academy of Bertie County  
Full Grant Proposal submitted by Kashi Bazemore Nelson

---

**Fellow**, Building Excellent Schools Fellowship Program  
Boston, MA

August 2007 – November 2007

Participated in high-quality and comprehensive program of training, coaching and technical assistance to support the successful development of an urban charter school's design, founding board, start up and operation.

Led the community outreach effort for Brooklyn Ascend Charter School, a proposed, K-12 college preparatory school for the Ocean Hill – Brownsville sections of Brooklyn, NY.

**Assistant Principal**, Ligon Gifted and Talented Magnet Middle School  
Raleigh, NC

September 2004 – June 2007

**Departments:** Language Arts, Special Education, Athletics / Physical Education

**Facilities Manager:** Managed two of three phases of multi-million dollar renovation project

**Other Responsibilities:** Testing, Interpretation and Dissemination of Data / Blue Diamond Assessments (computer-based, common assessments), Professional Development / Professional Learning Communities, Community Liaison, South East Raleigh Business / Community Initiatives, Advancement Via Individual Determination (AVID) College Preparatory Program, Quad A (African American Academic Achievers), Positive Behavior Support (PBS), Developed / Implemented / Evaluated the Ligon Summer School Program, Safety Coordinator, School Improvement Team, Annually updated and selected vendors for Ligon Student Agenda, Intervention Coordinator / Student Support Team  
**Serve as 7<sup>th</sup> Grade Assistant Principal** (Discipline, Instructional Leader)  
**Previously served as 6<sup>th</sup> Grade Assistant Principal**  
Implemented Focus Groups to address grade-level and school-wide issues

**Assistant Principal**, Apex Middle School  
Apex, NC

August 2003 – September 2004

Monitored the expense, budgetary, and supply processes.

Provided training and professional development opportunities for staff.

Disseminated school information to parents, students, staff and community

Analyzed Data, and provided to stakeholders to promote school improvement

**Administrative Intern**, Wake Forest – Rolesville Middle School,  
Wake Forest, NC

August 2002 – June 2003

Served as Co-Chair of the Leadership / School Improvement Team

Organized and chaired Grading Practices Committee

Quest Leadership Academy of Bertie County  
Full Grant Proposal submitted by Kashi Bazemore Nelson

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Planned and organized various staff development activities  
Assisted in the use of available data for school improvement purposes

**Language Arts Teacher**, Wake Forest – Rolesville Middle School,  
Wake Forest, NC

October 2000 – June 2003

Implemented best practices in area of literacy instruction to 7<sup>th</sup> grade Language Arts students of varying ability levels.

Managed classes using positive and proactive classroom management strategies

Collaborated with other teachers to promote curriculum integration

Implemented *Law-Related Education* strategies to support critical thinking

Developed Argumentative Writing Prompts to share with other teachers

**Crew Leader**, United States Census Bureau, Raleigh Census Office, Raleigh, NC

April 2000 - August 2000

Planned, scheduled and conducted regular meetings with the census takers

Evaluated census takers assigned to crew

Participated in weekly meetings with fellow crew leaders for quality purposes

Provided training and ongoing support for census takers and new leaders

**Litigation Assistant**, NC Justice and Community Development Center,  
Raleigh, NC

May 1997- May 2000

*Education Law Project*: conducted research, writing, lobbying, and training

Assisted attorneys representing low-income clients in civil cases

Screened Social Security Disability Applications required by Hyatt settlement

Assisted in Grassroots Empowerment and Community Development activities

**Extern**, NC Department of Justice, Criminal Appellate Section, Raleigh, NC

January 1999 – April 1999

Conducted legal research and completed State's Responses to Prisoner Petitions

Prepared legal memoranda in response to citizens' Attorney General requests

**Certified Law Student**, UNC Criminal Legal Clinic, Chapel Hill, NC

September 1998 – December 1998

Represented clients in court proceedings

Interviewed clients and conducted research and investigation as trial preparation

Facilitated plea bargains and alternative sentences for clients

**Law Clerk**, Federal Public Defender's Office, E.D.N.C., Raleigh, NC

May 1998 – December 1998

Conducted legal research and writing to assist attorneys for trials and appeals

Prepared Federal Sentencing Guidelines training materials for panel attorneys

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Served as an Associate Editor for the Fourth Circuit Opinion Digest

**Legal Intern**, United States Attorney's Office, E.D.N.C., Raleigh, NC  
September 1997 – December 1997

Conducted legal research and writing to assist attorneys for trials and appeals  
Filed and retrieved documents at the Clerk of Court's Office

**Mitigation Assistant**, NC Center for Death Penalty Litigation, Durham, NC  
September 1996 – May 1998

Assisted in the development of cases of indigent individuals on NC's death row  
Performed tasks for trial, sentencing, and post-conviction phases

**Language Arts Teacher**, Edward Best School, Louisburg, NC  
September 1995 – June 1996

Instructed seventh and eighth grade students in English  
Promoted the use of Writing Portfolios among English Department  
Demonstrated appropriate classroom management techniques

**Language Arts Teacher**, Southwestern Middle School, Windsor, NC  
April 1995 – June 1995

Assigned to teach seventh grade English classes on a long-term substitute basis  
Instructed classes independently after two months of student teaching  
Actively participated in Language Arts department

**Legal Intern**, Law Office of Jerome Ramey, Greenville, NC  
August 1993 – December 1993

Conducted legal research and filed documents within the courts

**Program Assistant**, Urban Renewal Committee of South Jamaica, Jamaica, NY  
January 1992 – December 1992

Completed narrative portion of grant application for community-based initiatives  
Hired, trained and evaluated youth in summer job training program  
Conducting Workshops for applicants in housing program

**Program Coordinator**, Raleigh Parks and Recreation, Raleigh, NC  
September 1990 – December 1991

Initiated, developed, and coordinated city-wide reading program  
Supervised and trained teachers for program, and prepared annual report

**Technical Assistant**, NC Department of Public Instruction, Raleigh, NC  
February 1988 – July 1990

Provided technical support to testing consultants in the Accountability Section

Quest Leadership Academy of Bertie County  
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Scanned student answer sheets from various Local Education Agencies  
Developed materials for workshops and training sessions

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# Ernestine Byrd

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1040 NC Highway 305, Aulander NC 27805

(T) 252 345 1074 (E) ernestinebyrd@yahoo.com

## Summary

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Versatile child advocate professional with over 25 years experience working in a student-focused learning environment helping at - risk students improve their literacy and behavioral skills. Enthusiastic teaching professional with over 5 years of creative instructing experience as Bertie County Teen Court Coordinator

## Core Qualifications

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- Managing classroom for diverse populations
- Active participation in [groups, plans, events]
- Excellent classroom management
- Strong collaborator
- Experience working special needs students
- Teaching/tutoring
- Test proctoring
- Critical thinking
- Computer proficient
- Parent/teacher conferences
- Interpersonal skills
- CPR/First-aid certified
- Behavior modification
- Positive reinforcement
- Creative learning strategies
- Clear public speaking skills
- Effective time management
- Classroom discipline
- Creative imagination stimulation
- Positive atmosphere promotion
- Student motivation

## Achievements

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### Administration

- Managed [Teen Court] that resulted in [positive outcome]. Less students in Bertie County receiving a court record, and managing to turn around bad behavior
- Material Development
  - Created [materials, curriculum] targeting [non-motivated students] to create an engaging educational experience.
  - Team Building and Leadership
  - Created collaborative classroom experience through [peer mediation]
  - *Student Progress Conferences*
  - Conducted conferences with parents, administrators, testing specialists and social workers to discuss educational plans designed to promote students' educational/social development.

## Professional Experience

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01/1984 - 12/2012

**Bertie County Schools** Windsor, North Carolina

### Retired

Worked as In-School Suspension Coordinator  
Cheerleader Coach  
Tobacco Cessation Coordinator (S.W.A.T.) Students Warning Against Tobacco  
Peer Mediation Facilitator  
Teen Court Coordinator

## Education and Training

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**Fayetteville State University**, Fayetteville, North Carolina  
Communication

Currently enrolled at Mount Olive College, pursuing a degree in CRJ

**Certifications**

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CPR Certified

**Community Involvement**

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District Deputy for the Order of the Easter Star 1995- present  
Illustrious Commandress for Daughters of Isis 2010-present

**Affiliations**

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National Education Association (NEA), 1990-2008

**PATRICIA SANDIFORD, PhD**

**542 Parkside Ave., Apt. D4, Brooklyn, NY 11226**

**Ph: 347-987-6050; Email: pthomas33@capellauniversity.edu**

**SUMMARY**

**Commitment to working with diverse populations to realize personal and organizational goals.**

- Experience and commitment to supporting k-12 learners and Educators.**
- Classroom teaching experience for Elementary, Middle and High School.**
- New York State certified Social Studies Educator.**
- Department Chair for Social Studies and Chair for Fundraising Committee.**

**EDUCATION**

**Doctor of Philosophy in Education** **October 2011**

**Specialization in Curriculum and Instruction**

**Capella University, Minneapolis, Minnesota**

**Dissertation Title: Dropout Crisis: Can Teaching Reading in the Content Areas Reduce Dropout Rate for African American Students?**

**Master of Science, Human Resource Management** **May 2003**

**Long Island University, Brooklyn, NY**

**Bachelor of Arts (Hons), History and Archeology** **October 1995**

**University of the West Indies, Jamaica**

**Diploma in Secondary Education** **June 1989**

**Shortwood Teachers' College, Jamaica**

**Certification**

**New York State Certification – Social Studies 7 – 12. Expiration 9/31/2016**

**PROFESSIONAL EXPERIENCE**

**Faculty**

**St. Mark's School, Brooklyn, NY 11346**

**Social Studies Department Chair/Teacher (2005 to 2011)**

**Plans, coordinates, and implements educational and training programs within the Social Studies Department. Researched and recommended best practices to improve student and staff output to meet the goals of the state and institution.**

**Key Achievements:**

**Improve student test scores by designing and demonstrating effective teaching and discipline and by implementing an innovative, diverse curriculum based on exposures to all areas of Science, Language Arts, Mathematics, Drama and Music into Social Studies curriculum.**

**Create systems to track and record students' continued progress to ensure parents are updated on progress and devised mechanism to ensure students are on track with lessons and state standards.**

**Selected committee members to grade ELA and Social Studies exam papers and selected Chair of the Social Studies Competition Team**

**Developed traditional and non-traditional ways of teaching and learning through successful use of Marzano's and Danielson's theories of teaching and learning to initiate students' curiosity and zeal for learning so that student's develop to their full potential through engagement in learning.**

**Faculty**

**Get Set Elementary School  
Brooklyn, NY**

**Pre-K Teacher (2004 to 2005)**

**Key Achievements:**

**Implemented syllabus which increased morale and enhanced accountability**

**Develop communication mechanisms to foster and improve parent-teacher engagement and relationship**

**Planned and co-ordinated activities for Early Childhood Week to improve school and community relations and expose parents to activities that improves learning for Pre-k students.**

**Faculty**

**Little Flower Daycare & Prep School  
Brooklyn, NY (2001 to 2004)**

**Key Achievements:**

**Created lesson plans to track educational gains as student progressed from grade to grade.**

**Created learning environment through trusting atmosphere whereby students' strengths, weaknesses and learning styles were used to enhance lessons and support learning.**

**Administered scheduled, proctored and graded exams and devised post-test assessments and tools to improve areas of weakness.**

## **RELEVANT EXPERIENCE**

### **Leadership**

**Designed and implemented educator/teacher training initiatives for student achievement.**

**Designed, implemented, reviewed, and revised student comprehensive learning program that increased student test scores by more than 80% on State ELA exams and 90% on State Social Studies exams.**

**Served as Chair for Social Studies Department for culturally, and geographically diverse student, and teacher population.**

**Planned and utilized annual departmental budget for instructional equipment and materials.**

### **Program Development**

**Designed and developed master schedule of courses in cooperation with department chairs.**

**Collaborated with principal to create and design Teacher/Leadership Training Program.**

**Crafted and developed mentoring program for at-risk students resulting in a reduction in deviant behaviors and increased and improved academic performance.**

**Design and develop public relations plan and releases for school news.**

### **Supervision**

**Supervised seven member Social Studies Department.**

**Recruited, trained, and supervised student and teachers mentors for Mentoring Program.**

### **Teaching**

**Taught social studies courses to grades six, seven and eight and Language Arts to seventh grade students.**

**Trained department team members on how to identify and be mentors for 'at-risk' students.**

**Trainer with profound work experience and ability to train culturally diverse group irrespective of their qualifications, gender or designation.**

### **Consulting**

**Assisted the principal to develop school public relations campaign.**

**Regularly participated in interviewing prospective teachers to fill various positions.**

## **PROFESSIONAL DEVELOPMENT**

**UCLA School's Management Program Sept. 2006**

**National Association of Childcare Professionals (NACCP) May 2002**

**Attended and actively participated in annual faculty development workshops in the following areas: Curriculum mapping, Faculty Relations, and Drug Abuse**

#### **COMMUNITY INVOLVEMENT**

**Congressional Youth Leadership Council mentor program**

**Teacher Recognition Little Flower Daycare 2001 Teamwork and Community Service to Ladder 174**

#### **TECHNICAL SKILLS**

**Microsoft word, Excel, PowerPoint, Outlook, SPSS and Publisher**

#### **HONORS AND AWARDS**

**Congressional Youth Leadership Council Award 2008**

**Teacher Recognition Little Flower Daycare 2001 Teamwork and Community Service to Ladder 174**

#### **INSTITUTIONAL SERVICE**

**Chair for Fundraising committee. Organized and selected members for the fundraising committee. Planned and implemented strategies to increase funding for the institution.**

**Successfully worked with faculty and parents to implement strategies to improve financial status of the organization.**

**Assisted administration to successfully develop public relations campaign resulting in an increase in the student population and improved parent relations.**

**Assisted in the development of staff employee handbook.**

**Coordinated and successfully executed activities for extracurricular activities, example, Sports Day.**

**Actively participated in graduation and award ceremony exercises.**

#### **ACADEMIC AND PROFESSIONAL RESEARCH PROJECTS**

**Dropout Crisis: Can Teaching Reading in Content Areas Reduce the Dropout Rate for African Americans Students? - On going.**

**Collaborated with administration and department heads to measure the performance of the institution and assess public relations activities. Presented paper on how to improve the**

**performance of the institution and also improve public relations. Implemented ideas from the presentation resulting in improved performance and public relations.**

**References available on request**

LaShawn Scott  
126 Eleytown Road  
Murfreesboro, North Carolina 27855  
scott\_lashawn@hotmail.com  
(252) 398-3020

Cambridge College

Chesapeake, VA

M.Ed. School Guidance Counseling  
Work

Elizabeth City State University

Elizabeth City, North Carolina

B.A. Sociology/Social

School Counselor 9/2006- Present

Bertie County Public School

- ◆ Develops and deliver school counseling curriculum in classroom setting
- ◆ Assist students in the areas of academic development, career development, and citizenship development, as well as emotional and social development
- ◆ Collaborate with faculty, staff, and parents to better understand and meet the needs of all students
- ◆ Provide individual and small group counseling as needed
- ◆ Make appropriate referrals of students and parents to outside agencies and specialists when necessary
- ◆ Make self a visible body in school by participating a variety of activities that contribute to the schools effectiveness
- ◆ Continually plan, evaluate, and revise the school counseling program
- ◆ Pursue continuous professional development and growth
- ◆ Promote an understanding and appreciation for diverse populations
- ◆ Develop, review, and revise a career and educational plan for each student
- ◆ Monitor and advise students and parents as to progress toward promotion and graduation
- ◆ Prepare students for transition to next level (middle to high school, high school to post high school).

Parent Educator 2002-2006

Choanoke Area Development Association Inc.

Responsibilities: Maintained Parents as Teachers caseload of 20-25 families  
Conduct parenting classes, parenting seminars, and Parent and Child Together (PACT) time.  
Administer developmental screenings and assessment.  
Conduct regular home visits.  
Participate and assist in Even Start adult education and early childhood education components.  
Maintain compliance records/reports for BISD, Even Start, Parents as Teachers, and Practical Parenting.  
Monitor progress of all Even Start family members on a regular basis.  
Participate fully as a team member of the Even Start/ Adult Learning Center Staff.  
Supervise volunteers.  
Perform other duties as assigned.

Job Developer/ Counselor 2001-2002

Choanoke Area Development Association Inc.

RESPONSIBILITIES: Provided career and job placement services to low income and welfare recipients through The Career Place's targeted programs. This individual will perform vocational counseling, individual job placement and career development services to program participants. Conduct career development workshops, assist with customized job search strategies and provide case management to a customer case load.

Family Service Worker 2000-2001

Choanoke Area Development Association Inc.

Responsibilities: Provided case management services to families in the Head Start program, including direct service to families by assisting them in determining family strengths, needs, and goals. Planned and facilitated monthly parenting meetings; Provided crisis intervention as needed and appropriate; Modeled appropriate advocacy skills to parents in working with community agencies, professionals and schools; Maintained confidentiality as required by law. Performed other duties as assigned

*Foster Care Social Worker 1999-2000*

*Halifax County Department of Social Services*

Provided quality direct services and support to families, individuals and youth consistent with agency licensing standards and professional ethics. Responsibilities included : Consultation and coordination with assigned County Social Worker (CSW) from Department of Children and Family Services ;

- Planning for treatment, reunification or permanent placement;
- Oversee and/or assist Foster Parents access, use and compliance to adequate medical care and support services for children placed in their home;
- Consulted with Foster Parents and children with regard to behavioral and psychosocial adaptation;
- Consult with supportive service providers, such as medical and psychiatric professionals, educational instructors, baby-sitters;
- Maintain current, timely and complete documentation for file records, i.e., contact notes detailing visits to the foster care home, quarterly reports of the child's developmental growth and experience in foster care, medical and academic progress, and visitation and reunification outcomes with the natural family; Maintained confidentiality as required by law; Performed other duties as assigned.

**Gregory Gilliam**  
**113 Rhodes Ave.**  
**Windsor, N.C. 27983**  
**(252) 325-5006**  
**newgreg310@yahoo.com**

**Professional Profile**

- CNA2 student at Martin Community Collage. A recent graduate from CNA1 course and successfully passed the State exam. Employed in the health care industry for the past 3 years as a rehabilitation technician.
- Trustworthy, ethical, and honorable, committed to superior customer service. Strong leadership skills and work well with others. Graduate at the top of my CNA1 class.

**Core professional strengths include:**

Problem Solving  
Team building  
Policies & Procedures  
Customer Service & Relations  
Professional Accomplishments  
First Aid & CPR Training  
Critical Incident Training  
Software Proficiencies  
Point, Excel, Word and Visio  
Management & Supervision  
problems,  
mediated staff disputes  
and  
safety records

**Professional Training & Skills**

Hospice Care Training  
  
Microsoft Office, Power  
  
Trouble shot and resolved  
  
Maintain and updated training

**Work History**

Present - Hab Tech Solid Foundation  
2010-Present Pastor, World Harvest  
2008-2012 Volunteer Chaplin Vidiant  
2006-2012 Pastor Full Gospel  
1995-2012 Safety/Planer Weyerhaeuser  
1995-2012 U.S Army  
1985-1995

**Education**

Nursing Assistant 2 MCC 2012  
Nursing Assistant 1 MCC 2012  
Critical Incident LA Tech 2006  
Certified Hospital Chaplin 2006

*Emmett N. Kimbrough*  
*228 Connaritsa Road*  
*Kelford, North Carolina 27847*  
*Mobile: (252) 325-3005 ~ Residence: (252) 348-2310*

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## **SUMMARY OF QUALIFICATIONS**

Retired school administrator and consultant. Experienced in elementary and secondary education, budgeting, federal program allocation, and grants. Served as trainer of trainer for central office administrators and staff throughout the state of North Carolina.

## **PROFESSIONAL EXPERIENCE**

NC Bonding Association, Bertie County, NC  
Bail Bondsman

March 2008 - Present

- Provide services to defendants for payment of bonds to court.
- Complete and process paperwork for defendants' records and submit required documentation to court officials.

Bertie County Public Schools, Windsor, NC  
Teacher

January 2009 - December 2009

- Served as instructional leader for alternative school (Grades 9-12).
- Prepared lesson plans and provided daily instruction to monitor students' progress.
- Increased test scores, student attendance improved, and achieved student proficiency for year-end assessment.

Educational, Community and Civic Groups  
Volunteer

June 2003 - December 2008

- Provided assistance at local schools in areas such as test proctoring and mentoring.
- Volunteered at area nursing homes, hospitals, etc. with elderly patients and senior groups, served as care giver and provided transportation.
- Coordinated voter registration drives and assisted with transportation.

Weldon City Schools  
Superintendent

November 2002 - May 2003

Served as chief executive officer for public school district.

- Facilitated instructional and support services for three schools (elementary, middle and high) in grades Pre-K to 12
- Managed and provided oversight of over \$5 million for resource allocation from federal, state and local funds; secured grant funding for additional resources
- Provided oversight of central office staff, principals, and directors
- Developed partnerships with higher education institutions for instructional programs and services; sponsored professional development for certified and classified staff

**Weldon City Schools, Weldon, NC**  
**Interim Superintendent**

October 2001 - November 2002

- Served as overall site administrator for schools in the district.
- Provided leadership for new middle school and other construction projects.
- Supervised central office administrators, principals, and staff for instructional leadership and support services.
- Managed fiscal operations and developed policies and procedures for system-wide implementation.
- Implemented system-wide program for teacher assistants to obtain state certification. 100% success rate by year-end.

**Weldon City Schools, Weldon, NC**  
**Assistant Superintendent**

August 1998 - October 2001

- Responsible for federal programs: Title I (Part A and Migrant Education) and Title VI (Safe and Drug Free Schools) and allocation of funding for schools. Developed budgets and monitored expenditures to ensure compliance with federal, state and local regulations.
- Served as dropout prevention coordinator: monitored school-wide attendance, discipline, and home school programs. Also supervised transportation department and provided staff development to increase certifications.
- Provided oversight of central office administrators responsible for Child Nutrition, Exceptional Children, Testing and Accountability Services, and Workforce Development.
- Secured grant funding through mini-grants for Algebra Project (science, math and technology programs).

**NC Department of Public Instruction**  
**Migrant Education Consultant**

July 1974 - August 1998

- Developed and administered project applications for 56 school districts.
- Served as fiscal manager responsible for allocating and monitoring \$12 million to low-income districts.
- Provided professional development to central office personnel, principals and staff for instructional leadership and updates regarding program activities. Achieved yearly growth in professional certifications.

**Educational Credentials**

**Candidate for Ed.D., Educational Leadership Program**  
East Carolina University, Greenville, NC (1992-1994)

**Ed.S., School Administration**  
East Carolina University, Greenville, NC (1991)

**Principal, School Administration/Supervision**  
East Carolina University, Greenville, NC (1974)

**Pre-K-3 Certification, Early Childhood Education**  
Tuskegee Institute, Tuskegee, AL (1972)

Educational Credentials (cont'd.)

Adult Literacy, Adult Education Certification  
Appalachian State University, Boone, NC (1971)

**MA, Education**

Northeastern Illinois State University, Chicago, IL (1970)

**BS, Elementary-Physical Education**

Tennessee Agricultural & Industrial State University, Nashville, TN (1965)

Professional Publications and Presentations

- 1995 "Enhancing Parents as Teachers" ~ Presented at Parents as Teachers National Conference
- 1992 Chaired Task Force that studied and published, "*The African American Male*," North Carolina Department of Public Instruction
- 1988 Designed and published, "*Migrant Education - Self Monitoring Instrument*," North Carolina Department of Public Instruction
- 1988 Published *The Identification and Recruitment Brochure of Migrant Education Students*, North Carolina Department of Public Instruction

REFERENCES Available upon request.

STATE OF NORTH CAROLINA  
STATE BOARD OF EDUCATION • DEPARTMENT OF PUBLIC INSTRUCTION



DATE ISSUED

12/20/2004

RENEWAL CYCLE

07/01/2004 TO 06/30/2009

DATE EFFECTIVE

07/01/2004

DATE EXPIRES

06/30/2009

EMMETT NATHAN KIMBRIDGH

419-48-5619

THE PERSON NAMED HERE HAS COMPLETED A PROGRAM OF PREPARATION APPROVED BY THE STATE BOARD OF EDUCATION AND IS AWARDED THIS LICENSE TO SERVE IN THE SCHOOLS OF NORTH CAROLINA IN THE AREA(S) INDICATED. THIS LICENSE HAS BEEN ISSUED IN ACCORDANCE WITH STATE BOARD OF EDUCATION REGULATIONS

PROGRAM CODE/STATUS

02 CONTINUING  
02 CONTINUING  
02 CONTINUING  
02 CONTINUING  
02 CONTINUING  
02 CONTINUING

HQ CODE

98  
98  
98  
98  
97  
97

CODE/AREA

00008 MENTOR  
00011 SUPERINTENDENT  
00012 PRINCIPAL (GRADES K-12)  
00090 PHYSICAL EDUCATION (GRADES K-12)  
00190 READING (GRADES K-12)  
00432 SOCIOLOGY (GRADES 9-12)

CLASS CODE

S  
AS  
AP  
A  
A  
M

EXP.

29  
2  
8  
29  
29  
29

Class Codes:

V Non-Degree  
A Bachelor's level  
M Master's  
S, AP, AS, Sixth-year level  
D, DP, DS Doctorate level

Highly Qualified (HQ) status indicators, pursuant to PL107-110 (NCLB Act of 2001):

99 - Not Highly Qualified  
98 - Not Applicable for Non-Core Academic Areas  
97 - Highly Qualified not determined  
89 - Highly Qualified based on undergraduate academic major  
88 - Highly Qualified based on coursework equivalent to an undergraduate major  
87 - Highly Qualified based on NC licensing test(s)

Highly Qualified (HQ) status indicators, pursuant to PL107-110 (NCLB Act of 2001):

86 - Highly Qualified based on Other State licensing test(s)  
85 - Highly Qualified based on a graduate degree  
84 - Highly Qualified based on master's level licensure or above  
83 - Highly Qualified based on NBPTS  
82 - Highly Qualified based on NC HOUSES standard  
81 - Highly Qualified based on Other State HOUSES standard

EACH LICENSE HOLDER IS RESPONSIBLE FOR KNOWING AND SATISFYING LICENSE RENEWAL REQUIREMENTS AND/OR ANY IDENTIFIED PROVISIONS OR DEFICIENCIES REQUIRED TO REISSUE HIS OR HER LICENSE

*Patricia N. Williams*  
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

STATE BOARD OF EDUCATION  
DEPARTMENT OF PUBLIC INSTRUCTION  
6365 MAIL SERVICE CENTER  
RALEIGH, NORTH CAROLINA 27699-6365

## **ASSATA KIMBROUGH BUFFALOE**

**Current Address**  
**104 Jeffrey Circle**

Roanoke Rapids, North Carolina 27870  
(252) 537-1926

**Email Address**  
**akbuffaloe@gmail.com**

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### **EMPLOYMENT**

**Assistant District Attorney**

### **HISTORY**

**January 1997 – June 1998/February 2004 – Present**

District Attorney's Office, Six-B Prosecutorial District  
Ahoskie, NC

Responsible for training new assistant district attorneys. Also responsible for prosecuting cases in juvenile, district and superior court, creating, updating and maintaining felony files for superior court.

**Professor, Paralegal Program**

**August 2004 – May 2005**

Halifax Community College  
Weldon, NC

Responsible for teaching students in the paralegal program the following classes: Legal Research and Writing I & II, Family Law,

Wills, Estates & Trusts, and Commercial Law.

**Assistant District Attorney**

**July 1998 – January 2004**

District Attorney's Office, Six-A Prosecutorial District

Halifax, NC

Responsible for training new assistant district attorneys. Also responsible for prosecuting cases in juvenile, district and superior court, creating, updating and maintaining felony files for superior court.

**Trademark Examining Attorney**

**May 1996 - December 1996**

United States Department of Commerce Patent and Trademark Office

Arlington, VA

Responsible for prosecuting and maintaining the legal sufficiency of trademark applications received in the office. Also responsible for representing the office before the Trademark Trial and Appeal Board.

**Associate Attorney**

**September 1995 - May 1996**

Law Office of Marva L. McKinnon

Statesville, NC

Responsible for handling cases in the following areas of law: family, real property, juvenile, criminal, wills/estates, personal injury, worker's compensation, and Social Security benefits.

**Research Assistant**

**May 1994 - May 1995**

Wake Forest University School of Law

Simone Rose, Assistant Professor of Law

Winston-Salem, NC

Responsible for researching issues, proofreading manuscripts, checking citations, and updating case law.

**Summer Associate Third Year Practice**

**Summer 1994**

Greeson, Grace, Hodges, Costner & Taylor, P.A.

Winston-Salem, NC

Responsible for research, conducting client interviews, drafting various pleadings and briefs, and handling criminal cases in district and superior court.

Quest Leadership Academy of Bertie County  
Full Grant Proposal submitted by Kashi Bazemore Nelson

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**EDUCATION**

Juris Doctor Degree, May 1995

*Wake Forest University School of Law, Winston-Salem, NC*

- Wake Forest University Law Scholar
- J. Wilbur Bunn Merit Scholar
- ABA Section of Urban, State and Local Government Law Award
- Teaching Assistant, Legal Research and Writing I, 1994-1995
- Clinic Program, Fall 1994
- Legal Aid Society
- District Attorney's Office, Twenty-First Prosecutorial District
- Tutor, Academic Success Program, 1993-1994
- Treasurer, Black Law Students Association, 1993-1995

**Bachelor of Arts Degree, Political Science, May 1992**

- University of North Carolina at Chapel Hill, Chapel Hill, NC
- Joseph E. Pogue Scholar
- National Merit Scholar
- Dean's List, 1991
- Resident Assistant, 1990-1992

**LICENSURE**

North Carolina State Bar, Admitted August 18, 1995

**PROFESSIONAL  
ORGANIZATIONS**

**& ACTIVITIES**

North Carolina District Attorney's Association

Six-A Judicial District Bar Association

Recording Secretary of the Board of Directors,

Quest Leadership Academy of Bertie County  
Full Grant Proposal submitted by Kashi Bazemore Nelson

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Deltas of the Roanoke Chowan Area, Inc.

Trustee, Mount Olive Baptist Church, Lewiston-Woodville, N.C.

Former Member, Board of Directors, Habitat for Humanity, Hertford  
County Affiliate

Delta Sigma Theta Sorority, Inc.

Quest Leadership Academy of Bertie County  
Full Grant Proposal submitted by Kashi Bazemore Nelson

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**DAMEON K. CLAY**

6706 Winding Arch Dr • Durham North Carolina, 27713 • (347) 907-0047

Email: [dkclay1911@gmail.com](mailto:dkclay1911@gmail.com)

**Education:**

College of St. Elizabeth

Master's of Arts in School Counseling

Morristown, NJ

Argosy University

Bachelor of Arts in Psychology

Atlanta, GA

**Experience:**

2010-Present

Salem Middle School

Apex, NC

**School Counselor**

- Utilize leadership, advocacy, and collaboration in a school setting
- Promote student success, provides preventive services, and responds to identified student need.
- Implementing a comprehensive school counseling program that addresses academic, career, and personal/social development for all students.

2008-2010

KIPP AMP Academy

Brooklyn, NY

**School Counselor**

- Provided a comprehensive school counseling program that improved student achievement and enhanced the academic, career and personal/social development of all students.
- Collaborated with parents, teachers, administrators and other school staff to promote student success.
- Provided leadership and advocacy to promote equity and access to opportunities and rigorous educational experiences for all students.

2006-2008

Newark Beth Israel Hospital

Newark, NJ

**Youth Case Manager**

- Advocated for the needs and views of the child and their family.
- Provided clinical case management services to children referred by Value Option and other services.
- Coordinated and integrated services designed to optimize care for children and families.

2006-2007

Boys & Girls Club of Union County

Union, NJ

**Counselor**

- Monitored, evaluated and modified programs, services and activities to ensure safety of members and quality in programs.
- Recognized club members for program participation and achievement. Evaluates programs and maintains records to track program attendance and participation.



Quest Leadership Academy of Bertie County  
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- Counseled juvenile sex offenders and sexually aggressive children and youth (S.A.C.Y.) in a healing environment.
- Provided therapeutic treatment to males and females in psychiatric hospital.
- Carefully monitored the emotional and physical needs of patients.

**Organizations:**

American School Counselor Association  
Kappa Alpha Psi, Fraternity Inc.  
North Carolina School Counselor Association

**Skills and Certifications**

LPCA  
Certifications include: PMAB (Progressive Management of Aggressive Behavior), Crisis Intervention,  
IEP & 504 procedures  
State test Proctoring  
Experience with at Risk Youth  
Experienced Facilitator  
Experienced Basketball Coach

## **Diane N. Taylor – Resume'**

PO Box 20245, Greenville, NC 27858

(252) 364-2690 (H), (252) 916-7557 (M), Dianentaylor@yahoo.com

### ***PERSONAL***

May 4, 1975

United States Citizen

Married, Garrett T. Taylor and two children

### ***PERSONAL ATTRIBUTES***

- Goal oriented, takes logical approach to achieving tasks and objectives
- Self-motivated and a self-starter, identifies opportunities and finds innovative approaches to make things happen
- Reliable and dependable - high personal standards and attention to detail
- Good communicator; take complex information and make it easy for everyone to understand
- Strong planning, organizing and monitoring abilities - an efficient time-manager and consistent
- Self-aware - always seeking to learn and grow
- Energetic and quick to respond to opportunities and challenges
- High integrity and honest; ethical and socially aware

### ***BUSINESS EXPERIENCE***

UPLIFT Comprehensive Services May 2006-present  
Community Education Director

- Substance Abuse Prevention Program Coordinator for 17 northeastern counties. Trained to implement four evidenced-based state approved programs.
- Supervise three full-time substance abuse prevention specialist and three part-time workers and a \$600,000 annual budget.
- Responsible for monthly billing, reimbursement, and employee time sheets and trainings.

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Full Grant Proposal submitted by Kashi Bazemore Nelson

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- Responsible for the creation and implementation of a media strategy for the organization in 23 northeastern counties. The plan includes billboards, events, press coverage and newsletters.
- Create and maintain community partnerships with schools, churches and local mental health agencies.
- Implement community programs such as Prom Promise, Community Coalitions and Students Against Destructive Decisions.
- Selected by NC Director of Prevention to create a statewide Prevention curriculum for the Governor's Academy for Prevention Professionals (GAPP).
- Homebound Instructor for school-aged children permanently dismissed from school due to illness or extreme behavior problems in Bertie County.

**Martin Community College August 2006-2007**  
**Adjunct English Instructor**

- Adjunct English Instructor for English 80. This course provides practice in the writing process and stresses effective sentence structure. Emphasis is placed on learning and applying the conventions of standard written English in developing sentences within a paragraph. Students learn and practice the writing process of prewriting, drafts and final copies.
- Adjunct English Instructor for English 115, Oral Communications. This course introduced the basic principles of oral communication in both small groups and public settings. In the class, I emphasized the components of the communication process and provided students with the necessary tools to effectively communicate orally.
- Adjunct English Instructor for English 90. This course provides practice in the writing process and stresses effective paragraphs. Emphasis is placed on learning and applying the conventions of standard written English in developing paragraphs within an essay. Students learn and practice the writing process of prewriting, drafts and final copies.

**Carolina Donor Services July 2001 – May 2006**  
**Community Relation Coordinator**

- Responsible for public and professional education classes about organ and tissue donation and transplantation. Classes included three-hour lectures to senior nursing students at two and four year colleges, hospital staff, community groups and organizations.

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- Responsible for an awareness campaign about organ and tissue donation on the campuses of Fayetteville State University, North Carolina A& T University, St. Augustine's College and North Carolina Central University from 2002-2005.
- Volunteer program responsibilities included training sessions, newsletters and events.
- Created a media action plan that outlined a proactive approach to obtaining positive media coverage and innovative ideas for developing relationships with media professionals throughout the state. Featured in newspapers and on radio and television programs.

**Oneida County, NY May 2000 – March 2001**

**Community Services Coordinator**

- Served as the liaison between County Executive and Legislative Committees: Economic Development & Tourism and Education & Youth.
- Worked with department heads to create media plans for upcoming events and the dissemination of information. Included media crisis plans for issues such as West Nile Virus.
- Responsible for all county press relations, included weekly press conferences and guests and topics for a weekly radio show.

**United States Department of Commerce September 1999 – May 2000**

**Partnership Specialist (temporary)**

- One of two local census office managers responsible for the daily operations of the office and the 1200 employees.
- Administered diversity training to all employees
- Chosen by the U.S. Department of Commerce as the NY State Census 2000 Spokesperson, which required extensive radio, newspaper and television interviews.

**The Observer-Dispatch January 1992 – September 1999**

**Reporter**

- Reporter, gathered news and information that addressed community needs and interests.
- Responsible for daily stories relevant to the lives of readers

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- Created story ideas, covered local events and focused on neighborhood issues and trends.
- Reported on educational news, school budgets and community meetings and curriculum.
- Worked throughout high school and college as a general assignment reporter and graphic arts and sports assistant.

**WTTG Fox Television September 1997 – April 1998**

**Freelance News Assistant**

- Operated Chyron machine for morning newscast. Managed TelePromTer for morning news, and helped write scripts.

**EDUCATION**

East Carolina University  
September 2002 – May 2007

MA in English, Technical & Professional Communications

Morgan State University

September 1993-May 1998

BS in Telecommunications Broadcast/Journalism

Thomas R. Proctor High School

General Studies

Honors Classes

High School Diploma May 1993

**AWARDS**

Received Community Services writing award from the NY State Newspaper Editors, 1999

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Full Grant Proposal submitted by Kashi Bazemore Nelson

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Nominated for the Best of Gannett Writing Award in August 1999

Class of 1998 senior writing award from Morgan State University

Class of 1997 Freedom Forum Chips Quinn Scholar

*Professional Memberships*

Bertie County Juvenile Crime Prevention Committee – 2007 – Present

First Vice-President of Pitt County Democratic Women, March 07', Pres. 08', Sec. 09'

Pitt County Democrats, Event Planning Committee, 09'

Pitt Association of Volunteer Administrators, President 03', Secretary 02'

Nu Psi Omega Chapter of Alpha Kappa Alpha Sorority, member since Dec. 2000

T 252-916-5791

**GARRETT TAYLOR**

F 919-882-893

PROFILE

Purpose driven professional dedicated to the healthy development and education of youth. Diverse background of training and experiences that provides the opportunity to find innovative solutions to problems affecting the lives of young people.

EXPERIENCE

CEO

Quest Leadership Academy of Bertie County  
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*Uplift Comprehensive Services, Windsor, NC 2000-present*

Primary driving force behind the establishment, organization, and expansion of a self-owned behavioral health agency specializing in child mental health. **Organizational**

**Development**

Organized the structure of the agency, designed the programs, and secured funding streams for company's activities. Established the bylaws of the organization as well as developed the policies and procedures for its activities. Led the organization into gaining national accreditation via the Council of Accreditation(COA).

**Program Development**

Grew the agency from having one specialized program serving only one county to a multi-faceted agency with ten programs serving 17 eastern North Carolina counties. **Leadership**

Effectively manage over eighty full-time, part-time, and contractual staff. Ensure there was a management plan in place to allow for the proper governance of employees as well as ensuring they are receiving proper staff development and are in compliance with state and federal guidelines.

**Collaboration**

Coordinated with local school districts to develop alternative learning programs for youth with behavioral and developmental issues.

**TECHNOLOGY CURRICULUM INTEGRATION SPECIALIST**

*Newport News Public Schools, Newport News, VA* 2000-2001

Work with staff, students, and parents to build an understanding of the community standards for the ethical and responsible use of technology. Implemented a technology professional development program for all teachers and administrators, adapting it as necessary to the school culture. Provided remedial instruction to students who were having difficulty mastering technology skills. Worked with teachers to integrate technology resources into lessons across the curriculum.

**TEACHER**

*Newport News Public Schools, Newport News, VA* 1998-2000

Helped 5th grade students develop skills and knowledge

Quest Leadership Academy of Bertie County  
Full Grant Proposal submitted by Kashi Bazemore Nelson

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consistent with the district's curriculum and goals that contributed to the students' development as mature, capable and responsible adults. Responsible for maintaining a classroom climate which nurtured and supported the learning environment.

EDUCATION

ELIZABETH CITY STATE UNIVERSITY

*Elizabeth City, NC — Elementary Education/Social Science-1997*

TROY UNIVERSITY

*Troy, Alabama — Masters of Public Administration-2010*

SKILLS

· NCI Certified Instructor in Behavioral Management  
Project Success, Certified (Substance Abuse Prevention Counselor)  
Multi-Systemic Therapy Counselor

REFERENCES

Available upon Request

3609 GOSFORD GATE,  
GREENVILLE, NC 27858

## **Kevin W. Bryant, MPA**

6160 Prosperity Church Road  
Charlotte, NC 28262  
kevin.walden.bryant@gmail.com  
Cell: (252) 529-8307

### **EDUCATION**

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**University of North Carolina at Chapel Hill, Chapel Hill, NC**  
2011

August 2009 – May

Masters of Public Administration 2011; Concentration: Public Policy

Honors: Nanette V. Mengel Scholarship (2010 Recipient), Hayman-Howard-Wright Scholarship (2009 Recipient)

**Winston-Salem State University, Winston Salem, NC**  
2008

August 2004 – May

Bachelor of Science in Business Administration, Marketing concentration (AACSB)

Cumulative GPA: 3.34

Honors: Chancellor's Academic Scholarship (2004 Recipient), Cum Laude graduate

### **PROFESSIONAL EXPERIENCE**

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**Federal Transit Administration, Washington, DC**  
2009

Summer 2009, and Winter Break

*Office Automation Clerk*

- Developed briefing books for Presidential appointee, Peter Rogoff, Administrator of the Federal Transit Administration.
- Served as the lone journalist for the Federal Transit Administration's monthly newsletter *Momentum!*, which is distributed to the more than 500 Federal Administration employees nationwide.
- Composed daily news clips, performed administrative tasks and supported the calendar management of the Administrator of the Federal Transit Administration.

**LEADERSHIP EXPERIENCE**

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**Hats Off 2 U, Incorporated, Charlotte, NC**  
Present

September 2011 –

*Project Coordinator*

- Leading a project to purchase, renovate, and sell a foreclosed home to help a low-to-moderate income family become first-time homeowners.
- Provides essential goods and services for individuals in need living in Charlotte, NC and the neighboring communities.

**Winston-Salem State University Young Alumni Council, Winston Salem, NC**  
Present

June 2011 –

*Bookstore Liaison*

- Collaborates with a group of recent graduates of Winston-Salem State University to organize events that promote the university through donations, volunteerism, and fundraising events.
- Consults with buyers and web designers to recommend updates to the product assortment and the store's webpage.

**SPECIAL SKILLS**

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- Trained in Grant Writing
- Trained in Meeting and Special Event Facilitation
- Proficient in Microsoft Excel, PowerPoint, Outlook, Access, and Publisher

**References provided upon request.**

12003 Heatherview Dr #20;  
Raleigh, NC 27614  
Ph: (919) 624-5503  
[Kishabjohnson@aol.com](mailto:Kishabjohnson@aol.com)

**Kisha B Johnson**

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OBJECTIVE

To obtain a professional position utilizing my counseling, consulting, coaching, training, management communication, leadership, computer, educational, programming, project management, and administrative skills.

SUMMARY OF  
QUALIFICATIONS

A versatile, results-oriented leader with over eight years of management experience within Fortune 500 companies. Demonstrated abilities in streamlining processes and problem solving. Excellent analytical and communication skills, written and verbal. Strong computer and Internet skills, website development. BS in Business Administration. Facilitation and coaching skills that will enhance individual and organizational performance.

WORK  
EXPERIENCE

2011 – Present                      Compass, Inc.                      Raleigh, NC  
**Coach / Consultant**

- Responsible for helping clients reach their goals in both the personal and business arenas by providing instruction, resources and products for their daily use.
- Plan and implement monthly workshops on various topics for clients and the public at-large.

2006 - 2006                      GTECH / Kelly Services                      Raleigh, NC  
**Retailer Trainer**

- Responsible for training & developing North Carolina Retailers to sell North Carolina Education Lottery tickets in their retail establishments.
- Trained Retailers on the Altura Terminal. Provided training and coaching regarding the sale of Instant Tickets and online Powerball tickets.

- Supported the Project Managers by conducting needs analysis when appropriate and offered support solutions.

2002 - 2005

Avon Products, Inc.

Raleigh, NC

**District Sales Manager**

- Responsible for growing and sustaining profitable sales in my assigned District by meeting and exceeding sales plan, increasing staff and orders, effectively managing retention through motivating and encouraging staff members to strive for excellence and reach their full potential. Continually implement Avon field strategies critical to the achievement of direct selling excellence. Responsible for recruiting, motivating and training Representatives and Field Work Support Personnel, and assisting each with achieving personal and career goals.
- Primary roles and responsibilities include managing sales and expenses, planning, recruiting, training and developing Representatives & Flexible Support, and measuring performance and reporting results. Regularly create and deliver presentations to direct reports to train, motivate, and guarantee excellent performance. Managed over 500 direct reports.

2000 - 2002

American Express One

Morrisville, NC

**On-site Coordinator**

- Responsible for timely and accurate servicing of American Express Business Travel arrangements (domestic and international) for corporate clients. Serviced the Tekelec account in an onsite environment. Provide Lowest available fares on air/rail transportation, hotels and auto rentals through effective use of computer systems, positive telephone service techniques, and excellent client relations. Negotiated travel contracts and arranged group travel events.

1997 - 2000

American Express Travel

Durham, NC

**Support Team Leader**

- Successfully managed three departments and six onsite offices. Developed up to 25 associates in a variety of job functions, including accounting, customer service and daily operational procedures. Created training manuals for all back office procedures and conducted educational classes for all associates to ensure cross functionality. Conducted internal audits that ensured adherence to strict reporting guidelines. Designed and produced monthly management meeting newsletter. Negotiated terms and rates of services directly with vendors without requiring intervention of upper management. Planned and organized company social events as head of the Social Committee. Coordinated all office procedures, including processing of monthly accounts and acquisition of office supplies and equipment, with the main office.

1995 - 1997

American Express Travel

Durham, NC

**Travel Counselor**

- Serviced multiple accounts (primarily Nortel) by making business travel arrangements for corporate travelers. Created and updated business profiles.

1993 - 1995                      Automobile Club of New York                      Jamaica, NY

**Travel Counselor**

- Booked leisure travel arrangements for club members. Prepared triptiks (map routings) for clients requiring directions to successfully take road trips. Issued International Driving Permits and passport photos. Arranged group travel and hosted several trade shows and information seminars for clients. Trained new staff members added to our team.

1992 - 1993                      National Communications                      Flushing, NY

**Receptionist / Switchboard**

- Greeted clients and vendors of all levels when visiting our office. Answered 10+ incoming lines while taking detailed messages. Handled general office duties including copying, faxing, typing, and presentation preparation. Assistant to the export manager. Customer Service for the mail order department.

EDUCATION

2011                      Compass Certified Coach                      Coach Certification  
**Compass, Inc. / International Association of Coaches**

2007 – Present                      Speaker / Leader                      Group Training  
**Toastmasters International, Nationwide, Area 81, District 31**

2007                      Emotional Intelligence Coach Certification Training  
**Joseph Liberti, EQ Learning – EQ At Work**

2007                      Essentials of Christian Coaching                      Teleclass  
**Executive Coaching Program**

2007                      Destined to Speak                      Teleclass

**Executive Coaching Program**

2005 - 2006	University of Phoenix	Virtual Campus
<b>Candidate for Master of Business Administration</b>		
1999 - 2002	NC Wesleyan College	Durham, NC
<b>BS in Business Administration</b>		
Honors Society	Magna Cum Laude	3.79 GPA
1993 - 1993	Travel Careers International	New York, NY
<b>Travel Agent Training</b>		
1987 - 1991	North Carolina State University	Raleigh, NC
<b>Candidate for BS in Psychology</b>		

REFERENCES Available upon request.

**LAURIE B. GARDNER**

2730 Prince Street, Berkeley, CA 94705, (510) 206-8438, [laurie@roadtoshine.com](mailto:laurie@roadtoshine.com),  
[www.roadtoshine.com](http://www.roadtoshine.com)

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**EDUCATION**

### **Harvard University Graduate School of Education**

- Masters degree in Education in Administration, Planning, and Social Policy with focus on public school reform, June 1994. Graduated with high honors. Selected student commencement speaker.
- Massachusetts Teaching Certification (Spanish and Social Studies), 1995.
- Massachusetts Principal Certification, 1997.

*Harvard University - Bachelors of Arts degree, magna cum laude (high honors) in Comparative World Religion and Psychology, June 1989. Harvard Scholarship and Elizabeth Agassiz Award for excellence in academic achievement. Radcliffe Research Fellowship Grant. American University in Cairo Fellowship. Dean's list all semesters.*

### **SKILLS**

For the past 15 years, I have been helping organizations and leaders to move past their blocks and achieve greater success and happiness. My specialties include:

- Governance
- Leadership
- Strategy/strategic planning
- Personnel
- Non-profit start-up and management
- Charter school start-up and management
- Facilitation/mediation

I have a unique talent for immediately getting to the core of an issue and reaching solutions in an extremely efficient, focused way.

### **EXPERIENCE**

**Coach, speaker, author. Berkeley, California, September 1997-present.**

In the United States and internationally, serve as consultant and facilitator for non-profit and for-profit businesses, education groups, and government agencies and affiliates, assisting with short- and long-term strategic planning, inter- and intra-organizational communication, and other leadership issues.

Mediate and resolve conflicts or other tensions within corporate or educational groups. Serve as life coach to leaders and other individuals seeking to improve their professional and personal lives.

*Co-Founder and Co-Director, Charter Schools Development Center, Institute for Education Reform, California State University, Sacramento, California, September 1997-June 2008.*

Founded and directed a non-profit organization providing technical assistance and resources to new and existing charter schools, charter-granting agencies, and policymakers in California and nationally. In California, annually advised over 2,000 new charter developers, 7,000 charter school clients, 250 school districts and 70 county offices of education, and state legislators and administrators. Also provided technical assistance and intensive workshops to charter schools, charter granting-agencies, and charter resource centers in several states nationally. Managed all Center operations, including personnel, budget, fundraising, annual work plans, and strategic planning. Developed and presented an extensive annual calendar of intensive technical assistance workshops on a broad range of technical topics (100-200 attendees per session, 2-6 workshops per month). Researched, wrote, and published various charter school "how to" materials, "tool kits" of sample documents, and policy papers. Advised state and local legislators on drafting and implementing key charter school legislation. Frequent speaker at major state- and national-level conferences and meetings on charter school development, implementation, and policy matters.

**Special Consult to the Emir of Qatar and the Qatari Ministry of Education, Doha, Qatar, 2003-04.**

Assisted the Emir and the Qatari Ministry of Education with the complete overhaul of their public education system. Developed and presented workshops on various education innovations and how to develop, start and lead entrepreneurial schools. Provided expert guidance and resource on various curricular and operational approaches. Interviewed and selected finalists to open new, innovative schools and assisted school developers in drafting and finalizing comprehensive school design plans.

**Harvard Graduate School of Education (HGSE), Alumni Board, Cambridge, Massachusetts, 1999-2003.**

Served as an elected member of the HGSE alumni governing board. Advised university administration and teaching staff about curricular and school culture decisions. Provided input to the Dean from the alumni perspective and connected former students with current university activities and priorities.

*Assistant Director, Egleston Community High School, Boston, Massachusetts, August 1996-August 1997*

Directed a high school for 100 underserved, "at risk" students, age 14-22, most bilingual Spanish-English. Facilitated whole-school change process. Guided teachers in developing and aligning standards, curriculum, and assessments. Facilitated governing board restructuring. Managed school's accountability and renewal process. Developed plans and budget for special education students. Managed student discipline and staff personnel issues. Assisted in interactions with district Superintendent, staff, and the Boston mayor. Co-Founded the Boston Pilot Schools Network. Founded and convened the Urban Schools Network.

**Teacher, Fenway Middle College High School, Boston, Massachusetts, September 1994-June 1996**

Headed the foreign language department. Developed and taught project-based, multi-age classes in Spanish, experiential education, and service learning. Developed and implemented alternative assessments, including portfolios, exhibitions, and graduation committees. Multi-year advisor to 10 students. Elected by peers to Faculty Cabinet. Frequent speaker at state and national conferences.

*Charter School Practice and Policy Consultant, September 1993-present*

***Provide expert technical assistance and policy consulting to charter school developers, existing charter schools, charter-granting agencies, policy makers, and charter support organizations in several states nationally. Services include school design and planning, charter drafting and development, school operations troubleshooting, conflict resolution and facilitation, governing board trainings, education program development and implementation, and legislative and policy development and review. Authored several charter school publications.***

*School Reform Consultant, Boston, Massachusetts, September 1993-August 1997*

Through the Center for Collaborative Education in Boston, served as portfolio assessment, school restructuring, and small schools consultant to several Boston public schools. Through Expeditionary

Learning Outward Bound, assisted with project-based learning and curriculum accountability initiatives in Boston elementary and middle schools. Through the Massachusetts Department of Education, served as Coalition of Essential Schools coach to a Boston Pilot high school.

**Non-Profit Consultant, Cambridge, Massachusetts, September 1993-June 1994**

Advised various non-profit organizations on all aspects of program operations, including developing mission statements, budget documents, and fundraising strategies. Program volunteer at Magic Me, an educational non-profit organization serving Boston middle school children and the elderly.

EDUCATION AFFILIATIONS AND HONORS

**Pacific Research Institute Award** for "creating a better educational future," December 2002.

**Hart Vision Award** for outstanding support to the charter school movement in California, March 2002.

**Gateway Charter High School, San Francisco**, board member, 2001-2003.

**California Network of Educational Charters (CANEC)**, board advisor, 1998-2001.

**PUBLICATIONS (partial list)**

- *"Navigating through the Standards Maze,"* September 1997
- *"Rummaging through the Assessment Tool Box,"* winter 1998
- *"The State of the State Standards and Assessments,"* January 1999
- *"One Hand Tied: Defining and Measuring Charter School Student Performance,"* October 1999
- *Charter School Governance Tool Kit*, editor, *editions 1 (1998) through 6 (2003)*
- *Charter School Accountability Tool Kit*, editor, *ed. 1 (1998) through 6 (2003)*
- *Charter-Granting Agencies' Tool Kit*, editor, *ed. 1 (1999) through 7 (2003)*
- *National Charter-Granting Agencies' Tool Kit*, editor, 1999
- *Charter School Design Tool Kit*, editor, *ed. 1 (2000) through 5 (2003)*
- *Charter Drafters' Tool Kit*, editor, *ed. 1 (2000) through 5 (2003)*
- Numerous articles for *Charter Currents*, CSDC's quarterly news publication, 1999-present
- Numerous sample documents for charter school developers, operators, and charter-granting agencies, September 1997-June 2008.

#### OTHER QUALIFICATIONS AND EXPERIENCES

- ◆ Author of a book, *The Road to Shine*, to be published shortly.
- ◆ Other languages: Spanish, French, Italian, and German.
- ◆ Photography exhibits at various galleries in Cambridge and Boston, Massachusetts, 1993-95.
- ◆ Backpacked solo around the world for 15 months, 1989-1991. Additional extended travels in Africa, Turkey, Central and South America, Europe, and the Middle East.
- ◆ Outward Bound instructor (whitewater rafting, backpacking, mountaineering, rockclimbing), 1996 and 1997.

Lisa L. Melton  
3690 Fiddler's Glenn Ct  
Winston Salem, NC 27127  
[meltonli@excite.com](mailto:meltonli@excite.com)  
Cell: (919)522-3721

-Assistant Principal-

Highly skilled and overtly student-focused educational leader possessing a strong commitment to the development of students, staff, and providing a stimulating, safe, and motivating learning environment. Dynamic visionary leader and solid team player with a proven track record in collaborating with the school community, increasing student academics, and maintaining excellence in education. Trustworthy professional with superior communication skills to develop strong and lasting relationships with all members of the school community. Also, I am an outstanding record of success maximizing the effectiveness of educational progress through skillful curriculum development for all grades. Expert knowledge in researched based assessment, testing, curriculum, and educational programs. Proven results directing and coordinating academic and auxiliary activities of elementary, middle, and high schools by effectively collaborating with team members and administrators. I am also skilled in Comprehensive knowledge of the federal and state laws and administrative mandates, and court decisions regulating special education; Comprehensive knowledge of the principles and practices of school administration; Comprehensive knowledge of the principles and theories of education of children with disabilities, including knowledge of the variety of modalities, and the breadth of special and related services required; Thorough knowledge of the organization and operations of public school systems; Ability to develop, implement, and evaluate a comprehensive special education program; Ability to manage fiscal, physical, and human resources to successfully direction of the function and programs of the special education department; Ability to direct, assess, and evaluate the work of a wide variety of professional and paraprofessional staff coordinators and subordinate specialists; Ability to communicate effectively, both orally and in writing and to present, explain, and defend programs and school policies and procedures to parents, the community, school officials and staff; and Excellent interviewing, supervision, data collection, and report-writing skills.

\*Behavioral Intervention

\*Curriculum Assistance

\*Student Discipline

\*Data Driven Instruction Models

\*Lesson Plan Review

\*Policy Review

\*Transportation Coordination

\*Performance Evaluation

\*School Reform

Professional Experience

Assistant Principal- Mineral Springs Elementary-Winston-Salem Forsyth District, Winston-Salem, NC-2010-Present

Supervises a team of professionals including para-professionals and support staff. Oversee a student body of approximately 780 students. Conduct pre- and post-conferences with teacher evaluations and observations. Provide consultation and discipline for students with attendance and behavior problems. Serves as LEA for the school

Assistant in Instructional Leadership

Assistant in Staff and Program Evaluation

Crisis Operations Designee

Safety

Manage day to day Breakfast and lunch process

Management and Assignment of Faculty Supervision Duties

Manage work order process

Planning and organizational structure and school opening

Supervision of Maintenance/Repair Process

Management of Substitute Teacher Acquisition and Performance

EC Referral/Reevaluation, IEP Development Process

Supervision of day to day safety and cleanliness, inspections, and addressing concerns of Principal

Supervision of Title I Documentation Process

Assistant in Coordination of Yearly Calendar

Class scheduling for Special Events

Assembly program and special events set up contact

Supervision of Cumulative Folder Process

Handle discipline for grades K-5

Handle transportation

Serve on several Committees

Administrator for PLC and LTM meetings for grades K and 4 and all other grades as needed

Handle/Maintain Fixed Asset Lists for the school

Assistant Principal-Governor Morehead School, Raleigh, NC-2008-2010

Assist teachers with lesson plans and units for instruction; review all assessments and ensure sufficient inclusion of technological tools. Supervise 25 teachers and 8 support staff. Conduct pre- and post-conferences with teachers to review observations and evaluations. Serve as the chief student disciplinarian. Attend conferences with students, parents, and teachers; consult with school counselors and psychologists, social workers, and nurses to assess needs and challenges of correcting student behavior on the bus and in school. Ensure optimal classroom coverage. Work with Transportation Director to assign bus routes.

- Designed and implemented a system for tracking teacher attendance and teacher mandatory submissions for student achievement monitoring
- Spearheaded the basic use of personalized Behavior Intervention Plans for students
- Conducted home/community visits to discuss student academic/behavioral progress and needs
- Serve as LEA for the school in all Individualized Education Plan meetings

Assistant Principal-Harnett Central High School, Angier, NC-2007-2008

Supervised a team of professionals including para-professionals and support staff. Oversaw a student body of approximately 1400 students. Served as Curriculum Specialist for the school. Conducted pre- and post-conferences with teacher evaluations and observations. Provided consultation and discipline for students with attendance and behavior problems.

- Established and maintained rapport with staff, students, and parents; mentor and lead new teachers and interns, ensuring appropriate resources were available to enhance student learning
- Contributed to the academic and social tone of school through the consistent demonstration of professionalism and enthusiasm of the school community; upheld a commitment to educational excellence, establishing and promoting an atmosphere of mutual respect and trust.
- Developed a solid cohesive educational team by setting high expectations and encouraging team approach; establish committees to address school issues and goals promoting creativity and career development to all staff, allowing ideas and opinions to be shared
- Oversaw volunteer program
- Oversaw Title III program
- School spokesperson for all new initiatives
- Served as LEA for all of the Individualized Education Plans

Community College Instructor-Durham Technical College, Durham, NC 2006-2008

- Taught Reading and Math to Compensatory Education Students
- Kept student profiles record
- Created and maintained objective files of work on each student

Assistant Principal Intern-East Chapel Hill High-Chapel Hill, NC-2007-2007

Supervised a team of professionals including para-professionals. Oversaw student body of approximately 1500 students. Coordinated scheduling and transportation for summer school.

- Developed a strong and cohesive educational team.
- Assisted in all discipline issues

Assistant Principal Intern-PreEminent Charter School-Raleigh, NC2005-2005

Supervised a team of professionals including para-professionals. Supervised Before and After school program. Expert knowledge of Special Education Law and active member of the Child Study team

- Teaching Mentoring and Development
- Classroom evaluations
- School security and safety
- Standardized Testing and Scores

Teaching Experiences

Chapel Hill High School-Chapel Hill, NC Special Education Teacher for grades 9-12	2006-2007
Wake Forest Rolesville Middle School-Raleigh, NC Special Education Teacher for grades 6-8	2005-2006
PreEminent Charter School-Raleigh, NC Special Education Teacher/Building Coordinator for grades K-8	2003-2005
Y.E. Smith Elementary School-Durham, NC Special Education Teacher and Test Administrator for special education placement	1999-2000
Morehead Montessori/Glenn Elementary-Durham, NC Special Education Teacher for grades K-5	1998-1999

Education & Credentials

Doctorate- Education Administration- Capella University, Minneapolis, MN-December 2011(anticipated conferment, collecting data now)  
Master of Arts in Education Administration- Capella University, Minneapolis, MN-May 2005  
Bachelor of Arts in Psychology- East Carolina University, Greenville, NC-May 1997

Learning Disabled Certification NCDPI 1998  
Principal Certification June 2005

References Available Upon Request

**Nakisha Bush Brock**  
240 Woodard Road  
Windsor, NC 27983  
(336) 926-3008-Cell  
(252) 794-2923-Home  
[MissKB2002@yahoo.com](mailto:MissKB2002@yahoo.com)

**Career Objective:**

To enhance my experience in human service: in a position that offers growth, advancement and opportunities.

**Education:**

Bachelor of Arts in Psychology: Minor Sociology, May 2003,  
Winston-Salem State University, Winston-Salem, North Carolina

**Skills/Qualifications:**

- Excellent communication, planning and organizational skills.
- Special Training Programs: First Aid, CPR, NCI (ptA), Crisis Response Training, Intensive In Home Service definition training, Documentation and Compliance Training, Person Centered Planning Process in NC Training, Person Centered Thinking, Introduction to Child and Family Teams-A Cross System Approach From the Family's Perspective, Incident Identification, Reporting and Documentation, The Three Must Haves for Success, See the Change, Be the Change: Developing North Carolina's System of Care, NC-TOPPS training, Essential Elements of Goal Writing, System of Care Overview, (INV) Community Support Services, Intervening with Individuals in Crisis: A Guide for Substance Abuse & Mental Health Professionals, Cultural Competency, Professional Ethics, Overview Of Common Disorders, Suicide and Homicide Training Overview, Corporate Compliance, Client Rights & Responsibilities, Confidentiality and HIPPA Regulations, Client Abuse, Client Neglect, Client Exploitation, Documentation, Work Ethics and Customer Service.

**Work Experience:**

**Family Health Care Services: 11/09-8/10- Qualified Professional-CST**

Winston Salem, North Carolina

- Worked with a case load of 5-10 adults with other team members to deliver face to face services and serve as a community liaison for consumers and their families with other agencies. Assisted

in developing crisis plans and treatment plans to help consumers receive services needed to transition them back in their homes and communities. Collaborated with team members to provide services and interventions documented in a person centered plan, which includes identification of strengths that will aid the individual in their recovery, as well as directly increase the acquisitions of skills needed

Nakisha Bush Brock

Page 2

to accomplish goal of the PCP, psycho education regarding- identification and self management of prescribed medication regimen, identification and self-management of symptoms, as well as the identification and self-management of triggers and cues, provided direct preventive and therapeutic interventions that will assist with skill building related to goals in PCP, training of family, caregivers and others who have a legitimate role in addressing the needs identified in the PCP. Provided coordination and oversight of initial and ongoing assessment activities, ensuring linkage to the most clinically appropriate and effective services. Facilitated the person centered planning process, which involved active involvement of the recipient and people identified as important to them, such as family, friends and other providers.

**Unique Assistance, LLC: 9/07-11/09- Qualified Professional**  
Winston Salem, NC

-Work with a case load of 5-6 children. I coordinated and oversaw the initial, ongoing assessment activities and direct care. I provided supportive counseling to address the diagnostic and clinical needs of consumer and families. I linked, arranged and monitored multiple services and referrals, I was responsible for engaging the consumer and their family in the therapeutic intervention process such as daily and community living skills, adaptation, socialization, rational and coping skills, self-management of symptoms and behaviors and anger management skills I monitor the implementation of the person center plan. Attend all required state trainings.

**United Youth Care Services, Inc.: 10/06-7/07-Community Support Case Coordinator, Qualified Professional:**

Winston-Salem, North Carolina

-Worked with a caseload of 10 children. I coordinated and provided oversight of initial and ongoing assessment activities of a caseload of clients (face-to-face and via phone) with a ratio of 1:15. I initiated development and ongoing revision of person center plans and monitor implementation of the PCP. I provided functioning of linking and referring clients. I provided direct interventions, arranged, coordinated and monitored services on behalf of the clients. I provided telephone time with

clients/guardians and other contact person who assist client in meeting their rehabilitation goals. I coordinated

person centered plan meetings and developed person center plans. I was responsible for completing service notes after each visit noting client's outcomes, interventions and effectiveness of services delivered daily. I provided services in clinical settings, client's home, childcare center and other natural environments'. I supervised paraprofessional and associate professional, I maintained positive therapeutic relations and provision of collaboration with and instruction to clients/guardian and other caregivers in assisting them in identifying, planning and maintaining a regimen related to regaining the client's functioning. I followed up with the Executive Director to ensure quality and appropriateness of client's care was being followed and initiated. I performed other related duties as required or delegated by Supervisor, including submitting 30 hours of billable case management functions weekly.

Nakisha Bush Brock

Page 3

**United Youth Care Services, Inc.: 8/06-10/06- Community Support Specialist Associate Professional:**  
Winston Salem, North Carolina

-I delivered services in homes, schools, homeless shelters and in the community. I was responsible for completing service notes after each visits with clients; noting the clients' outcomes, interventions and effectiveness of services delivered for the day. I coordinated activities within the established PCP, referral linkage, skill building, supportive counseling and provided input in treatment modifications. I provided various skill-building activities to include daily and community living skills, socializations skills, adaptation skills, symptoms management skills, wellness education, substance abuse education, behavior and anger management techniques. I maintained therapeutic relationships and provision of collaboration with and instruction to parents and other care givers in assisting then in identifying, planning and maintaining a regiment related to and regaining the client's functions. I followed up with client's case coordinator to ensure the best practices were being followed and to update concerning client's progress. I attended treatment/person center plan update by providing input in client's service needs as applicable. I was available to provide first responder crisis response to client when needed.

**Universal Behavioral Health: 9/05-10/07-Resident Counselor:**  
Winston-Salem, North Carolina

-Provided intensive, individualized treatment and direct-care counseling to High Risk young adolescent with sexually aggressive behaviors in a safe, supportive and structured environment. In the event of aggressive/out of control resident: must possess ability to intervene under such circumstances. Encouraged residents to make healthy choices about their sexual behaviors. I was responsible for

conducting group sessions during shift. Assist residents in utilizing different methods and techniques of coping with stress, anger and past sexual behaviors'. I was able to plan and engage resident in specified activities. Responsible for maintaining remedial and correction action and assisting resident in making better adjustment and in planning intelligent life goal. Complete accurate and timely documentation on clients' behavior as outing by police, reports, observation to relevant staff and make recommendation based on observations. Assist in preparation on other behavior report sand daily activities log as required according to Medicaid and company program guidelines. Responsible for attending and completing all mandatory training and updating within established time frames.

**Uplift Comprehensive Services, Inc.: 2/04-5/05-Community Based Service Professional:**

Windsor, North Carolina

-I provided one on one treatment counseling to troubled adolescence diagnosed with Behavioral and Emotional handicaps. I worked with therapist, mental health agencies and parents to develop and write services plans for clients. I contributed to effective implementation of individual service plan of clients through "line of sight" supervision, positive interaction and role modeling and accurate documentation of

Nakisha Bush Brock

Page 4

observe behaviors. I set appropriate consequences for or limiting setting based on behavior and program definitions. I possessed knowledge of therapeutic relationships and processes behavior management, crisis management of aggressive behaviors and CPR. In the event of aggressive/out of control resident: must possess ability to intervene under such circumstances. Provided a safe, clean and therapeutic environment and responded to emotional, social and physical needs of consumer.

**Uplift Comprehensive Services, Inc.: 2/04-5/05-Habilitation Technician:**

Windsor, North Carolina

-I contributed to the effective implementation of individual service plan of clients through "line of sight" supervision, positive interaction and role modeling, accurate documentation of observed behaviors and appropriate consequences or limit setting based on behavior and program definitions. Additional duties included administering medication, teaching life skills such as cooking and cleaning, working with therapist, mental health agencies and parents to develop treatment plans for youth. Recorded accurate and informative daily progress notes using correct format according to Medicaid and company program guidelines, which reflect treatment. Responsible for attending and completing all mandatory training and updates within established time frames. Performed other duties as assigned by supervisor.

**Sam's Club: 8/99-2/04-Cashier/Front-End Supervisor:**

Winston-Salem, North Carolina

-In this position, I provided excellent customer service, operated and reconciled cash register and trained new cashiers. I also performed other duties as assigned.

**Bertie County Schools: 8/95-5/98-School Bus Driver**

Windsor, North Carolina

-In this position I picked up students at their assigned stops. Monitored the actions/activities of students while on the bus. Filled out daily log/incident report and corresponded with the bus garage when the bus needed maintenance.

References provided upon request.

**Mildred G. Bazemore, MaED, EDS**  
**5601 Paul Road**  
**Raleigh , NC 27616**  
**Phone: (919) 878-6681**  
**Email: BazemoreSolution@aol.com**

**PROFESSIONAL OBJECTIVE:** To seek consultation or work opportunities on a routine/intermittent basis in the areas of Educational Assessment, Educational Measurement, Program/Policy Analysis and Evaluation, Data Collection, Analysis and Reporting, Project Design and Evaluation, Educational Research, and/or Accountability

**WORK EXPERIENCE:**

**Previous and Current Assessment and Measurement Consulting Projects**

North Carolina State University—Research Data Collection, Analyses, Reporting Project  
Consequential Validity Study (2010)

North Carolina State University—Online and Classroom Assessment Projects (2009-Current)

South Carolina Department of Education—Technical Advisory Committee (2000-Current)

US Virgin Islands Department of Education—Alternate Assessment Project (2006-08)

US Department of Education, Standards and Assessment Office Peer Reviews and Technical Assistance—Serve as a Peer Reviewer of State Assessment Programs (Current)

US Department of Education—NCLB EAG Assessor/Reviewer/Evaluator (2009)

US Department of Education—Blue Ribbon Assessment Panel (2000-Current)

US Department of Education—NAGB Technical Advisor (2010-Current)

**North Carolina Department of Public Instruction State Office 1996-2008, Raleigh NC**  
**NC Statewide Testing/Test Development Chief, Retired June 30, 2008**

- Devised and oversaw the implementation of statewide testing policies/operations
- Conceptually developed and oversaw the day-to-day test development operation for North Carolina state tests including alternate assessments

- Conceptually designed and oversaw the development of the initial and current implementation of computer-based testing and the online test of computer skills
- Provided day-to-day oversight of development of all NC State Tests
- Directed the conceptual design of a statewide classroom assessment system
- Directed the creation of the test development website and its upkeep
- Introduced the concept of Computerized Adaptive testing to North Carolina and oversaw the conceptual and actual design of a CAT system
- Directed the development and introduction of the concept of online testing for individually administered general and alternate assessments in NC
- Provided vision and oversight for the North Carolina writing assessment of other performance-based testing
- Conducted statewide professional development sessions on state testing and testing policies
  
- Introduced and conceptually designed a muddle system for assessment item writing and review training
- Introduced to state the concept of developing a comprehensive assessment system
- Oversaw the state testing budget by developing the annual plan for the state testing budget and justification for all related purchases and contracts
- Provided visionary leadership in capturing state test data, automating the testing warehousing system, and providing paper and electronic state testing reports to stakeholders and the public
- Oversaw the selection, collection, and submission of evidence of tests and accountability materials for the USED North Carolina Peer Review in all areas
- Provided evidence for the defensibility of state test-development, general testing policies, policies for testing students with special needs for all state tests in all situations
  
- Oversaw the development of RFPs, RFP evaluations, and management of all state test development, printing, shipping, and writing assessment scoring contracts
- Oversaw the allocation of resources for educational grants, studies, and research related to the state's assessment system
- Participated in the initial development of the NC ABCs Accountability Program
- Assisted in the development of specifications, purchase, and maintenance of division technology and scoring equipment in the local school districts for real-time reporting
  
- Directed and facilitated the development and adoption of the North Carolina Testing Code of

Code of Ethics

**Technical Outreach for Public Schools (TOPS), NC State University 1993 – 1996,  
Raleigh, NC**

**NC Department of Public Instruction and TOPS Project Coordinator/Manager**

- Directed the elementary component of the state testing program
- Managed contracts with NC Department of Public Instruction
- Introduced concept of online testing to state education leaders
- Provided the conceptual design and implementation strategies for the first state developed test of computer skills
- Conceptually redesigned all logistical processes for statewide testing program for effectiveness and efficiency
- Conceptually designed and developed the state testing results report
- Conceptually designed and oversaw the collection of state testing data
- Assisted NCDPI in the design of the university service project
- Supported the NCDPI testing and accountability leadership in the implementation of state-mandated testing and accountability programs

**North Carolina Department of Public Instruction—Northeast Regional Educational  
Office, 1985 – 1993, Williamston, NC**

**Regional Testing Consultant**

- Provided professional development opportunities in using making tests and using test results
- Provided professional development to teachers and supervisors on designing tests and test items
- Provided training to administrators on using technology to scan and score state tests
- Provided state-directed tests and measurement activities in the Northeast Region of North Carolina

- Conducted item writing and test review sessions
- Provided support to testing coordinators at public schools in Northeastern NC
- Trained teachers, testing coordinators, and administrators on the proper administration of state tests
- Reported local results to NC Department of Public Instruction
- Conducted standard setting sessions for state tests in all content areas
- Conducted test reviews for state tests in all content areas
- Provided coordination to teachers and administrators in the areas of testing and accountability
- Scanned and scored state tests and provided score reports to districts and schools for certain designated tests

### **Martin Community College, 1979-1985 Williamston, NC**

#### **Instructor, Counselor, Recruiter, Course Designer/Programmer, Center Director**

- Founded the Martin Community College-Bertie Campus satellite campus In Windsor, NC
- Served as director of the Martin Community College—Bertie Campus satellite campus
- Designed course offerings and programming of courses in Bertie County for Quarterly Programs including Builders, EMT, Fire, Medical, Real Estate, Notary CEU programs
- Designed the marketing strategies for the Bertie County campus and main Campus
- Recruited and hired staff and instructors for the Bertie Campus
- Taught literacy and developmental studies courses to CC students (main campus)
- Provided Personal, social, and career counseling services to the CC students (main)
- Recruited students for various program on the campus (main campus)
- Provided presentations about the community college program to the community in the service area (main campus)
- Oversaw the development of the GED/High School Diploma Program at Bertie Campus
- Stocked and maintained the off-campus bookstore for the Bertie Campus

**EDUCATION:**

W.S. Etheridge High School Windsor, NC  
NC Central University, BS, Business Education, Durham, NC  
East Carolina University, MA.Ed, Counseling Education, Greenville, NC 1984  
Martin Community College, Williamston, NC, Real Estate Broker Training, Computer Programming Coursework  
East Carolina University, Ed.S, Education Leadership/Administration, Greenville, NC 1995  
NC State University, Ph.D. Coursework, Education Research and Policy Analysis, Raleigh, NC 1996-2006, Program not completed.

**Honors, Training, and Licenses**

Wake Tech/Wachovia/Wells Fargo Center for Entrepreneurship Seminar February, 2011  
Educational Policy Fellow, Institute of Educational Leadership, 1997  
National Center for Educational Statistics Fellow, 2000  
NCLicensed Real Estate Broker, 1990-Present Active  
Facilitative Leadership Training 2007  
Effective Teaching Training 1992  
Effective Schools Training  
Curriculum Auditing Training (Fenwick English) 1992  
Trained as a Peer Reviewer by USED Staff  
Trained as a EAG Grant Reviewer by USED Staff

**References Provided under Separate Cover Upon Request**

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**SEJAL KASHI BELLAMY**  
1904 Stannard Trail  
Raleigh, NC 27612  
919-610-2530

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**OBJECTIVE**

To obtain a position that utilizes job training to promote individual opportunity and professional growth while making a positive contribution to the organization.

**EDUCATION**

North Carolina Wesleyan College  
Rocky Mt. North Carolina

Bachelor of Science: Business Administration December 1995

Bachelor of Science: Food Service and Hotel Management May 1995

Grade Point Average: 3.8 while working 15 to 20 hours a week

Internship with Choice Hotels International – Guest Services Division– Silver Spring, MD

Trilingual (Gujrati, Hindi, English, some Spanish (7 years of Spanish Education)

North Carolina State Licensed Life/Health Agent – Insurance Education

**WORK EXPERIENCE**

**Business Manager /Accountant / Bookkeeper**

**JAASEB Enterprises, LLC dba Gloria Jeans Coffee Shop 05/02/06 to present NC**

**BELLAMY FAM Enterprises, LLC dba Gloria Jeans Coffee Shop 01/15/09 to present**

- Take care of all accounting and payroll. Organize and maintain all records for taxes.
- Accounts Receivables and payables. Audit invoices to make sure charges coordinate with the correct inventory.
- Budget each month to see what purchasing, advertising, promotions can be done.
- Human resources. Recruit, hire, train and manage 18+ employees - manage insurance and benefits
- Manage vendors and purchasing details.
- Handle all customer requests, complaints.
- Handle all merchandising for store including purchasing gift items and displaying the product.
- Maintain a solid relationship with the franchisor.

**Manager / Accountant / Bookkeeper**

**Sigma Hospitality, LLC dba Marathon Royal Palm Beach, FL 07/2004 to 04/2006**

**WPB Petroleum, LLC dba Exxon West Palm Beach, FL 02/2005 to 04/2006**

**Sunrise Petroleum, LLC dba Citgo 04/2005 to 04/2006**

- Handled purchasing of all products (pricing, negotiating, establishing contracts).
- Responsible for all accounting (reconciliation of bank accounts, P & L's).

- Responsible for all environmental issues (dealt with the EPA for all standards and practices).
- Front of the house (hiring, training, payroll, running shifts, setting goals, contests).
- Merchandising (displays, promotions).
- Handled all aspects of running a convenience store and gas station

**Financial Sales Executive  
Vendor Capital Group Raleigh, NC 06/01/01 to 09/01/02 and 10/01/03 to 05/30/04**

- Represented Sales Representatives throughout the 48 states to facilitate the closure of business deals through commercial lease financing.
- Responsible for the client's approval for commercial lease credit through the analysis of financial documents.
- With approval, established the client's interest rate through the analysis of the client's credit history.
- Solicited commercial lease financing through Vendors and Franchisors in the restaurant, lodging and other commercial industries along with assisting properties going through renovations and new construction.

**Senior Portfolio Administrator / Commercial Lease Financing**

**Allegiant, Inc. / Vendor Capital Group Raleigh, NC 06/01/00 to 06/01/01 and 09/01/02 to 10/01/03**

- **Account Receivable Management:** Open Receivable Analysis, Proactive Collections, and Reconciliation of large corporate accounts in reference to million dollar lease delinquencies, Payment Negotiations for delinquencies.
- **Legal Process:** Referred accounts to attorneys in the state of delinquency. Compiled all documents necessary to file suit against the company in default as well as any guarantors. Researched financials to garnish accounts once a default judgment was entered into. Worked closely with attorneys to maximize efforts in collecting on accounts. Prepared Interrogatories to present in court at the time of default hearings. In some cases, travel was required to attend court hearings as a witness for the defaulted accounts.
- **Bankruptcy:** Reviewed Bankruptcy notices, Prepared proof of claims to secure our interest for pre and post petition arrearage. Retained attorneys to petition the courts for post petition payments and administrative fees, requested company in default to either assume or reject our leases, and / or file for relief from stay to allow us to repossess our leased equipment.
- **Management:** Worked over Junior Administrators, provided direction and assistance in collection process and took over their difficult cases that required an attorney or further negotiations.
- **Training:** Trained all new hires for the Senior Portfolio Administrator position. Compiled information and created a collection's manual for the department for use in further training.

**Telephone Banker / Customer Service Representative (permanent part time job)**

**First Citizens Bank Raleigh, NC 02/97 to 09/00**

- **Customer Service:** Handled calls in all areas of banking on a Winset System (ACD line); Provided customers with the ability to do all banking via the telephone; Transferred funds, Western Unions, Received payments, supported E-Banking (internet), Opened accounts, Reconciled Bank Registers,

Wiring of Funds.

- **Training:** Trained New Hires
- **Suggestive Selling:** Reviewed accounts / portfolios and recommended services to the customer.

### VIII. SIGNATURE PAGE

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

Print/Type Name: Kashi Bazemore Nelson

Position: Founding Director

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



Date: April 13, 2012

Sworn to and subscribed before me this

13 day of April, 2012.

Thomas J. Tripp, IV  
Notary Public Official Seal

My commission expires: November 16<sup>th</sup>, 2013.

