

CHARTER SCHOOL APPLICATION FOR **High Point Academy**

Schools opening in the fall of 2013

Due by 12 noon Friday, April 13, 2012

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

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

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

TIMELINE

APPLICATION DUE DATE/TIME

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

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

I. APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: High Point Academy

NAME OF NONPROFIT HPA/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED:
High Point Academy, Inc

HAS THE HPA 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: R. Folice Bailey

TITLE/RELATIONSHIP TO NONPROFIT: Executive Director

MAILING ADDRESS: 802-G Folly Court, Greensboro, NC 27409

PRIMARY TELEPHONE: 336.508.2102 **ALTERNATE TELEPHONE:** 336.834.2951

E-MAIL ADDRESS: hpaestablished@gmail.com

Location Proposed Charter School (LEA): Guilford County Schools

Conversion:

No:

Yes: If so, Public or Private:

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

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

Description of Targeted Population:

High Point Academy will target students who are behind academically or at risk of falling behind due to socioeconomic challenges.

Proposed Grades Served: K-5 Proposed Total Enrollment: 216

Projected School Opening Year 2013 **Month** August

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	K-3	144		X
Second Year	K-4	180		X
Third Year	K-5	216		X
Fourth Year	K-5	216		X
Fifth Year	K-5	216		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

Title

Printed Name

Date

TABLE OF CONTENTS

Timeline 2

I. Application Cover Pages..... 3-4

II. Table of Contents..... 5

III. Mission, Purpose, and Educational Focus 6-11

IV. Governance 11-36

 Private Nonprofit Corporation 11

 Tax-Exempt Status 12

 Organizational Structure 13

 Admissions Policies 36

V. Education Plan 40-76

 Instructional Program..... 40

 Special Education 53

 Student Conduct and Discipline..... 55

 Timelines 75

 Private School Conversion Info..... 76

VI. Business Plan 77-95

 Projected Staff and Qualifications 77

 Enrollment and Business Plan 83

 Projected Enrollment 2013-14 through 2017-18 85

 Budget: Revenue Projections 2013-14 through 2017-18 87

 Budget: Expenditure Projections 2013-14 through 2017-18.. 89

 Budget: Narrative for years 2 through 5 91

 Budget: Capital and Assets..... 92

 Audits: Program and Financial..... 92

 Civil Liability and Insurance 93

 Transportation Plan 93

 Facility Description..... 94

 Health and Safety Requirements 95

VII. LEA Impact Statement 97

VIII. Appendices 97

IX. Signature Page 97

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

The mission of the proposed charter school is as follows:

High Point Academy (HPA) exists to empower students to become continuous learners who are ready and capable of living productive lives and contributing to a global world. High Point Academy students are adaptive, engaged, and confident learners who value nation, community, culture, family, and individuality.

EVIDENCE FOR NEED OF THE PROPOSED SCHOOL:

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

HPA's exploration of locations will be in High Point's 11-square mile urban core. The Core City Plan, a major initiative of the High Point City Council, was undertaken to guide development, redevelopment and revitalization of High Point's core area to improve the physical, economic and social facts of the area. A central theme of the plan is to define the various distinct places that make up the core city area to bring identity to them, reinforce their purposes and ensure their long-term stability. Through its efforts to promote the growth and revitalization of High Point's urban core, the City Project has worked to organize this initiative into nine distinctive regions throughout the city. The strategic targeting of particular neighborhoods allows for common interests groups to work together to decide on the most appropriate measures for development within each of their localities.

The Executive Director met with High Point community members and clergy to share the vision and mission of High Point Academy.

Friday, December 2, 2011
 Sunday, March 18, 2012
 Thursday, March 22, 2012
 Friday, March 23, 2012
 Monday, March 26, 2012

As a result, community meetings and focus groups were conducted. The analysis follows.

HPA – Survey Analysis

In effort to garner the community's insight and support, four community meetings were held in the High Point area. Surveys were distributed to gather information and poll interest. There were 55 survey participants.

. Populations of the Participants:

- 82% parents/legal guardians
- 7% grandparents
- 11% community members

Demographics of the Participants:

- 45% African-American
- 44% Hispanic
- 7% Caucasians
- 4% Multiracial

Total Number of School-age Children Represented: 108

- 51% males
- 53% females

Children Grade Ranges:

- 25% Pre-K – 2nd
- 25% 3rd - 5th
- 22% 6th – 8th
- 18% 9th – 12th

When asked if given the opportunity to support a school's growth and development, **64%** of the participants denoted they would be willing to support a community school in one of the following areas:

- Serve on the Community Advisory committee
- Serve on the Parent –Teacher Association (PTA)
- Serve on the Parent Support Group
- Serve on the School Leadership Team
- Serve as a mentor
- Serve as a club/HPA facilitator

When asked to provide ways they would be willing to volunteer at the school, **84%** of the participants indicated they were willing to volunteer in one or more of the following capacities:

- In the classroom
- For cafeteria coverage
- In the office
- During student enrichment
- As a lunch-buddy
- Translator for Hispanic community
- Cleaning classrooms
- Helping with field trips

The survey participants were asked to respond to several questions regarding their current experiences. These are the recorded responses from the survey.

Please list the challenges your student faces at his/her current school. (Please DO NOT list the school).

- the need for more EOG practice
- more programs in the arts
- too many students in the classroom
- poor teacher-student communication
- bullying
- too much time spent on students with behavioral issues
- students are being labeled without cause
- teachers are not interested whether the students pass or fail
- the need for more assistance in mathematics
- lack of communication between teachers and parents
- conduct of peers

If you could provide feedback to improve your child's educational experience, what would it be? Please explain candidly.

Participants expressed the need for better communication between teachers. It was also noted that teachers should understand the process of positive reinforcements and communicating positive comments in the children lives. A desire for moral values being reinforced and taught at school, one-on-one interaction, hands-on experience, students not being put in a pool (just a number), and finding teachers that really care about the kids would all add value. Additionally, the participants expressed frustration over language differences and the need for more explanations because of this.

Please provide suggestions of how the school could partner with the community to support and enhance students' educational experiences.

Responses included:

- Use community leaders as mentors
- Coordinate with businesses and industries for field trips and vocational experiences
- Invite parents to share new experiences with their students
- Provide more information about the activities to parents
- Host events for parents, teachers and kids
- Educate parents in how to help their children

Please share ways the school can gain community support.

The responses to this question were few. However, the following comments were stated:

- Host health fairs
- Discuss important matters with parents on and off-campus
- Hold school meeting/functions on weekends

In addition to the surveys, the High Point Academy Executive Director conducted a focus group with local community members. The focus group consisted of parents, grandparents, and community members. The questions and a synopsis of the answers are depicted below.

When you enter a school, what do you expect to see and hear?

The participants shared that “the environment should be clean, friendly, and quiet.” They wanted to be greeted by caring and open people. Additionally, it was stated that the “school staff should be familiar with the children.”

Share your beliefs about the purpose of the school?

Overwhelmingly the participants said the purpose of the school is to “be a learning instrument and should help strengthen the minds of the students.”

Share positive experiences from your child's educational experience. What made it a positive experience?

Some positive experiences noted included a principal that was directly involved with the students in the school. The focus group members specifically stated that the principal exhibited lots of energy and demonstrated a real honor for the children. Other positive experiences shared were: the staff knowing the names of the parents and children, teachers being able to catch the attention of the students, and a classroom environment that engaged the students.

Share some challenges you've experienced from your child's educational experience. What made it challenging?

Homework was listed as an issue. Sending homework home on Wednesdays for the week was listed as a concern, specifically because the homework included the spelling word list for the Friday test. This practice did not give the

parent an ample amount of time to work on homework with the child. The participants also stated that principals and/or teachers lacked classroom management skills, lacked sensitivity to cultural differences, and often times lacked professionalism and integrity.

Based on the information you have shared; do you believe there are barriers between school and parents? What can be done by the school, parents and community to overcome these barriers?

The barriers that were noted by the participants are a need for more active parents, i.e. PTA parents, “know-it-alls” teachers that discount parents’ opinions, and lack of communication. It was also noted that barriers exist when parents are not involved.

Hence, based on the aforementioned statement, the supplemental question was asked: Define Parental Involvement. The following answers were captured:

- One-on-One communication with use of current technology: email, text messages, phone- not always face to face
- Educate the parents on what happens in the classroom in order for parents to be advocates for their children
- Keep parents informed
- Working phone numbers for the parents

Additional discussion revolved around teachers not waiting for the third incident or weeks to pass before informing the parents of any situation or concerns with their child. Participants stated that prompt attention to areas of concern would help correct the behavior before it gets out of hand. Parental involvement also involves teachers proactively communicating with the parents. It is two-way communication.

What are your expectations of the teachers and principal at your child’s school?

The consistent expectations expressed were good communication, moral excellence, and helping to build the child.

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.

High Point Academy is committed to the continuous growth and achievement of our students. The first year of operation HPA will have staggered enrollment for kindergartners. This will allow teachers adequate time to conduct screenings and preliminary assessments. During Weeks 1-2, Grade 1-3 teachers will conduct formative and summative assessments to determine grade level proficiency, Lexile ranges, student goal-setting objectives, and EVAAS baselines for growth. It is HPA’s expectation that students will show at least one year’s growth by the end of the school year. Teachers will review EVAAS data and results of other assessments during Professional Learning Communities where the following questions are continuously asked: What do we want each student to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty in learning?

Student-centered learning consists of goal-setting and student-led conferences. This allows students to be actively involved in learning. After reviewing data, students and teachers will set goals and objectives for learning. Students will keep performance portfolios to provide evidence of mastery of concepts, goals and objectives. At the end of each quarter, students present to their parents personal areas of growth and areas where they need continued support.

After baselines have been determined for all students, the school will set individualized goals for growth. Teachers will set goals for his/her classes and HPA will set goals as a learning community. Despite students’ grade level

performance upon entering HPA, the ultimate goal is for each student to show growth and be at or above grade level performance by the end of the third year.

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.

1. Improve student learning.

High Point Academy will use data-driven, individualized instruction to improve student learning. Descriptive feedback, a component of Assessments for Learning, will increase student achievement especially for perennial low achievers. With small class sizes, teachers have greater availability to use on-going assessments as a means of instructional intervention. Assessments for Learning utilize "I can" statements, which allow students to demonstrate or verbalize what he/she "can" do once an objective is mastered.

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.

HPA will expand learning experiences through authentic learning experiences outside of the classroom. Clubs, student organizations, service learning and field trips will provide opportunities for students to demonstrate mastery and extrapolate concepts. All students including those at risk of failure or those who are academically gifted, will benefit from and be motivated by these non-traditional learning environments.

3. Encourage the use of different and innovative teaching methods.

Understanding that the brains of males and females develop at different trajectories, HPA will utilize this knowledge to support of single-gender classes, using brain-based learning, to meet unique learning styles of its students.

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

Professional Learning Communities (PLCs) are a vital component for HPA. In order to fulfill our mission, PLCs are paramount to continuous growth of our students as well as the professional development of our teachers. Twice a month on Wednesdays, teachers will have the opportunity to engage in deliberate dialogue about teaching and learning. Topics for staff development include: single-gender education, brain-based learning, common core state and essential standards, Rigor/Relevance framework, Science Companion, EVAAS and NC FALCON. Faculty and staff will participate in self-selected action research, which will result in teacher-led small group and whole-group professional development. Teachers will be evaluated through the McRel Evaluation Instrument. Available funds will be allocated for Professional Development Plans (PDP).

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

High Point Academy is the only K-5 school with the intent to use single-gender classrooms. Currently, Guilford County Schools has two middle colleges located in Greensboro, one for males and one for females. No other school in Guilford County uses the single-gender approach to educate elementary students.

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.)

HPA will utilize data-driven, individualized instruction as a method for performance-based accountability. Through consistent application of Assessments For Learning principles, the use of EVAAS data, the point grading system, rubrics, performance tasks and other assessments relative to intervention and instruction, HPA will establish a culture of continuous growth to accomplish academic excellence for all grades. In addition to informal and formal assessments, HPA will adhere to the required North Carolina Accountability Standards for Grade 3-5 students.

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.

High Point Academy's (HPA) mission is to empower students to become continuous learners who are ready and capable of living productive lives and contributing to a global world. Our mission is to prepare students to become adaptive, engaged, and confident learners who value nation, community, culture, family, and individuality.

HPA is a community-based, public charter school to be located in High Point, North Carolina. As a North Carolina public school, HPA will serve students who are eligible to attend NC public schools. A specific priority of HPA is its intent to engage and enlist the support of a caring community in the educational process and experience of its students. HPA expects to be an integral part of the community.

It is our intent to provide single-gender classroom settings which will use brain-based learning, student-centered learning and data-driven individualized instruction. The framework for learning will be created via a rigorous and relevant structure for development of curricula and presentation of instruction. HPA will function as a model for community-based schools.

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: High Point Academy, Inc.

Mailing Address: 802-G Folly Court

City/State/Zip: Greensboro, NC 27409

Street Address: 802-G Folly Court, Greensboro, NC 27409

Phone: 336.508.2102

Fax: none

Name of registered agent and address: Rochelle Folice Bailey

FEDERAL TAX ID: EIN 80-0766931

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

The private nonprofit listed as the responsible HPA 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 HPA (EMO OR CMO)

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

High Point Academy will not contract services with an educational management HPA or a charter support HPA.

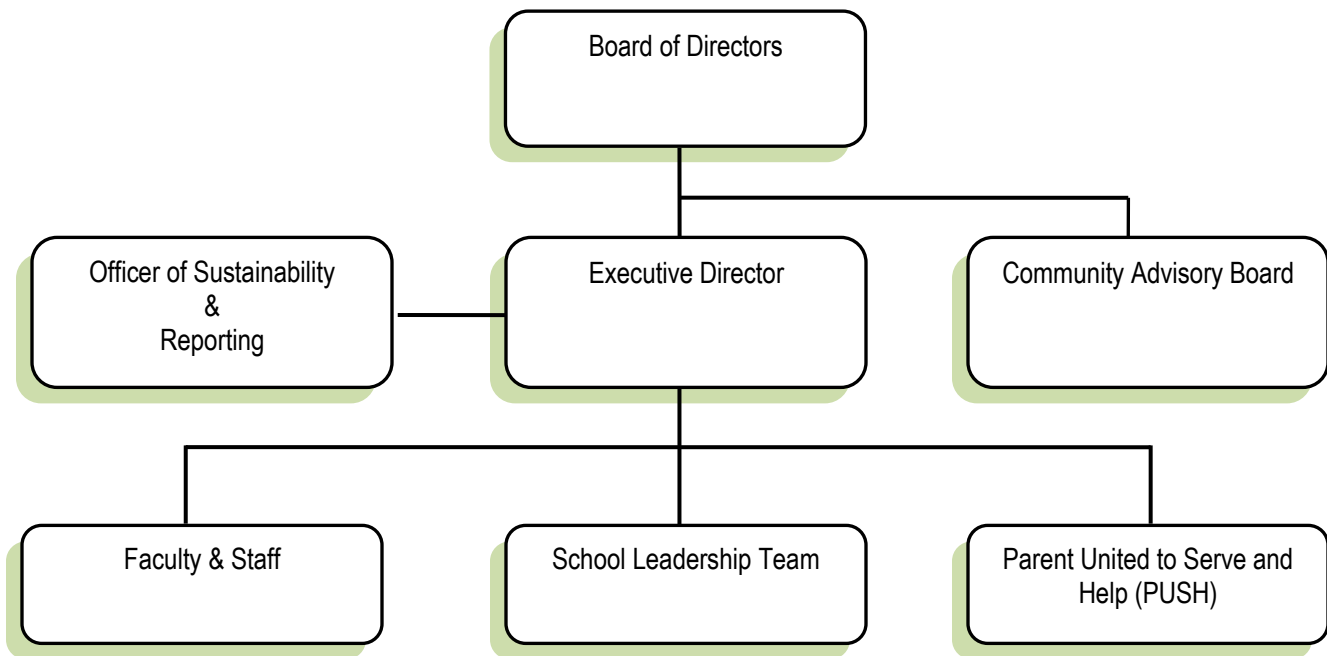
- Please include a copy of the proposed management agreement of the specified EMO and explain how the contract will be in the best educational and financial interests of the charter school.
- What other EMO/CMOs were pursued and why did the applicant select this particular one? Please include information 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. **not applicable for HPA**
- Provide and discuss performance and financial data from other schools managed by the management company to demonstrate how this HPA is a good fit for the proposed population of students **not applicable for HPA**
- 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. **not applicable for HPA**
- Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO; and if necessary, terminate the contract without significant obstacles. **not applicable for HPA**

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.



ORGANIZATIONAL PLAN

Board of Directors

The Board of Directors is the governing authority of High Point Academy and is ultimately responsible and accountable for the academic quality, academy integrity, and financial health of High Point Academy.

Executive Director

The executive director of HPA will communicate with the Board of Directors on issues related to HPA’s growth and development as an organization; oversee all employees and operations of the school; oversee and evaluate all NC Department of Instruction requirements; promote initiatives for community engagement and immersion; provide educational leadership and function as supervising educational leader for faculty. The Executive Director will ensure that reporting, audits, inspections, official deadlines, testing and other such duties are executed appropriately, effectively and timely.

Reporting and Financial Officer

The Reporting and Financial Officer will work with the executive director to ensure that all official reports, documents and records are completed accurately and submitted with respect to internal and external deadlines and guidelines. The Reporting and Financial Officer will oversee the organization's financial practices, including managing investments and assessing opportunities for growth.

Community Advisory Committee

Securing sustained interest and commitment from the community is critical to the school's success. Therefore High Point Academy expects that members of the Community Advisory Committee, referred to hereafter as the Committee, will serve as liaisons and good-will ambassadors. The Committee's work is an essential component in meeting the organization's goals of establishing and maintaining continuous relationships with those whom HPA desires to serve. The Committee consists primarily of business owners, leaders of faith-based organizations and local business leaders. It will assist HPA in determining productive ways of reaching out to students and families. The knowledge and expertise of the individuals on the committee will assist in HPA's efforts to cultivate community awareness, generate financial support, conduct surveys, coordinate focus groups, and develop a grassroots marketing campaign. Committee members will work with the Board of Directors to support HPA's mission.

Faculty and Staff

HPA faculty will have the responsibility for planning and delivering instruction, implementing teaching and learning strategies, maximizing best practices, integrating technology into relevant interdisciplinary lessons and setting examples of character and conduct. Faculty will also implement and practice preventive discipline for students as prescribed within HPA policy. HPA staff will conduct day-to-day business which promotes and causes an orderly and organized academic environment for students, faculty and visitors. The staff will work together with administrators to provide administrative, organizational and facility support for the business of school to be conducted. Faculty and staff will be work cooperatively to provide required and requested data.

School Leadership Team

The School Leadership Team exists to build leadership capacity within High Point Academy. HPA's Leadership Team will consists of representatives from each grade level, the EC department, classified staff, support staff, the curriculum specialist, and two to three parent representatives from Parents United to Serve and Help (PUSH), and the Executive Director.

PUSH

Parents United to Serve and Help (PUSH) is the parent and volunteer organization for High Point Academy. PUSH exists to provide an organized venue for parents, guardians and community members to actively engage in the daily activities of HPA. Parents will be invited to join the HPA family in order to encourage their students, grow the school and learn along with their children.

- 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.

R. Folice Bailey

802-G Folly Court, Greensboro, NC 27409
336.508.2102 ♦ rfoliceb@gmail.com

Education

Masters in School Administration, University of North Carolina at Greensboro 2005
B.A. in Elementary Education, Lenoir-Rhyne College 1997

Professional Experience

Guilford County Schools, 3rd Largest School District in North Carolina 1997 to Present

Assistant Principal, Grimsley High School 2009 to present

- ♦ Supervise Social Studies and Exceptional Children's departments, interview/hire Highly Qualified staff and collaborate with Program Administrator to maintain compliant records and adequate student services, hold meetings with inclusion staff to restructure student services, address IEP concerns, collaborate with transportation department, etc. Enhanced co-teaching model for Exceptional Children Department
- ♦ Monitor instruction and provide feedback using informal and formal assessments, EVAAS data, Professional Learning Communities and McRel Evaluation instrument

Principal, Montlieu Math & Science Academy 2007 to 2009

- ♦ Increased students' reading at grade level in 1st grade 44% by implementing grade level grouping
- ♦ Increased students' reading at grade level in 2nd grade 45% by piloting ability grouping and coordinating Reading Together Tutorial Program
- ♦ Fostered teacher-leaders and team-building by implementing interview teams, problem-solving sessions and professional learning community meetings
- ♦ Developed academy's magnet program to emphasize integration of science curriculum
- ♦ Implemented first Male Mentoring program
- ♦ Received \$14,000 in grants for inquiry-based science instruction
- ♦ Promoted parental involvement through Communities in School Events
- ♦ Implemented school-wide Guided Reading and Intervention/Enrichment period to strengthen core and remediation instruction
- ♦ Implemented Montlieu's first SKIP program to support students with incarcerated parents
- ♦ Implemented Positive Behavioral Support (PBS) to provide structure and routine for students
- ♦ Increased PBS School-wide Evaluation Tool from 75% (2008) to 96% (2009) resulting in phase II Target Team Training
- ♦ Awarded for Clean Financial Audit for 2007-2008

Assistant Principal, Western Guilford High School June 2005 – March 2007

- ♦ First Administrator for one the district's Small Learning Community School-in-a-School Initiative for Freshman Academy
- ♦ Monitored instruction and provided feedback for Freshman Academy staff which resulted in increased 2005-2006 EOC scores (Algebra I – 13%, Physical Science – 9%, Biology – 5%, English 9 – 4%)
- ♦ Supervised Exceptional Children's department, hired candidates to maintain Highly Qualified staff and collaborated with Program Administrator to maintain compliant records and accurate student services

Curriculum Facilitator, Fairview Elementary School Aug 2004 - June 2005

Classroom Teacher, Jamestown Elementary School May 1997- Aug 2004

Douglas L. Page

14 Oliver Court • Greensboro, NC 27408 • 336-801-0123 • doug.page16@gmail.com

<p>Summary of Qualifications</p>	<ul style="list-style-type: none"> ▪ Proven track record and experience in cash management, sales and operations ▪ Demonstrated exceptional ability to develop and maintain cooperative working relationships with corporate, business, civic and community leaders ▪ Excellent written and verbal communication skills & Trained Mediator
<p>Education</p>	<p>BS in Business Administration—Majors: Management and Marketing 1983 University of South Carolina (Columbia, SC)</p>
<p>Summary of Professional Experience</p>	<p>New Bridge Bank ~ High Point and Jamestown, NC 2008 – 2010 Vice President Commercial Lender/Business Banker Cash Management, Sales and Operations Lending—Commercial, construction and community redevelopment lending Business Development Management and Administration Performing credit/financial analysis Originating and approving consumer and commercial loans Loan presentations Developing comprehensive marketing strategies Developing and managing budgets and physical facility for branch operations Personnel and Human Resources Management Recruiting, interviewing, employing and training personnel</p> <p>Omni National Bank of North Carolina ~ High Point 1993 - 2010 Vice President/City Executive/Loan Officer</p> <p>Southern National Bank of North Carolina 1983 - 1993 Assistant Vice President/Branch Manager/Loan Officer—[1989-93] Greensboro, NC Branch Manager/Loan Officer—[1986-89] Fayetteville, NC</p>
<p>Leadership Development</p>	<p>Leadership North Carolina—North Carolina’s premier leadership program sponsored by Office of the Governor as well as corporate and business communities to foster state leadership 2003</p> <p>Other Voices—Greensboro Chamber of Commerce Diversity Initiative 1996</p> <p>Triad Leadership Network—North Carolina Eleven County Regional Leadership Initiative focused toward regional public policy 1995</p> <p>Greensboro Citizens’ Police Academy—Citizen training academy sponsored by Greensboro Police Department to increase/heighten awareness of the duties, responsibilities and realities facing public safety officials 1993</p> <p>Challenge Greensboro—Sponsored by Greensboro Education & Development Council to strengthen community leadership 1991</p> <p>North Carolina Institute of Political Leadership—Non-partisan leadership development program purposed to increase sensitivity to North Carolina’s issues and strategies on how to effect change through political involvement 1990</p>
<p>Military Service</p>	<p>Major, Selective Service System Unit Retired (Security Clearance) United States Army Reserve ~ Greensboro, NC 1983 - 2008 Recruit and train District Appeal and local boards for selective service duties</p>
<p>Recognitions & Civic Involvement</p>	<ul style="list-style-type: none"> ▪ Guilford Education Alliance Leaders Academy 2006 ▪ Minority Business Advocate of the Year ~ High Point Chamber of Commerce 2006 ▪ Board of Directors ~ United Way of High Point 2006, 1994-96 ▪ “40 Leaders Under Forty” Award for 1998 ~ Greensboro Jaycees 1999 ▪ Member ~ Triad Leadership Network Alumni Association 2003-Present ▪ Board of Directors ~ High Point Chamber of Commerce 1993-97 ▪ Loaned Executive ~ United Way of Greensboro 1991

Brigitte H. Blanton
Greensboro Public Library
Senior Assistant Director

Education: **University of North Carolina at Greensboro**, Greensboro North Carolina
 Master of Library of Information Studies
 December, 1993

University of North Carolina at Chapel Hill, Chapel Hill, North Carolina
 Bachelor of Science degree in Administration of Criminal Justice with a
 concentration in Political Science
 May, 1987

Experience: **GREENSBORO PUBLIC LIBRARY**, Greensboro, North Carolina
 5/88 to
 Present Senior Assistant Director, Information Operations/ Administration and
 Branch Management, 2007 to present

Assistant Director, Head of Public Services and Technology, 1999-2007

Project Manager, 1997 – 1999

Branch Manager, 1995 - 1997

Library Associate, Computer Coordinator, 1992 - 1995

Library Associate Desk Manager, 1988 – 1992

Community Involvement

Present:

Greenhill Center for North Carolina Art Board	August 2011– present
Greenhill Center for North Carolina Art Board, Co-Chair, Strategic Planning Committee	July 2010 – present
UNC-G African American Institutional History Project, Chair	April 2010 - present
UNCG School of Education Advisory Board	August 2004 - present

Previous:

Greenhill Center for North Carolina Art Board	August 2004 – 2010
Guilford County Agriculture Extension Advisory Board	2002 – 2006
Welfare Reform Liaison Project, Founding Board Member	
Orita Program of American Friends Service, Board Member	

Professional Memberships

Member, American Library Association
 Member, Public Library Association
 Member, National Forum of Black Public Administrators

Accomplishments

Graduate of Challenge Greensboro, June 1997
 Graduate of City of Greensboro Management Program, October 1998

MONICA L. BENTHAM
11 Mahogany Court
Browns Summit, NC 27214

Admitted to North Carolina Bar – March 1997
Admitted to Florida Bar – August 2002

LEGAL

University of Florida College of Law, Gainesville, EDUCATION
Juris Doctor: May 1996
Virgil Hawkins Scholarship Recipient
Center for Governmental Responsibility, Public Interest Law
Fellow

**UNDERGRADUATE
EDUCATION**

University of Florida, Gainesville, FL
B.A. Political Science: May 1993
Presidential Scholar 1989-1993
Florida Blue Key - Tapped Fall 1992

**LEGAL
CAREER**

Sole Practitioner, 2007 to Present
Law Office of Monica L. Bentham, PLLC, Greensboro, NC
General Civil Practice concentrating in residential and
commercial real estate, estate planning, estate
administration and business law.

Associate Attorney, 2004 – 2007
Bunch & Associates, PLLC, Winston-Salem, NC
Civil and transactional attorney concentrating in real estate,
wills, contracts, civil litigation and personal injury. Managing
Attorney of Greensboro office from 2005 – 2007.

Associate Attorney, 1997 – 2004
J. Rufus Farrior, P.A., Greensboro, NC
Civil and transactional attorney concentrating in residential and
commercial real estate, personal injury, uncontested family law
matters, contracts and civil litigation.

**COMMUNITY
INVOLVEMENT**

Teen Court judge- 2005 – 2007
Guilford County Teen Court, One Step Further, Inc. ,
Greensboro, North Carolina

First Time Homebuyer Educator 1999- Present
Seminar and Certification class lecturer for City of Greensboro
Housing Coalition, High Point Housing Authority, Piedmont
Family Services and Consumer Credit Counseling Service of
Greater Greensboro

Susan L. Hurley

112 Channel Cove Court
 Jamestown, North Carolina 27282
 (336) 549-1676

- Education:** Bachelor of Science in Education of the Deaf
 University of North Carolina at Greensboro, May 1990
 Magna Cum Laude
- Certification:** Hearing Impaired (Grades K-12)
 Special Education: Adapted Curriculum
- Teaching Experience:** **Exceptional Children Department Chairperson**, August 2011-Present
 Grimsley High School, Greensboro, North Carolina
- Responsible for ensuring approximately 130 students with disabilities are being served according to the Individualized Education Plan
 - Review EC records of new students and assist counselors when choosing appropriate classes
 - Serve as informational and procedural liaison between administration and Exceptional Children Inclusion teachers
 - Member of the Intervention Support Team responsible for recommending interventions for struggling students and pursues further testing if more services are deemed necessary
- Coordinator of Autism Inclusion Program**, August 2010-Present
 Grimsley High School, Greensboro, North Carolina
- Provide educational and social support services for children with high-functioning autism and Asperger's syndrome
 - Co-teach Algebra I and II in an Inclusion classroom setting
 - Supervise and direct four teacher facilitators who are responsible for assisting students within the general curriculum
- Teacher of Children with Autism**, August 2005-June 2010
 Pilot Elementary School, Greensboro, North Carolina
- Taught nine children with moderate to severe autism in grades Kindergarten, First and Second
 - Instructed reading using SRA Reading Mastery program
 - Responsible for cumulative folders and all other EC paperwork
 - Chosen as Teacher Of The Year, 2006
- Teacher of Children with Autism**, September 1998-June 2000
 Guilford Middle School, Greensboro, North Carolina
- Taught life skills to middle school students with autism functioning at twelve months to eight years of age
 - Presented lectures on autism throughout the school to promote greater public awareness
- Teacher of Exceptional Children**, August 1993-June 1994
 Denton Elementary School, Denton, Maryland
- Developed and instituted curriculum for pre-school children with autism
 - Shared lead-teacher responsibilities for multi-handicapped children
- Teacher of Severely-Profoundly Disabled Children**, August 1991-June 1993
 St. Michaels Elementary School, St. Michaels, Maryland
- Created and implemented IEP goals for multi-handicapped students
 - Managed support personnel
- Teacher of Hearing-Impaired Children**, August 1990-June 1991
 North Davidson High School, Lexington, North Carolina
- Taught Language arts and living skills to tenth grade students
 - Interpreted for tenth grade, mainstreamed students

Kimberly H. James

(336) 253-1260 ~ jamesk2@gcsnc.com

EDUCATION

- | | | |
|---|--|-------------|
| M. S. Educational Leadership | Western Governors University Salt Lake City, Utah | 2011 |
| Special Education Certification Coursework | NC A&T State University Greensboro, North Carolina | 2005 |
| B.A. Psychology | Wake Forest University Winston-Salem, North Carolina | 1993 |

WORK EXPERIENCE

- | | | |
|--------------------------------|-------------------------------------|--------------------|
| Guilford County Schools | Teacher-Exceptional Children | 2003 – 2011 |
|--------------------------------|-------------------------------------|--------------------|
- Provide special education services to students identified as disabled in accordance with state and federal regulations
 - Develop an Individualized Education Program in classroom settings that are compatible with the student's age and developmental level
 - Use diagnostic information to provide direct educational instruction
 - Collaborate with other teachers and school support professionals to develop lesson plans, adapt materials and design activities to assist students in developing appropriate academic, behavioral, and social skills to meet Individual Education Program goals
 - Maintain student records in accordance with North Carolina's Procedures Governing Programs and Services for Children with Disabilities

- | | | |
|-------------------------|--|--------------------|
| NEXUS Technology | Training/Operations Coordinator | 2001 – 2003 |
|-------------------------|--|--------------------|
- Leader in faith-based non-profit that helped low-resource children and families gain access and use technology as a teaching and learning tool
 - Identified developmentally appropriate educational software with proven effectiveness based on research in classrooms serving low-resource children
 - Recruited, trained, and provided support to teachers and providers in Head Start child development centers as well as home-based child care centers throughout Guilford County, on technology as an effective learning tool

- | | | |
|--|--|--------------------|
| Partnership Property Management | Supportive Services Coordinator | 1998 – 2000 |
|--|--|--------------------|
- Developed Supportive Services Plans for apartment communities throughout North Carolina and South Carolina that were subsidized as part of the Rural Development or HUD programs
 - Assessed needs, strengths and resources of each site to individualize proposed service plans
 - Collaborated with NC Housing Finance Agency and residents to promote homeownership

- | | | |
|---------------------|-----------------------------|--------------------|
| Uplift, Inc. | Lead Family Advocate | 1993 - 1998 |
|---------------------|-----------------------------|--------------------|
- Supervised team of Family Advocates in providing high-quality, high-intensity case management services for 120 families enrolled in research-based Comprehensive Child Development Program [Comprehensive Child Development Act (PL 100-297)]
 - Trained all new Family Advocates in effective goal setting using a strengths-based model to promote social and economic self-sufficiency for enrolled families
 - Implemented intervention methods that included regular home visits, center-based child and family activities and brokering of services for identified families
 - Identified and implemented Employment Works curriculum with unemployed and underemployed adults
 - Co-authored Uplift's CCDP 1992-1998 Preliminary Data report
 - Co-facilitated Male Involvement Group

AWARDS AND SPECIAL ACKNOWLEDGEMENTS

- 2011 Milken Foundation National Educator Award recipient
- 2010 Guilford County Schools Elementary Teacher of the Year
- Superintendent's Teacher Advisory Council Guilford County Schools 2009-present
- Cooperating Teacher High Point University 2007-2008, 2008-2009, 2010-2011
- Exceptional Children School Contact Triangle Lake Montessori Elementary 2003-present
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Trainer of Teachers 2008-present

- 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*)

TABLE OF CONTENTS TO BYLAWS

OF

HIGH POINT ACADEMY, GUILFORD COUNTY

A North Carolina Nonprofit Corporation

	<u>PAGE</u>
ARTICLE I - OFFICES	
Section 1: Name	3
Section 2. Principle Office	3
Section 3. Other Offices	3
ARTICLE II – MEMBERS	3
ARTICLE III – PURPOSE	3
ARTICLE IV- BOARD OF DIRECTORS	
Section 1. General Powers	3
Section 2. Number	3
Section 3. Term	4
Section 4. Qualifications	4
Section 5. Election of Directors	4
Section 6. Removal	4
Section 7. Resignation	4
Section 8. Vacancies	4
Section 9. Advisory Board	4
ARTICLE V - MEETINGS OF DIRECTORS	
Section 1. Annual Meetings	4
Section 2. Regular Meeting	5
Section 3. Special Meetings	5
Section 4. Place of Meetings	5
Section 5. Open Meetings	5
Section 6. Notice of Meetings	5
Section 7. Quorum	5
Section 8. Manner of Acting	5
Section 9. Action Without Meeting	5
ARTICLE VI– CONFLICT OF INTEREST	6
ARTICLE VII - COMMITTEES	
Section 1. Executive Committee	6
Section 3. Standing or Other Committees	6
Section 4. Committee Authority	7

ARTICLE VIII - OFFICERS	
Section 1. Titles	7
Section 2. Election and Term	7
Section 3. Removal	7
Section 4. Resignation	7
Section 5. Vacancies	7
Section 6. Chair of the Board of Directors	7
Section 7. Executive Director	7
Section 8. Vice Chair	8
Section 9. Treasurer	8
Section 10. Secretary	8
ARTICLE IX - INDEMNIFICATION OF DIRECTORS AND OFFICERS	
Section 1. General Policy	8
Section 2. Use of Corporate Funds	8
ARTICLE X - INSURANCE	
Section 1. Insurance	8
ARTICLE XI - GENERAL PROVISIONS	
Section 1. Seal	9
Section 2. Waiver of Notice	9
Section 3. Checks	9
Section 4. Surety	9
Section 5. Loans	9
Section 6. Fiscal Year	9
Section 7. Amendments	9

BYLAWS

OF

HIGH POINT ACADEMY, GUILFORD COUNTY A North Carolina Nonprofit Corporation

ARTICLE I – OFFICES

Section 1. Name. The corporation's name shall be High Point Academy, Inc.

Section 2. Principal Office. The principal office of High Point Academy shall be located at 802-G Folly Court, Greensboro, NC 27409. The Board of Directors may have other offices either within or without the state of North Carolina and/or may change the principal office from time to time.

Section 3. Registered Offices. High Point Academy shall have and continuously maintain in the state of North Carolina a registered office and a registered agent, whose office is located at 802-G Folly Court. The registered office may be but need not be identical with the principal office, and the Board of Directors may change the address of the registered office from time to time.

ARTICLE II – MEMBERS

Section 1. The corporation will have no members.

ARTICLE III – PURPOSE

Section 1. This organization is organized for the purpose of operating a charter school under the Charter School Act of 1996, as codified in North Carolina General Statutes 115c-238.29A as now enacted or hereafter amended.

ARTICLE IV – BOARD OF DIRECTORS

Section 1. General Powers. The affairs of the High Point Academy shall be managed by the Board of Directors and such committees as it may establish, ratify, and/or approve in its sole discretion in accordance with the provisions of applicable law, the Articles of Incorporation and these bylaws.

Section 2. Number. The number of Directors of the High Point Academy shall be five to nine in addition, the Executive Director shall serve on the Board of Directors. The Directors at any annual meeting may by resolution change the size of the Board of Directors, and change the number of directors to be elected at such annual meeting accordingly, but in the absence of such resolution, the number of Directors elected at the meeting shall constitute the number of Directors of the High Point Academy until the next annual meeting of Directors.

Section 3. Term. The terms of directors shall be staggered. Initial Board members shall serve staggered terms of one, two and three years. Thereafter, Board members shall serve three-year terms with approximately one-third of the Directors elected at each annual meeting. No board member shall serve more than six consecutive years. Each director shall hold office until the annual meeting when his/her term expires and until his/her successor has been elected and qualified.

Section 4. Qualifications. Directors shall be members of the community in good standing with an interest in the education and welfare of children.

Section 5. Election of Directors. All Directors shall be elected at an election held each year at the annual meeting. The positions of Directors whose terms have expired or vacancies shall be opened to be filled by the slate of candidates presented by the nominating committee. Each Director then in office, including Directors whose terms are ending as of the date of such annual meeting, shall cast one vote for each candidate presented, and may vote for as many candidates as the number of available positions or vacancies on the Board. The candidates receiving the highest number of votes up to the number of Directors to be elected shall become Directors.

Section 6. Removal. A Director may be removed, with or without cause, at a meeting of the Board by a majority vote of the remaining Board members. A Director being considered for removal shall receive at least two weeks notice (14 calendar days) of such proposed action and shall have the opportunity to address the Board regarding such action prior to any vote on such removal.

Section 7. Resignation. A Director may resign at any time by communicating in writing such resignation to the Board of Directors, its presiding officer or to the corporation. The written resignation is effective when delivered to the Chair of the Board or the Secretary unless the notice specifies a later effective date or subsequent event upon which it will become effective.

Section 8. Vacancies. In the event any Director shall resign, die, or be removed, his or her position may be filled by a majority vote of the remaining Directors to elect a person to fill the vacancy until the next annual meeting; at which time such Director so elected may be nominated for election as specified in the bylaws.

Section 9. Advisory Board. The Board of Directors may form an Advisory Board to gain the benefit of the advice, counsel, and support of a broad cross-section of the community. The number, term, and qualifications of Advisory Board members shall be as determined by the Board of Directors from time to time. The Advisory Board shall have no authority to control the affairs of High Point Academy. The Chair of the Board of Directors shall preside over all meetings of the Advisory Board, and the Executive Director shall attend all such meetings.

ARTICLE V – MEETINGS OF DIRECTORS

Section 1. Annual Meeting. An annual meeting of the Board of Directors for the election of Directors and Officers and such other business as may come before the meeting shall be held in June of each year. Written notice shall be given not less than two days of the time, place, and purposes of the meeting. The meeting shall be held at the principal location of the Corporation or such other place as shall be specified in the meeting notice. The notice shall comply with the NC Open Meeting Law (N.C. G. S.-143, Article 33C).

Section 2. Regular Meeting. In addition to the Annual Meeting, Regular meetings of the Board of Directors shall be held monthly, except in the month of the Annual Meeting, and at such other times as the Board may, from time to time, determine. Timely public notice of all such regular meetings shall be provided as specified in the NC Open Meeting Law (N.C.G.S. 143, Article 33C).

Section 3. Special Meetings. Special meetings of the Board of Directors for any purpose or purposes may be called at any time by the Chair or a majority of the full Board. Such meetings shall be held upon not less than two business days notice given personally or by telephone, telephone facsimile, or electronic mail or upon not less than four business days notice given by depositing notice in the United States mails, postage prepaid. Such notice shall specify the time and place of the meeting and in all respects comply with the notice requirements contained in NC Open Meeting Law (N.C.G.S. 143).

Section 4. Open Meetings. All meetings of the Board of Directors shall be held in accordance with the codified North Carolina Open Meeting Law (N.C.G.S. 143).

Section 5. Place of Meetings. Meetings of the Board of Directors may be held at the principal office of High Point Academy or at such other place, either within or without the State of North Carolina, as shall either (i) be designated in the notice of the meeting or (ii) be agreed upon at or before the meeting by a majority of the Directors then in office.

Section 6. Notice of Meetings. The Secretary or other person or persons calling a meeting for which notice is required shall give notice by mail and/or e-mail at least forty-eight hours before the meeting. Unless otherwise indicated in the notice, any and all business may be transacted at a meeting of the Board of Directors. Attendance by a Director at a meeting shall constitute a waiver of notice, except where a Director attends for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called.

Section 7. Quorum. A majority of the Directors in office immediately before a meeting begins shall constitute a quorum for the transaction of business at a meeting of the Board of Directors.

Section 8. Manner of Acting. Except as otherwise provided by law or in the 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.

Section 9. Action Without Meeting. Action taken by a majority of the Directors or members of a committee without a meeting is nevertheless Board or committee action if written

consent to the action in question is signed by all of the Directors or all of the members of the committee, as the case may be, and filed with the minutes of the proceedings of the Board or committee, whether done before or after the action is taken.

ARTICLE VI – CONFLICT OF INTEREST

Section 1. A Board Director shall be considered to have a conflict of interest if (a) such Board member has existing or potential financial or other interests which impair or might reasonably appear to impair such member's independent, unbiased judgment in the discharge of his/her responsibilities to the corporation or (b) such Board member is aware that a member of his/her family, (for which purposes of this paragraph shall be a spouse or child) or any organization in which a Board member (or member or his/her family) is an officer, Board member, partner, or controlling stockholder, has such existing potential or other interest. All Board members shall disclose any possible conflict of interest at the earliest practicable time.

Section 2. Any Board Director who has financial, personal or official interest in, or conflict (including an appearance of a conflict) with any matter pending before the Board, of such nature that it prevents or may prevent such Board Director from acting on the matter in an impartial manner, such Board director shall vacate his or her seat and refrain from discussion and voting on said item. The minutes of such meeting shall reflect that disclosure of conflict was made and the remaining Board of Directors shall resolve the question by majority vote.

ARTICLE VII – COMMITTEES

Section 1. Executive Committee. The Chair of the Board, the Executive Director, and up to three additional Directors shall constitute the Executive Committee. The Board of Directors, by resolution adopted by a majority of the number of Directors then in office, shall appoint the members of the Executive Committee other than the Chair of the Board and the Executive Director. The Secretary and the Treasurer may be among the Directors appointed as members of the Executive Committee; if not so appointed, they shall attend all meetings of the Executive Committee, but shall not vote. Vacancies in the membership of the Executive Committee shall be filled by a majority of the whole Board of Directors at a regular meeting or at a special meeting called for that purpose. The Executive Committee shall keep minutes of its proceedings and shall report to the Board of Directors on action taken. Minutes of meetings of the Executive Committee shall be prepared and kept with the records of High Point Academy. Actions of the Executive Committee may be taken by verbal or written vote. The affirmative vote of a majority of all the members of the Executive Committee shall be the act of the Executive Committee.

The Executive Committee shall have the authority to make all decisions regarding the hiring, evaluation, compensation, benefits, and termination of the Executive Director. The Executive Committee shall oversee employment policies and procedures for High Point Academy.

Section 2. Standing or Other Committees. Standing or other committees having two or more members may be designated by a resolution adopted by a majority of the number of Directors then in office. Vacancies in the membership of such committees shall be filled by appointment made by a resolution adopted by a majority of the number of Directors then in office.

Section 3 Committee Authority. No committees of the Board (including the Executive Committee) shall be authorized to take the following actions:

- (a) Authorize distributions to or for the benefit of the Directors or officers;
- (b) Approve dissolution, merger or the sale, pledge, or transfer of all or substantially all of the corporation's assets;
- (c) Elect, appoint or remove Directors, or fill vacancies on the Board of Directors or on any of its committees, or
- (d) Adopt, amend, or repeal the Articles of Incorporation or bylaws.

ARTICLE VIII – OFFICERS

Section 1. Titles. The officers of High Point Academy shall be a Chair of the Board of Directors, an Executive Director, a Vice Chair, a Secretary and a Treasurer. Any two or more offices may be held by the same individual, but no officer may act in more than one capacity where action of two or more officers is required.

Section 2. Election and Term. The officers of High Point Academy shall be elected by the Board of Directors at the annual meeting, except the Executive Director, who shall be employed by High Point Academy as set forth below. Each officer shall hold office until the next annual meeting and thereafter until a successor is elected and qualified.

Section 3. Removal. Any officer elected or appointed by the Board of Directors may be removed at any time by the Board with or without cause.

Section 4. Resignation. An officer may resign at any time by communicating in writing such resignation to High Point Academy. A resignation is effective when it is communicated unless it specifies in writing a later effective date.

Section 5. Vacancies. Vacancies among the officers may be filled by the Board of Directors until the next annual meeting; at which time such officers may be elected in accordance with Section 2 of Article VIII.

Section 6. Chair of the Board of Directors. The Chair of the Board of Directors shall preside at meetings of the Board of Directors, and shall preside over meetings of the Executive Committee. The Chair shall have such other authority and perform such other duties as the Board of Directors shall designate.

Section 7. Executive Director. The Executive Director shall be the chief executive officer of High Point Academy and, subject to the control of the Board of Directors, shall supervise and control the management of High Point Academy in accordance with these bylaws. The Executive Director shall sign, with any other proper officer, instruments which may be lawfully executed on behalf of High Point Academy, except where required or permitted by law to be otherwise signed and executed, and except where the signing and execution shall be delegated by the Board of Directors to some other officer. The Executive Director shall be an employee of High Point Academy and a non-voting member of the Board of Directors. The terms and conditions of the Executive Director's employment shall be governed by the Executive Committee.

Section 8. Vice Chair. The Vice Chair shall exercise the powers of the Chair during that officer's absence or inability to act. Any action taken by a Vice Chair in the performance of the duties of the Chair shall be presumptive evidence of the absence or inability to act of the Chair at the time the action was taken. The Vice Chair shall have such other powers and perform such other duties as may be assigned by the Board of Directors.

Section 9. Treasurer. The Treasurer shall maintain accurate accounting records of the budget and finances of the corporation. The Treasurer shall render, at stated periods as the Board shall determine, a written financial report and make such report available for inspection by the Board. The Treasurer shall prepare and furnish an annual financial report at the annual meeting of the corporation and, thereafter, provide a copy of such report to any Board Director requesting same.

Section 10. Secretary. The Secretary shall keep accurate records of the acts and proceedings of all meetings of the Board of Directors and shall give all notices required by law and these bylaws. The Secretary shall have general charge of the corporate books and records and of the corporate seal and shall affix the corporate seal to any lawfully executed instrument requiring it. The Secretary shall sign such instruments as may require the signature of the Secretary and in general shall perform all the duties incident to the office of Secretary and such other duties as may be assigned from time to time by the Chair or by the Board of Directors.

ARTICLE IX – INDEMNIFICATION OF DIRECTORS AND OFFICERS

Section 1. General Policy. Every person who is or shall have been a Director or officer of High Point Academy and his or her personal representatives may be indemnified by High Point Academy against all costs and expenses reasonably incurred by or imposed upon him or her in connection with or resulting from his or her being or having been a Director or officer of High Point Academy or of any subsidiary or affiliate thereof, except in relation to such matters as to which he or she shall finally be adjudicated in such action, suit, or legal proceeding to have acted in bad faith, gross negligence or to have been liable by reason of willful misconduct in the performance of his or her duty as a Director or officer. "Costs and expenses" shall include, but not be limited to, attorney's fees, damages, and reasonable amounts paid in settlement.

Section 2. Use of Corporate Funds. High Point Academy may advance expenses in connection with any action, suit, or legal proceeding to any such person in accordance with applicable law. The use of funds of the corporation for indemnification or for the purchase and maintenance of insurance for the benefit of the persons designated in Section 1 of this Article shall be deemed a proper expense of the corporation. No expenses shall be advanced absent the prior majority approval of the Board of Directors, and in any case, each person to whom expenses are advanced shall execute a binding undertaking to reimburse the Board of Directors for all such expenses if it is determined that such liabilities were not incurred incident to the good faith performance of such Director or officer's duties for the corporation.

ARTICLE X – INSURANCE

Section 1 Insurance. The Board shall provide for liability and other forms of insurance considered to be necessary and prudent as protection against possible claims.

ARTICLE XI – GENERAL PROVISIONS

Section 1. Seal. The seal of the corporation shall bear the name of the corporation and the letters "N.C."

Section 2. Waiver of Notice. A Director or other person entitled to receive a notice required to be given under the provisions of these bylaws, the Articles of Incorporation or by applicable law, may waive such notice by signing a written waiver, whether before or after the date and time stated in the notice. The waiver shall be filed with the minutes or corporate records. A Director's attendance at or participation in a meeting waives any required notice to that Director of the meeting unless the Director at the beginning of the meeting (or promptly upon arrival) objects to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to action taken at the meeting.

Section 3. Checks. All checks, drafts or orders for the payment of money shall be signed by the officer(s) or other director(s) that the Board of Directors may from time to time designate.

Section 4. Surety. The Board of Directors may require the Treasurer, Executive Director, or any other officer to furnish such surety as it may determine.

Section 5. Loans. No loans shall be contracted on behalf of High Point Academy and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors.

Section 6. Fiscal Year. The fiscal year of the corporation shall be the period ending on June 30 of each year.

Section 7. Amendments. These bylaws may be amended by the two-thirds vote of the entire Board of Directors at any meeting of the Board; provided, that notice of the meeting shall have been given which states that the purpose or one of the purposes of the meeting is to consider a proposed amendment to the bylaws and includes a copy or summary of the proposed amendment or states the general nature of the amendment. Such notice may be 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.



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

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

ARTICLES OF INCORPORATION

OF

HIGH POINT ACADEMY

the original of which was filed in this office on the 9th day of April, 2012.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 9th day of April, 2012.

Elaine F. Marshall

Secretary of State

SC0810: 1253592
 Date Filed: 4/9/2012 2:36:00 PM
 Elaine F. Marshall
 North Carolina Secretary of State
 C201209500227

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: High Point Academy
2. (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NOGS §55A-1-40(4).
3. The street address and county of the initial registered office of the corporation is:
 Number and Street 802-G Folly Court
 City, State, Zip Code Greensboro, NC, 27409 County Guilford
4. The mailing address *if different from the street address* of the initial registered office is:
same as above
5. The name of the initial registered agent is:
Rochelle Falice Bailey
6. The name and address of each incorporator is as follows: Rochelle Falice Bailey; 802 G Folly Court, Greensboro
NC, 27409
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 802-G Folly Court
 City, State, Zip Code Greensboro, NC 27409 County Guilford
11. The mailing address *if different from the street address* of the principal office is:
same as above

Revised January 2000

Form N-01


CORPORATIONS DIVISION

P. O. BOX 29622

RALEIGH, NC 27626-0622

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

This is the 2 day of April, 2012.



Signature of Incorporator
Rochelle Falice Bailey

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

NOTES:

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

Revised January 2000

Form N-01

CORPORATIONS DIVISION

P. O. BOX 29632

RALEIGH, NC 27626-0622

**HIGH POINT ACADEMY
PLAN OF DISSOLUTION**

The Articles of Incorporation Nonprofit Corporation of High Point Academy, desiring to form a Nonprofit Corporation under the North Carolina Nonprofit Corporation Act, do hereby certify, as follows:

First: The name of the Corporation shall be High Point Academy.

Second: The place in this state where the principal office of the Corporation is to be located in the City of Greensboro, County of Guilford.

Third: The Corporation is organized exclusively for educational purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the United States Internal Revenue Code, or the corresponding section of any future federal tax code.

Fourth: Upon dissolution of the Corporation, all liabilities and obligations of the Corporation shall be paid and discharged, or adequate provisions be made therefore, and that the remainder of the Corporation's assets be distributed as follows:

- (1) Assets held by the Corporation upon condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, shall be returned, transferred, or conveyed in accordance with such requirements;
- (2) Other assets, if any, shall, subject to the articles of incorporation or bylaws, be transferred or conveyed to one or more of the following: the United States, a state, a charitable or an educational organization, or a person who is exempt under section 501(c)(3) of the United States Internal Revenue Code of 1986 or any successor section;
- (3) Any such assets not disposed in accordance with sections (1) and (2) above, shall be disposed of by a Court of competent jurisdiction of the United States, state of North Carolina or the county in which the principal office of Corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operating exclusively for such exempt purposes within the meaning of section 501(c)(3) of the United States Internal Revenue Code of 1986 or any successor section.

**HIGH POINT ACADEMY
ADDITIONAL PROVISIONS**

High Point Academy, desiring to form a Nonprofit Corporation under the North Carolina Nonprofit Corporation Act, does hereby elect to include the following additional provisions in its Articles of Incorporation:

1. **Statement of Purpose** - The Corporation is formed exclusively for educational purposes, within the meaning of section 501(c)(3) of the United States Internal Revenue Code of 1986 or any successor section.
2. **Nondiscriminatory Policy as to Students** - High Point Academy admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarships and loan programs, and athletic and other school-administered programs.
3. **Dedication of Corporation Assets to Exempt Purposes** - No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Paragraph 1 above. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation. Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the stated exempt purposes of the Corporation.
4. **Personal Liability of Corporate Directors** - A director of the Corporation shall not be personally liable for monetary damages arising out of an action, whether by or in the right of the Corporation or otherwise, for breach of any duty as director. Except that, this provision shall not be effective with respect to: (i) acts or omissions that the director at the time of the breach knew or believed were clearly in conflict with the best interests of the Corporation; (ii) any liability under N.C.G.S. Section 55A-8-32 or 55A-8-33; (iii) any transaction from which the director derived an improper personal financial benefit (which does not include a director's reasonable compensation or other reasonable incidental benefit for or on account of his service as a director, trustee, officer, employee, independent contractor, attorney, or consultant of the corporation); or (v) acts or omissions occurring prior to the date this provision became effective.

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

The Board of Directors is the governing authority of High Point Academy and thereby is ultimately responsible and accountable for the academic quality, academy integrity, and financial health of High Point Academy. The Board's responsibilities include, but are not limited to the following:

- Ensure that the policies, procedures, plans, and actions are in the best interest of the students, faculty and staff of High Point Academy according to the mission and purpose of the school
- Ensure that High Point Academy and the Board are in compliance with all Federal and North Carolina laws and procedures governing the operation of a public charter school
- Ensure that High Point Academy's purpose and values are fulfilled through development and oversight of policies and operations
- Assess the effectiveness of board leadership and governance
- Hire, support, and evaluate the performance of the Executive Director
- Participate and work with Executive Director to implement overall goals and objectives, including strategic planning
- Empower the Executive Director to hire, supervise, and evaluate High Point Academy faculty and staff with the Executive Committee of the Board serving in an oversight capacity
- Ensure the financial viability of High Point Academy
- Approve long-range planning
- Assist in generating resources needed to sustain and improve the school
- Approve and adopt the budget of High Point Academy, including revenues and expenditures
- Approve expenditures outside the annual budget

The Board will assume any additional roles and responsibilities as deemed necessary to ensure High Point Academy's ability to fulfill mission.

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

The mission and bylaws of High Point Academy, Inc. will guide the Board of Directors of High Point Academy in the development of school policies. All policy decisions will align with the educational plans and practices of High Point Academy and will ensure that all students, faculty and staff are adequately supported in their efforts to achieve the desired outcomes.

The Board of Directors will empower the Executive Director of High Point Academy to oversee the day-to-day operations of the Charter School to ensure consistency and continuity in the implementation of school policies and procedures. The Executive Director has the responsibility of keeping the Board of Directors informed of any school policies and procedures that can or may impede the success of High Point Academy.

The education of the student will be the primary focus of all policies and procedures. Input from parents, students, faculty and staff will be taken in consideration when developing policy and procedures. The Board of Directors will also review best practices for the operation of public charter schools in developing policies and procedures. The following criteria will be considered in the development of all school policies and procedures:

- Alignment with the Bylaws of High Point Academy
- Alignment with the Educational Focus and Plan of High Point Academy
- Adherence to Federal and State Laws governing Public Charter Schools
- Ability to Foster the Sense of Community and Community Relationships

Since High Point Academy is a community based public charter school, the Board of Directors, Executive Director, faculty and, staff are committed to ensuring that parents, students and community have full understanding of all policies and procedures. The Executive Director, along with staff will ensure that adequate time is spent fully educating parents and students on school policies and procedures.

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

Parent and Community involvement are essential to the success of High Point Academy and to that end; High Point Academy will have an Advisory Committee. The committee will consist of parents, community members and community stakeholders. The advisory committee will have regularly scheduled meetings with the Executive Director and members of the Board. The Board of Directors is aware that involved parents and community members serve as the best ambassadors and source of feedback. The community advisory committee will be expected to provide unfiltered perspectives on High Point Academy's role in the community and in the lives of students and their families.

HPA exists to be an asset to the entire community. It is crucial that parents see High Point Academy as their school as well as their child's school. In an effort to strengthen parental involvement, the school will conduct home visits, organize events at various times of the day on campus and in community centers to better accommodate the families we serve. Student-led conferences will be done during home visits and at school to increase positive educational experiences. Additionally, through the expertise of board members, High Point Academy will seek to establish a Family Advocacy Program. The continuous gathering of input through these various methods will keep parents and community involved in the governance of High Point Academy and will assist the Board of Directors in developing and implementing the school policies and procedures.

The School Leadership Team exists to build leadership capacity within High Point Academy. HPA's Leadership Team will consists of representatives from each grade level, the EC department, classified staff, support staff, the curriculum specialist, and two to three parent representatives from Parents United to Serve and Help (PUSH), and the Executive Director. Regularly scheduled meetings will be conducted for the purpose of school improvement.

Functions of HPA's School Leadership Team (SLT)

- Facilitates the involvement of the school community in the development of school improvement
- Encourages, supports and creates opportunities for parental involvement in the community
- Contributes to the design of the School Improvement Plan
- Monitors the effectiveness of the School Improvement Plan strategies

Duties of the HPA School Leadership Team

HPA's School Leadership Team:

- Facilitates the development of the School Improvement Plan
- Monitors, assesses and amends the School Improvement Plan
- Advances policies and procedures that enhance academic excellence and meet educational, safety and parental involvement goals
- Facilitates communication within the professional learning community
- Expands the capacity of the school to address parent and staff concerns
- Expands the capacity of the school to improve in the following areas:
 - Academic Excellence and Achievement
 - Staff and Professional Development
 - Safe and Orderly Schools
 - Customer Service and Professionalism
 - Strong Parent and Community Relations

- 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.

High Point Academy Preliminary Strategic Plan

The primary focus at High Point Academy will be the students, their learning, and their success. The school is an integral part of the community; we value service learning, parental involvement and community partnership. High Point Academy will teach the skills necessary for productive citizenship and self-sufficient living.

Strategic Priority One: Students

HPA will produce self-sufficient, globally competitive students.

HPA's students will apply learned concepts in real-world situations.

HPA's students will be confident, continuous learners.

Strategic Priority Two: Teachers

HPA students will be led by highly-qualified, 21st century learning professionals.

Teachers will be trained in single-gender education by a reputable organization.

Teachers will implement data-driven, individualized instruction through the Rigor/Relevance model.

Teachers will work collaborative within their professional learning communities.

Strategic Priority Three: Curriculum and Instruction

HPA will utilize Common Core and Essential Standards to plan and render instruction.

HPA's instructional model will fully utilize brain-compatible instructional strategies.

HPA will implement relevant learning that is interdisciplinary and contextual.

Strategic Priority Four: Parents and Community

HPA's parents and community will have a sense of ownership and pride in the school.

HPA parents will be actively involved in school functions (parent meetings, volunteerism, special events, etc.).

HPA will have an on-going collaborative relationship with the community.

Success for HPA is achieved when school and community embrace the common goal: to positively impact the lives of students. Success will be measured in a variety of ways. When the mission is achieved, HPA is confident the following indicators will demonstrate varying degrees of success. Several will require benchmarks, which will be established in Year 1; quantitative data which will be used for measuring participatory activities; and financial support will be an additional measure.

Establish Year 1 benchmarks for the following:

- parent-teacher interaction and communication
- parental presence in schools
- volunteer hours
- service learning
- reading comprehension
- academic growth and achievement
- attendance/absenteeism
- behavioral/discipline referrals
- student withdrawal
- academic readiness/ preparedness
- community ownership/pride

Participation measured by quantitative data such as sign-in logs and computer records:

- mentors
- clubs participation (boy scouts, 4-H, science, robotics, model cars, etc), interests
- student-led conference
- faith-based support
- nonprofit support
- field trips/guest speakers
- middle school performance
- enrollment waiting list
- less teacher/staff turnover

Financial support will be measured by percentage of HPA budget that are non-government funded such as:

- grant funding
 - sponsorships
 - business partnerships
- Describe how the governing board will ensure that current and future board members avoid conflicts of interest. The High Point Academy Board of Directors has a conflict of interest article included in the bylaws of the corporation. All board members shall disclose any possible conflict of interest at the earliest practicable time if any of the following occurs:
:
 - The Board Director has existing or potential financial or other interests which impair or might reasonably appear to impair such member's independent, unbiased judgment in the discharge of his/her responsibilities to the corporation.
 - The Board Director is aware that a member of his/her family, or any organization in which a Board member (or member of his/her family) is an officer, Board member, partner, or controlling stockholders, has such existing potential or other interest.
 - The Board Director has financial, personal or official interest in or conflict (including an appearance of a conflict) with any matter pending before the Board, of such nature that it prevents or may prevent such Board Director from acting on the matter in an impartial manner.

In the event that any of the above occurs, such Board Director is required to vacate his or her seat and refrain from discussion and voting on such items. The minutes of the meetings shall reflect that the disclosure of conflict was made and the remaining Board of Directors shall resolve the question by a majority vote.

All initial Board of Directors and those elected thereafter will be asked to sign a conflict of interest agreement, so that all Directors confirm an understanding of the Conflict Interest Article of the High Point Academy Bylaws. A copy of the signed agreement will be kept with the official records of High Point Academy, Inc.

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.

Students shall be admitted to High Point Academy in accordance to G.S.115C-238.29B(b)(4); G.S. 115C-238.29F(d)(1)) and G.S. 115C-238.29F(g)(5)-(7). North Carolina children are entitled to a free public education under the North Carolina Constitution and NC statutes Article IX, Sections 2 and 3; N.C. Gen. Stat. Section 115C-364,-366.

High Point Academy 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, HPA 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.

HPA will 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 faculty and staff. In addition, and only for its first year of operation, HPA will give enrollment priority to children of the initial members of the 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 HPA and a lottery is needed under G.S. 115C-238.29F(g)(6), HPA will 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 will be admitted. Within one year after HPA 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.

HPA will advertise for student enrollment by conducting survey sessions and focus groups in the High Point community. In addition, HPA will continue to develop relationships in the community by attending community events and organizational meetings. HPA will work with a marketing agency to develop flyers, brochures, magnets and other items to promote HPA.

During each period of enrollment, HPA will 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, HPA will 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.

Cumulative Records **Forms**

The forms listed below will be utilized to create cumulative records for the kindergarten class of 2013-14 or any new enrollee who does not already have a Permanent School Record. New folders need not be created for present enrollees.

The following forms should be kept in the following order for a Permanent School Record:

Cumulative Record Folder ♦ Cumulative Record Inspection Log ♦ Pupil Data Sheet ♦ Picture Card ♦ Attendance Record ♦ Elementary Scholastic Record (if present) ♦ Report Cards in K-5 Order ♦ Math and Language Arts Assessment Cards ♦ Student Withdrawal Form (K-5) ♦ Permanent Health Record ♦ Kindergarten Health Assessment ♦ Elementary Standardized Test Record Form

Each item on the Cumulative Record Folder needs to be completed in ink unless otherwise specified. Do not leave any spaces blank. The birth date and birthplace must be verified from the birth certificate at entrance to school. It will not be necessary to maintain a copy of the birth certificate in the Cumulative Record Folder.

Cumulative Record Inspection Log

Each time an HPA employee or a non-school based person inspects a Permanent School Record, their signature and the reason for inspection must be entered on the Inspection Log. Parents have the right to request in writing an opportunity to inspect their child's Permanent School Record. Parents may then request a copy of their child's complete Permanent School Record.

Pupil Data Sheet

The Pupil Data Sheet is designed to provide current emergency medical and family information on each student. It is completed annually by the parent or guardian and is stored in the Cumulative Record Folder. When a new form is completed, the old form should be purged. When a student transfers, this form should follow the student.

Picture Card

A school picture is affixed for each grade level to this card. If the picture does not have self-adhesive strip, use rubber cement.

Attendance Card

An attendance label will be generated by NCWISE at the end of each school year to be affixed to the Attendance Card. Only one label per school year should be attached. Extra spaces are for students who repeat a grade.

Permanent Health Record

The Permanent Health Record card is designed to provide a record of each child's immunizations and a continuous record of health screenings, observations and referrals while the child is enrolled. Accuracy in completing this card is required. The signature and title of the person recording the immunization dates are required. If a student transfers, this form should follow the student to the receiving school.

NOTE: Proof of immunization must be provided within the first 30 days after the student has enrolled.

Kindergarten Health Assessment Report

This form is designed to provide a record of each child's initial physical examination by a licensed physician prior to entering the public school system. The Kindergarten Health Assessment Report will be made available to parents prior to the child's entrance into the public school system. Sections I and II should be completed by the parent. The parent is required (see General Statute 130-87 through 130-93) to secure completion of Section III and IV from a private or public health physician. The Health Assessment should be conducted by a physician licensed to practice medicine, a physician's assistant as defined in General Statute 90-18, a certified nurse practitioner, or a public health nurse meeting the North Carolina Division Health Services Standards for Early Periodic Screening, Diagnosis and Treatment.

Elementary and Secondary Standardized Test Record Forms

The Elementary and Secondary Standardized Test Record Forms are designed to provide a permanent record of test scores from kindergarten through twelfth grade. Elementary test results are entered on one form and secondary test results are entered on a separate form.

The Standardized Test Record form is designed to accommodate hand written test scores or pressure sensitive labels from machine-scored tests. Elementary or secondary test results should be entered in date order sequence. If entry is typed or handwritten scores should be labeled using the following code:

- Percentile - %ile
- Stanine – S
- Grade Equivalent - G.E.
- Intelligence Quotient - I.Q.

Any other type of test results should be explained. Name of test, date given, and actual grade placement at time of testing should also be included. If the student transfers, this form must be forwarded to the receiving school.

Student Withdrawal Form

The Student Withdrawal Form's purpose is to provide current placement information regarding the student who is transferring to another school. It should be completed before the student withdraws. Note in the proper column all responsibilities not met (fees, damages, lost books, etc.). Appropriate signatures will indicate that the student is withdrawn. The white copy will remain in the student's folder, the pink copy is given to the student to be presented at the receiving school upon enrollment, and the yellow copy goes to attendance or the counselor at the sending school.

Transfer Records
A copy of the following data should be retained permanently by HPA upon the transfer of the student:

- student's name and identifying information (including names and address of parents or guardian), verified birth-date and birthplace
- dates of attendance
- name and address of the school to which student transferred
- date records were transferred
- student's grades and test information
- student's immunization and other health data
- an inspection log of all non-school based personnel

HPA will be responsible for forwarding the original Permanent School Record of any student transferring. Written requests from the school to which the student transferred for school records will be required. HPA will send records within five working days (barring any unforeseen circumstances that would hinder this process). These records can be sent certified through the postal service. A Transfer of Records Checklist will accompany each school record sent to the requesting school. This checklist shall be used to verify that each of the above documents is included in the Permanent School Record before sending the record. All records should follow the uniform order on the Transfer of Records Checklist. The receiving school will sign the Transfer of Records Checklist to verify that it received the entire record and return the yellow copy to the sending school.

Transfers to Home Schools

Requests from home schools for records are handled as follows: original records are not sent when a child is being home-schooled. A copy of the entire record is supplied to the home school by the sending school and the original record is maintained at the sending school.

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.

Educational Theory

The Brain-based Learning Theory is based on the structure and function of the brain. As long as the brain is not prohibited from fulfilling its normal processes, learning will occur.

Every person is born with a brain that functions as an information processor.

The three instructional techniques associated with Brain-based Learning are: 1) orchestrated immersion - creating learning environments that fully immerse students in an educational experience; 2) relaxed alertness - trying to eliminate fear in learners, while maintaining a highly challenging environment; and 3) active processing - allowing the learner to consolidate and internalize information by actively processing it.

How Brain-based Learning impacts education:

- Curriculum - Teachers must design learning around student interests and make learning contextual.
- Instruction - Educators let students learn in teams and use peripheral learning. Teachers structure learning around real problems, encouraging students to also learn in settings outside the classroom and the school building.
- Assessment - Since all students are learning, their assessment should allow them to understand their own learning styles and preferences. This way, students monitor and enhance their own learning process.

Innovative Offerings

Single-gender Education

Single-gender education will be HPA’s innovative approach to cultivate learning. Single-gender education supports HPA’s vision to produce adaptive, engaged and confident learners. HPA’s mission is to create a learning environment where individuality and unique strengths and learning styles are celebrated. Single-gender education has proven to improve grades and test scores; it also fosters breadth of educational opportunity. Single-gender classrooms support students’ exploration and interests in nontraditional gender-typical subjects. Given this model, females are more likely to study subjects such as advanced math and computer science while males are more likely to study subjects such as foreign language and art. Single-gender classrooms also support HPA’s educational theory of brain-based learning and our definition of academic excellence. HPA defines academic excellence as continuous comprehension of curricular and real-world concepts so that our students can apply

knowledge in real-world situations. Academic excellence is embodied in rigorous and relevant curriculum; data-driven, individualized instruction; and student-centered learning.

Males and females have subtle learning differences, in part due to the developmental trajectory of the brain. Some differences are genetically programmed and are present at birth; other differences are manifested throughout childhood. Through in-depth professional development, the faculty and staff, parents and volunteers of HPA will support student-learning and academic achievement through brain-based strategies in single-gender classroom settings.

- 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.

The Rigor/Relevance Framework is a tool developed by the staff of the International Center for Leadership in Education to examine curriculum, instruction, and assessment. According to the International Center, academic rigor is learning where students demonstrate in-depth mastery of challenging tasks to develop cognitive skills. These skills are developed through reflection, analysis, problem-solving, evaluation, or creativity. Relevance refers to learning in which students apply core knowledge, concepts, or skills to solve real-world problems. Relevant learning is interdisciplinary and contextual. It is created, for example, through authentic problems or tasks, simulation, service learning, connecting concepts to current issues, and teaching others. This framework will capitalize on the experiences of children by building necessary background knowledge. This framework creates the necessary bridge between what the students are learning and its real-world application.

Data-driven, individualized instruction is necessary for student growth, concept mastery and increased academic achievement. Assessments For Learning (AFL) is a tool used for on-going assessments during the instructional process. At the 2005 ETS/Assessment Training Institute's International Conference: Promoting Sound Assessment in Every Classroom, Rick Stiggins, in collaboration with other team members, stated that AFL turns the assessment process into an instructional intervention. As lessons are delivered, teachers and students determine whether a student has mastered learning-objectives and concepts and then adjusts instruction based on student-needs. Evidence garnered in around-the-world studies conducted over the past decade shows that the consistent application of AFL principles can give rise to unprecedented gains in student achievement, especially for perennial low achievers. AFL also motivates students by allowing them to see their own success. As an instructional strategy, AFL supports HPA's model of academic excellence and authenticates our goals for continuous learning, building confidence, identifying strengths, engaging students and fostering self-sufficiency. HPA will measure AFL through the inclusion of minute-by-minute assessments in daily lesson plans. HPA upholds that consistent emphasis on formative assessments, which includes but is not limited to, descriptive feedback, goal setting, and self and peer-assessing, will yield greater results for accountability measures and augment academic excellence.

Although student-centered learning is an implicit by-product of relevant and data-driven instruction, HPA recognizes that it is a distinct criterion for academic excellence. HPA will implement Professional Learning Communities (PLC) to ensure student-centered learning. According to Richard DuFour, the professional learning community model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn. This simple shift—from a focus on teaching to a focus on learning—has profound implications for schools. To address the individual needs of our students, faculty and staff of HPA will continuously ask: what do we want each student to learn; how will we know when each student has learned it; and, how will we respond when a student experiences difficulty in learning? For example, at HPA interdisciplinary STEM projects require that teachers develop performance tasks which satisfy the rigor and relevance framework, while students apply conceptualized understanding as they actively engage in learning. Students would be required to think creatively and critically, work collaboratively, solve problems and experiment in unpredictable and real-world situations through student-centered learning.

In alignment with the North Carolina Department of Public Instruction, HPA will utilize Common Core State Standards adopted June 3, 2010 and the New Essential Standards. As reported in the June 3rd press release, the standards define the knowledge and skills students should have throughout their K-12 education so that they will graduate high school fully prepared for college and careers. The standards:

- are aligned with college and work expectations;
- are clear, understandable and consistent;
- include rigorous content and application of knowledge through high-order skills;
- build upon strengths and lessons of current state standards;
- are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- are evidence- and research-based.

The Common Core State Standards' mission statement augments HPA's mission to empower students to become continuous learners who are ready and capable of living productive lives and contributing to a global world.

Instructional Strategies:

HPA will use a variety of instructional strategies to render instruction. HPA will incorporate brain-compatible instructional strategies, which include but are not limited to, writing, story-telling, mnemonic devices, movement, role play, visualization, metaphor and analogies, reciprocal teaching and cooperative learning, music and graphic organizers. In addition, HPA will utilize Thinking Maps, which supports brain-based learning and focuses on eight (8) maps to render instruction for all subjects. Maps include circle, bubble, double bubble, flow, tree, brace, bridge and multi-flow maps.

Instructional Methodology:

Literacy

Guided Reading (GR) will be the approach to teaching literacy. Guided Reading is a strategy that helps students become good readers. The teacher provides support for small groups of readers as they learn to use various reading strategies (context clues, letter and sound relationships, word structure, etc.). Although Guided Reading has been traditionally associated with primary grades it can be modified and used successfully in all grade levels. HPA will utilize a rich library of text to prepare students for College and Career Readiness Anchor Standards for Reading as outlined in English Language Arts Common Core State Standards. HPA students will receive at least 90-minutes of literacy instruction daily. Nonfiction, fiction and other genres of literature such as short stories, dramas, poems, and myths from diverse cultures and different time periods will be incorporated during Guided Reading instruction.

Guided Reading instruction will be implemented as following:

1. Students should be divided into small groups (4-6 students). The younger the students the smaller the groups.
2. Guided reading lessons are to be about 15-20 minutes in duration.
3. Appropriately leveled reading materials must be selected for the group and each child should have his/her own copy of the literature.
4. Pre-Reading: The teacher establishes a purpose for reading through prediction making, vocabulary introduction, or discussing ideas that will provide the readers with the background knowledge required for the text.
5. Reading: The teacher observes the students as they read the text softly or silently to themselves. The teacher provides guidance and coaching to individuals based on her/his observations by providing prompts, asking questions, and encouraging attempts at reading strategy application.

6. **Post Reading:** The teacher asks questions to ensure that the text has been comprehended by the readers and praises their efforts. Further, the teacher may observe gaps in strategy application and address these gaps following the reading in a mini-lesson format.

While Guided Reading instruction is implemented, the other students will engage in literacy-rich activities. ETA Cuisenaire manipulatives for literacy and science, thinking maps and brain-compatible activities that support Common Core State Standards and Essential Standards will be incorporated in the literacy activities. Some examples are as follows:

- **Reading Activities** – Make a center (song and poetry cards, big books, other book type reading)
- **ABC centers** – Have flash cards, ABC books, song and poem cards, and other ABC activities, alphabetizing
- **Pocket Charts** – Read/do the activities in at least 4 charts – (story sentence sequencing, making words challenge, etc).
- **Stamp a Word** – Take a tub with rubber alphabet stamps, stamp pads, and large sheets of paper to a work area and stamp any words students want to stamp.
- **Book Bins** – For independent, silent, or small group reading
- **Star Authors** – A place to read student created work
- **Listening Centers** – Record the books read to the class. Have parents help out – have students record for others. How nice to hear friends, mom, dad, sister or brother read a story at center time!
- **Stamp and sticker stories** – Students use the stamps or stickers (appropriate to the unit) and write rebus type stories using stamps/stickers and words. Put a limit on stickers to be used or photocopy sheets of stickers students can cut apart.
- **Making Words Centers** – Throughout the week students can go up to a pocket chart when students have a few minutes and try to make words out of the scrambled Mystery Word. On Fridays – students share all of the words that they came up with and decode the mystery word. It's a great activity for average and high students.
- **Bookmaking Center** – Place numerous materials in a basket (writing utensils, colored pens, markers, crayons, stickers, etc.), a tablet of story paper and a stapler/binding machine. Encourage children to make books about topic that interest them.
- **Sign Language Center**– Make a center with a poster of the hand sign letters, flash cards, and books (consider Braille or other languages as well).
- **Making Greeting Cards** – Have samples of greeting card verses, titles, etc – cut them up for students to refer to for ideas. Add anything from yarn, pompoms, wiggly eyes, letter and picture stencils, etc....Encourage students to make cards for their family, teachers around the building, and students within the room.
- **Game Center** – Have think word games – Scrabble, Story Scramble, Silly Sentences (cards)
- **Computer Center** – Allow reading of living books or student created e-books
- **Dramatic Play** – Have baskets of book & props (Mrs. Wishy Washy, etc.)
- **Literature Circle:** A group of students will read a literature selection together and discuss their favorite part. Once students are comfortable with this process, students can map the story on large chart paper, make puppets and put on a play for the class, etc. This allows children to own literature.
- **Buddy Reading** – Place duplicate copies of books at all levels in the room. The students can read with a partner, this can be familiar or unfamiliar texts. Then students work with their buddy to draw or write about their favorite part.
- **Journal Writing** – Give students content related pictures to glue in their journals as writing prompts
- **Phonics Center** – Phonics based literature, games, and flash cards.
- **Handwriting Center** – Use laminated alphabet cards for the class to practice handwriting either by tracing over them in a marker or play dough. Students can also use wikki sticks or pipe cleaners to make letters.

- **Overhead:** Place a cloze paragraph on the overhead or let the kids map out their stories on the overhead, stories students have read or will be writing. Encourage students to use thinking maps to gain understanding into story reading or creation.
- **Vocabulary Center:** Students use vocabulary in context for deeper meaning and understanding.

HPA faculty and staff will participate in in-service professional development. Understanding that during the GR process teachers are busy observing and instructing a small group of students, Professional Learning Communities (PLCs) will be conducted to support the vast amount of front-load planning for interdisciplinary and thematic literacy instruction.

HPA will implement Reading Recovery for first grade students who are literacy deficient. Reading Recovery is a highly effective short-term intervention of one-to-one tutoring for low-achieving first graders -- the students who are not catching on to the complex set of concepts that make reading and writing possible. Individual students receive a half-hour lesson each school day for 12 to 20 weeks with a specially trained Reading Recovery teacher. As soon as students can meet grade-level expectations and demonstrate that they can continue to work independently in the classroom, their lessons are discontinued and new students begin individual instruction. Reading Recovery supports HPA's core values of continuous growth and our instructional strategy of individualized instruction. Kindergarten through second grade teachers, along with EC staff and assistants will receive professional development to support Reading Recovery instruction.

As an intervention strategy for older students who are significantly below grade level, READ 180 will be utilized. *READ 180 Next Generation* is informed by an extensive body of literature about best practices for serving older struggling readers. The instructional model supports 90 minutes of instruction in reading: whole group instruction (20 minutes), small-group rotations (three 20-minute sessions) and wrap-up (10 minutes). The three small-group rotations consist of small-group instruction, instructional software, and independent and modeled reading. The structure of READ 180 Next Generation is aligned with components of Guided Reading and is functional for teachers to support student-intervention and differentiated instruction.

Math and Science

Math instruction will be the hands-on, project-based approach. Instructional materials and manipulatives will be purchased from ETA Cuisenaire. Research has proven that teaching with math manipulatives leads to increased test scores and greater understanding of abstract math concepts. With volumes that extend from Pre-K through Algebra I, the Hands-On Standards, Deluxe Edition series allows for teaching consistency and curriculum alignment across the grade levels. Cuisenaire offers standards-based lessons organized by NCTM Strand in grades Pre-K-8 and by topic in Algebra I, math concept discussions that provide background and help to reinforce teachers' content knowledge, lessons building from the concrete to the abstract that appeal to students' diverse learning styles and CD-Rom with additional content along with other supplementary materials.

The Science Companion's core philosophy identifies with that of HPA's teaching approach and mission to produce life-long learners that its modules will serve as the bases for HPA's science instruction. The Science Companion indicates the core philosophy behind inquiry-based, student-centered learning is that students learn best while doing science rather than merely reading about aspects of science. This pedagogy captures the sense of exhilaration around the sense of discovery in this engagement, inviting students to become active agents in their own learning. Ultimately, inquiry-based pedagogy becomes a process of learning how to learn: in the development of capacities and with a sense of discovery, students become life-long learners, understanding that skills and content are transferable and creatively constructing new knowledge.

HPA will implement the "I Wonder" Circle®, which is at the heart of Science Companion's approach to inquiry-based science learning, providing an enticing visual of the process of doing science.

- I Wonder: notice, ask questions, state problems
- I Think: consider, gather information, predict

- I Try: experiment, model, test ideas, repeat
- I Observe: watch, examine, measure
- I Record: record data, organize, describe, classify, graph, draw
- I Discover: look for patterns, interpret, reflect, conclude, communicate discoveries

In addition, ETA Cuisenaire also offers science supplementary inquiry-based lessons. All 36 lessons per level are based on the National Science Education (NSE) Content Standards philosophy of learning through inquiry. These time-efficient hands-on investigations are accompanied by user-friendly, step-by-step lesson support, which makes incorporating science into daily instruction quick and effective. Lessons are short, 20- to 30-minute inquiry-based activities, photo-illustrated lessons, cross-curricular instruction, assessments and answer key to monitor and track student progress, and suggestions for accommodating English Language Learners and students with special needs to highlight a few. In addition, they offer bonus DVD featuring video demonstrations, extension activities, links to State correlations, and additional instructional content.

In conjunction, hands-on inquiry-based approach with math and science, STEM education will be an intricate part of daily instruction. Technology will be integrated with core curriculum. Students will be exposed to technology education so that they are prepared to both work and live in the 21st Century. Workforce projections for 2014 by the U.S. Department of Labor show that 15 of the 20 fastest growing occupations require significant science or mathematics training to successfully compete for a job. According to the U.S. Bureau of Labor Statistics, professional information technology (IT) jobs will increase 24 percent between 2006 and 2016. HPA will seek grants and additional funding to purchase cutting-edge technology like, mimios, elmos, clickers and SMART technology for 21st century instruction.

Foreign Language will also be included in the instructional day. To best prepare students for a global society, students will receive daily instruction in Spanish.

The four pillars of HPA are purpose, integrity, academic excellence and community. For HPA, education is the development of understanding and in its purest sense it is designed to empower students to fulfill their purpose and maximize their potential. These foundational pillars support our mission to educate our students. Helping students to understand their purpose, to have confidence in who they are and what they are capable of doing will strengthen their self-concept, which in turn supports their achievement. HPA also believes that it is paramount that students operate in integrity as they discover their purpose. Although achievement is important, HPA defines academic excellence as continuous growth. When students understand that continuous growth means that learning never ends, they will make contributing citizens to the community and ultimately our global nation.

Community is the heartbeat of HPA. It is a vital part of our existence and success. HPA understands that strong families contribute to strong communities, and strong communities strengthen the nation. As an organization, HPA will work with the community as an integral component of our success matrix.

INSTRUCTIONAL HOURS

7:30 – Student Arrival
 7:50 – Tardy Bell Rings
 8:00 - Instructional Day Begins
 2:40 - Student Dismissal

8:00 – 9:30	Literacy
9:30 – 11:30	Math and Science
11:30 – 12:30	Staggered Lunch
12:30 – 1:30	Staggered Recess
1:30 – 2:30	Technology Instruction
2:30 – 2:40	Kindergarten Dismissal
2:40	Student Dismissal

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

It is HPA’s expectation that students will accomplish at least a year’s growth as measured through K-2 assessments, EVAAS data, and NC EOG’s. Students, who are academically below grade level, will receive aggressive intervention with expectation to perform at or above grade level after three consecutive years at HPA.

Common Core and Essential Standards will be the foundational curriculum for instruction. HPA will use EVAAS and Formative Assessments to garner and evaluate data for student growth and achievement. Quarterly assessments, performance task rubrics and other instructional assessments will be used to measure student continuous growth. In addition, informal walk-throughs and formal observations will be used to strengthen the instructional practices of teachers.

Timeline:

Weeks 1-2	Screening, Pre-Assessments, Establish Baseline for Goal-Setting
Quarterly	Formal Assessments, Student-Led Conference
End-of-Year	NC EOG’s

Note: Formative Assessments are on-going during daily instruction.

- Entrance and exit requirements as well as graduation requirements (if the school is to be high school).
Not applicable to High Point Academy
- 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.

In compliance with GS 115C-238.29F(d)(1), HPA will provide a minimum of 185 instructional days. HPA will closely align its instructional calendar with Guilford County Schools’ Traditional Academic Calendar.

**HPA Proposed Academic Calendar
 2013-14**

August 5 – 20	Teacher Workdays
August 21	First Day For Students
September 2	Labor Day
October 24	End of First Grading Period (46)
October 25	Teacher Workday
November 4	Teacher Workday

	High Point Academy
November 11	Veteran's Day Holiday
November 27 – 29	Thanksgiving Holiday
December 23 – January 1	Winter Break
January 2	Teacher Workday
January 17	End of Second Grading Period (46)
January 20	Martin Luther King, Jr. Holiday
January 21	Teacher Workday
February 17	President's Day Holiday
March 27	End of Third Grading Period (46)
March 28	Teacher Workday
April 18 – 25	Spring Break
May 26	Memorial Day Holiday
June 12	Last Day For Students
June 13 – 20	Teacher Workdays

- 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.

In addition to any state or federal mandated tests, HPA will utilize Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for K-2 assessments. The DIBELS are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. DIBELS were developed to measure recognized and empirically validated skills related to reading outcomes. Each measure has been thoroughly researched and demonstrated to be reliable and valid indicators of early literacy development and predictive of later reading proficiency to aid in the early identification of students who are not progressing as expected. HPA will use DIBELS to evaluate individual student development as well as provide grade-level feedback toward validated instructional objectives.

For first graders who are significantly below grade level, HPA will use Reading Recovery's Observation Survey. The Observation Survey of Early Literacy Achievement offers a systematic way of capturing early reading and writing behaviors. Tasks were developed in research studies to assess emergent literacy in young children. The Observation Survey is a teacher-administered standardized assessment that adheres to characteristics of sound measurement instruments: standard tasks, standard administration, real-world tasks to establish validity, and ways of knowing about reliability of observations.

Read 180 will be utilized for upper elementary students who are significantly below grade level. Each stage of READ 180 includes comprehensive assessment tools and reports. HPA will utilize the variety of the Read 180 formative assessment instruments to identify students' most urgent needs. Read 180 assessment types are as follows:

- Universal Screening and Progress Monitoring Assessment
- Ongoing Diagnostic and Formative Assessment
- Writing Assessment
- Curriculum-Based Interim and Summative Assessment
- Performance-Based Assessment
- Independent Reading Assessment

HPA will utilize the built-in assessment components of ETA Cuisenaire for mathematics.

The McRel Teacher Evaluation Instrument will be utilized to monitor the growth and development of teachers, who have the greatest impact on student achievement. The McRel instrument is performance-based and the

rubric supports the teacher development while measuring the effectiveness of instructional practices. Standards III, IV, and V focus specifically on teachers:

- knowing the content they teach
 - facilitating learning to their students, and
 - being reflective practitioners
- 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.

HPA categorizes professional and staff development in four components: curriculum, instruction, specialized and state-supported. Curriculum Development supports content of teaching and learning. Instructional Development supports the method of teaching. Specialized Development is defined as professional and staff development unique to High Point Academy's innovative approach learning. State-supported Development is defined as development that is provided by the state for public schools at no cost to High Point Academy and often addresses the logistics of teaching and learning or miscellaneous support system for teachers.

HPA will prioritize and scaffold professional and staff development.

Curriculum Development

- Year 1) Common Core & Essential Standards
- Year 2) Common Core & Essential Standards
- Year 3) Common Core & Essential Standards, STEM
- Year 4) Common Core & Essential Standards, STEM, Rigor/Relevance Framework
- Year 5) Common Core & Essential Standards, STEM, Rigor/Relevance Framework
- Year 6) & beyond – Continual from Year 5

Instructional Development

- Year 1) Guided Reading, Reading Recovery (K-2nd and EC teachers only)
- Year 2) Guided Reading, Reading Recovery (K-2nd and EC teachers only), Reading Together (3rd Grade Teachers), Read 180 (Reading Specialist and EC teacher only), Science Companions
- Year 3) Guided Reading, Reading Recovery (K-2nd and EC teachers only), Reading Together (3rd Grade Teachers), Read 180 (Reading Specialist and EC teacher only), Science Companions
- Year 4) Guided Reading, Reading Recovery (K-2nd and EC teachers only), Reading Together (3rd Grade Teachers), Read 180 (Reading Specialist and EC teacher only), Science Companions
- Year 5) Guided Reading, Reading Recovery (K-2nd and EC teachers only), Reading Together (3rd Grade Teachers), Read 180 (Reading Specialist and EC teacher only), Science Companions
- Year 6) & beyond – Continual from Year 5

Specialized Development

- Year 1) Single-Gender Education, Teaching with Love and Logic
- Year 2) Single-Gender Education, Teaching with Love and Logic
- Year 3) Single-Gender Education, Teaching with Love and Logic
- Year 4) Single-Gender Education, Teaching with Love and Logic, Brain-based Learning/Thinking Maps
- Year 5) Single-Gender Education, Teaching with Love and Logic, Brain-based Learning/Thinking Maps
- Year 6) & beyond – Continual from Year 5

State-supported Development

- 1) NC Falcon
- 2) NC Wise
- 3) McRel Teacher Evaluation Instrument

- 4) EVAAS
- 5) Gaggle
- 6) Mentoring Program

Exceptional Children's Teacher

Easy IEP, CECAS and other relevant training for ELL population

Instructional Leadership Professional Development

Through the instructional leadership of the Executive Director and the STEM Instructor/Curriculum Facilitator, HPA will introduce STEM and the Rigor/Relevance Frameworks for planning and designing lessons. PLCs and staff meeting will model brain-based learning strategies and thinking maps. This in-service scaffold-approach will provide instructional strategies while faculty incurs concentrated development for foundational stability of HPA's goals and objectives.

- Year 1) Single-Gender Education, STEM and Rigor/Relevance Framework
- Year 2) Single-Gender Education, STEM and Rigor/Relevance Framework, Brain-based Learning/Thinking Maps
- Year 3) Single-Gender Education, STEM and Rigor/Relevance Framework, Brain-based Learning/Thinking Maps
- Year 4) Single-Gender Education, STEM and Rigor/Relevance Framework, Brain-based Learning/Thinking Maps
- Year 5) Single-Gender Education, STEM and Rigor/Relevance Framework, Brain-based Learning/Thinking Maps
- Year 6) & beyond – Continual from Year 5

- 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.

HPA defines "expected levels" of performance as students performing at their respective grade level.

HPA is structured to meet the needs of students functioning below grade level. With the 18:1 student-teacher ratio in single-gender classrooms, an initial support system is established.

HPA will focus on three intensive literacy interventions to support Guided Reading. Reading Recovery, Reading Together and Read 180 are developmentally designed interventions to address the needs of students according to grade levels and age-appropriateness. Though costly, HPA believes the investment to support students reaching expected levels of performance and proven record of each program is a necessary means of support. HPA will aggressively seek outside funding to support literacy interventions to augment expected levels of student performance and to achieve our mission. For students who are not performing at expected levels of performance, HPA will implement the following interventions for continued student growth:

Reading Intervention

- Step 1) Pre-Assessments
- Step 2) Guided Reading Instruction with on-going formative assessments
- Step 3) Literacy Intervention for students significantly below grade level
 - a. Reading Recovery – 1st Graders
 - b. Reading Together – 2nd and 3rd Graders
 - c. Read 180 – 4th and 5th Graders
- Step 4) Return to classroom for Guided Reading instruction or refer for further evaluation

Reading Recovery

The goal of Reading Recovery is to dramatically reduce the number of first-grade students who have extreme difficulty learning to read and write and to reduce the cost of these learners to educational systems. Reading Recovery is a highly effective short-term intervention of one-to-one tutoring for low-achieving first graders. The intervention is most effective when it is available to all students who need it and is used as a supplement to good classroom teaching. Reading Recovery serves the lowest-achieving first graders—the students who are not catching on to the complex set of concepts that make reading and writing possible. Individual students receive a half-hour lesson each school day for 12 to 20 weeks with a specially trained Reading Recovery teacher. As soon as students can meet grade-level expectations and demonstrate that they can continue to work independently in the classroom, their lessons are discontinued, and new students begin individual instruction.

According to Reading Recovery Council of North America, the reach indicates that since 1984 when Reading Recovery began in the United States, approximately 75% of students who complete the full 12- to 20-week intervention can meet grade-level expectations in reading and writing. Follow-up studies indicate that most Reading Recovery students also do well on standardized tests and maintain their gains in later years.

Reading Together

Our mission is to help children raise achievement in reading and math; become engaged in their learning communities; develop 21st Century skills that foster long-term success; and build emotional resiliency and strength of character that will enrich their lives and communities. Since 1995, Learning Together has provided targeted academic interventions to help struggling students in elementary through high school. Reading Together Grade Two, is a one-on-one peer teaching intervention that helps second-grade students improve fluency and comprehension. The reading skills students acquire in the early grades determine their academic success throughout school. That's why it's so important to reach children in their critical second year, when decoding needs to develop into fluency and comprehension. In Reading Together Grade Two, students are introduced to sequenced and leveled text in a variety of genre.

Reading Together Grade Three was developed to build on the fluency and comprehension strategies of our second-grade program, or to intervene with other students who are falling behind during this critical gateway year. Grade Three contains a rich mix of literature from informational and procedural text to fiction and poetry. Writing skills are enhanced through end-of-lesson activities and graphic organizers. Lessons are grouped by theme, so tutees learn to synthesize information from several tutorials. They also learn to form their own questions, and find answers by rereading and using classroom resources.

Read 180

READ 180 is a comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers in grades 4–12+. Designed for any student reading two or more years below grade-level, *READ 180* leverages adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers.

Teachers begin and end each session with Whole-Group Instruction that engages the entire class. In between, students break into groups and rotate through three stations for Small-Group and independent learning. Following the *READ 180* Instructional Model is proven to result in significant gains in reading achievement for students after one or two years participation.

Math

High Point Academy is established as a school of intervention. HPA defines applied mathematics as the application of mathematical concepts used in real-world or interdisciplinary learning. HPA believes applied mathematics is the most effective intervention for teaching abstract concepts in a concrete manner.

Real-world math will provide students with greater understanding of how numbers, and mathematical concepts are an integral part of the world in which they live. Through the use of manipulatives, interactive games and real-life examples, math will become more concrete and less abstract. Manipulatives are tools that let children think, perform, problem-solve, and make things happen while they are working toward a solution. With the right manipulatives, skills such as memory retention, reading, motor skills, hand-eye coordination, and learning awareness become enhanced and improved. We believe this approach will minimize the anxieties that are often associated with learning math. Integrated initiatives, such as STEM, will also encourage and allow students to focus more on how they would use math and science and less on memorization of isolated concepts.

Research confirms that educational achievement increases when manipulatives are used in the classroom. HPA believes that our students will make significant gains in these areas:

- verbalizing thinking
- discussing concepts and ideas
- relating real-world situations to educational symbolism
- working collaboratively with teachers and their peers
- thinking divergently to find a variety of ways to solve problems
- expressing problems and solutions in a variety of ways
- making classroom presentations
- taking ownership of their learning experiences
- gaining confidence in their abilities to find solutions and answers on their own

In alignment with hands-on research, HPA believes incorporating hands-on learning into daily instruction assists students in grasping and retaining concepts with greater ease and makes learning more meaningful.

Math Intervention

Step 1) Pre-Assessments

Step 2) STEM instruction with formative assessments

Step 3) Math Intervention Plan (MIP) for students who have not grasped abstract concepts

Step 4) Performance-based Assessments

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

Securing sustained interest and commitment from the community is critical to the success of High Point Academy. Open communication with the community is also essential to the success of HPA. In an effort to establish and maintain a continuous relationship with the community, a community advisory team is necessary. The advisory committee consists of business owners, faith-based leaders and local business leaders; these individuals are members of the High Point community, who have already established relationships with the neighborhoods. The community advisory group will assist High Point Academy in determining the best methods of reaching out to the students and families in the community. The knowledge and expertise of the individuals on the advisory community will assist in HPA's efforts to cultivate community awareness and generate financial support. Advisory team members will work with the Board of Directors to communicate High Point Academy's mission to the community. They will also assist the Board in conducting surveys, coordinating focus groups, and developing a grassroots marketing campaign. High Point Academy considers the community advisory committee members as a direct link to the community.

High Point Academy has developed a communication plan to address the challenge of community awareness. HPA understands that in this case "build it and they will come" is not a correct assumption. Community awareness efforts will focus on establishing relationships with presidents of the public housing communities, holding state-of-the-school receptions, collaborating with community centers, and working with churches and other faith-based organizations.

In our efforts to support the community, HPA will explore partnerships with local community colleges to hold GED, literacy, and basic skill-set classes. In addition, we will partner with local businesses to determine deficient skill-sets of employees to help strengthen the workforce. For example, HPA will hold technology classes afterschool for parents and employees while students are involved in afterschool tutorials. Finally, through the expertise of board members, HPA will seek to establish a Family Advocacy Program.

HPA exists to be an asset to the entire community. It is crucial that parents see HPA as *their* school as well as their child's school. In an effort to strengthen parental involvement, HPA will conduct home visits, organize events at various times of the day on campus and in community centers to better accommodate the families we serve. Student-led conferences will be done during home visits and at school to increase positive educational experiences.

Parents United to Serve and Help (PUSH) is the parent and volunteer organization for High Point Academy. PUSH exists to provide an organized venue for parents, guardians and community members to actively engage in the daily activities of HPA. Parents will be invited to join the HPA family in order to encourage their students, grow the school and learn along with their children.

- 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.

HPA is committed to serving the needs of all students. In order to best determine the needs of gifted, at-risk children and English Language Learners, an initial interview with the family to gather educational and personal information will be conducted. Prior Individualized Family Service Plans, educational testing and Individualized Education Plans, along with pertinent medical information will be requested and collected. The findings will determine how HPA will meet the educational needs of each student. For those identified as ELL, EC, and/or Gifted and Talented, the legal mandates will be followed.

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

HPA recognizes the benefits of extra-curricular activities as a means to support instruction and provided healthy outlets for students. Bi-monthly, teachers will participate in Professional Learning Communities, at which time students will participate in the Enrichment Institute for Learning (EIL). All students will select an enrichment area such as chess, legos, scouts, knitting and scrabble in which to participate. Parent volunteers and community members will support HPA's mission by supervising and facilitating clubs, athletics and organizations while teachers are actively engaged in PLCs'. High Point Academy's Enrichment Institute will be implemented based on:

- Students areas of interests
- Parents and volunteers' gifts and talents
- Community clubs and organizations availability

EIL supports HPA's mission and vision to establish a learning community where students, teachers, families and communities come together to share life and learning. HPA's implementation of the EIL augments our belief that a strong sense of community adds tremendous value to the lives of our students.

Criminal reference checks will be conducted on all persons involved in supervising and facilitating activities, clubs, athletics and organizations during the Enrichment Institute for Learning.

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.

High Point Academy is established on a truth that every person has a specific purpose in life. HPA is different from other educational institutions in that we are committed to educating a student in a rigorous academic curriculum and to ensure each student begins to recognize his purpose in family, school and community. Federal legislation *Individuals with Disabilities Education Act (IDEA)* (20U.S.C. 1400 ET seq.) and state legislation (G.S. 115C-106 238.29F(g)(5) mandates there shall not be discrimination against any student based on ethnicity, national origin, gender, or disability and that every child is entitled to a free, appropriate, public education. Students served under these laws include those considered and identified as at-risk, gifted/talented, English language learners (ELL), and students with disabilities (EC). High Point Academy will meet and exceed these requirements, as every HPA student will be provided with a unique educational experience.

In order to best determine the needs of the student, an initial interview with the family to gather educational and personal information will be conducted. Prior Individualized Family Service Plans, educational testing and Individualized Education Plans, along with pertinent medical information will be requested and collected. The findings will determine how HPA will meet the educational needs of each student. For those identified as ELL, EC, and/or Gifted and Talented, the legal mandates will be followed.

English Language Learners

High Point Academy will adhere to the North Carolina English Language Proficiency Standard Course of Study as is outlined at www.ncpublicschools.org/curriculum/esl/scos/. When determining eligibility, the parent(s) and/or guardian(s) will be required to complete a Home Language Survey in order to identify any student whose primary home language is something other than English. The Department of Public Instruction for North Carolina, specifically NCDPI ESL NCWiseOwl, will serve as a resource for this documentation. Other factors which may affect determination or instructional need are: length of time in a US school, prior academic experiences, parents' levels of education, home life and responsibilities, years without formal schooling, previous traumas experienced, and use of appropriate modifications and instructional techniques in the classroom. ELL students will be evaluated annually using the World-Class Instructional Design and Assessment - Assessing Comprehension and Communication in English State-to-State for English Language Learners, or WIDA-ACCESS. Students who are not yet identified will be given the W-APT, which is the ACCESS Placement Test.

The Exceptional Children's teacher will collaborate with the classroom teacher to plan lessons that target the individual language needs, and analyze methods of presentation/delivery of material for optimal comprehension. There must also be considerations made for students who may need to show their comprehension of material through unconventional means of output. The EC and regular education teachers will collaborate to find means for communicating the child's comprehension when verbal skills are not adequate to do so.

Professional development will be crucial for all staff to learn best practices for teaching ELL students, understanding cultural differences and how education is valued in that culture. Cultural diversity and customs specific to each

student will be taught and respected. Parent volunteers and other family members will be welcomed and encouraged to take an active role in the child's education. Community leaders, representative of the cultures and other community members will add to HPA's unique ability to embrace each student. All will be welcomed members of the HPA community.

Students with Disabilities

According to the North Carolina Department of Public Instruction's website, "The mission of the Exceptional Children Division is to assure that students with disabilities develop mentally, physically, emotionally, and vocationally through the provision of an appropriate individualized education in the least restrictive environment." HPA is committed to better defining "an *appropriate* individualized education." Thus, HPA will have an interdisciplinary team of highly-qualified professionals to fulfill the mandates of educating any child with special needs. Administrative members of High Point Academy will be representative of the LEA. A regular education teacher and a special education teacher are also required members of the IEP team. The parents, along with any other persons able to provide detailed information necessary to understand the whole child, are critical members of the team. The school or parents may also invite professionals who can interpret testing results or provide expertise and insight into the child. HPA highly values the professional and personal collaboration with parents and those who have the best interest of a student. Therefore, HPA is committed to guaranteeing the student has a team of highly qualified educators.

Inclusionary practices are the current instructional model of choice. Attempting to serve all students under one philosophy is not optimal. At times there is a need for one-on-one and small group instruction. Therefore, classroom instruction will be a combination of teaching models. HPA will use brain-based, data-driven and individualized instruction, in order to provide a "tailor-made" educational program that supports the student in areas of need.

While many disabilities may be considered "common" in our society, such as ADHD, Specific Learning Disabilities, and even Autism, the way in which such disabilities affect individuals may not be. Characteristics can be generalized, but it takes specialized training to understand the subtleties and provide quality instruction. HPA will use several different means to attain this. Professional development, including webinars, workshops and conferences, will be a source for training HPA staff. Establishing relationships and collaborating with area agencies and organizations connects the special-population community with HPA while providing an invaluable resource of information and support.

At-Risk and Gifted/Talented Students

While most would think of at-risk students and Gifted/Talented Students as two separate groups, HPA does not. In fact, many programs and schools function on the assumption the Gifted/Talented students can and will improve on their own. A direct result of this philosophy is students who become bored, turned off to education and thus, they become part of the "at-risk" population. HPA recognizes that it is not enough to give "enrichment activities" to these students while being in class. Research indicates that students master objectives more readily when they can teach the concepts. Students identified as Gifted/Talented will serve as peer tutors in the Reading Together program. In addition service learning projects will also be a means for extrapolating concepts for our gifted/talented population.

High Point Academy's educational framework provides at-risk, gifted/talented, English Language Learners and students with disabilities optimal programming for an individualized education. Data-driven instruction, brain-based learning and service learning are effective teaching strategies. For these students, those strategies become a necessity for life-long learning. Students who have minimal frustration and maximum success will become motivated to further their knowledge base. HPA is committed to the following process for this to occur: evaluate a student's current level of functioning, identify a team of teachers, staff, community members, and mentors to support the family of these students which in turn supports the student, decide what educational, social and individual goals should be, determine the most effective teaching strategies for each child to obtain these goals and experience optimal success, and continually assess the student in order to adapt instruction whenever necessary.

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.

PREVENTIVE PLAN

HPA understands that behavior is learned. This means that inappropriate behaviors have to be “unlearned” and replaced with appropriate behavior. HPA also understands that techniques used to solve discipline challenges are not the same techniques used to solve learning and performance challenges; discipline techniques simply establishes an atmosphere for effective learning to take place. To establish a culture conducive for optimal learning and founded on HPA’s core values of continuous growth and integrity, HPA will implement a preventive plan to address student conduct and discipline.

Teaching with Love and Logic’s (future referenced as Love and Logic) primary goal is effective interaction between the teacher and the student. The concept is founded on relationships and respect which mirrors the heart of HPA’s vision and mission. Love and Logic’s four key principles are 1) enhancement of self-concept, 2) shared control, 3) consequences with empathy and 4) shared thinking. Love and Logic advocates a definition of achievement that is “real world” oriented. It defines achievement as attaining a singular goal or standard rather than a relative position among peers. The framework of Love and Logic emphasizes sustainable, continuous achievement, which means learning that is incremental, built on previous learning and sustained over a long term. This correlates the HPA’s individualized, student-centered learning, which integrates goal-setting and student-led conferences into instructional practices. Components of Love and Logic’s shared thinking are based on Bloom’s Taxonomy, which aligns with the verbiage of the Revised Bloom’s Taxonomy for the cognitive process integral in Common Core State Standards. Love and Logic also includes strategies to promote 21st century learning in that it addresses the aspect of developing the attitude of “relearning.” It provides techniques, guidelines tips and interventions for teachers, which include but are not limited to, student/teacher interactions, avoiding control battles, utilizing consequences in the classroom, “I” messages, enforceable statements, thinking words vs. fighting words, choices and threats, and using negative assertion. Love and Logic distinguishes punishment and consequences; consequences being defined as affecting students intrinsically, which fosters internalization of responsibility that yields student growth and learning. Enhancement of self-concept establishes feelings of success, which builds confidence and further pushes students towards achievement. Love and Logic also emphasizes the principle-approach to discipline which promotes individuality, decision-making and values such as dignity, respect and fairness. Love and Logic stresses the importance of giving feedback and utilizing cumulative point total as a system for grading. These approaches cultivate HPA’s philosophy of academic excellence namely the aspects of individualized and student-centered learning.

HPA concurs with Love and Logic’s philosophy that students need to feel love, capable and unique. As highlighted, Love and Logic augments HPA’s mission to empower students to be continuous learning who are ready and capable of living productive lives and contribute to a global world and who are adaptive, engaged and confident. Love and Logic’s four key principles, principle-approach, and primary goal support HPA’s vision to create a learning community where students, teachers, families and volunteers come together to share life and learning and foster a community of educators, families and volunteers who share the common belief that every student has a specific purpose in life.

An additional concept in Teaching with Love and Logic was the aspect of real variables. Real variables are the unknown variables that affect student behavior – such as interpersonal family dynamics, religious view, and economic pressures. In accord with HPA’s vision and as a preventive measure to foster family-partnership and student-support, HPA will conduct home visits.

HPA’s vision is to establish a strong support system for student’s academic success and achievement. HPA staff are valued as educators who embody and contribute to teaching students moral values and ethical principles. Families

are valued as the first teachers in a student’s life and students are taught continuously to respect families and caregivers. HPA’s heartbeat is the community. HPA understands that strong families contribute to strong communities, and strong communities strengthen the nation. Students, families, educators, and all other stakeholders understand that a strong sense of community adds tremendous value to one’s sense of security. Experience and research throughout the country show that the interaction with the student’s family at their home is a very effective way to help student’s academic and behavioral progress. Home visits improve the communication between student, parent, and teacher which in return contributes to student success and enhancement of self-concept.

Home visits will be on the voluntary basis for parents, but are strongly recommended by the Executive Director and staff. Home visits can be scheduled on weekdays after school and on the weekend if preferred by parent. At least two teachers will conduct home visits during the first semester. During the home visit, both parties get to know each other in a relaxed setting. A family picture will be taken with the teachers and, with the consent of parents, posted at the school and/or on HPA’s website.

CODE OF CONDUCT

Understanding the Preventive Plan primarily focuses on classroom solutions implemented by the teacher for student discipline and conduct, HPA will use adhere to the following range of consequences when repetitive or more serious code of conduct violations occur.

High Point Academy Student Code of Conduct

Student & Parent/Legal Guardian Receipt of High Point Academy Student Code of Conduct Handbook

- We have read and discussed the High Point Academy Charter School Student Code of Conduct Handbook.
- We will observe the High Point Academy polices to actively support the educational process and work with teachers and school administrators to create and maintain the best learning environment possible.
- Copies of this form will be kept on file at each school.

Name of Student	Current Grade
1.	
2.	
3.	
4.	

Name of Parent/Legal Guardian: _____

E-mail of Parent/Legal Guardian: _____

Parent Signature: _____

Student Signature: _____

Student Code of Conduct

High Point Academy exists to empower students to become continuous learners who are ready and capable of living productive lives and contributing to a global world. High Point Academy students are adaptive, engaged, and confident learners who value nation, community, culture, family, and individuality. In order to achieve mission, the HPA Board of Directors expects HPA to be an environment where students, learn, grow, and become responsible members of society. The Board has developed polices that outline acceptable student behavior and has endorsed a preventative discipline plan.

This code of conduct serves as the disciplinary framework and support of all behavioral and discipline polices. All students are expected to be aware of and abide by the HPA student code of conduct. Students are asked to read and discuss this handbook to ensure a clear understanding of the High Point Academy student behaviors.

Preventive Discipline

HPA understands that behavior is learned. This means that inappropriate behaviors have to be “unlearned” and replaced with appropriate behavior. HPA also understands that techniques used to solve discipline challenges are not the same techniques used to solve learning and performance challenges; discipline techniques simply establishes an atmosphere for effective learning to take place. To establish a culture conducive for optimal learning and founded on HPA’s core values of continuous growth and integrity, HPA will implement a preventive plan to address student conduct and discipline.

High Point Academy Student Code of Conduct

Offenses to the student code of conduct apply to the behaviors that occur on school property, at school-related activities or when students are otherwise subject to the authority of High Point Academy. Discipline action may also be taken for off-campus incidents if the action has an adverse effect on the order and general welfare of High Point Academy. As the Executive Director takes into account each situation, frequency and context of the offense, a range of consequences have been developed. These consequences have been developed in adherence to state board polices.

In alliance with the philosophy of Teaching with Love and Logic, consequences will be Principle-approach. For students with repetitive behaviors and more serious violations, the following range of consequences will be imposed.

Elementary Consequences for Office Discipline Referrals				
Level I	Level II	Level III	Level IV	Level V
<ul style="list-style-type: none"> ▪ parent phone call ▪ administrative – student conference with appropriate follow-up student action ▪ warning 	<ul style="list-style-type: none"> ▪ parent conference ▪ detention ▪ silent lunch ▪ isolation from peers ▪ restitution ▪ loss of privileges 	<ul style="list-style-type: none"> ▪ in-school suspension ▪ individual behavioral plan 	<ul style="list-style-type: none"> out-of-school suspension (1-10 days) 	<ul style="list-style-type: none"> ▪ Long-term suspension (11 + days) ▪ 365 suspension ▪ expulsion

Range of Consequences		
Offense	Definition	Range of Consequences
Academic Violation	Violations of academic integrity are actions which permit a student to gain an unfair advantage over other students. This includes giving or receiving of any unfair advantage on any form of academic work.	II - III
Assault of School	An intentional offer or attempt by force or violence to do injury to	II - IV

Officials, Employees, and Volunteers	a school official, employee or volunteer that causes reasonable or immediate bodily harm while the school official, employee or volunteer is discharging or attempting to discharge his/her duties.	
Assault Involving Use of a Weapon	An intentional offer or attempt by force or violence to do injury to the person of another that causes reasonable apprehension or immediate bodily harm through the use of a weapon.	IV - V
Assault Resulting in Serious Personal Injury	An intentional offer or attempt by force or violence to do injury to the person of another that causes reasonable apprehension of immediate bodily harm resulting in one of the following: 1) Substantial risk of death; 2) Serious permanent disfigurement; 3) A coma; 4) a permanent or protracted condition that causes extreme pain; 5) A permanent or protracted loss of impairment of the function of any bodily member or organ; or 6. That results in prolonged hospitalization.	IV-V
Arson/Willfully Burning a School Building	A person who wantonly and willfully sets fire to, burns, causes to be burned, or aids, counsels, or procures the burning of any schoolhouse or building owned, leased or used by any public school, private school, college or educational institution.	IV - V
Bullying	Any pattern of gestures or written, electronic or verbal communications, or any physical act or any threatening communication that 1) places a student or school employee in actual and reasonable fear or harm to his/her person or damage to his/her property; or 2) creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities or benefits. Bullying is a form of harassment.	II - V
Disruption	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling or screaming; noise with materials; horseplay; and/or sustained out-of-seat behavior.	I - III
Forgery/Theft	Student has signed a person's name without that person's permission or is in possession of, having passed on, or being responsible for removing someone else's property.	I - IV
Gang Affiliation Display	Student uses gesture, dress and/or speech to display affiliation with a gang.	1 st Offense – I 2 nd Offense: II - III
Inappropriate Display of Affection	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.	II - III
Inappropriate Location/Off Campus/Leaving Class or School without Permission	Student is in an area that is outside of school boundaries (as defined by school).	II - IV
Inappropriate Language/Disrespect	Cursing or use of vulgar, abusive or demeaning language towards another person.	I - III
Physical Aggression	Student engages in actions involving serious physical contact where injury may occur (e.g. hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.)	II - IV
Property	Damaging or attempting to damage any school property or	II - IV

Damage/Vandalism	private property. Stealing or attempting to steal school or private property and/or knowingly being in possession of stolen property.	
Possession/Use of Tobacco	Use or possession of any product that contains tobacco and is intended for human consumption, including all lighted and smokeless tobacco products.	
Possession of Firearm or Powerful Explosive	It is unlawful for any person to possess or carry, whether openly or concealed, any gun, rifle, pistol, or other firearm of any kind on educational property or to a curricular or extracurricular activity sponsored by the school. This offense does not apply to a BB gun, stun gun, air rifle or air pistol.	V
Bullying/Harassment – Verbal	Unwanted, unwelcome and uninvited behavior that demean, threatens or offends the victim and results in as hostile environment can be created through pervasive or persistent misbehavior or a single incident, if sufficiently severe. This may include gender based harassment, as well as racial discrimination. Bullying is a form of harassment.	II – V
Bullying/Harassment – Sexual	Unwelcomed sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature.	II - V
Communicating Threats	Directing toward any other person any language that threatens force, violence or disruption, or any sign or act that constitutes a threat of force, violence or disruption.	II - IV
Defiance/Non-Compliance/Disrespect/Insubordination	Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions.	I - IV
Disorderly Conduct/Dress Code	Students are prohibited from disrupting teaching, the orderly conduct of school activities, or any other lawful function of the school or school district. Some examples are: intentional verbal, written or physical acts which result or have the potential to result in blocking access to school functions or facilities or preventing the convening or continuation of school-related functions; appearance or clothing which 1) violates a reasonable dress code adopted and publicized by the school or 2) is substantially disruptive or 3) is provocative or obscene, or 4) endangers the health or safety of the student or others; possessing or distributing literature or illustrations which significantly disrupt the educational process or which are obscene or unlawful; engaging in behavior which is immoral, indecent, lewd, disreputable or of an overly sexual nature in the school setting.	I - III
Possession of a Weapon (excluding Firearms or Powerful Explosives)	It is unlawful for any person to possess or carry, whether openly or conceal, any of the following weapons on campus or to other educational property: 1) any BB gun; 2) stun gun; 3) air rifle; 4) air pistol; 5) bowie knife; 6) dirk; 7) dagger; 8) slingshot; 9) leaded cane; 10) switchblade knife; 11) blackjack; 12) metallic knuckles; 13) razors and razor blades; 14) fireworks; or 15) any sharp-pointed edged instruments, except instructional supplies, unaltered nail files, clips and tools used solely for preparation of food, instruction, maintenance.	IV - V
Possession/Use or	It shall be unlawful for a person younger than 21 years of age to	1 st Offense – III

Unlawful, Underage Sales, Purchase, Provision of Alcoholic Beverages	possess, sell, give or purchase any alcoholic beverage.	2 nd Offense - IV
Possession of Controlled Substance in Violation of the Law	It is unlawful for a person to possess or have in his/her immediate control any of the following: Marijuana, Heroin, LSD, Methamphetamine, Cocaine or any other drug listed in schedule I – IV of the North Carolina Controlled Substances Act.	1 st Offense – III 2 nd Offense – IV 3 rd Offense – V
Sale (intent to sell) of a Controlled Substance in Violation of Law	Students may not in any way participate in the selling or transmitting of prohibited substances, regardless of whether the sale or transmission ultimately occurs on school property. Prescription and over the counter drugs are not in violation of this policy if possessed and used in accordance with Board Policy administering medicines to students.	1 st Offense – IV – V 2 nd Offense - V
Skipping	Student leaves or misses class without permission.	II - III
Technology Violation	Student engages in inappropriate use of cell phone, pager, music/video players, camera and/or computer.	I - II
Truancy	Numerous unexcused absences.	I - II

High Point Academy Student Handbook

NONDISCRIMINATION

High Point Academy 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, HPA 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.

Parent Letter

Welcome to High Point Academy! I hope your summer was filled with fun and excitement and now you are ready to “Fly High with The Golden Eagles!” We will work together as a unified team to meet the challenges of the 2013-2014 school year and we will soar higher than ever before.

This handbook is, and will be, a very important and valuable tool for you during the 2013-14 school year. Please read it thoroughly and keep it in a handy place for quick reference. I also ask that you seriously consider the following requests:

- Become actively involved with Parents Uniting to Support and Help (PUSH) as soon as possible.
- Protect instructional time by limiting disruptions during the school day.
- Always speak positively about HPA and it’s staff, especially in front of your child. Children will often mimic their parents’ attitudes.
- Support your child academically by providing an environment at home that will assist your child in completing homework and projects on time.
- Direct any questions or concerns to your child’s teacher. The teacher will assist you if possible and if not, will direct you to someone who may.

Thank you for entrusting HPA with your child(ren). It is our greatest desire to provide the highest quality of education while instilling self-confidence and a life-long love of learning.

Committed to Student Success,

R. Folice Bailey, Executive Director/Principal

HIGH POINT ACADEMY MISSION STATEMENT

High Point Academy exists to empower students to become continuous learners who are ready and capable of living productive lives and contributing to a global world. High Point Academy students are adaptive, engaged, and confident learners who value nation, community, culture, family, and individuality.

HIGH POINT ACADEMY BELIEFS

Our school community shares the following beliefs:

- ☒ All students can learn given the opportunities incorporated with “best practices.”
- ☒ It is the responsibility of the staff, parents, and the community to provide a safe and orderly environment that will promote an atmosphere that is conducive to learning.
- ☒ HPA faculty and staff must continue their education and professional development in order to continuously better the education of the students.
- ☒ Teachers, administrators, staff, parents and the community share the responsibility of supporting High Point Academy and its mission.
- ☒ The students’ educational needs are the primary focus of all decisions regarding the efficient use of time and resources.

OFFICE HOURS OF OPERATION

7:15 – 4:00

STAFF HOURS

7:15 – 2:50

**INSTRUCTIONAL HOURS**

7:30 – Student Arrival

7:50 – Tardy Bell Rings

8:00 - Instructional Day Begins

2:40 - Student Dismissal

PROTECTION OF INSTRUCTIONAL TIME

The time allotted for instruction is invaluable. We understand that when it comes to educating our students, every second counts. Our goal at High Point Academy is to render data-driven, individualized instruction to strengthen student growth and achievement. Understanding that every moment counts, our instructional day begins at 8:00 each day and ends at 2:40. To protect critical times for instruction, parents are asked to adhere to the following guidelines to assist us in supporting students' academic needs:

1. Ensure that your child is present every day. We need and want them here!
2. If at all possible, please schedule doctor's appointments during instructional hours. In dire situations, schedule appointments during students' recess, lunch or specials.
3. Classroom observations by parents need to be scheduled with the teacher ahead of time so as not to disturb instructional time. Likewise, if a conference is needed, please contact the teacher to schedule one at an appropriate time.

It is the principal's responsibility to monitor instruction and provide instructional support to teachers and students during instructional hours. Therefore unless there are special circumstances, administrator-parent conferences will be held prior to the beginning of the instructional day between 7:00 – 7:20 am or 3:00 – 4:30 pm. Parents may contact office support personnel to schedule a time.

4. Phone calls will not be transferred to classrooms during instructional time. Phone messages will be placed in teachers' boxes. Teachers are required to check their boxes prior to the instructional day, during lunch period, and following dismissal. In the event of an emergency, calls and messages will be handled accordingly at the discretion of appropriate personnel.

VISITORS

While parents and volunteers are welcome, the paramount concern of the school is to provide a safe, orderly and inviting learning environment in which disruptions to instructional time are minimized. Unexpected visitors disrupt the class by distracting teachers and students from their work. Therefore, please read our policy carefully and follow our procedures when visiting our school.

ALL VISITORS MUST CHECK-IN AND CHECK-OUT AT THE FRONT OFFICE UPON ARRIVAL TO THE CAMPUS AND AT DEPARTURE FROM CAMPUS.

1. Under no circumstances, should a parent or visitor go directly to a classroom without checking into the front office and receiving a visitor's pass. This is for the protection of all children and HPA staff.
2. In compliance with our school safety plan anyone, other than staff and students, in the building without a visitor's badge clearly displayed on his/her clothing will be directed and required to return directly to the office to do so.

3. Instructional time is a valuable resource that must be maximized and not taken for granted. Therefore, we will deliver messages, money, lunches, homework, etc. because we do not want to interrupt instructional time.
4. Any individual who disrupts the educational environment may be asked to leave.
5. As part of the district's Safe Schools Plan, all visitors, even if a parent is well-known to school staff, must state the reason for a visit, the destination, and wear visitor identification while in the school.
6. We ask that you say good-bye to your child either at the car or at the door of the school. Doing so will build responsibility, confidence and self-esteem in your child.

Please be respectful of the increased demands and heavy workload of teachers. They must cover a large amount of curriculum in a short period of time. Instructional times/classes should not be interrupted.

ATTENDANCE

All absences will be recorded as lawful or unlawful (excused or unexcused). Parents have three (3) days after a child returns from an absence to provide the teacher with a written excuse. Lawful absences are sickness, doctor's appointments, family emergencies and death in the immediate family. Family vacations during the regular school year are not considered excused absences. We do ask that you notify us at least two weeks in advance of a trip.

In accordance with HPA policy, parents must contact the school whenever their child is absent from school.

Parents may leave phone messages with the school before 7:30 a.m. For those absences that are unexplained, a follow-up call will be made by a teacher or teacher assistant to check on the reason for the absence. In addition to calling the school, written documentation from parents or guardians is required for all absences. A student must attend school for at least half a day in order to be counted present. Children must arrive at school by 11:05 a.m. to be counted in attendance.

The State Department of Public Instruction outlines what constitutes an "excused" absence. The reasons are as follows: illness or injury; quarantine; death in the immediate family; medical or dental appointments; court or administrative proceedings; religious observations; or educational opportunity (requires approval by principal prior to absence).

All other absences are unexcused and unlawful for reasons other than those stated above. Truancy, vacations and no reason indicated are all unexcused absences. If a child is suspended from the bus and does not attend school, that absence is unexcused. However, if a child is suspended from school, that absence is excused.

In accordance with the Compulsory Attendance Law, G.S. 115C-378, excessive unexcused absences will be investigated by the Family Specialist and referred to the District Attorney's Office after ten (10) unexcused absences.

***NOTE:** Students with a temperature of 100 degrees Fahrenheit (oral), vomiting or diarrhea will be excluded from school and may not participate in school activities until they are symptom-free without medication for 24 hours. Students with an undiagnosed rash may be excluded from school. If they are excluded from school, Read mission is contingent upon a note from a physician, being symptom-free and receiving appropriate treatment. Parents will be called when a student's condition prevents participation in normal school activities.

TARDINESS

While there are times when a student will be late to school for doctor appointments, illness, etc., repeated tardies to school are a problem and a disruption of the instructional day. Parents often model for their children the importance of education and responsibility by the attitude they take toward attendance and arriving at school on time. It may seem harmless to some adults for a child to be late to elementary school. The reality is that it creates problems for the child, teachers and his/her classmates. A student, who is chronically tardy to

school, consistently begins the day behind. The entrance of the student into a class already at work creates a disturbance for the class. The teacher has to stop his/her teaching responsibilities to help the child catch up with the rest of the class. Protected instructional time is scheduled throughout each day at High Point Academy. Chronic tardies result in the loss of instructional time for the student. For these reasons, High Point Academy will use the following strategies

1. Students arriving after 7:50 am are tardy. The child must have a note from the office to be admitted to the class after 7:50 am.
2. Parents or the adult that brings the child to school is required to come into the office and sign the child in if arriving after the tardy bell. A sign is placed in the parking area each morning to remind parents about this procedure.
3. Failure to sign a tardy student in will result in a letter to the parent or guardian from the principal.
4. Chronic tardies to school and/or repeated failures to sign a tardy student in will result in a request for a parent conference with the principal.
5. Chronic tardies that continue to be unresolved will result in a referral to the school social worker or social services.

EARLY DISMISSAL

If it is necessary for your child to be picked up during the school day, a note signed by the parent explaining the circumstances must be sent to the teacher. When you arrive to pick up your child, please come to the office. Please do not go directly to the room. Students cannot be released from class until called from the office. Students picked up before 11:15 a.m. are counted absent. Students who arrive after 11:15 will also be counted absent.

INCLEMENT WEATHER POLICY

School closings and delays due to inclement weather will be announced on the HPA website and local radio or TV stations. On one-hour delays, breakfast will be offered in the cafeteria. ON TWO-HOUR DELAYS, BREAKFAST WILL NOT BE OFFERED.

Early dismissal due to inclement weather will be announced first on the HPA website. The information will then be broadcast over radio and TV stations. Please read carefully and follow the procedures listed:

In such cases, please be sure plans are made for AFTER-SCHOOL CARE. In the event of early dismissal, if your child is a car-rider, it is very important for you to pick up your child as soon as possible.

Send a written note to school detailing the after-school plans if they are different from the normal procedures in the event school is dismissed early. (No students will be released to alternate plans without the written consent of the parent or guardian.)

Early dismissal is sometimes a tense and drawn out procedure when someone other than the parent comes to pick up the child without written authorization. (We will not, for your child's safety and security, take their verbal statement as confirmation of your plans.) This has made some parents and relatives angry in the past. Please try to understand that we are only thinking of every child's safety and accurate dismissal from school. Make sure you keep us aware of any changes in your home, cell, or work phone numbers whenever such changes occur.

Use the Internet to find out if school has been canceled. Please check the alerts on the High Point Academy website. You may also call the school office for the recording announcing any delays or closures. High Point Academy will also post on the local TV and radio stations.

CAR RIDERS AND VISITOR PARKING

Those parents who choose to bring their children to school by automobile must observe the following rules:

Students are not to arrive before 7:30 a.m.

1. All automobiles are to unload students in the designated student-loading zone. Cars must either park in a parking space to load and unload or pull into the car line for loading/unloading zone. Please pull all the way up before unloading/loading your child to facilitate the swift processing of students. For safety purposes in the afternoon, under no circumstances will a child be released to enter a car sitting in line during pick up except in the designated loading area.
2. **Please read carefully!** Due to safety hazards created for students serving as flag patrols, this new policy will be strictly enforced.
3. To ensure the safety of students, cars are not to exceed 5 mph in the parking lot.
4. Visitor parking is permitted here from 8:00 am – 1:55 pm.

STUDENT CHECKOUT POLICY

1. Children checked out prior to 2:35 pm must be signed out in the office.
2. If anyone other than the parent or legal guardian is to pick up a child at school, the office must have written permission from the parent or legal guardian for that person to take the student off campus. We frequently receive calls asking the office to inform a student to ride a different bus or to be a car rider on a particular day. As we are unable to verify over the phone that it is in fact the parent making the call, it puts the school in an awkward position. Since we have the responsibility of protecting the safety of each child, please refrain from making requests. Our secretary may not know you or your voice, so please send this request in writing.
3. Children who are being picked up early must be checked out by office personnel. Our teachers are not to release children until this procedure has been followed.
4. Checking students out prior to 2:35 is discouraged. We ask parents to allow teachers to have a dismissal, free from interruption and confusion, by waiting for students to exit with their teacher after the final bell rings. Disruptions can cause students to come home without homework assignments and books/materials that might be needed to complete assignments.

CHILD CUSTODY

If you and your spouse are separated or divorced and you have been granted custody of your child through a court order or deed of separation, please advise us of this fact. The only way we can comply with the court's order is to have the most recent copy of this order in your child's file. We cannot refuse a parent, who asks to pick up their child, unless we have a court order on file disallowing it.

STUDENT ILLNESS

Should your child become ill during the school day, parents will be notified so the student can be picked up from the school office. It is crucial that we have a telephone number where the parent or other designated individual may be reached in an emergency. Please be certain that we have several names and numbers of people we may contact. Please notify the school if any of these names/numbers change during the year. Students should be "fever free" for 24 hours before returning to school.

ADDRESS/PHONE CHANGES

Please notify the school immediately of any change in your address, home phone number, cell phone number or work phone number. It is critical that we be able to reach you in case of an emergency. If you have no

phone, please send the number of a relative or neighbor and notify that person that you have identified them as an emergency contact.

HPA Proposed Academic Calendar

2013-14

August 5 – 20	Teacher Workdays
August 21	First Day For Students
September 2	Labor Day
October 24	End of First Grading Period (46)
October 25	Teacher Workday
November 4	Teacher Workday
November 11	Veteran’s Day Holiday
November 27 – 29	Thanksgiving Holiday
December 23 – January 1	Winter Break
January 2	Teacher Workday
January 17	End of Second Grading Period (46)
January 20	Martin Luther King, Jr. Holiday
January 21	Teacher Workday
February 17	President’s Day Holiday
March 27	End of Third Grading Period (46)
March 28	Teacher Workday
April 18 – 25	Spring Break
May 26	Memorial Day Holiday
June 12	Last Day For Students
June 13 – 20	Teacher Workdays

MEDICATION

The school recognizes that a student with chronic health problems or medical conditions may require medication during school hours. If this is absolutely necessary, please adhere to the following procedures:

An authorization form completed by a physician must be on file at the school for ANY medication to be administered at school. **(A form may be secured from the school office).**

- Medication must be delivered in person by the parent or guardian at the time the “Parent’s Authorization Form” is submitted.
- Medicine must be provided in the original prescription bottle, which includes the name of the student, the name of the drug, the frequency, and the description of the anticipated reactions of the student to the medication.
- Whenever medicine is changed by the physician, the parent is responsible for informing the school by submitting a new form and delivering medication to the school. **Telephone calls cannot be accepted for this purpose.**

We are required by High Point Academy policy to adhere to this regulation and there will be no exceptions. This includes over-the-counter medications as well.

DRESS CODE

We realize that fashions are constantly changing and students like to keep up with the current trends; however, some fashions do not fit in with the learning environment that we are trying to nurture. High Point Academy adheres to academy attire. Dress that is deemed to be inappropriate or disruptive will not be permitted. The guidelines for Academy Attire are listed below. Please read carefully the procedures for Academy Attire violations.

The dress code must be observed on all school occasions. This includes field trips.

**High Point Academy
Academy Attire
2013-2014**

High Point Academy adheres to Academy Attire. Dress that is deemed inappropriate and disruptive will not be permitted. Academy Attire will be required for all High Point Academy students at all times. The guidelines for Academy Attire are listed below.

<p style="text-align: center;">ACADEMY ATTIRE SHIRT COLORS</p> <p>The following colors apply to <u>shirts, turtlenecks, oxford shirts, and hoodless sweatshirts:</u></p> <ul style="list-style-type: none"> • WHITE • EMERALD GREEN • GOLD 	<p style="text-align: center;">ACADEMY PANTS COLORS</p> <p>The following colors apply to <u>pants, shorts, Capri pants, skorts and skirts:</u></p> <ul style="list-style-type: none"> • KHAKI
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Shirts/Tops

T-shirts are permissible under clothing, but **must** match Academy Attire color requirements. T-shirts with writing and graphics **must not** show through the top garment.

- Must be tucked in at all times with the exception of sweaters/sweatshirts
- Must be plain with **NO** logos or imprinting

Polo/Golf-Style Shirts

- Must be short- or long-sleeved
- Must have two (2) or four (4) buttons

Turtlenecks/Mock Turtleneck Shirts

- Must be plain; no buttons

Front-buttoned Solid High Point Academy Dress Shirts

- Must have wrist buttoned
- Must be collared
- Must be short- or long-sleeved

Sweaters/Hoodless Sweatshirts

- Official High Point Academy **hoodless** sweatshirts may be worn
- Cannot hang past straddle of pants (not baggy)
- Must be worn over an approved dress code shirt
- May have round- /v-neck, or it may be cardigan-style with front buttons

Pants/Bottoms

- Dress/twill pants/bottoms are allowed
- Form-fitting spandex material, nylon, denim, corduroy and sweatpants **are not allowed**.
- Pants/bottoms must be worn at the waist at all times.
- Logos or graphics are not permissible
- Pants/bottoms are limited to no more than two front and two rear pockets (no cargo pants).

Pants

- Must have straight-legged hem (no bell/ flared bottoms)
- Must fit to size (not baggy or skin tight)
- Cannot drag on the floor
- Cannot be tucked into socks

Capri Pants

- Cannot be hip-huggers
- Cannot have manufactured slit at the bottom above the knee

Shorts, Skirts or Skorts

- Splits or slits are not allowed in skirts
- Shorts must be walking-style and/or worn at the knee-cap level
- Limited to no more than two front and two rear pockets

Belts

- Belt must be worn if garment/clothing was manufactured with belt loops
- Belts/waistbands must be visible
- Suspenders are not permitted
- Belts must be a dark color
- Cannot have name buckles or large face
- Must be an appropriate length

- Must not hang below the straddle

Shoes/Socks

- Sneakers must be solid black or white
- Dress shoes/boots must be solid black
- No rubber flip flops of any kind
- No bedroom slippers
- Slouch socks may be worn, but must meet dress code color requirements

Hats

- **At no time is it permissible for students to wear any type of head gear inside of the building.** This includes but is not limited to hooded sweatshirts, hats, and toboggans. Approved toboggans with logo are allowed outside of the building.

Miscellaneous

- School Pride Apparel may be worn as a shirt on Fridays with SMOD bottoms.
- Students who fail to wear the approved SMOD will be sent to the office so that a parent may bring proper clothing. Repeat offenders will be dealt with at the discretion of the principal.
- The dress code policy and vendor list will be provided for parents before the new school year begins when a student enrolls or when revisions are made to the dress code.

Any item that is worn to school must not undermine the integrity of the dress code, serve as a disruption to the educational process or present a health hazard.

For all parents, Grades K-5, please remember:

- All parents must sign in and wear visitor badges while in the building for any reason. Many schools now use the Ident-A-Kid computer kiosks to sign in visitors and generate badges for visitors.
- Between 7:40 a.m. and 7:50 a.m., teachers are readying children for the start of instruction. Parents should not linger in the classroom after dropping children off.
- Arrival and dismissal times are not appropriate times for parent/teacher conferences. The school system considers the time immediately before and after school to be teacher planning and preparation time. Please contact your child's teacher to schedule a conference at a more appropriate time.

SCHOOL MEALS

The lunch and breakfast program, as well as all food served in the schools, must conform with nutrition standards that limit foods high in fat, sodium and sugar.

Forms to apply for the free and reduced lunch program are distributed at the beginning of the school year and are available in the school office throughout the year. Those children eligible for free lunch are automatically eligible for free breakfast. Be sure that children understand that they go directly from the bus to the cafeteria if they eat breakfast.

These are the meal prices for 2013-14. Parents can pay in advance by cash or check or the students may pay on a daily basis. Checks should be made out to the High Point Academy marked "lunch money".

REPORT CARDS AND PROGRESS REPORTS

High Point Academy sends report cards each nine weeks. For the 2013-14 school year, parents will receive report cards on the following dates:

Quarter 1: TBD
 Quarter 2: TBD
 Quarter 3: TBD
 Quarter 4: TBD

COMMUNICATING WITH THE SCHOOLS BY E-MAIL, TELEPHONES AND NOTES

The schools welcome communication from parents. Depending upon your need, you may choose to communicate via e-mail, phone, note or conference. Staff members will make every effort to respond to you within two (2) school days. Please follow the guidelines set out below.

Suggestions when e-mailing your student's teacher, principal, or any school staff:

- Please remember that e-mail is not confidential.
- Be concise.
- Make a simple request for information.
- If the concern is lengthy or involved, please request a conference instead of using e-mail.

The need to repeat e-mails over an extended period of time is a signal that the parent or teacher should request a conference.

PARENT-TEACHER CONFERENCES

A conference provides for two-way communication. By exchanging information, parents, and teachers can set the stage for a great school year. Parents with concerns are encouraged to ask for a conference at any time during the year. Parents should expect to spend 20 to 30 minutes at an elementary school conference. For specific needs, parents may call the teacher to schedule a conference or send an e-mail message requesting a conference.

How to Schedule an Elementary School Parent-Teacher Conference

Elementary schools schedule conferences in both the fall and the spring. The teacher will develop a conference schedule and invite parents to sign up for conference times. Some times are during the day and others are afterschool. An evening date is set for both fall and spring conferences.

The fall conference is required and spring conferences are strongly recommended for some students. Parents may also ask for a conference with teachers of other subject areas, such as reading teachers, exceptional education teachers, ESL, second language or physical education teachers. Parents should let the teacher know if they wish for their children to participate in the conferences.

Student-Led Conferences

HPA exists to be an asset to the entire community. It is crucial that parents see HPA as *their* school as well as their child's school. In an effort to strengthen parental involvement, HPA will conduct home visits, organize events at various times of the day on campus and in community centers to better accommodate the families we serve. Student-led conferences will be done during home visits and at school to increase positive educational experiences.

Parent Can Request Teacher Qualifications

Parents of children attending Title I schools may inquire on the professional qualifications of the classroom teacher and teacher assistant who instructs their child as a part of No Child Left Behind (NCLB).

GRIEVANCE PROCEDURE FOR PARENTS

High Point Academy is dedicated to establishing a partnership with our parents. Having open communication with our families is the best way to solve any differences or difficulties. High Point Academy realizes that unanticipated issues arise. The purpose of the grievance procedure is to secure an equitable resolution to the claim of the parents, and all parties involved shall show a good faith attempt to resolve the claim at the lowest possible administrative level. During all grievance conferences and hearings, effort shall be focused on finding a resolution to the problem.

The following is a procedure to provide parents an avenue to address concerns or grievances.

1. Talk to classroom teachers and set up a time for a meeting with the teachers and one or both on site directors.
2. The meeting should be an opportunity for all parties to discuss the situation. If a resolution is not possible a meeting with the Executive Director will be scheduled.
3. The Executive Director's goal will be to conduct an investigation if necessary and then meet with parents and teachers to solve the problem.

No coercion, discrimination, or reprisal of any kind shall be taken by the Executive Director or High Point Academy Board of Directors against any student because of his/her or his/her parent's participation in the grievance procedure.

VOLUNTEERING AT SCHOOL

Parents are important for the success of the school and contribute their time, expertise and energy in many ways.

To provide a productive school climate conducive to teaching and learning, please follow these guidelines:

- As a parent volunteer, the rule of confidentiality must be respected. It is unethical and inappropriate to discuss the performance or behavior of students in the classroom.
- Please do not plan to conference with the teacher about your child when you are scheduled to volunteer in the class.
- Many parents help by volunteering in the classrooms. We appreciate your help, but we ask that you not bring other children with you. Siblings can be a distraction to the parent, the students and the teacher.
- Parents often chaperone classes on field trips. While school staff is grateful for your assistance, field trips are limited to members of the class and volunteers. You may not bring siblings on these trips.
- Proctors for state tests are needed and greatly appreciated. Do keep in mind that parents cannot serve as proctors for state tests in the same classroom or grade level in which their children are enrolled.

FIELD TRIPS

A trip in connection with or as a culmination of a particular program of study can be of great educational value. The principal must approve all trips and permission requests will be sent home to parents. Please assist us by replying promptly when you receive such a request. Deadlines are provided in order for us to meet all financial obligations. Failure to meet these deadlines may result in you or your child not being able to participate in the field trip.

The teacher, with the principal's approval, is responsible for all field trip planning, including securing parent chaperones. Parents may accompany classes on the field trip bus only if they are serving in an official chaperone capacity as requested by the teacher. Activity buses or transit bus line service will furnish transportation for all field trips. In the event that a child is ill and cannot attend a field trip, every effort will be made to refund part of your money. Unfortunately, transportation costs cannot be refunded for field trips.

WEAPONS

The High Point Academy Board of Directors is committed to maintaining a safe environment. The Superintendent, the administrators, teachers and other employees of the schools support this commitment. We consider this a top priority as we work together to help prepare students for the future. Please read and refer to the High Point Academy Student Handbook concerning policies and procedures governing school safety and misconduct.

THE BOARD AND ADMINISTRATION OF THE HIGH POINT ACADEMY PRACTICES "ZERO TOLERANCE" WITH RESPECT TO WEAPONS ON SCHOOL PROPERTY. (This includes toy weapons, guns, knives etc...) Please make sure you and your child both understand what this means!

Signature Page

PLEASE COMPLETE AND RETURN TO YOUR CHILD'S TEACHER AFTER READING THE HIGH POINT ACADEMY STUDENT/PARENT HANDBOOK.

PARENT/GUARDIAN

I have read the High Point Academy/Parent Handbook with my child and I understand the role as parent/guardian in supporting the rules and regulations established by High Point Academy.

Parent/Guardian Signature

Date

STUDENT

I have read the High Point Academy Student/Parent Handbook with my parent/guardian and I understand my responsibilities as a High Point Academy student to follow the rules and regulations established by High Point Academy.

Student Signature

Date

Teacher

TIMELINES

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

Month	Action	Responsible Person(s)
June 2012	Upon receipt of charter, revisit community organizations and agencies surveyed during application process to conduct update and garner continued support	Executive Director and Board
	Grant Research and Development	Executive Director and Board
	Facility Preparations	Executive Board and Board
	Purchase domain and design website	Executive Director
	Board Training	Executive Director and Board
	Professional Development	Executive Director and Curriculum Specialist
July 2012	Attend community related events	Executive Director, Board, and HPA Supporters
	Design and purchase HPA promotional items (ie, water bottles, t-shirts, hats, magnets, etc.)	Executive Director and Marketing Company
	Board Training and Development	Executive Director, Board, and HPA Supporters
August 2012	HPA Community Information Session	Executive Director and Board
	Grant Research and Development	Executive Director and Board
	Board Training and Development	Executive Director and Board
September 2012	HPA Community Information Session	Executive Director and Board
	Grant Research and Development	Executive Director and Board
	Board Training and Development	Executive Director and Board
	Solicit Corporate Sponsorship	Executive Director and Board
October 2012	Professional Development	Executive Director and Curriculum Specialist
	Grant Research and Development	Executive Director and Board
	Board Training and Development	Executive Director and Board
November 2012	HPA Community Information Session	Executive Director and Board
	Grant Research and Development	Executive Director and Board
	Board Training and Development	Executive Director and Board
	Solicit Corporate Sponsorship	Executive Director and Board
December 2012	Grant Research and Development	Executive Director and Board
	Board Training and Development	Executive Director and Board
January 2013	HPA Community Information Session	Executive Director and Board
	Grant Research and Development	Executive Director and Board
	Board Training and Development	Executive Director and Board
February 2013	HPA Community Information Session	Executive Director and Board

	Begin Enlisting Enrollment	Executive Director and Board
	Grant Research and Development	Executive Director and Board
	Board Training and Development	Executive Director and Board
March 2013	HPA Community Information Session	Executive Director and Board
	Grant Research and Development	Executive Director and Board
	Board Training and Development	Executive Director and Board
April 2013	HPA Community Information Session	Executive Director and Board
	Grant Research and Development	Executive Director and Board
	Board Training and Development	Executive Director and Board
May 2013	HPA Community Information Session	Executive Director and Board
	Begin Interview Process	Executive Director and Executive Committee
	Grant Research and Development	Executive Director and Board
	Board Training and Development	Executive Director and Board
	Finalize Proposed Curriculum, Handbooks, and Procedures	Executive Director and Board
	Executive Director and Board	Executive Director and Board
June 2013	HPA Community Information Session	Executive Director and Board
	Grant Research and Development	Executive Director and Board
	Board Training and Development	Executive Director and Board
July 2013	Secure Instructional Materials	Executive Director, Board, Faculty and Staff
	Staff Development	Executive Director and Faculty&Staff
	Teacher Orientation	Executive Director and Faculty&Staff
	Parent Orientation	Executive Director and Faculty&Staff
	Grade-Level Student Orientation	Executive Director and Faculty&Staff
	Lottery Process for Enrollment	Executive Director and Board
	Board Training and Development	Executive Director and Board
	Open House	Executive Director, Board and Faculty&Staff
August 2013	HPA opens doors to students	Executive Director, Board, and Faculty&Staff
	Staggered Kindergarten Enrollment	Executive Director and Faculty&Staff

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

High Point Academy is not a private school conversion.

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

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.).

Academic Year (AY) 2013 – 14

1	Executive Director/Principal
8	Classroom Teachers (K-3)
1	Curriculum Specialist – Instructional Technology Integration
1	Spanish Teacher
1	Reading Specialist
1	Social Worker - Counselor
1	Exceptional Children's Teacher
2	Teacher Assistants (K-1)
1	Administrative Support Specialist
1	Reporting & Financial Officer
1	Maintenance & Facility Custodian
2	Food Service Specialists

Academic Year (AY) 2014 – 15

Additional Faculty and Staff include:

2	Classroom Teachers (4 th)
1	Health & Fitness Instructor

Academic Year (AY) 2015 – and beyond

Additional Faculty and Staff include:

2	Classroom Teachers (5 th)
1	Reading Specialist
1	Exceptional Children Teacher

- 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.

High Point Academy is the learning community where students, teachers, families and the community come together to share life and learning. It is a team of educators who share the common belief that every student has a specific purpose in life and that together we create an environment where individuality and unique learning-styles are celebrated. Continuous growth and data-driven, individualized instruction are paramount to academic excellence. HPA believes the same is true for the growth and development of its faculty and staff. In alignment with the Future-Ready Students: Goals for the 21st Century, HPA will be led by 21st Century Professional educators who are trained and cultivated as educational leaders who take responsibility for learning on many levels.

HPA will use the North Carolina Educator Evaluation System to support the growth and development of its teachers, support faculty and staff. Just as formative and summative assessments will be conducted for students, faculty and staff will complete self-assessments, and professional development plans for their continuous growth. For example New Preliminary Professional Development Plans, created by the teacher without input from others, allow teachers to reflect upon growth areas and strengths. After completion, the teacher and the Executive Director have the ability to review, have deliberate dialogue and add content to the plan in order to foster teacher growth and development. The Professional Development Plan, which is created by the Executive Director, serves as an instrument to provide

additional guidance for the teacher. The teacher and the Executive Director also have the ability to add content to the plan.

HPA recognizes the need for additional support for beginning teachers. According to the NC Public Schools' Beginning Teacher Guidelines for the 21st Century Professional, close to twenty-five percent, (over 22,000), of North Carolina's teachers are in their first three years as educators. Of these beginning teachers, twenty-six percent, approximately 6,000, are starting their teaching careers prior to earning a Standard Professional I license. In the formative establishment of HPA, the Executive Director will assign mentors/coaches for beginning teachers. Mentors/coaches maybe employed at HPA or career educators providing in-kind service to support teacher development. The NC DPI Mentor/Beginning Teacher Handbook will serve as a resource and guideline for the support of HPA's mentors/coaches and beginning teachers. The Executive Director and the Curriculum Facilitator will work collaboratively to support the instructional and curricular needs of all teachers, especially the beginning teachers. In subsequent years as teacher-leaders evolve, the Executive Director will assign mentors/coaches employed at HPA to beginning.

Also include the following information for the proposed charter school:

- Process to advertise for and employ members of the school

HPA will advertise positions for employment via Human Resources Management System (HRMS), the school website, and teachers-teachers.com. In addition, HPA will partner with local colleges and universities to recruit perspective faculty.

- Procedures for grievance and/or termination

High Point Academy

Proposed Draft of Grievance & Termination Procedures

In accordance with the NC Statute 126, High Point Academy has developed the following procedures for addressing grievance and termination issues. After the official charter is received, High Point Academy's Executive Director and Executive Committee of the Board of Directors will work with the appropriate human resource consultants/advisors to further develop the procedures to ensure that all practices are carried out in accordance to all federal and state laws.

Purpose of the Grievance & Termination Procedures

It is the policy of High Point Academy to provide a means of communication between the Executive Director and employees and to establish administrative protocols and procedures to insure a prompt, orderly and fair response to employee grievances and/or complaints.

Employees have the right to use this procedure free from threats or acts of retaliation, interference, coercion, restraint, discrimination or reprisal. Employees will not be retaliated against for participating in a grievance as a grievant, a witness, or as a support person.

Who Can File a Grievance?

All employees, classified and licensed, whether full-time or part-time, who have a grievance related to employment with High Point Academy can file a grievance with the Executive Director. If the grievance involves actions of the Executive Director, the employee must submit the grievance to the Chair of the High Point Academy Board.

Grievance Issues

- Dismissal, demotion, or suspension without pay without just cause
- Denial of promotion due to failure to post a vacancy
- A false accusation about political threats or promises
- Violation of the FLSA, Age Discrimination Act, FMLA or ADA (except for employees in exempt policy-making positions)
- Violation of Work Place or Sexual Harassment Law

Grievance Process

The following steps should be followed when filing a grievance:

1. The employees must first discuss the grievance with the Executive Director, or the Chairman of the Board, if the grievance involves actions of the Executive Director. The grievance must meet said qualifications outlined in the grievance policy of the Employee Handbook.
2. If the employee is not satisfied with the outcome of the grievance decision made by the Executive Director, the employee may appeal to the Chairman of Board of Directors.
3. If the grievance involved the Executive Director and the outcome was decided by the Chairman of the Board, the employee may appeal to the Executive Committee of the Board of Directors.

Grievance Timeline

1. All grievances must be filed within fifteen days of the occurrence of the actions leading to the grievance.
2. Appeals to grievance complaint decisions must be submitted with 30 days of the initial decision rendered.

Grievances and notices of appeals must be in writing, submitted on the appropriate form and contain the appropriate information as prescribed by this policy. It must be signed by the Grievant, and given to the Executive Director or other designated representative no later than 5 p.m. on the last day allowed for filing. Any filing that is not received by 5 p.m. on the last day allowed for filing, or is not in writing in accordance with this policy, or is not signed shall be deemed to not have been received and the Grievant shall be deemed to have waived his or her rights under this policy.

Written decisions or recommendations that are sent to the Grievant may be sent by any appropriate method including e-mail and the US Postal Service and shall be sent no later than the last day appointed.

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

PROPOSED DRAFT OF HIGH POINT ACADEMY EMPLOYEE HANDBOOK

In compliance with federal laws, High Point Academy administers all educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability or gender, except where exemption is appropriate and allowed by law.

In accordance with the mission of High Point Academy, which exists to empower students to become continuous learners who are ready and capable of living productive lives and contributing to a global world, High Point Academy welcomes its employees to use their knowledge, skills, abilities, and talents to actively engage in the education of HPA students.

- **Equal Employment Opportunity:** High Point Academy is an equal-opportunity employer. No applicant for employment or current employee will experience discrimination based on race, creed, color, religion, national origin, sex, age, marital status, physical handicap, sexual orientation or disability. The policy does not extend any rights beyond those granted by state and federal law.
Any concerns in this area should be brought to the immediate attention of the Executive Director of High Point Academy.
- **Criminal Background:** All employees will be required to undergo a national criminal background check before working in any capacity at High Point Academy. This will require all faculty and staff to sign a consent form with regards to having a criminal background check and fingerprints obtained by local law enforcement.
- **Credentials:** All High Point Academy faculty and staff are expected to maintain the appropriate licensure and credentials as required for their position. High Point Academy will provide a variety of training and professional development opportunities for faculty and staff. The Executive Director or designee will keep employees informed of approaching expirations of current credentials and licenses.
- **Preparedness:** All High Point Academy faculty and staff are expected to arrive at school on time and ready to work. According to policy, teachers and faculty are expected to arrive at least 15 minutes prior to students' arrival time and are expected to stay until all children are gone. Lesson plans and activities are expected to be complete and available according to the timeline outlined by HPA procedures.
- **Dress:** Employees are expected to be professionally dressed and maintain good hygiene. Apparel that distracts from the learning environment is not acceptable. Employees should not wear clothes with holes or tears. Attire should be professional at all times, but all attire should allow for hands on learning and working with students.
- **Grievance Policy:** Situations may occur where an employee of HPA believes that the fair and consistent application of a policy affecting him or her has not been followed. In most cases, High Point Academy expects that the employee will be able to satisfactorily address such concerns within his or her work area or group. No employee shall be subjected to discrimination or adverse treatment for participating in a grievance procedure. If the issue is not resolved within the workgroup, the employee should follow HPA's official grievance procedures.
- **Harassment:** High Point Academy prohibits sexual harassment of any student, staff member, faculty member, and others in High Point Academy; encourages reporting of any sexual harassment; identifies accessible persons to whom sexual harassment may be reported; prohibits retaliation against persons who bring sexual harassment complaints; assures confidentiality to the fullest extent consistent with the need to resolve the matter

appropriately; assures that allegations will be promptly, thoroughly, and impartially addressed; and provides for appropriate corrective action.

- **Safety:** All employees are expected to adhere to the highest level of safety in all school environments for all staff and students. Teachers are expected to maintain students' emergency records ensuring they are up-to-date, organized and accessible in the event of an emergency. Teachers are required to responding promptly to all fire, tornado, and other drills in adherence with all safety laws and regulations. Emergency plans will be taught, practiced and posted in the required places. Teachers should work with the Executive Director or designee to have action plans in place in case of emergency situations.
- **Smoking:** The building and grounds of High Point Academy are tobacco and drug free. Use of these products on HPA campus will not be tolerated.

Upon approval of the Charter, the Executive Director and the Board of Directors of High Point Academy will work within this framework to further develop a more comprehensive and detailed Employee Handbook. Effort will be made to align this employee handbook with that of Guilford County Schools, as HPA will be located in Guilford County.

All employee policies and procedures will align with federal and state laws governing the employment of public school personnel.

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

HPA will not partner with an EMO.

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.

Qualifications for Staff

Executive Director/Principal Qualifications: Person must have a Master's Degree or above in Education Administration; 3 to 5 years of experience as a classroom teacher or equivalent combination of training and experience. A demonstration of leadership qualities is required. This person will have the ability to effectively manage the overall oversight of the financial and academic operations of the school. Must have experience in the operation of elementary and/or secondary schools and/or demonstrate ability to effectively manage systems and people. The candidate must possess leadership qualities, patience and understanding for staff, knowledge in diverse curriculum, excellent communication skills; and a heart for children, parents and community. Special consideration will be given to bilingual candidates. The person in this position shall have had no felony convictions or pending felony charges.

Classroom Teacher Qualifications: Teachers shall be highly qualified with degrees in Elementary Education or in a related area that will qualify for licensure as a teacher by the North Carolina Department of Public Instruction. Knowledge, skills and abilities include ability to: constantly monitor the safety and well-being of students; motivate students; maintain a clean and orderly environment; perform general clerical duties; maintain order and discipline in a classroom; operate common office machines; maintain basic files and records; understand and follow oral and written instructions; and establish and maintain effective working relationships as necessitates by work assignments. Special

consideration will be given to bilingual candidates. The person in this position shall have had no felony convictions or pending felony charges.

Curriculum Specialist (Instructional Technology Integration) Qualifications: Bachelor's degree in education or advanced education in Instructional and/or Assistive Technology and five years of successful experience as a classroom teacher with a minimum of two years of experience delivering and integrating technology in instruction programs. Demonstrates knowledge, skills and abilities in the following: process and strategies used in implementing instructional technology plans; new computer, video, communication, web-based technologies, curriculum design, and working knowledge of instructional design and assessments; address criticism in an appropriate manner and develop constructive outcomes; effectively educate/mentor technology users; establish and maintain positive, effective working relationships with staff, students, and the community; effective time management, organizational skills, and prioritization of work to meet the needs of the users; quickly acquire new knowledge regarding technology; initiative, flexibility, and the ability to work independently; enthusiasm for the use of technology; excellent human relations and interpersonal skills; and design and deliver technology-enhanced instruction. Special consideration will be given to bilingual candidates. The person in this position shall have had no felony convictions or pending felony charges.

Social Worker-Counselor Qualifications: Minimum training and experience shall be a BA or Master's Degree in Social Work from a CSW (Council on Social Work) accredited University. Special requirements: Must be licensed in the State of North Carolina in social work, counseling or in a related teaching area. Must be eligible or possess Social Work Certification. Knowledge, skills and abilities include: Extensive knowledge of human behavior, social systems and social work skills; general knowledge of the principles of organization and administration; and general knowledge of the North Carolina Standard Course of Study; skill in counseling, motivating students and talking with parents. Additional abilities include: ability to manage culturally sensitive topics; ability to coordinate the efforts of support services personnel and outside agencies; ability to maintain complete and accurate records and statistics and to develop meaningful reports from that information; ability to effectively express ideas orally and in writing; and ability to establish and maintain effective working relationships as necessitated by work assignments. Special consideration will be given to bilingual candidates. The person in this position shall have had no felony convictions or pending felony charges.

Reading Specialist Qualifications: Candidates shall be highly qualified with a degree in English, five years teaching experience, and certification as a Reading Specialist. Knowledge, skills and abilities include adapting teaching methods and instructional materials to meet students' varying needs and interests; establishing and enforcing rules for behavior and procedures for maintaining order among students; delivering all curricular objectives for lessons, units, and projects, and communicate these objectives to students; prepare materials and classrooms for class activities; prepare administer, and grade tests and assignments to evaluate students' progress; support tutoring and remedial programs and students needing additional assistance; attend staff meetings and serve on staff committees, as required; prepare students for later grades by encouraging them to explore learning opportunities and to persevere with challenging tasks. Special consideration will be given to bilingual candidates. The person in this position shall have had no felony convictions or pending felony charges.

Exceptional Children's Teacher Qualifications: Full-time teachers shall be highly qualified with degrees in Elementary Education or in a related area that will qualify for licensure as a teacher by the North Carolina Department of Public Instruction. Knowledge, skills and abilities include ability to: constantly monitor the safety and well-being of students; motivate students; maintain a clean and orderly environment; perform general clerical duties; maintain order and discipline in a classroom; operate common office machines; maintain basic files and records; understand and follow oral and written instructions; and establish and maintain effective working relationships as necessitates by work assignments. Special consideration will be given to bilingual candidates. The person in this position shall have had no felony convictions or pending felony charges.

Teacher Assistant (K-1) Qualifications: High School diploma and a minimum of 48 hours of college level coursework. A minimum GPA of 2.0 is required. Knowledge, skills and abilities include: General knowledge of activities performed by lead teacher; general knowledge of daily routines of the classroom; general knowledge of student handbook rules; general knowledge of procedures to follow in the event of an emergency; general knowledge of the principles of organization and administration; and some knowledge of the curriculum for the grade. Special consideration will be given to bilingual candidates. The person in this position shall have had no felony convictions or pending felony charges.

Administrative Support Specialist Qualifications: A high school diploma is required and an associate degree in business or a minimum of 48 hours of college level coursework. A minimum GPA of 2.0 is required and/or 2 years of relevant experience is expected. Will be able to adequately use a computer word processing program, computer spreadsheet program such as Excel and will be able to use and/or be trained in using computer programs or software as needed for recordkeeping. This individual is expected to be courteous and professional in dealing with the public. Special consideration will be given to bilingual candidates. The person in this position shall have had no felony convictions or pending felony charges.

Reporting & Financial Officer Qualifications: Must have two year degree in accounting, finance or business administration or related degree and 3 to 5 years of experience. Responsible for maintaining records and processing reports as required by the various reporting agencies, including Department of Public Instruction and the taxing entities, to name a few. Handles all purchasing and balances the school's budget. Grant writing experiences preferred. Deference will be given to candidate that has Training in NC Accounting Principles for schools. Those who have not have received this training will be required to receive it. Special consideration will be given to bilingual candidates. The person in this position shall have had no felony convictions or pending felony charges.

Maintenance & Facility Custodian Qualifications: Graduation from high school with 3 to 5 years of experience in general maintenance and custodial roles, preferably with some lead worker experience; or any equivalent combination of training and experience which provides the required knowledge, skills, and abilities. Knowledge, skills and abilities include: Considerable knowledge of the principles of electrical and mechanical systems; considerable knowledge of the use of mechanics tools; general knowledge of the operating principals of small engines; general knowledge of sanitation codes applicable to the school system; general proficiency in the use and operation of personal computers. Additional qualifications include the ability to: evaluate the quality of custodial equipment; train others in the use of various types of cleaning equipment; maintain simple logs and records, as well as the ability to generate reports; and establish and maintain effective working relationships as necessitated by work assignments. The person in this position shall have had no felony convictions or pending felony charges.

Food Service Specialists Qualifications: Graduation from high school supplemented by training in culinary arts, food service management, home economics, nutrition or a related field, and 3 to 5 years of experience in the preparation of food in quantity lots, including supervisory experience and preferably in an institutional setting; or any equivalent combination of training and experience. Requirements include use of a personal computer on a daily basis to process, record and transmit data. Special consideration will be given to bilingual candidates. The person in this position shall have had no felony convictions or pending felony charges.

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)).

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.

High Point Academy has established relationships within the community to assist with the marketing of the charter school. The Executive Director of High Point Academy and other Board members have already met with community members to conduct surveys and focus groups. During the survey and focus groups session, the Executive Director established relationships with the leaders of the organizations, such that they are expecting follow-up communication and updates on the progress of the develop of High Point Academy. The Board of Directors will look for opportunities to participate in community-sponsored events to talk to potential parents and students.

The Board of Directors and Executive Director also plan to continue to do focus groups within the community after the school receives its charter. It is important that ongoing communication occur, so that the “word of mouth” marketing campaign is as strong as all of the other traditional methods of communication. In addition to further developing relationships within the community, High Point Academy will develop a brochure and flyers, advertise in the appropriate local newspapers and radio stations. Television options will be explored. The development of a High Point Academy Website is also including in the marketing strategies. The website will be used to promote the initial launch of the charter school, but will also be used as a continuous method of keeping the parents, community, and stakeholders updated on the progress of the school.

The various marketing strategies will allow High Point Academy to reach the diverse demographics of the community. Careful attention will be paid to reaching out to underserved populations, such as the Hispanic Community via partnerships with local agencies serving Hispanic populations and through the Hispanic media.

All marketing efforts will comply with North Carolina State Statue GS 115C.238.29 (g)(1-7).

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

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

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

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.

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

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY COME

List LEA #1 – Guilford County

List LEA #2 – _____

List LEA #3 – _____

<u>GRADES</u>	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018			
	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA2	LEA3	LEA 1	LEA2	LEA3	LEA 1	LEA 2	LEA 3	
Kindergarten	K	36	_____	_____	36	_____	_____	36	_____	_____	36	_____	_____	36	_____	_____
First	1	36	_____	_____	36	_____	_____	36	_____	_____	36	_____	_____	36	_____	_____
Second	2	36	_____	_____	36	_____	_____	36	_____	_____	36	_____	_____	36	_____	_____
Third	3	36	_____	_____	36	_____	_____	36	_____	_____	36	_____	_____	36	_____	_____
Fourth	4	_____	_____	_____	36	_____	_____	36	_____	_____	36	_____	_____	36	_____	_____
Fifth	5	_____	_____	_____	_____	_____	_____	36	_____	_____	36	_____	_____	36	_____	_____
Sixth	6	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

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

		2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
		LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Seventh	7	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Eighth	8	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Ninth	9	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Tenth	10	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Eleventh	11	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Twelfth	12	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	LEA Totals	<u>144</u>	—	—	<u>180</u>	—	—	<u>216</u>	—	—	—	—	—	—	—	—
Overall Total Enrollment		<u>144</u>			<u>180</u>			<u>216</u>			—			—		

Budget: Revenue Projections 2013-14 through 2017-2018

INCOME: REVENUE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
--State ADM Funds	<u>\$637,529.76</u>	<u>\$796,912.20</u>	<u>\$956,294.64</u>	<u>\$956,294.64</u>	<u>\$956,294.64</u>
--Local Per Pupil Funds	<u>\$363,177.92</u>	<u>\$453,947.40</u>	<u>\$544,736.88</u>	<u>\$544,736.88</u>	<u>\$544,736.88</u>
--Federal Funds	<u>\$17,509.40</u>	<u>\$38,520.68</u>	<u>\$56,030.08</u>	<u>\$56,030.08</u>	<u>\$56,030.08</u>
--Grants*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Foundations*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Private Funds*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Other Funds*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
TOTAL INCOME	<u>\$1,018,217.08</u>	<u>\$1,289,380.28</u>	<u>\$1,557,061.60</u>	<u>\$1,557,061.60</u>	<u>\$1,557,061.60</u>
<p>*If you are depending on these sources of funding to balance your operating budget, please provide documentation, such as signed statements from donors, foundations, etc., on the availability of these funds.</p>					

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

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

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

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

Academic Year (AY) 2013-14

36 students per grade level for grades K – 3rd = 144 students
 144 student x \$4,427.29 (state ADM funds) = \$637,529.76 allotment in state funds
 144 student x \$2,521.93 (local per pupil funds) = \$363,177.92 allotment in local funds
 36 students x 15% = 5.4 students; 5 students x \$3,501.88 (Headcount funds) = \$17,509.40

AY 2013-14 Projected Operating Income: \$1,018,217.08

AY 2014-15

36 students per grade level for grades K – 4th = 180 students
 180 student x \$4,427.29 (state ADM funds) = \$796,912.20 allotment in state funds
 180 student x \$2,521.93 (local per pupil funds) = \$453,947.40 allotment in local funds
 72 students x 15% = 10.8 students; 11 students x \$3,501.88 (Headcount funds) = \$38,520.68

AY 2014-15 Projected Operating Income: \$1,289,380.28

AY 2015-16

36 students per grade level for grades K – 5th = 216 students
 216 student x \$4,427.29 (state ADM funds) = \$956,294.64 allotment in state funds
 216 student x \$2,521.93 (local per pupil funds) = \$544,736.88 allotment in local funds
 108 students x 15% = 16.2 students; 16 students x \$3,501.88 (Headcount funds) = \$56,030.08

AY 2015-16 Projected Operating Income: \$1,557,061.60

AY 2016-17

36 students per grade level for grades K – 5th = 216 students
 216 student x \$4,427.29 (state ADM funds) = \$956,294.64 allotment in state funds
 216 student x \$2,521.93 (local per pupil funds) = \$544,736.88 allotment in local funds
 108 students x 15% = 16.2 students; 16 students x \$3,501.88 (Headcount funds) = \$56,030.08

AY 2015-16 Projected Operating Income: \$1,557,061.60

AY 2017-18

36 students per grade level for grades K – 5th = 216 students
 216 student x \$4,427.29 (state ADM funds) = \$956,294.64 allotment in state funds
 216 student x \$2,521.93 (local per pupil funds) = \$544,736.88 allotment in local funds
 108 students x 15% = 16.2 students; 16 students x \$3,501.88 (Headcount funds) = \$56,030.08

AY 2015-16 Projected Operating Income: \$1,557,061.60

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HPA HEADCOUNT Projections:

To calculate the projected Exceptional Children (EC) with IEPs enrolled at High Point Academy, the Report Cards of five (5) elementary schools in High Point, NC with similar targeted demographics were reviewed. The average percent of 3rd – 5th grade students with disabilities taking EOGs is 15%. The number of students is rounded to the nearest whole number.

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

MAY BE AMENDED AS THE NEEDS OF THE SCHOOL DICTATES.

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<i>PERSONNEL</i>					
<i>Total # of staff and Projected Costs</i>	#21 \$73,1880.00	#24 \$836,880.00	#28 \$ 976880.00	#28 \$ _____	#28 \$ _____
--Administrator(s)	#1 \$85,000.00	#1 \$85,000.00	#1 \$85,000.00	#1 \$85,000	#1 \$85,000
--Clerical	#1 \$28,800.00	#1 \$28,800.00	#1 \$28,800.00	#1 \$28,800.00	#1 \$28,800.00
--Teachers	#12 \$440,000.00	#15 \$545,000.00	#19 \$685,000.00	#19 \$685,000.00	#19 \$685,000.00
--Librarians	#0 \$0	#0 \$0	#0 \$0	#0 \$0	#0 \$0
--Guidance	#1 \$35,000.00	#1 \$35,000.00	#1 \$35,000.00	#1 \$35,000.00	#1 \$35,000.00
--Teacher Assistants	#2 \$44,040.00	#2 \$44,040.00	#2 \$44,040.00	#2 \$44,040.00	#2 \$44,040.00
--Custodian	#.5 \$12,500.00	#.5 \$12,500.00	#.5 \$12,500.00	#.5 \$12,500.00	#.5 \$12,500.00
--Maintenance	#.5 \$12,500.00	#.5 \$12,500.00	#.5 \$12,500.00	#.5 \$12,500.00	#.5 \$12,500.00
--Food Service	#2 \$44,040.00	#2 \$44,040.00	#2 \$44,040.00	#2 \$44,040.00	#2 \$44,040.00
--Bus Driver					
--Other					
	\$30,000	\$30,000.00	\$30,000.00	\$30,000.00	\$30,000.00
	\$0	\$0	\$0	\$ _____	\$ _____
	\$0	\$0	\$0	\$ _____	\$ _____
<i>EMPLOYEE BENEFITS</i>	\$204,926.00	\$234,326.40	\$273,526.40	\$273,526.40	\$273,526.40
<i>STAFF DEVELOPMENT</i>	\$0	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00
<i>MATERIALS AND SUPPLIES</i>	\$4524.68	\$70,000.00	\$70,000.00	\$70,000.00	\$70,000.00
<i>OFFICE SUPPLIES</i>		\$0	\$13,168.80	\$13,168.80	\$13,168.80
<i>INSTRUCTIONAL EQUIPMENT</i>		\$0	\$50,000.00	\$50,000.00	\$50,000.00
<i>OFFICE EQUIPMENT</i>		\$8987.48	\$30,000.00	\$30,000.00	\$30,000.00

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

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<i>TESTING MATERIALS</i>	<u>\$1800.00</u>	<u>\$3600.00</u>	<u>\$5400.00</u>	<u>\$5400.00</u>	<u>\$5400.00</u>
<i>INSURANCE</i>	<u>\$12,686.40</u>	<u>\$12,686.40</u>	<u>\$12,686.40</u>	<u>\$12,686.40</u>	<u>\$12,686.40</u>
<i>UTILITIES</i>	<u>\$19,200.00</u>	<u>\$19,200.00</u>	<u>\$19,200.00</u>	<u>\$19,200.00</u>	<u>\$19,200.00</u>
<i>RENT</i>	<u>\$43,200.00</u>	<u>\$43,200.00</u>	<u>\$43,200.00</u>	<u>\$43,200.00</u>	<u>\$43,200.00</u>
<i>MAINTENANCE & REPAIR</i>	<u>\$0</u>	<u>\$10,000.00</u>	<u>\$10,000.00</u>	<u>\$10,000.00</u>	<u>\$10,000.00</u>
<i>TRANSPORTATION</i>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<i>MARKETING</i>	<u>\$0</u>	<u>\$2,000.00</u>	<u>\$4,000.00</u>	<u>\$4,000.00</u>	<u>\$4,000.00</u>
<i>FOOD/CAFETERIA SUPPLIES</i>	<u>\$0</u>	<u>\$3,500.00</u>	<u>\$4,000.00</u>	<u>\$4,000.00</u>	<u>\$4,000.00</u>
<i>PROFESSIONAL DEVELOPMENT</i>	<u>\$0</u>	<u>\$30,000.00</u>	<u>\$30,000.00</u>	<u>\$30,000.00</u>	<u>\$30,000.00</u>
TOTALS	<u>\$1,018,217.08</u>	<u>\$1,289,380.28</u>	<u>\$1,557,061.60</u>	<u>\$1,557,061.60</u>	<u>\$1,557,061.60</u>

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.

During the second year of operation, HPA will employ two additional classroom teachers to serve 4th grade students and one health and fitness instructor. The health and fitness instructor will meet the needs of all students. Funds will be used to purchase additional instructional materials and professional/staff development to support Guided Reading instruction, literacy interventions and other curricular. In addition office supplies will be purchased to support the needs of instruction. During year three of operation, two additional classroom teachers will be employed to serve the 5th graders. A second reading specialist will serve the upper elementary students who need reading intervention. In addition, an Exceptional Children's teacher will be added to faculty to service the upper elementary students with special needs. Additional funds will be used to purchase instructional materials and professional/staff development to support Guided Reading instruction, literacy interventions and other curricular, along with office supplies will be purchased to support the needs of instruction.

In subsequent years of operation, funds will be utilized to support instructional and staff/professional development needs.

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

Cash on Hand	\$ <u>0</u>
Certificates of Deposit	\$ <u>0</u>
Bonds	\$ <u>0</u>
Real Estate	\$ <u>0</u>
Capital Equipment	\$ <u>0</u>
Motor Vehicles	\$ <u>0</u>
Other Assets	\$ <u>0</u>
TOTAL	\$<u>0</u>

ADDITIONAL NOTES:

SCHOOL AUDITS:

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

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

HPA will use a variety of instruments to indicate its overall effectiveness. HPA will use EVAAS reports, Formative Assessments, K-2 assessments and EOG results as indicators for student achievement. Survey analysis from PUSH, students, and the community will also serve as indicators for program effectiveness. The School Improvement Plan's measurable goals and objectives developed by the School Leadership Team, along with other instructional data will be presented to the Board annually.

HPA is aware of the need for sustained success. The State Board of Education not only requires academic excellence regarding its accountability model, the state also expects performance excellence for continued operation. To this end, HPA is currently reviewing Baldrige's Performance Excellence Program for a framework for performance.

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.

HPA has been in contact with two CPAs from the Office of the State Auditor to conduct the final audit in accordance with existing regulations.

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

State the proposed coverage for:

Comprehensive General Liability	2,000,000
Officers and Directors/Errors and Omissions	2,000,000
Property Insurance	the appraised value of the building and contents
Motor Vehicle Liability	1,000,000
Bonding	250,000
Minimum amount:	250,000
Maximum amount:	250,000
Other	

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.

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.

The potential location of High Point Academy is within walking distance of many of the targeted population. High Point Academy's Executive Director and Board of Director will work with local transit authority and GCS to provide transportation to those students outside of the immediate, surrounding area.

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

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

Although High Point Academy has been exploring options, a permanent location has not been secured.

Name of the facility (if known): Unknown

Address: _____

City/State/Zip: _____

Description of the Facility:

Total square feet: _____
Number of Classrooms: _____
Number of Restrooms: _____
Other Rooms: _____
 Auditorium: _____
 Gymnasium: _____
 Music Room: _____
 Art Room: _____
 Laboratory: _____

Ownership: Fee Simple or Lease

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

- (a) Term of the Lease: _____
(b) Type of Lease: _____
(c) Rent: \$ _____ per month

Name of Landlord: _____

Address: _____

City/State/Zip: _____

Phone: _____ Fax: _____

Document inspections for the following:

- (a) Fire: _____
(b) Safety: _____
(c) Handicapped accessibility? _____

Describe how the maintenance will be provided for the facility. **Not applicable for HPA at this time.**

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?

HPA's Executive Director and Board Members have been exploring options for a temporary facility to meet the initial needs of HPA. It is expected that the temporary facility will be used for the first three years and that a Facilities Exploratory Committee will further explore options for lease, purchase, renovation or new construction for HPA's future permanent site. An ideal permanent facility will be a minimum of 50,000 square feet located on 25-30 acres with access to city water and sewer and with access to a major thoroughfare. The permanent facility will be augmented or built to include building criteria for the following based upon the N.C. Public Schools Facilities Guideline published by the NC Department of Public Instruction:

- Classrooms
- Offices
- PUSH Office Workspace
- Library & Media

- Kitchen & Cafeteria
- Playgrounds
- Gym
- Multi-purpose Rooms
- Teacher Workrooms
- Parking Spaces

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

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

Safety

HPA recognizes the importance of safety within our facility for any occupant and all visitors and for the facility itself. As such, HPA will adhere to applicable health and safety laws, codes, policies, etc. issued by federal, State, county, city governments and Guilford County Schools. We recognize that safety includes employee health and safety, student health and safety and building and facility safety. Teachers will make every effort to keep all students in the classroom engaged in active, motivating learning activities. Students will be expected to adhere to all health and safety regulations, school policies, administrative and teacher instructions pertaining to keeping order in the school and classroom and for drills and emergencies, etc. Visitors to the campus will be required to sign in to the office prior to going into the school or onto the grounds. Violators will be referred to the local police department. Sex offenders will not be allowed on campus. Criminal checks will be required for all school personnel and volunteers.

Immunization of Students

At enrollment, parents/guardians will be required to submit written verification of immunization before the student can attend HPA. If necessary, HPA will assist students in obtaining proper immunizations and records. HPA will adhere to public school law.

Fire and Safety Regulations

HPA will meet all local and state codes regulating school facilities. Facilities will be inspected by appropriate agencies before occupancy and periodically as regulations and codes require. Fire drills will be conducted monthly and students will be taught basic fire safety skills for school and home.

Food Inspections

HPA will comply with federal, State and local health department requirements related to hygiene, food storage and food preparation.

Hazardous Chemicals

HPA will comply with N.C. Department of Labor, Occupational Safety and Health Administration regulations relating to hazardous chemicals. Hazardous materials will be properly stored and locked in appropriate containers. The contact number for the poison control will be posted in the main office and each classroom. Material Safety Data Sheets (MSDS) will contain proper handling information. MSDS will be located in the office.

Blood-borne Pathogens

HPA will ensure that all employees are in compliance with OSHA's Blood-borne Pathogens Standard. A written plan will be developed and an exposure assessment will be conducted. HPA will have a written Exposure Control Plan that is accessible to all employees. The Exposure Control Plan will include information and instructions as required by OSHA's Blood-borne Pathogens Standard and employees will receive training for protecting employees and children and reducing risks to blood-borne pathogens. HPA will consult N.C. Department of Labor, Division of OSHA as needed for assistance with the written plan. Staff will be required to wear appropriate personal protective equipment and gear when in contact with human blood and bodily fluids. Guilford County Emergency Management Services will be contacted for assistance with training and in case of emergencies.

Diabetes Care Plans

HPA staff members and teachers will be trained to assist and support students with diabetes and implement their Diabetes Care Plan. It is expected that students identified as having diabetes should be covered under a 504 plan, which is to be implemented by teachers. HPA will submit an annual report of any students enrolled with diabetes to the State Board of Education.

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

Not applicable to HPA

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

Parents and guardians will be provided with information about the availability of meningococcal meningitis and influenza vaccines at the beginning of every school year. This information shall include the causes, symptoms, and methods by which meningococcal meningitis and influenza are spread as well as the places where parents and guardians may obtain additional information and vaccinations for their children. HPA will follow all appropriate procedures as suggested by DPI and health authorities to insure that all students receive and understand this information.

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

Information about cervical cancer, cervical dysplasia, human papilloma virus, and the vaccines available to prevent these diseases shall be provided at the beginning of the school year to parents of children entering grades five and six. 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. HPA will follow all appropriate procedures as suggested by DPI and health authorities to insure that all students receive and understand this information.

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.

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.

VIII. SIGNATURE PAGE

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

Print/Type Name: Rochelle Foice Bailey

Position: Executive Director

Signature: _____

Date:

Sworn to and subscribed before me this

_____ day of _____, 20_____.

Notary Public

Official Seal

My commission expires: _____, 20_____.

**APPENDIX
TABLE OF CONTENTS**

I. Partners for Developing Futures' Letter of Support.....	99
II. Sample of Survey	100-101
III. Parents United to Serve and Help Poster	102
IV. Insurance Quote	103



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

April 6, 2012

R. Folice Bailey
Founder and CEO
High Point Academy Charter School
802-G Folly Court
Greensboro, NC 27409

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 High Point 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 received a well crafted application from High Point Academy and are pleased to confirm that the development team and in particular the school's leader, Ms. R. Folice Bailey, will receive direct mentorship support and technical assistance from our organization as they move forward to create a high quality charter school in North Carolina. Due to Partners' limited resources, we were unable to recommend all of the applicants we felt have the potential to create a high performing charter school in the state for a planning grant.

We wish the High Point Academy team luck as they embark on the charter approval process. While the school awaits a decision about their charter application, the 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 High Point Academy, please do not hesitate to contact our Vice President, Dr. Angela Bass, at abass@partnersdevelopingfutures.org.

Sincerely,

Ref Rodriguez
President & CEO

850 Colorado Boulevard, Suite 103 • Los Angeles, CA 90041 • t: 877-516-8076

High Point, NC

PLEASE PRINT CLEARLY

Please complete the following information.

Please check one of the following that describes who you are:

- Parent/Legal Guardian, Grandparent, Community Member, Other (please explain):

Address (City and Zip Code Only): city zip

Number of school age children in the house:

How many of those students are: Male Female

Please indicate each child's grade level: (check all that apply.)

- Pre-K, Kindergarten, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th

Please indicate your race/ethnicity:

- African-American, Asian /Pacific Islander, Hispanic, Multiracial, Native American, White, Other (please specify):

If given the opportunity to support a school's growth and development, please indicate how you would support the school? (Check all that apply.)

- Serve on the Community Advisory committee, Serve on the Parent-Teacher Association (PTA), Serve on the Parent Support Group, Serve on the School Leadership Team, Serve as a mentor, Serve as a club/organization facilitator, Other: (please explain)

~~~ If you are interested in serving in any capacity, please complete an information card. ~~~

Information from this survey will be used to establish a tuition-free public charter school. Thank you for your candor, time and support.

**Please indicate the ways you would be willing to volunteer at the school. (Check all that apply.)**

- in the classroom
- for cafeteria coverage
- in the office
- during student enrichment
- as a lunch-buddy
- Other: (please explain) \_\_\_\_\_
- Other: (please explain) \_\_\_\_\_
- Other: (please explain) \_\_\_\_\_

**Please list the challenges your student faces at his/her current school. (Please DO NOT list the school).**

**If you could provide feedback to improve your child's educational experience, what would it be? Please explain candidly.**

**Please provide suggestions of how the school could partner with the community to support and enhance students' educational experiences.**

**Please share ways the school can gain community support.**

Information from this survey will be used to establish a tuition-free public charter school.  
Thank you for your candor, time and support.



## Golden Eagle in Flight

# PUSH

Parents United to Serve and Help (PUSH) is the parent and volunteer organization for High Point Academy. PUSH exists to provide an organized venue for parents, guardians and community members to actively engage in the daily activities of HPA. Parents and community members will be invited to join their children and the HPA family of stakeholders in encouraging and learning. Our simple motto is: Together We Fly High!



**JACKSON SUMNER & ASSOCIATES**  
 Excess & Specialty Lines Broker  
 www.jsausa.com

09-12-2012

New  Renewal of Existing Policy

Att: Will Hewers

Applicant Name: High Point Academy

JSA Underwriter: Wayne Sumner

General Liability  
 General Aggregate \$ 4,000,000  
 Products & Completed Operations Aggregate \$ 2,000,000  
 Personal & Advertising Injury \$ 1,000,000  
 Each Occurrence \$ 1,000,000  
 Damage to Rented Premises \$ 100,000  
 Medical Expense \$ 5,000  
 \$ 500 Per Claim Deductible (Bk&FD including T.A.F.)

If you would like to bind this quote, you can check one of the options below and check off this quote along with any signed forms needed.

- Bind this quote with Terrorism coverage
- Bind this quote without Terrorism coverage

Desired Effective Date: \_\_\_\_\_

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

Company Quoted: Nantux Insurance Company  
 A.V. Best Rating: A+ IX

Premium: \$ 864.00 (minimum & deposit)  
 Fee: \$ 150.00  
 Tax: \$ 45.20  
 Total: \$ 1,059.20

25 % Minimum Earned Premium

Optional Certified Terrorism Coverage:

Premium: \$  
 Tax: \$

Quote valid for 30 days

Common Policy Form:

- B006 (03/07) Service of Sub
- PL02-9 (09/08) Cancellation & Nonrenewal (SC only)

- T.0012 (1/1981) Common Policy Conditions
- S0.2 (02/05) Minimum Earned Premium

GL Terms:

- CG0001 (12/04) GL Coverage Form
- CG1147 (07/98) Exclusion-Employment Related Practices
- PL002 (07/08) Nuclear Energy Exclusion
- 1205 (11/04) Exclusion-Injury to Employees, Contractors, Volunteers
- 1206 (07/06) Definition-Busines Contract; Limited Term
- 1207 (06/07) Exclusion-Perilive or Existing Damages
- 1240 (06/07) Classification-Non-Insurer
- T.850 (05/05) Deductible Term
- S.251 (07/09) Exclusion-Asbestos
- 4.G21.01 Exclusion-Athletic or Sports Participants
- CG21.6 Exclusion - Designated Professional Services
- 4.G22.03 Corporate Punishment

- CG0067 (03/05) Exclusion-Emails, Fax, Phone Calls, Etc.
- CG2155 (03/05) Exclusion-Silent
- T.0011 (12/09) Premium Audit
- S002 (07/08) Insured Contract (12 General Contracts)
- 1.075 (06/07) Exclusion-Environmental Pollution
- 1.041 (06/09) Exclusion-Voice
- S038 (07/07) Amendment of Liquor Liability
- CG227.1 Colleges or Schools (Limited Form)
- 1.238 Exclusion - Toxic Metals
- 
- 

Items needed prior to binding:

Items needed to coverage is bound: (GL application form)

**COMMENT:** Coverage does not apply to bodily injury or property damage arising out of the use of aircraft, automobiles, school buses or watercraft for transportation of students.  
 Coverage does not apply to medical payments to students.

Please review this quote carefully as it may not contain all requested coverages and limits. You have no authority to bind coverage. Coverage is not bound until a policy number is received by a JSA Underwriter. Other terms may apply if this coverage is bound. This is not a contract of insurance. The actual policy (if issued) may contain other terms not shown on this quote. Please review the actual policy (if issued) for all terms and conditions for which this quote is subject to for actual coverage or reinstatement.

Georgia • North Carolina • South Carolina • Tennessee • Virginia  
 Phone: 800-342-5572 Fax: 828-262-0754 PO Box 2540, Boone, NC 28607