

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

***TIMELINE***

APPLICATION DUE DATE/TIME

<b>APRIL 13, 2012</b>	A <b>complete</b> 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.
<b>APRIL 20, 2012</b>	Copy of the application due to the Local LEA.
<b>MAY 11, 2012</b>	LEA Impact Statements due to the Office of Charter Schools
<b>MAY, 2012</b>	Public Charter School Advisory Committee receives applications and begins the process of reviewing applications ahead of their initial meeting.
<b>JUNE/JULY, 2012</b>	The Public Charter School Advisory Committee meets and discusses applications. Candidates receiving the highest ratings will receive interviews.
<b>JULY, 2012</b>	Charter School Advisory Committee interviews candidates and makes recommendations to SBE for preliminary charter school approval.
<b>SEPTEMBER, 2012</b>	SBE votes for applicants which will begin their preliminary planning year training with final approval to be granted in March of 2013.

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

# **VANCE COUNTY LEARNING CENTER CHARTER APPLICATION**

**Prepared for North Carolina Department of Public Instruction  
NCDPI/Office of Charter Schools**

**and**

**the Vance County Public School System**

**April 13, 2012**

**Submitted by**

**Vance County Learning Center**

**317 S. Garnett Street**

**Henderson, NC 27536**

**Phone 252-438-6900**

## APPLICATION COVER PAGES

**NAME OF PROPOSED CHARTER SCHOOL:** Vance County Learning Center

**NAME OF NONPROFIT ORGANIZATION UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED:** Vance County Learning Center, LLC

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

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

**NAME OF CONTACT PERSON:** Deryl von Williams

**TITLE/RELATIONSHIP TO NONPROFIT:** President

**MAILING ADDRESS:** 317 S. Garnett Street, Henderson, NC 27536

**PRIMARY TELEPHONE:** 252-438-6900

**ALTERNATE TELEPHONE:** 252-432-4117

**E-MAIL ADDRESS:** vclearningcenter@live.com

**Location of Proposed Charter School (LEA):** Henderson, NC 27536

**Conversion:**

No: ☐

Yes: ☒ If so, Public ☐ or Private: ☒

If a private school, give the name of the school being converted: Vance County Learning Center

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

Proposed Grades Served: 6-12 Proposed Total Enrollment: 210

**Projected School Opening Year 2012 Month 08**

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	6 - 12	70		x
Second Year	6 - 12	140		x
Third Year	6 - 12	210		x
Fourth Year	6 - 12	210		x
Fifth Year	6 - 12	210		x

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

\_\_\_\_\_  
Signature

\_\_\_\_\_  
President

Title

\_\_\_\_\_  
Deryl vonWilliams

Printed Name

\_\_\_\_\_  
Date

## I. TABLE OF CONTENTS FOR THE APPLICATION

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

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

### **MISSION:**

The mission of the proposed charter school is as follows:

The mission of the Vance County Learning Center is to improve educational outcomes and the overall life chances of at-risk youth from grades 6 through 12 in Henderson, North Carolina. The young people we serve reside in neighborhoods characterized by high rates of poverty, joblessness, and a range of other social ills (including drug dealing, prostitution masked as casual dating, gambling, bootlegging, retail theft, neighborhood shootings and killing of neighbors and casual bystanders, as well as other petty and not so petty criminal activities). Through an extended school day, an extended school year program format, VCLC will prepare Henderson youth from these types of neighborhoods for jobs, military enlistment, self - employment, or enrollment into community, technical, and traditional college.

### **EVIDENCE FOR NEED OF THE PROPOSED SCHOOL:**

Presently, the Vance County Learning Center is a nonprofit private school dedicated to educating at risk students from the Vance, Warren and Granville County area. These students are habitually suspended from school or have emotional, mental, environmental or behavioral issues that keep them from excelling in a public school setting. We feel this population is presently underserved. We educate the students many in the public school system consider difficult to educate, or too costly to educate. The behavior of these students tend to cause them to get behind in their academics, and as they get behind, their behavior often deteriorates until they get too far behind to catch up or the public school system has no choice but to repeatedly suspend and/or expel them. Unfortunately, the counties we serve do not appear to have the resources or resolve to contend with this problem.

Some of the education related statistics for this area are:

- Dropout rate in Vance County as of the 2009-10 school year; 6.38%
- Dropout rate in Warren County as of the 2009-10 school year; 4.16%
- Percentage of individuals w/out high school diplomas in Vance County; 27.8%
- Percentage of individuals w/out high school diplomas in Warren County; 26.5%.

Most schools talk of preparing their students to compete in a global economy. In reality the truth is a large number of our older children are reading on an elementary grade level. They can't think logistically, are not self-motivated and have no positive alpha role models to pattern themselves after. We feel the aforementioned statistics contribute to the high poverty and unemployment in our area. Vance and Warren Counties are Tier 1 counties meaning they are some of the poorest counties in NC, with unemployment in excess of 14% and people living below the poverty line in excess of 26%.

### **GOALS FOR THE PROPOSED CHARTER SCHOOL:**

Our goal is to enroll students who have failed to find success in our traditional public schools. We will help them fall back in love with learning. We play classical music as students take themselves through their study subjects.

Week 1-10:

Students are taught what is expected of them. They learn the importance of attendance and completing homework and class work assignments. They come to realize the importance of weekly tests. Vance County Learning Center uses weekly exams to determine whether students have mastered the lessons of the previous week. It takes six to ten weeks for a student to accept the realization that they are not running

this school. When they accept the realization that they are part of a world with rules they can live with students begin to embrace the school culture.

Week 11-20:

VCLC students begin to see an improvement in grade levels. Report cards with an "F" in every subject including lunch give way to report cards with C & D's. Attendance has improved and homework assignments are routinely turned in. Students begin not to fear weekly tests. They begin to make plans for promotion and/or graduation. School becomes important to them. Students begin to come to school early and stay late, they volunteer their time during fundraising events, they help slower performing students in an effort to gain free or compute4r time.

Week 21-30:

Students are fully wrapped in the school culture. They've signed on to work during the Summer Enrichment Camp. They've made up any missing assignments and have referred other friends and family members to the program. Parents and family member notice a change in our students.

Week 31-39:

Staff and fellow students see a change in classmates. We begin reviews for the End of Grade and End of Course exam. There is mild apprehension in the air. However, no real terror and flight as witnesses in earlier weeks is exhibited by students. They rush to complete any missing assignments. The School Rubric of 20% for homework, 20% for Classwork and 40% for weekly tests reinforce the possibility for success in getting to the next grade. 90% of students know where they stand long before any final exam is administered. The main goal is to move a student through the lesson plan in a self-paced manner that is learning based. As a student moves forward teaching can be certain lessons have been learned by each student.

### **PURPOSES OF PROPOSED CHARTER SCHOOL:**

The proposed charter is for a full time, stand alone charter middle and high school program with public funding serving at- risk and drop out students who qualify for enrollment in the public school system. The charter school will provide opportunities for teachers, parents, pupils and community members to accomplish the following six dimensions:

#### **1. Improve student learning;**

VCLC will improve student learning and academic achievement by providing a program for at- risk students from grades 6 through 12 in a small school environment that will focus on improving student academic performance and service area high school graduation rates. Key factors in addressing low academic performance as well as poor attendance are our small school grassroots environment, small class sizes (average student/teacher ratio is 8-12:1) and individualized learning-based approach to working with students. We will create a supportive, caring environment based on respect and accountability not only for behavior, but also for performance based on individual skills and year-end goal plans. We will provide a program that allows low performing students the opportunity to improve their individual skills, without the embarrassment they may have felt in traditional schools.

#### **VCLC offers a Complete Middle through High School Academic Curriculum**

- Core Curriculum Offerings: English, Social Studies, Mathematics, Science, Physical and Health Education, Foreign Language (Spanish) and Fine/Practical Arts.
- Additional Offerings: Humanities, and Computer Technology.

### **Academic Core Curriculum Skill Improvement**

- reading comprehension
- writing
- spelling
- mathematics skills
- vocabulary building
- science and environmental awareness

### **Work Study**

- School to Work Program (STW)
- Monitored and documented work study
- Monitored and validated competency-based credit needs
- Career Assessment/Job Preparation
- Pre-employment Counseling
- External Learning Experiences
- An accelerated 39 week high school diploma

### **Monitored Study**

- Individualized/learning based/monitored and Evaluated academic progress

### **Remediation/Skill Building Classes**

- Meeting North Carolina requirements and
- Preparing students to increase their performance levels

### **Group/Individual Therapy**

- Mental Health Professionals will be available on-site for group, Individual or family counseling

### **Experiential Learning**

- Hands-on student centered instructional activities with emphasis on internship opportunities in various local industries and career paths

### **Low Pupil Teacher Ratio**

- Direct instruction focused on individual Student ability and learning technique

### **Non Traditional Scheduling**

- Students work at their own pace, but are encouraged to challenge themselves through rewards for appropriate behavior, and academic progress.

### **Life Skills**

- Practical problem-solving techniques and
- Life Management Skills

The students we serve frequently deal with life issues that complicate regular school attendance and academic success. Poor attendance leads to more difficulty with academic skills. Eventually the student may drop out of school, may develop behavioral problems, and/or may simply maintain minimal academic success, poor attendance, and an uncertain future. Our program will provide a small, safe learning environment where all stakeholders know and respect one another, appreciate individuality and share the



goal to complete high school prepared to enter the world of work or to pursue post-secondary education or training. This combination promotes academic success and efficiency by aligning responsibility for success with accountability as measured by student performance on state testing, internal school assessments, attendance, graduation, personal education planning and goals met, employment and postsecondary education or training goals achieved.

**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;**

VCLC will increase learning opportunities for all students by serving a population that challenges traditional middle and high school programs. Our target population of at-risk students is composed of students who are often low performing and frequently simply drop out of the educational system. Our program will focus and place special emphasis on low performing students. As a primary focus of our curriculum, resources for reading and math will be used to identify and provide specialized instruction incorporated into all content area courses for all students.

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

VCLC uses innovative learning methods in the following ways:

- VCLC will provide a small, safe school environment that will allow up to 180 at-risk or drop out Middle and high school age students to flourish.
- Flexible scheduling infused with mental health services, will give our students options that allow them to work and attend school and/or care for children and family members.
- The VCLC average student teacher ratio of 8-12:1 will create small classes.
- Small classes will allow teachers to diversify and individualize instruction to meet the needs of the individual students in each class.
- VCLC will develop for each student a Personal Education Plan (PEP) during enrollment with input from the student, parents, and VCLC staff. Student progress will be monitored and evaluated every Friday throughout the school year and students PEP will be updated and revised as goals are met.
- VCLC will utilize a learning based self-paced curriculum patterned from the North Carolina Standard Course of Study to ensure standards are met and students are prepared for the North Carolina Competency Tests and the End of Course Tests.
- VCLC incorporates a project based learning approach that encompasses a hands-on, experiential learning experience that enhances the knowledge base and functioning level of each student.
- The development of life skills and vocational skills will be integrated throughout our classes to assist students in decision making and to prepare them for success in the world of work.
- The integration of technology throughout the curriculum will be a major focus. VCLC will have a computer lab and additional computers in classrooms to allow not only for technology classes, but also tutorial programs, skill building classes, reading programs and Internet based classes.
- School to Work options will offer students the opportunity to gain valuable work experience, earn money and earn elective credit at the same time.
- VCLC offers a self-paced approach that allows students to work independently under the monitoring and guidance of our teachers.
- A student life learning portfolio is a student prepared, student documented compendium of prior or ongoing learning experiences outside the classroom environment or school's programs. When completed, documented, evaluated by our staff specialists, and certified as meeting objectives, elective credit may be awarded.

- VCLC staff is committed to making a difference in the lives of young people who have been unsuccessful in traditional educational settings. Our staff is involved in the development of teaching methods that work for students.

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

VCLC will create new professional opportunities for teachers, including ownership of the learning program at the school site. Up to twenty one (21) additional teaching positions will be created in Vance County providing opportunities to sponsor school clubs/events/ activities, and become actively involved in community outreach activities that will impact the lives of students and help them become productive citizens. VCLC staff is committed to making a difference in the lives of young people who have been unsuccessful in traditional educational settings. Our program will create professional opportunities for teachers allowing them greater autonomy in their teaching strategies. Small class sizes will allow teachers to recognize student needs and develop plans based on those needs. Our teachers will be involved in the development of teaching methods that work for our students. VCLC will allow teachers to truly individualize instruction.

VCLC will provide training and staff development to insure all instructors understand the North Carolina Competency Test and End of Course tests that are administered, the schedule, compliance concerns, and interpretation of scores. Once test results from school wide testing are received, the staff will review the school's overall performance as well as individual student's performance. At that time the staff will begin the process of determining what is working and what changes need to be made to meet the needs of students. Continuous planning to formulate strategies for improvement in teacher performance to increase student achievement will take place.

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

VCLC is committed to improving student learning and academic achievement by increasing learning opportunities for all students, with special emphasis on at-risk and dropout students who frequently are low performing students. We are committed to providing an educational program that fosters meeting high standards of student achievement while providing parents a unique option for their child's education. VCLC will serve students benefiting from a non-traditional educational program, including:

- Students significantly at-risk of failure for academic or behavioral reasons
- Students on long term suspensions
- Students transitioning from incarceration or residential treatment
- Teen parents
- Drop-outs wishing to return to school

VCLC offers student and parents another choice of educational opportunity within the VCPSS by providing a non-traditional educational program for students to earn high school diplomas from VCLC and to gain career experience. We offer options including courses in academic core curriculum, electives and career/life skills. Flexible scheduling allows our students to maximize opportunities to work and earn high school credits through our work study program. VCLC can accommodate working students and students with family commitments that complicate their academic success when faced with a traditional school schedule. Courses are self- paced and can be completed during morning, afternoon, or evening sessions depending on student needs.

**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.)**

VCLC will utilize the North Carolina Standard Course of Study (SCOS) to ensure VCLC students are prepared for the statewide testing program and the ABCs Accountability Program. VCLC will administer the End of Grade (EOG) and End of Course Tests (EOC) as part of the ABCs Accountability Program. The curriculum will align with the North Carolina Standard Course of Study to ensure the school's instructional program aligns with the ABCs Accountability Program. Emphasis will be placed on our school Rubric where Homework counts for 20%, Classwork 20% and weekly tests count for 40% of weekly. This places importance on accomplishing school work objectives rather than behavior. This model immediately alerts teaching personnel when a student is beginning to fall behind in the lesson plan.

**EDUCATIONAL FOCUS:**

Vance County Learning Center is submitting an application for a charter middle/ high school in Vance County, North Carolina. VCLC will serve, at capacity, 210 at-risk and dropout students. This target population contains students who have experienced little success in traditional programs, but can thrive in the small school environment at VCLC. Our nontraditional program is tailored to meet the needs of the individual student to improve their academic performance, help them graduate from high school and qualify for post-secondary education/training and employment or entrepreneurial opportunities.

The students VCLC will serve, frequently deal with life issues that complicate regular school attendance which make it more difficult for them to succeed academically. Eventually the student may drop out of school, develop behavioral problems, and/or simply maintain minimal academic success, poor attendance, and an uncertain future. Our program provides a small, safe learning environment where all appreciate individuality and share the goal to complete high school prepared to enter the world of work or to pursue post- secondary education or training. This combination promotes academic success by ensuring students receive the skill building in reading, math and/or writing they need to succeed in their coursework. VCLC aligns responsibility for success with accountability as measured by student performance on state testing, end of course testing, academic achievement, attendance, graduation, employment and post- secondary education or training to promote academic success and the ability to provide for themselves and/or their family.

VCLC provides additional support for students and families through graduation coaching and assisting students with career and life choices. This individualized support for students helps keep them focused on their academic and career goals, provides the encouragement they need, and assists in preparing for training, post-secondary education and/or the world of work. The VCLC educational program will be based on its in-house model that has been highly successful over the past eight years. During this time the model has evolved, but it has always focused on at-risk K – 8 and dropout high school students with successful programs that meet the needs of our students and assist in lowering dropout rates. We are proud that over the last eight years we have successfully graduated or transitioned back to their home schools at least 90% of our students. We consider each student who stays in school a success because our students face many obstacles to school attendance. Most of these students would not have completed high school without our program.

We have operated with limited funding utilizing volunteer retired educators, business owners, and Qualified Professionals from area mental health providers. The VCLC model provided a successful option for VCPSS school students from 2005-2012.

VCLC is committed to helping students succeed and looks forward to the opportunity to work with the North Carolina State Board of Education and the Vance County Public School System to offer another option for at-risk middle and high school students who wish to stay in school and earn their high school diploma.

### III. GOVERNANCE

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

The Vance County Learning Center is a nonprofit corporation officially authorized by the NC Secretary of State.

Name of Private Nonprofit: Vance County Learning Center

Mailing Address: 317 S. Garnett Street

City/State/Zip: Henderson, NC 27536

Street Address: 317 S. Garnett Street

Email: vclearningcenter@live.com

Phone: 252-438-6900

Fax: 252-438-6905

Name of registered agent and address: Deryl von Williams  
317 S. Garnett St.  
Henderson, NC 27536

FEDERAL TAX ID: 26-2374180

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

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

- ☒ Yes (copy of letter from federal government attached)  
☐ No

#### **PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CMO)**

The Vance County Learning Center will not contract with an “educational management organization” or “charter support organization”. Governing Board of VCLC reserves the right to engage the service of such organizations if the need should arise.

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

Vance County Learning Center, LLC is a nonprofit organization and will be the charter holder of Vance County Learning Center in Vance County. Vance County Learning Center is applying for a charter to serve at risk youth from grades 6 through 12.

The Board consisting of two dedicated and committed educators, one accountant, one mental health service provider, and the founding member of VCLC, will provide oversight and ensure compliance during the start up period of the charter school, and will include the following individuals:

- Deryl Von Williams, Founding member VCLC, Board Member
- Janet Littlejohn, Teacher, Board Member
- Annie Miller, Retired Educator, Board Member
- Reginald Hinton, Accountant, Board Member
- Chris Brown, President, FIPS a mental health service provider, Board Member

This board membership will allow for a well balanced cross-section of backgrounds, professions, and experiences in the instructional and decision making process of the school. VCLC will contact local organizations providing services to the student population we serve and their families, as well as representatives of business and industry located in the county to recruit interested representatives for board membership.

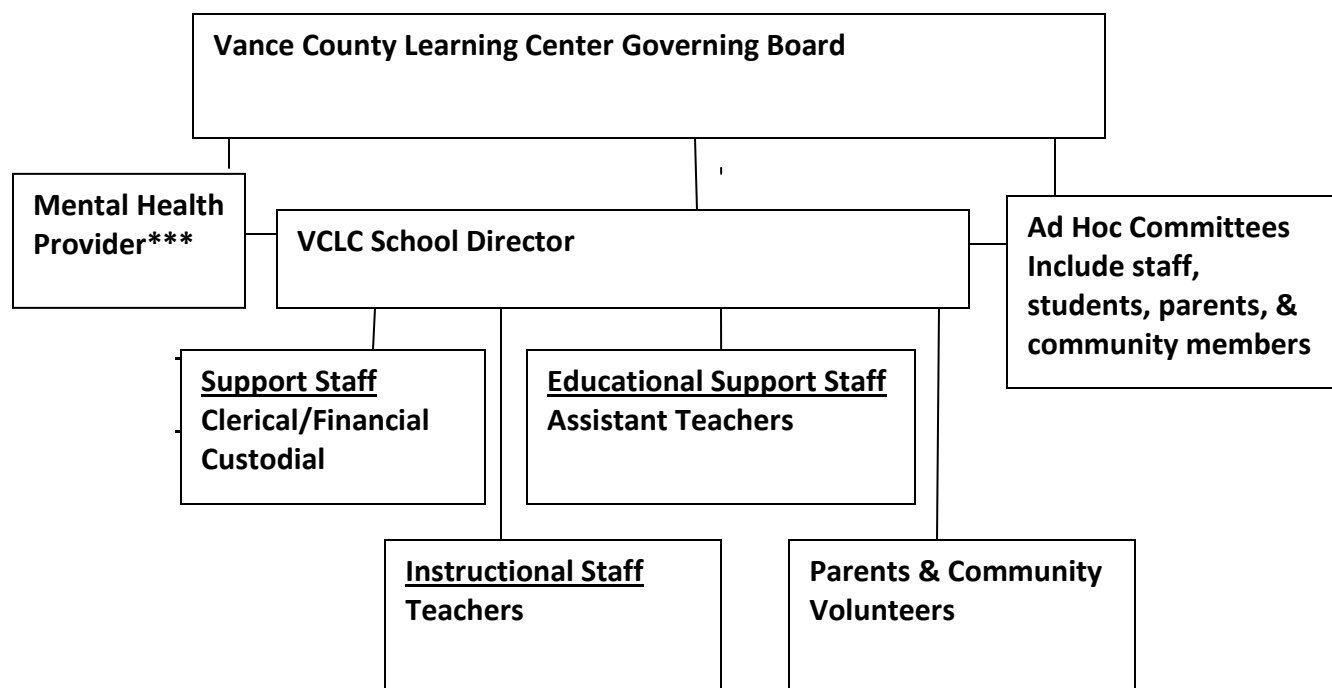
The terms for Governing Board Members will be three years. Each year one board member will rotate off the Board to ensure experienced and new board members are represented on the Governing Board. Once the Governing Board has been established, subsequent vacancies will be filled by vote of the Governing Board members.

Potential board members will be provided information about the VCLC charter and the role of board members. Interested individuals will be invited to attend the next board meeting. Those who ultimately join the board will go through orientation with the chairman of the VCLC board. Ongoing professional development will be provided through opportunities to attend state and national conferences as well as any governance training provided by the North Carolina Department of Public Instruction (NCDPI) or a trainer approved by that organization. Background checks will be obtained prior to a board member being approved for board membership.

**1. A well-defined organizational chart showing the relationship of the Board of Directors to the administrative staff of the proposed charter school follows:**

The following organizational chart indicates the relationship of the Governing Board of Directors to parents and staff. The school's educational management team is composed of the School Director, his administrative, educational and support staff. The School Director is responsible for the day to day operation of VCLC and reports to the Governing Board. The administrative and instructional staff report to the School Director. This chart reflects parental and community involvement with the school on several levels: Governing Board Membership, membership on Ad Hoc committees the Governing Board forms, membership on school committees as well as volunteer opportunities at the school.

## Vance County Learning Center



**\*\*\* Mental Health services provided by partnership with local mental health providers.**

**2. Each teach member of the board of directors must submit, in this section of the application, a one-page resume highlighting his or her experiences over the past ten or more years.**

The Board, which will provide oversight and ensure compliance during the transition period of VCLC from private to charter school, will include the following dedicated and committed educators, businessmen and local representatives:

- Deryl von Williams, Founding member VCLC, Board Member
- Janet Littlejohn, Teacher, Board Member
- Annie Miller, Retired Educator, Board Member
- Reginald Hinton, Accountant, Board Member
- Chris Brown, President, FIPS a mental health service provider, Board Member

Resume's follows for the teach members of the board of directors:

***Deryl von Williams***  
***775 Gun Club Road***  
***Henderson, NC 27537***

***252-432-4117***  
***Email:vclearningcenter@live.com***

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**EDUCATION:**

1984-1987 Pace University Downtown Campus, New York, NY

(Left after two years to pursue guaranteed employment in my major -Communications with WPIX-TV)

**RELEVANT COURSES:**

- English 1, 2
- Marketing
- Business Law 1, 2
- Psychology 1
- Communication 1
- Logic 1 & 2

**EXPERIENCE:**

**Director of Operations, Founder**

Vance County Learning Center, Henderson, NC, August 2004- Present

- Development of position descriptions, recruiting and retention, interviewing, checking references, and hiring of clerical staff.
- Coordination of training activities to meet school goals and professional development needs.
- Consult regularly with Chief Finance Officer as required to assist with budgeting, marketing, strategic and business planning, daily operations, and public relations efforts.
- Organize school oriented community events.
- Program management includes assisting in the development of policies and procedures for quality improvement/assurance, staff development, orientation and training for all staff.
- Ensure that each student receives appropriate Plans to meet their educational needs.
- Coordination with other professionals and other agencies as necessary to assure good communication and to monitor student, parent, and personnel satisfaction.
- Will assist in the organizing and directing of the annual program evaluation and developing corrective action plans as appropriate.
- Assure regulatory health and safety measures for the school meet OSHA and other local and state regulatory standards.
- Negotiation of contracts.

**Business Owner**

**The Everything Store and Consignment Shoppe 317 S. Garnett Street Henderson, NC 27536, 1992 to 2005**

- Managed day to day store operations
- Handled 200 client consignment list

**Independent Contract Teacher**

**Vance Granville Community College, Poplar Creek Circle Hendrson, NC**

- Taught Commercial Cleaning, Classes at C.A. Dillon and Soul City Correctional Facility
- Taught Job Readiness and How to Start a Business to WORKFIRST clients.
- Recommended staff replacements to Mr. Guin. (3) were hired

**News Writer**

**WPIX-TV, NYC**

- Wrote for local and Network news shows
- Production Assistant for Wall Street Journal News Magazine



Janet Littlejohn, BA Psychology, MA Ed Admin  
100 Airlie Court  
Cary, NC 27513  
919-468-5559 [janetplanetz@nc.rr.com](mailto:janetplanetz@nc.rr.com)

Objective: Provide leadership as an administrator, adviser, educator, empowering and supporting a community, to be their best in all aspects of academic, professional development, and productivity.

#### WORK EXPERIENCE

2002 to present

Sterling Montessori Academy and Charter School Morrisville, North Carolina

Montessori-classroom-trained and NC State Licensed educator: Teaching and providing educational services and support in academics and practical life components: history, language arts, reading comprehension, basic economics, philosophy, science, Kindergarten Physical Education, health, nutrition and supported internal programs (Jump Rope for Heart™, Ropes Courses and Poe Center Educational classes) for lower and upper elementary classrooms;

Grant Writer and Logistical Project Manager for federal and community cultural arts grants;

Chairperson, Cultural Arts Committee (Parent Faculty Association) produced successful events for over 6 years logistics coordination preparing, presenting and producing yearly events for our 650+ student coordinating with staff and parent community;

2009 to present

Recovery Consultants Cary, North Carolina

Curriculum and Training Director - collaborating with Al J. Mooney, M.D. author of "The Recovery Book", facilitating certified courses educating adults and youth in medical addiction, therapeutic communication and team-building techniques and recovery principles.

1990 to present San Francisco, CA, Salt Lake City, UT

Coach for Life, Inc. Cary, North Carolina

Life Coach - Facilitated and lead seminars and workshops in personal life development, goal setting and business development for entrepreneurial, executives, artisans and families;

Produced numerous professional workshops and weekend conferences for self-esteem and empowerment of women and minorities;

Worked directly with youth who were in personal and family crisis in the San Francisco Juvenile Hall System and in the community.

2001 to 2002

Protean Devices, Inc. Cary, North Carolina

Office Manager and Life Coach for Executive Director - a struggling "start-up" semi-conductor (computer chip) company in Research Triangle Park. Worked on customer service and handled all promotions, projects dealing with marketing and sales companies;

Worked directly with the CEO and staff, providing support, guidance and project management.

1994 to 1998

Packard Bell Electronics, Inc. Salt Lake City, Utah

Technical Liaison and Software/Hardware Troubleshooter - Leading computer manufacturer department of the President – dealing with pre-litigation customer service cases. Dealt with highly upset customers and companies who required immediate negotiations and service;

#### Education:

M.A. Ed. Admin. June 2008 University of Phoenix

B.A. Psychology, June 1982 San Francisco State University, California

Annie Miller  
129 Poplar Circle  
Henderson, NC 27537  
252-438-6800

EDUCATION:

Bachelor of Science in Elementary & Intermediate Education  
Concentration in Language Arts and Mathematics  
Fayetteville State University  
North Carolina

WORK EXPERIENCE:

1978-1983 Vance County Schools  
Henderson, NC  
English / Mathematics Elementary School Teacher, Title I Teacher

1968-1978-Retired-New Jersey School System  
Newark, NJ  
Elementary Teacher, Middle Grades Mathematics and Science Teacher,

PROFESSIONAL ACCOMPLISHMENTS:

Certification in Middle Grades Science  
Certified as a NC Teaching Mentor  
Completed Performance-Based Licensure Assessor Training  
Founded Smart Start Day Care

FORMER PROFESSIONAL AFFILIATIONS:

National Educators Association, Professional Educators of North Carolina

COMMUNITY / CIVIC ACTIVITIES:

Tutor for Cotton Memorial Church, Sunday School Teacher, Secretary NAACP Branch

**3. Bylaws including Conflict of Interest Policy for board members and stated commitment to NC Open Meetings Law.**

BY-LAWS  
OF  
VANCE COUNTY LEARNING CENTER

Adopted 10-15-2011

ARTICLE I - Name of Non-Profit Corporation

SECTION 1: Name

The name of the non-profit corporation is VANCE COUNTY LEARNING CENTER LLC (the Corporation), duly authorized under the statutes of the State of North Carolina.

SECTION 2: Principal Office

The principal office of the Corporation is located in the town of Henderson in Vance County, in the State of North Carolina. The street address of the initial registered office of the Corporation is 317 S. Garnett Street, Henderson, NC and the name of the initial registered agent at such address is Deryl Von Williams.

ARTICLE II - Purpose

SECTION 1: Purpose

The purpose of VANCE COUNTY LEARNING CENTER is as follows:

1. To operate a school for at risk children.
2. To provide after school tutoring services for children in need of such services.
3. To engage in any and all other lawful purposes, activities, and pursuits presently or hereafter allowed by laws and related to the foregoing.
4. To have all additional powers and rights granted to this form of corporation by the laws of the State of North Carolina.

The mission of the Vance County Learning Center is to improve educational outcomes and the overall life chances of at risk youth from grades 6 through 12 in Vance, Granville, and Warren Counties public school systems. The young people we serve reside in neighborhoods characterized by high rates of poverty, joblessness, and a range of other social ills (including drug dealing, and other criminal behavior). Through an extended school day, and extended school year program format, VCLC will prepare youth from these types of neighborhoods for jobs, military enlistment, self-employment, or enrollment into community, technical, or traditional college.

## ARTICLE III - Board of Directors

### Section 1: Powers

The activities, affairs and business of the Corporation shall be conducted by or under the direction of the Board of Directors.

### Section 2: Number, Qualifications, Election, and Tenure

a) The number of directors constituting the Board of Directors shall be no less than four (4) and no more than ten (10). The Board shall consist of at least two (2) educators, one (1) mental health professional and (1) legal, business or finance professional. The remainder of the board may be made up of concerned parents, community members and other professionals.

b) A person is required to be at least eighteen (18) years of age to be qualified as a Director. Paid employees of the Corporation may serve on the Board of Directors only as Non-Voting Members.

c) Sitting Board Members will continually seek out individuals in the community that would qualify as potential board members. When a vacancy or vacancies occur, either by death, resignation, removal from office, end of term, tenure limit, and/or for any other reason the remaining VANCE COUNTY LEARNING CENTER Board Members will review the list of potential board members, and discuss the needed qualifications. The Board will then vote on individual(s) to be offered appointment to the VANCE COUNTY LEARNING CENTER Board of Directors. The sitting Board Members may conduct interviews with the perspective Board Candidates.

d) With the exception of the very first planning board, each director shall hold office for a period of two years. The terms for the initial Board of Directors shall be staggered. One half (1/2) of the members of the first board shall serve a term of two years and one half (1/2) will serve a term of three years. At the end of these terms, subsequent Directors will serve two-year terms.

e) Except non-voting employee Directors, no person appointed or elected shall serve more than three (3) consecutive terms. However, each Director shall continue in office until the successor in that office shall have been duly appointed or until the current Director resigns, becomes disqualified or until that Director is removed.

### Section 3: Ex-Officio Directors

The Chief Executive Officer/School Director of the Corporation shall during his or her respective term serve as an Ex-Officio member of the Board of Directors. In addition, there shall be such other Ex-Officio Directors are elected by a consensus vote of the Directors then holding office. Each Ex-Officio Director, including the School Director, shall be entitled to enter into all deliberations and to receive notice of all meetings, but he or she shall not vote nor be counted in determining the existence of a quorum.

### Section 4: Duties

a) Directors shall perform any and all duties imposed on them collectively and individually by law, the Articles of Incorporation or by these By-Laws. Directors shall stand in a fiduciary relation to the corporation and shall discharge the duties of the respective positions in good faith,

and with that diligence and care which reasonably prudent men and women would exercise in similar circumstances and like positions.

b) Directors shall appoint, remove, and evaluate the Chief Executive Officer (also known as the School Director) of the Corporation.

c) Directors shall conduct an annual self-evaluation(s) to ensure their quality of service to the corporation.

d) Directors shall meet at such times and places as required by these By-Laws. The Board will consider a director with two consecutive un-excused absences from regular meetings as having resigned.

e) Directors shall register their address with the Secretary of VANCE COUNTY LEARNING CENTER .

#### Section 5: Resignation of Directors

A Director may resign at any time by giving notice in writing to the Chairperson or Secretary of the Corporation. Such resignation shall take effect at the time specified, or if no time is specified, at the time such resignation is received by the Chairperson or Secretary.

#### Section 6: Vacancies

If a vacancy should occur in the Board of Directors by death, resignation, disqualification, or otherwise, the remaining Directors may continue to conduct the Corporation's business. The vacancy may be filled as provided in Section 2c of this Article III. A Director who is chosen in this manner shall hold office for the unexpired portion of the term of the person whom the newly elected Director succeeds.

#### Section 7: Compensation

Directors shall serve without compensation for their services to the Board. However, a person who is a Director may receive compensation for serving in another capacity in the Charter School for which there should be reasonable compensation, e.g., compensation as teacher for a short period of time.

#### Section 8: Director's Adverse Interest

If any Director has an adverse interest in a corporate transaction, such Director must make full disclosure to the Board of the adverse interest as soon as such Director knows, or should know of its existence. Upon full disclosure, the Board may approve the transaction only by a good faith vote of a majority of the disinterested Directors present. However, no such transaction may be approved if it would constitute self-dealing prohibited under sections 4941 of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws, or if it would result in the imposition of any excise tax under any other provision of Chapter 49A of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws.

#### Section 9: Certain Director Liability

A Director shall be subject to the liabilities imposed by law upon Directors. In addition, all Directors who vote for or assent to any distribution of assets of the Corporation contrary to any lawful restrictions in the Non-profit Corporation Act of the State of North Carolina, the corporate Charter, or the by-laws, shall be jointly and severally liable to the Corporation for the amount of such distribution. Furthermore, such liabilities shall not exceed the debts, obligations and liabilities existing at the time of the vote or assent

where the Director relied and acted in good faith on financial statements of the Corporation to be correct and to be based on generally accepted principles of sound accounting practice by the Chairperson or the Treasurer, or certified by an independent public accountant or firm of such accountants to fairly reflect the financial condition of the Corporation.

## ARTICLE IV – Meetings

### Section 1: Regular Meetings

The Board of Directors will meet a minimum of four (4) times per year with the date, time and place being designated by the Chairperson or the Chairperson's designee. One of these meetings shall be the annual meeting (Section 4) of the Board of Directors. The North Carolina open meeting laws will be followed during all meetings of the Board of Directors. The Governing Board will have open meetings in locations and at times that allow stakeholders in the school the opportunity to be part of the decision making process. All meetings will be conducted using appropriate board meeting protocol. Accurate minutes will be taken and made public upon their request. Unless otherwise specified in the schedule or changed in a manner allowed by law, the Board's regular meetings shall be held regularly on the dates that will be publicized by the Board in accordance with state open meetings laws (*G.S.143.318.9 et seq*).

### Section 2: Substitute Regular Meetings

If any regular meeting shall not be held as designated in section 4, above, a substitute meeting may be called by the Chairperson or by two or more of the Directors. This meeting may be designated as a regular meeting.

### Section 3: Special Meetings

The persons authorized to call Special Meetings of the Board are the Chairperson or at least two Directors. All Board Members must be notified not less than four (4) days in advance of the place and time of a Special Board Meeting, such notice to be made pursuant to Section 4, below.

### Section 4: Annual Meeting

The annual meeting of the Board of Directors shall be held within 3 months after the close of the fiscal year for the purpose of selecting officers, approving financial reports, and to transact any other business as may be specified in the notice of the meeting.

### Section 5: Notice of Meetings

Notice of any regular meeting, including the Annual Meeting of the Board of Directors, shall be given to the Board Members and parents at least one-week (seven days) prior thereto. Notice of any special meeting of the Board of Directors shall be given at least four (4) days prior thereto. All notices shall be in writing delivered personally or sent by mail, email or fax to the address of each Director as shown on the records of the Corporation.

## Section 6: Quorum

The presence of one half (1/2) of the members of the Board of Directors at a meeting duly assembled shall constitute a quorum for the transaction of business. If less than a quorum is present at the time and place of any meeting, the Directors present may adjourn the meeting until a quorum shall be present.

## Section 7: Decision-Making

Consensus decision-making will be used: Consensus is reached when each member can honestly say: 1. I believe that the other participants understand my point of view; 2. I believe I understand other participants' point of view; and 3. Whether or not I prefer this decision, I support it because it was arrived at openly and fairly, and it is the best solution for us at this time.

The five-finger voting model will be used to determine if consensus has been reached. It is as follows: 5 fingers - - I am in full support; 4 fingers - - I am in support of the proposal; 3 fingers - - I am okay with the proposal but have reservations; 2 fingers - - I have some concerns; 1 finger - - I don't like the proposal but will support it; fist - - I don't like it and won't support the decision. Decisions will pass when 75% of the group has a 4 or 5, with no fists.

When consensus cannot be reached on agenda items with time constraints, the Chair may call for a vote. These items must be identified on the meeting agenda as "Decision Required". Except as otherwise expressly provided by statute, or by the Charter of the Corporation, or by these Bylaws, if a quorum is present when a vote is taken, the affirmative vote of a two-thirds (2/3) majority of directors present is the act of the Board of Directors and shall control on all matters. Voting by written or other proxy is not permitted.

## ARTICLE V - Officers

### Section 1: Designation of Officers

The officers of the Board of Directors of this Corporation shall include the Chairperson, Vice- Chairperson, Secretary, and Treasurer and Parent Liaison. The Directors may designate and fill other corporate officers as needed. Any two offices or more may be held by one person, except the offices of Chairperson, Secretary, and Treasurer. No officer shall sign or execute any document in more than one capacity.

### Section 2: Election, Term of Office and Qualifications

Each officer shall be elected by the Board of Directors at the Annual Meeting. These officers shall hold office during the fiscal year after their election. Other officers, as needed, may be appointed in accordance with the provisions of Section 3 of this article and may be elected by the Board at the Annual Meeting.

### Section 3: Subordinate Officers and Agents

The Board of Directors may appoint other officers or agents (i.e. Chief Executive Officer/School Director), each of whom shall hold office for such period, have such authority, and perform such duties as the Board of Directors may determine. The Board of Directors may delegate to any officer or agent the authority to appoint any subordinate officer or agent and to prescribe the respective authorities or duties.

#### Section 4: Duties

Officers shall stand in a fiduciary relation to the Corporation and shall discharge the duties of their respective positions in good faith, and with that diligence and care which reasonably prudent men and women would exercise in similar circumstances and like positions.

#### Section 5: Removal

The officers specifically designated in Section I of this Article V may be removed either with or without cause, by vote of the Board of Directors present at any regular meeting; or at a special meeting of the Board called for that purpose. The officers appointed in accordance with the provisions of Section 3 of this Article may be removed, either with or without cause, by the Board of Directors, by a vote of the Directors present at any meeting. The removal of any person from office shall be done without prejudice to the contract rights, if any, of the person so removed.

#### Section 6: Resignations

Any officer may resign at any time by giving written notice to the Board of Directors or to the Chairperson or Secretary of VANCE COUNTY LEARNING CENTER, or, if that officer was appointed by an officer or agent in accordance with Section 3 of this Article, by giving written notice to the appointing officer or agent.

#### Section 7: Vacancies

A vacancy in any office because of death, resignation, removal or disqualification, or any other cause, shall be filled for the unexpired portion of the term of such office in the manner prescribed by these By-laws for regular appointments or elections to such offices.

#### Section 8: School Director/ Chief Executive Officer

The School Director/Chief Executive Officer shall have general charge of the business and affairs of the corporation and control over its employees. The School Director/Chief Executive Officer shall do and perform such other duties as may be assigned by the Board of Directors, including managing of day-to-day operations.

#### Sections 9: Chairperson

The Chairperson shall have general charge of the business and affairs of the Board of Directors. The Chairperson has the responsibility for conducting meetings. The Chairperson shall perform such other assigned duties as may be assigned by the Board of Directors.

#### Section 10: Vice-Chairperson

At the request of the Chairperson, or in absence or disability of the Chairperson, the Vice-Chairperson shall perform all the duties of the Chairperson and when so acting shall have all the powers of, and be subject to all the restrictions upon, the Chairperson.



### Section 11: Secretary

The Secretary (or designee) shall keep the minutes of the meetings of the Board of Directors and shall see that all notices are duly given in accordance with the provisions of these By-Laws or as required by the law. The Secretary shall be the custodian of the statements, books, records, reports, certificates, and other documents of the Corporation and the seal of the Corporation, and see that the seal is affixed to all documents requiring such seal. The Secretary shall perform all duties and possess all authority incident to the office of Secretary, and such other duties and have such other authority as may be assigned by the Board of Directors.

### Section 12: Treasurer

The Treasurer shall have supervision over the funds, receipts, disbursements and securities of the corporation and shall serve on the Finance Committee. The Treasurer shall perform such other duties and have such other authority as may be assigned or granted by the Board of Directors. The Treasurer may be required to give a bond for the faithful performance of the duties of the office in such form and amount as the Board of Directors may determine.

### Section 14: Duties of Officers may be Delegated

In case of absence of any officer of the corporation or for any other reason that the Board may deem sufficient, the Board may delegate authority of duties of such officer to any other officer or to any Director provided a majority of the entire Board of Directors concurs therein.

## ARTICLE VI – Committees

### Section 1: General

The Board shall have three (3) standing committees – Executive, Finance, and Parent Advisory. Committees shall meet and conduct business between board meetings and make reports and recommendations at board meetings. Each Director shall serve on at least one standing committee.

### Section 2: Executive Committee

The members of the Executive Committee shall be the Chairperson of the Board, Vice-Chairperson, the Secretary, the Treasurer, the Parent Liaison, the School Director and other such members. The Executive Committee shall be vested with the powers of the Board, except as to those matters herein specifically requiring an affirmative vote of the entire Board of Directors. The Executive Committee may exercise its powers when the Board is not in session or in the absence of a quorum thereof. A majority of the members of the Executive Committee shall constitute a quorum thereof.

### Section 3: Finance Committee

The Chair of the Board shall nominate and the Board of Directors shall elect a Finance Committee. Membership on this committee will not be restricted to the Board of Directors. The Chairperson of the Board of Directors and the School Director shall serve as Ex-officio members of the Finance Committee. The Finance Committee shall supervise the financial affairs of the School and shall make recommendations from time to time in regard to the operating and capital budgets, salaries, and other business affairs.

#### Section 4: Additional Committees

The Board of Directors may designate other committees, each of which shall consist of two or more Directors and each of which, to the extent provided in such resolution, shall have and exercise the authority of the Board of Directors in the management of the Corporation, but the designation of such committees and the delegation thereto of authority shall not operate to relieve the Board of Directors or any individual Director of any responsibility or liability imposed upon it or him or her by law. The Chairperson of the Board of Directors and the School Director shall serve as Ex-officio members of such other committees. Membership on such other committees may, but need not be, limited to members of the Board of Directors. Other committees not having and exercising the authority of the Board of Trustees in the management of the Corporation may be designated by the Chairperson of the Board or by resolution adopted by a majority of the Directors present at a meeting at which a quorum is present.

### ARTICLE VII - Procedures and Restrictions

#### Section 1: Contracts

Except as otherwise provided in these By-laws, the Board of Directors may authorize any officer or agent to enter into any contract or to execute or deliver any instrument on behalf of the Corporation, and such authority may be general or confined to specific instances.

#### Section 2: Loans

No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name, unless and except as authorized by the Board of Directors. Any officer or agent of the Corporation thereunto so authorized may effect loans or advances for the Corporation and for such loans and advances may make, execute, and deliver promissory notes, bonds, or other evidences of indebtedness of the Corporation.

#### Section 3: Deposits

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks or trust companies or with such bankers or other depositories as the Board of Directors may select, or as may be selected by any officer or agent of the Corporation to whom such power may from time to time be given by the Board of Directors.

#### Section 4: Checks, Drafts.

All notes, drafts, acceptances, checks and endorsements or other evidences of indebtedness shall be signed by the Chairperson or Vice-Chairperson and by the School Director or the Treasurer, or in such other manner as the Board of Directors may determine. Endorsements for deposit to the credit of the Corporation in any of its duly authorized depositories will be made by the School Director or Treasurer or by any officer or agent who may be designated by resolution of the Board of Directors in such manner as such resolution may provide.

## Section 5: Gifts

The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or device for the general purposes or for any special or educational purposes of VANCE COUNTY LEARNING CENTER.

## ARTICLE VIII - General Provisions

### Section 1: Corporate Seal

The corporate seal shall be in such form as shall be approved by the Board of Directors.

### Section 2: Fiscal Year

The fiscal year of the Corporation shall be July 1 through June 30.

### Section 3: Amendments to By-Laws

These By-laws may be altered, amended, or repealed, and new By-laws may be adopted at any regular or special meeting upon a consensus vote of the Directors then in office provided however, that notice shall be given of the intention to alter, amend, or repeal or to adopt new By-laws at such meeting at least seven (7) days prior to such meeting in writing delivered personally or sent by mail, email or fax to the address of each Director as shown on the records of the Corporation.

### Section 4: Books and Records

The Corporation shall keep correct and complete books and records of accounts and shall keep minutes of the proceedings of its Board of Directors.

### Section 5: Meeting Regulation

All meetings of the Corporation including annual, special, and other shall be governed by the following established group agreements: one person speaks at a time; respect diverse opinions; agree to disagree; willingness to let up when its time; listen: sit back, breathe, hear; learn from others: don't simply defend a position, willingness to encourage "thinking out of the box"; strive to find another answer.

### Section 6: Officer and Director Indemnification

The Corporation shall indemnify any Director or former Director or officer of the Corporation or any person who may have served at its request as a director or officer of another corporation, partnership,

joint venture, trust, or other enterprise against liabilities and reasonable litigation expenses, including attorneys' fees, incurred by the Director in connection with any action, suit or proceeding in which that Director is made or threatened to be made a party by reason of being or having been such Director or officer, except in relation to matters as to which the Director shall be adjudged in such action, suit or proceeding to have acted in bad faith or to have been liable or guilty by reason of willful misconduct in the performance of duty. The indemnification authorized by this Section 6 (a) shall be in addition to that permitted by General Statutes Sections 55A-17.2 or 55-17.3 or North Carolina General Statutes or as authorized in these By-laws.

The corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the corporation or is or was serving at the request of the Corporation as a director, officer, employee, or agent of the Corporation, partnership, joint venture, trust, or other enterprise against any liability asserted against and incurred by the person in such capacity, or arising out of the officer's status as such, whether or not the corporation would have the power to indemnify that officer against such liability.

Expenses incurred by a Director, officer, employee or agent in defending a civil or criminal action suit or proceeding may be paid by the corporation in advance of the final disposition of such action, suit or proceeding as authorized by the Board of Directors in the specific case upon receipt of an undertaking by or on behalf of the Director, officer, employee or agent to repay such amount unless it shall be ultimately determined that the person is entitled to be indemnified by the Corporation as authorized in Section 55A-17.2 or 55A-17.3 of North Carolina General Statutes or as authorized in these By-laws.

#### Section 7: Conflict of Interest

No Director, officer, or employee of the Corporation shall obtain any direct or indirect economic stake in any entity participating in the programs of the Corporation, and the Corporation shall not employ any individual who serves as a Director or officer of such an entity, or an individual who owns a stake in any such entity. It is the policy of the Corporation that no Director, officer, or employee of the Corporation shall receive any personal or private benefit resulting from the activities of the Corporation or from the receipt by the Corporation of funds from the State of North Carolina or from any other source, apart from reasonable compensation for services rendered and reimbursement for reasonable expenses incurred in the conduct of the business of the Corporation. In furtherance of this policy, the Board of Directors shall have the power to make such rules and regulations concerning conflicts of interest, as it deems appropriate from time to time.

#### Section 8: Prohibited Activities

The Corporation shall comply with 501(c)(3) prohibitions against substantial lobbying and involvement in political campaigns for public candidates. No part of the net earnings of the corporation shall inure to the benefit of or be distributable to, its members, Directors, officers, or other private persons.

Notwithstanding any other provisions of these articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by corporations exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

#### Section 9: Disposal of Assets

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation as directed pursuant to North Carolina General Statutes.

Vance County Learning Center

The undersigned person certifies the foregoing By-laws have been adopted as the revised By-laws of the Corporation, in accordance with the requirement of the Corporation Law.

Dated: \_\_\_\_\_

\_\_\_\_\_ Deryl Von Williams, Chair

STATE OF North Carolina

COUNTY OF VANCE

4. Copy of VCLC Article of Incorporation:

C200810802030

SOSID: 1039780  
Date Filed: 4/22/2008 4:22:00 PM  
Elaine F. Marshall  
North Carolina Secretary of State  
C200810802030

**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: Vance County Learning Center LLC
2. \_\_\_\_\_ (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).
3. The street address and county of the initial registered office of the corporation is:  
Number and Street 115 S. Garnett Street  
City, State, Zip Code Henderson, North Carolina 27536 County Vance
4. The mailing address *if different from the street address* of the initial registered office is:  
\_\_\_\_\_
5. The name of the initial registered agent is:  
Deryl von Williams
6. The name and address of each incorporator is as follows: Deryl Von Williams  
115 S. Garnett Street, Henderson, NC 27536
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 115 S. Garnett Street  
City, State, Zip Code Henderson, North Carolina 27536 County Vance
11. The mailing address *if different from the street address* of the principal office is:  
\_\_\_\_\_

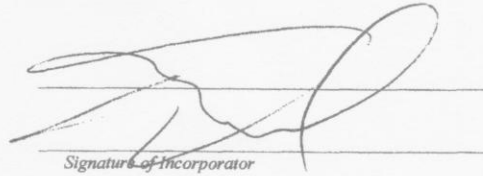
Revised January 2000

CORPORATIONS DIVISION      P. O. BOX 29622      RALEIGH, NC 27626-0622

Form N-01

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

This is the 10 day of April, 20 08.



*Signature of Incorporator*

Deryl von Williams, President **INCORPORATOR**  
*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 29622

RALEIGH, NC 27626-0622

C200810802030

State of North Carolina  
Department of the Secretary of State

**ARTICLES OF INCORPORATION  
NONPROFIT CORPORATION  
Vance County Learning Center LLC  
Attachments**

8. **Upon dissolution of the Corporation**, none of the assets of the Corporation will be distributed to the members thereof, but shall be distributed only to such other non-profit corporations or organizations as the Board of Trustees determines are in need of such assets, provided that under no circumstances, may any of the Corporation's assets be distributed other than to organizations that have established their tax-exempt status with the State North Carolina.



**ARTICLES OF INCORPORATION  
NONPROFIT CORPORATION  
Vance County Learning Center LLC**

**9. Other Provisions:**

**A. Purposes for which the Corporation is organized are as follows:**

1. To operate a private school for at risk Children.
2. To provide after school tutoring services for children in need of such services.
3. To engage in any and all other lawful purposes, activities, and pursuits presently or hereafter allowed by laws and related to the foregoing.
4. To have all additional powers and rights granted to this form of corporation by the laws of the State North Carolina.

**B. Limitations:** In all events and under all circumstances, and notwithstanding any other provisions of these Articles of corporation or any merger, consolidation, reorganization, termination, dissolution, or winding up of the Corporation, voluntarily, or by operation of law, or upon amendment of the Articles of Incorporation, the Corporation's operations and activities shall be strictly of a non-profit nature and:

1. The property, assets, profits and net income of the Corporation are irrevocably dedicated to the purposes set forth in 9A hereof, and no part of the assets or net earnings of the Corporation shall ever inure to the benefit of or be distributable to its incorporators, Trustees, officers or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services actually rendered and to make reimbursement in reasonable amounts for expenses actually incurred in carrying out the purposes set forth in 9A hereof.
2. At no time shall the Corporation engage in any activities, which are unlawful under the laws of the United States of America or under the laws of the State of North Carolina.

**C. Directors:** The affairs of the Corporation shall be managed by its Board of Directors. Except for the initial Board of Directors whose names are set forth below, the Board of Directors shall be elected

or appointed as provided in the Bylaws . The number of Directors of the corporation shall be fixed in the Bylaws except that there shall not be less than four (4) nor more than ten (10). The names and addresses of the persons who are to serve as Directors until the first annual meeting of the Board of Directors or until their successors are elected and qualified, are as follows:

1. Lauren Alston  
796 Gun Club Rd.  
Henderson, N.C. 27536
2. Mabel Mallory  
278 Grey Stone Rd.  
Henderson, N.C. 27537
3. Reginald Hinton  
172 Macpowell Rd.  
Norlina, N.C. 27563
4. Sandra Hubbard  
56 E. Main St.  
Kittrell, N.C. 27544
5. James Johnson  
P.O. Box 135  
Hollister, N.C. 27844
6. Lori Morton  
2640 E. Dalton Mill Rd.  
Bullock, N.C. 27507

The majority of the members of the Board of Directors shall constitute a quorum and are authorized to adopt Bylaws to govern the operation of the corporation, and transact the business and exercise the powers of the Board of Directors as here in provided.

**D. Elimination of Liability of Trustees and Officers:** This provision covers the elimination of certain liabilities of Directors and Officers. A Director or Officer of the corporation shall not personally be liable to the corporation or its members for civil claims arising from acts or omissions made in the performance of

Vance County Learning Center LLC

his or her duties as a trustee or officer, unless the acts or omissions are the result of his or her intentional misconduct.

Any repeal or modification of the foregoing paragraph by the Directors of the Corporation shall not adversely affect any right or protection of a director or officer of the corporation existing at the time of such repeal or modification.

**E. Meetings of Board of Directors:** Regular meetings of the Board of Directors of the Corporation shall be held at the times and at the places specified in the Bylaws.

**F. Bylaws:** The Board of Directors shall have the power to make such Bylaws as it deems proper for the management of the affairs of the Corporation. Except as provided by applicable statutes of the State of North Carolina, the Bylaws may be altered and amended or repealed and new Bylaws may be adopted by the Board of Directors at any regular or special meeting.

End of Additional Provisions.

Letter of 501(c) 3 Determination:

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **MAR 13 2009**

VANCE COUNTY LEARNING CENTER  
C/O DERYL VON WILLIAMS  
115 S GARNETT ST  
HENDERSON, NC 27536-4641

Employer Identification Number:  
26-2374180

DLN:

17053207012008

Contact Person:

DANIEL F FRISCH

ID# 95116

Contact Telephone Number:

(877) 829-5500

Accounting Period Ending:

June 30

Public Charity Status:

170(b)(1)(A)(ii)

Form 990 Required:

Yes

Effective Date of Exemption:

April 22, 2008

Contribution Deductibility:

Yes

Addendum Applies:

No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

## **5. Description of VCLC Governing Board's functions, duties, roles, and responsibilities as it relates to overseeing the charter school and its mission.**

The Governing Board is legally responsible for all transactions of the charter school. Board Members must exercise reasonable care in their decision-making, always keeping the mission and vision of VCLC in focus as decisions are made. The Governing Board will have oversight responsibility for ensuring that VCLC implements the charter in full accordance with the law. The Board will provide guidance to the school director and will not be involved in the supervision of teachers or be a bargaining agent for VCLC. All employees of the school will be VCLC employees and will be supervised by the VCLC School Director. The Board will have fiduciary responsibility with oversight and decision making on school operations to include:

- Selection of School Director/ Principal
- Setting of policies
- Approving annual budgets
- Approving school procedures

The Board's responsibility will be the development of policies for every phase of school activities, i.e. curriculum, business services, student expectations, staff selection, and evaluation. The Board will then establish monitoring and evaluation criteria to assure that policies are followed. These policies and procedures will be administered by the School Director. School policy and administrative regulations will comply with the charter contract.

It is expected that the Board will appoint a number of committees composed of parents, community members, teachers, students, and administrators to study and recommend additions or deletions to the Board policy to allow for a cross blend of experiences and skills.

The Governing Board will have open meetings in locations and at times that allow stakeholders in the school the opportunity to be part of the decision making process. All meetings will be conducted using appropriate board meeting protocol. Accurate minutes will be taken and made public upon their request.

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

Consensus decision-making will be used: Consensus is reached when each member can honestly say: 1. I believe that the other participants understand my point of view; 2. I believe I understand other participants' point of view; and 3. Whether or not I prefer this decision, I support it because it was arrived at openly and fairly, and it is the best solution for us at this time.

The five-finger voting model will be used to determine if consensus has been reached. It is as follows: 5 fingers - - I am in full support; 4 fingers - - I am in support of the proposal; 3 fingers - - I am okay with the proposal but have reservations; 2 fingers - - I have some concerns; 1 finger - - I don't like the proposal but will support it; fist - - I don't like it and won't support the decision. Decisions will pass when 75% of the group has a 4 or 5, with no fists.

When consensus cannot be reached on agenda items with time constraints, the Chair may call for a vote. These items must be identified on the meeting agenda as "Decision Required". Except as otherwise expressly provided by statute, or by the Charter of the Corporation, or by these Bylaws, if a quorum is present when a vote is taken, the affirmative vote of a two-thirds (2/3) majority of directors present is the act of the Board of Directors and shall control on all matters. Voting by written or other proxy is not permitted.

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

VCLC's measureable performance based goals for the charter school are the following:

**Goal One: Student Performance:**

- The percentage of students whose grades improve as indicated by promotion to the next grade level, at least one letter grade improvement in grade point average from the previous school year, or who enroll in higher level courses will increase based on official final course grades and/or enrollment documentation.
- VCLC students will increase the End of Course pass rate and the NC Competency Test passing rate from grade 8 to grade 10 based on official test results.
- VCLC students will achieve 80% or better overall attendance each year 2013/14 through 2017/18 based on official attendance records.
- The dropout rate of VCLC students will decrease from the previous year based on official dropout rates. Baseline to be established 2013/14 school year.
- Based on official enrollment and graduation records, 80 % of VCLC students will remain in school or graduate.

**Goal Two: Parental and Student Satisfaction and Participation:**

- Based on surveys, 80% of parents and students will express satisfaction with VCLC's curriculum and methods.
- At least 50% of parents will volunteer services to VCLC in some meaningful way (for example, volunteering time to monitor students, assist with reading programs, building maintenance, or serving on boards and committees.)
- Based on records, 70% of students will be involved with after school programs, tutorials, clubs, committees, and other extracurricular activities.

**Goal Three: Employee Satisfaction:**

- Based on employee comments during assessments and employee feedback sessions, 100% employees will find their jobs to be rewarding, useful, and enjoyable.
- Based on employee comments, 100% will find VCLC environment supportive and conducive to professional development.
- VCLC will retain 90% of its professional staff members that receive favorable employee evaluations.

**Goal Four: Administrative and Financial Sustainably:**

- Within the first year 100% of reports to State, Federal, or other agencies to be reported to, will be completed in a timely manner.
- VCLC will be in 100% compliance with Student Accountability policies.
- Budgets will be closely monitored and spending when possible, adjusted accordingly.
- VCLC will ensure that any needed Financial reports will be completed and submitted to appropriate agencies in a timely manner.

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

VCLC Board Members will perform a self inspection each year as it regards to any transactions or relationships that may lead to a perception of a Conflict of Interest. The Board Members will be asked to

disclose any potential situations where there may be an “adverse interest” or conflict that should be reported to the Governing Board. If the Members have nothing to report a form stating that there were no Conflict of Interest situations to report is signed. The Governing Board will determine if a situation constitutes a conflict, or consult legal counsel if necessary. Board Members are also required in the Bylaws to report any situation where they may be involved with a transaction where they may have an “adverse interest”.

The Vance County Learning Center will not contract with an “educational management organization” or “charter support organization”. Governing Board of VCLC reserves the right to engage the service of such organizations if the need should arise.

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

Admission and enrollment of students will be as prescribed by the Charter School Act.

**Enrollment Policies/Procedures and Lottery Process**

VCLC will accept any eligible at risk middle/ high school or dropout high school student who resides in Vance, Warren, or Granville Counties. In compliance with North Carolina Statutes, enrollment will not be denied to any eligible applicants on the basis of sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability. VCLC will not discriminate in admissions procedures on the basis of intellectual or athletic ability, measures of achievement or aptitude, or any other basis that would be illegal.

Students matriculating from another charter in the VCLC service area will be admitted to VCLC through the same process as a student from any other public school in the district. That is, upon admission, VCLC will request all academic and disciplinary records from the student’s previous school, whether public or charter school.

If the number of eligible applications exceeds VCLC’s enrollment cap, VCLC will hold a lottery to determine who will be enrolled and who will be placed on a waiting list. Students enrolled the previous year and any siblings of enrolled students will be given priority. During the school year when any withdrawal or transfer results in an open enrollment slot, VCLC will contact the student at the top of the waiting list and offer enrollment at VCLC. The school will continue this process until another student enrolls or everyone on the waiting list has declined the opportunity to enroll.

VCLC will encourage diversity through their actions, policies and rules so that there is a representation of all population groups of the county in all programs, classes and activities in a substantial and meaningful way. The following non-discrimination statements will be on all VCLC student applications and marketing materials.

*Vance County Learning Center admits eligible students of any sex, 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 sex, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the child would otherwise attend in administration of its educational policies, admissions policies, and athletic and other school-administered policies.*

#### IV. EDUCATION PLAN

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

##### **1. Educational theory and foundation of the model.**

VCLC will provide non-traditional educational programs preparing at-risk middle/high school and dropout high school students to improve their academic performance, graduate from high school and qualify for postsecondary education and employment. The VCLC small school environment will allow our staff to implement the individualized academic and behavioral support our student population needs to successfully complete high school and become productive citizens.

VCLC believes all students can achieve success in a positive challenging educational environment that stimulates their interests, channels their energies, and develops their abilities. We are committed to providing a non-traditional learning environment for students with distinct needs for these educational services. Recognizing the individual strengths and intrinsic worth of all students, we will modify educational services to provide each student with personalized opportunities to increase their academic, employment, and social skills leading to completion of credits for a high school diploma by implementing a continuous improvement model that involves all stakeholders.

We believe adolescents are most likely to achieve immediate and life-long success when all members of the school community share responsibility for developing each student's intellectual, physical, social, and vocational potential. Recognizing the challenges of building parental and community involvement, VCLC will focus on creating active participation opportunities for parents and community members to help students increase their specific talents and their self-worth. Our school will invite and develop parent and community involvement and participation through school committee involvement, Board membership and meetings, and volunteer opportunities at the school.

VCLC's mission is based upon providing the educational services needed by at-risk students who otherwise might drop out of school or who have already dropped out but are still eligible to return and enroll. This student population, often characterized by low achievement, poor attendance, and behavior issues, needs support and a unique environment to succeed. VCLC will provide the environment and the support within a continuous improvement model based on high expectations for all students. We believe that all students can succeed. Our challenge is to discover how to help students succeed. In a small school with fewer students, staff can determine the skill levels, plan and utilize strategies that help students succeed, and then chart the progress of students who typically have many needs.

The VCLC mission is based on the commitment of everyone involved, all VCLC staff, the VCLC Board, the student, the parents, and the community. This commitment expectation will be communicated to all parties. At the initial meeting with student and parents the VCLC philosophy and mission will be explained to insure all parties understand what will be expected at VCLC. All teaching staff and support staff will be committed to the continuous improvement model.

The uniqueness of the VCLC program is tied to the multiple program and delivery options we offer to meet the academic needs of at-risk students. Our educational plan will utilize the VCPSS curriculum, delivered in small classes with an average class size of 8-12:1, incorporating the best practices associated with successful and innovative schools.



Key to the success of VCLC is the leadership and instructional staff at the school. VCLC will recruit and hire a school director who is committed to the VCLC philosophy/mission and is an experienced professional educator who understands the challenges our students face.

The VCLC school director will hire the team of qualified individuals that will make up the instructional and administrative support staff of the charter middle/high school.

## **2. Teaching approach, class structure, curriculum design, and instructional, and course of study.**

### **Teaching Approach**

VCLC staff will focus on the academic, career, and social skill development of at-risk students. Each student will be assessed in designated skill areas that are reflected in the Personal Education Plan(PEP). The skills assessed may include, but are not limited to such areas as reading, writing, speaking and listening, science, mathematics, social studies, fine arts, health, physical, vocational, and life skills. Following the enrollment of a student, teachers will begin instructional delivery utilizing a variety of methods which include using a learning based approach.

The learning based approach allows for learning to be self paced when needed, giving student the opportunity to stay on core learning objectives until mastered, and encompasses a hands-on, experiential learning experience that enhances the knowledge base and functioning level of each student. Students are provided opportunities to work in small and large groups with their peers, as well as on an individual basis with their teachers. Students are also offered on-the-job training, as an elective course sequence.

VCLC will provide various motivational strategies to encourage students to enroll and maintain good attendance during the school year. We believe that all students can achieve success in a positive and challenging environment. Therefore, we will offer small classes in which teachers can individualize content, process, and products, based on student strengths and weaknesses. Regularly scheduled tutoring will provide remediation, review, and enrichment of subject content. In addition to providing collaborative learning experiences which allow students to experience successful team membership, VCLC also teaches students to increase cognitive and affective skills necessary for success in leadership roles. Academic and vocational counseling sessions will guide students in career/life decision-making and the School to Work program. By offering career mentorships, VCLC provides opportunities for students to gain meaningful employment experience. Since successful student performance is primary to school attendance, VCLC will share ownership in creating and managing personal behavior and educational plans.

### **Curriculum Design**

VCLC will utilize the curriculum of the Vance County Public School System, which is based upon the North Carolina Standard Course of Study. The use of the district's middle and high school curriculum in our program insures students will be provided the academic skills they need to attain the latest North Carolina State Standards. The scope and sequence of our courses will match that of the curriculum of the Vance County Public School System allowing a smooth transition of students between Vance and other district middle and high schools. Below please find a 39 week sample of lessons to be presented to high school level students:

Vance County Learning Center

39 Week High School Curriculum

Week 1(9<sup>th</sup> Grade)

- **Math:** Math Assessment Test
- **Social Studies:** States
  - o Alaska to Wyoming
- **Science:** Parts of a flower
  - o Identifying the 5 parts of the flower
- **Spoken Word:** "Dreams"
- **Spanish:** Numbers 1-10
- **Spelling:** Vocabulary
  - o List 1
- **English:** Definitions
- **Reading:** The Beach
- **Language Arts:** Days of the week
- **Written Word:** 5 sentences on Me

Week 2: (9<sup>th</sup> Grade)

- **Math:** Addition
  - o 2- Digit addition
  - o Adding 3 numbers
  - o Adding 4 digit numbers
- **Social Studies:** States
  - o Montana to Minnesota
- **Science:** Parts of a tree
  - o Identifying the 4 parts of the tree
- **Spoken Word:** " Success" (2E)
- **Spanish:** Numbers 11-20
- **Spelling:** Vocabulary
  - o List 2
- **English:** Definitions
- **Reading:** The Wedding
- **Language Arts:** Months
- **Written Word:** 6 sentences on What I like to do

**Week 3: (9<sup>th</sup> Grade)**

- **Math:** Subtraction
  - o 2- Digit subtraction
  - o 4 and 5- Digit subtraction
- **Social Studies:** States
  - o Iowa to Mississippi
- **Science:** Acid Rain (Physical Science)
  - o Able to discuss how gases react
  - o How waste gases are produced
  - o Able to explain damages of Acid rain
- **Spoken Word:** " How Many" (3C)
- **Spanish:** Numbers 20 to 100
- **Spelling:** Vocabulary
  - o List 3
- **English:** Definitions
- **Reading:** The Jungle Jamboree
- **Language Arts:** Capital Letters
- **Written Word:** 7 sentences on How can I better myself

**Week 4: (9<sup>th</sup> Grade)**

- **Math:** Multiplication
  - o Multiplication Chart 1-12
  - o Multiplying through 2 Digits by 1 Digit
- **Social Studies:** Alabama to Maryland
- **Science:** Abrasive, Absolute Zero, Absorption (Physical Science)
  - o Give the definitions of each
- **Spoken Word:** " Family" (4C)
- **Spanish:** Days of the Week
- **Spelling:** Vocabulary
  - o List 4
- **English:** Definitions
- **Reading:** The Surprise
- **Language Arts:** Punctuation
- **Written Word:** 8 sentences on My favorite things



**Week 5: (9<sup>th</sup> Grade)**

- **Math:** Multiplication
  - o Multiplication Chart 1-12
  - o Multiplying through 3 digits by 2 Digit
- **Social Studies:** Delaware to New Hampshire
- **Science:** Aluminum, Ammeter, Amplifier (Physical Science)
  - o Give the definitions of each
- **Spoken Word:** " Ideas" (2B)
- **Spanish:** Months
- **Spelling:** Vocabulary
  - o List 5
- **English:** Definitions
- **Reading:** Nick for President
- **Language Arts:** Quotations
  - o Direct and Indirect
- **Written Word:** 9 sentences on What I see myself doing in 10 years

**Week 6: (9<sup>th</sup> Grade)**

- **Math:** Division
  - o Multiplication Chart 1-12
  - o Division with no remainder
- **Social Studies:** Continents
  - o Identifying the 7 continents
- **Science:** Air and Atmosphere (Physical Science)
  - o Give the definition of each
- **Spoken Word:** " You Be" (2C)
- **Spanish:** Colors
- **Spelling:** Vocabulary
  - o List 6
- **English:** Definitions
- **Reading:** Oh, Brother
- **Language Arts:** Using *Is, Are; Isn't, Aren't*
  - o Using *was, were; Wasn't, Weren't*
- **Written Word:** 10 sentences on If I ~~was~~ President  
*were*

**Week 7: (9<sup>th</sup> Grade)**

- **Math:** Division
  - o Multiplication Chart 1-12
  - o Division with remainder
- **Social Studies:** Oceans
  - o Identifying the 4 oceans
- **Science:** Astronomy and Aurora (Physical Science)
  - o Give the definition of each
- **Spoken Word:** " Closer Look" (3D)
- **Spanish:** Vocabulary
  - o List 1
- **Spelling:** Vocabulary
  - o List 7
- **English:** Definitions
- **Reading:** Making Your Own Pinata
- **Language Arts:** Using *Doesn't* and *Don't*
  - o Using *Took* and *Taken*
- **Written Word:** 11 sentences on My Dream house

**Week 8: (9<sup>th</sup> Grade)**

- **Math:** Problem Solving
  - o Word problems using Addition, Subtraction, Multiplication, or Division
- **Social Studies:** Poles and Equator
  - o Identify the difference between the poles
  - o Identify the equator
- **Science:** Archimedes (Physical Science)
  - o Give the definition of Archimedes
- **Spoken Word:** " Unexpected Situations" (3E)
- **Spanish:** Vocabulary
  - o List 2
- **Spelling:** Vocabulary
  - o List 8
- **English:** Definitions
- **Reading:** Beached Whales
- **Language Arts:** Using *Did* and *Done*
  - o Using *Wrote* and *Written*
- **Written Word:** 12 sentences on If I had a Million Dollars

**Week 9: (9<sup>th</sup> Grade)**

- **Math:** Money
  - o Value of coins
  - o Counting money
- **Social Studies:** Hemispheres
  - o Identifying the 4 hemispheres
- **Science:** Argon, Arsenic, Asbestos (Physical Science)
  - o Give the definition of each
- **Spoken Word:** "Dreaming" (4A)
- **Spanish:** Vocabulary
  - o List 3
- **Spelling:** Vocabulary
  - o List 9
- **English:** Definitions
- **Reading:** The Gentlest of Giants
- **Language Arts:** Using *Saw* and *Seen*
  - o Using *Gone* and *Went*
- **Written Word:** 13 sentences on My Family

**Week 10: (9<sup>th</sup> Grade)**

- **Math:** Graphs
  - o Picture graphs
  - o Bar graphs
  - o Line graphs
- **Social Studies:** Free week
- **Science:** Adhesives, Adsorption, Aerosol (Physical Science)
  - o Give the definition of each
- **Spoken Word:** "Rub-a-dub-dub" (2F)
- **Spanish:** Vocabulary
  - o List 4
- **Spelling:** Vocabulary
  - o List 10
- **English:** Definitions
- **Reading:** The Storm
- **Language Arts:** Using *Gave* and *Given*
  - o Using *Began* and *Begun*
- **Written Word:** 14 sentences on What am I good at?



**Week 11: (10<sup>th</sup> Grade)**

- **Math:** Fractions (Algebra I)
  - o Understanding Fractions
  - o Comparing Fractions
- **Social Studies:** The 3 Branches ( Government and Economics)
- **Science:** Introduction to Earth Science (Earth Science)
  - o Name the 4 branches of Earth Science
  - o Define the 4 branches of Earth Science
- **Spoken Word:** " My Teacher" (4B)
- **Spanish:** Vocabulary
  - o List 5
- **Spelling:** Vocabulary
  - o List 11
- **English:** Definitions
- **Reading:** The Canal Street Club
- **Language Arts:** Alphabetical Order
- **Written Word:** 15 sentences on What is love to you?

**Week 12: (10<sup>th</sup> Grade)**

- **Math:** Figure ( Geometry)
- **Social Studies:** Congress (Government and Eco.)
  - o Term of members
  - o Qualifications
- **Science:** Ecology ( Earth Science)
- **Spoken Word:** "Old Mother Hubbard"
- **Spanish:** Vocabulary
  - o List 6
- **Spelling:** Vocabulary
  - o List 12
- **English:** Definitions
- **Reading:** Marvin Made a Model Ship
- **Language Arts:** Abbreviations
- **Written Word:** 16 sentences on Describe your home

**Week 13: ( 10<sup>th</sup> Grade)**

- **Math:** Whole Numbers and Decimals (Algebra I)
  - o Review 1 and 3
- **Social Studies:** House of Representatives (Government and Eco.)
- **Science:** The Earth and Space (Earth Science)
  - o Zones of the Earth
  - o Seismic Waves
  - o Law of Gravitation
- **Spoken Word:** " Skip to my Lou"
- **Spanish:** Vocabulary
  - o List 7
- **Spelling:** Vocabulary
  - o List 13
- **English:** Definitions
- **Reading:** Yasu's Eyes
- **Language Arts:** Contractions
- **Written Word:** 17 sentences on What animals do you like/dislike?

**Week 14: (10<sup>th</sup> Grade)**

- **Math:** Decimals
  - o Adding and Subtracting Decimals
  - o Multiplying and Dividing Decimals
- **Social Studies:** Congress and H.Representatives (Government and Eco.)
  - o Meetings and Rules
  - o Amendment 7 and 8
- **Science:** Models of the Earth
  - o Latitude and Longitude
  - o Great Circles
- **Spoken Word:** " Three Little Kittens"
- **Spanish:** Vocabulary
  - o List 8
- **Spelling:** Vocabulary
  - o List 14
- **English:** Definitions
- **Reading:** Dilly Comes to Dinner
- **Language Arts:** Synonyms and Antonyms
- **Written Word:** 18 sentences on What's good about you?



**Week 15: (10<sup>th</sup> Grade)**

- **Math:** Order of Operations and Patterns (Algebra I)
  - o Review 10 and 11
- **Social Studies:** Congress and H. Representatives (Government and Eco.)
  - o Pay
  - o Bills becomes laws
  - o Amendment 15 and 16
- **Science:** Plate Tectonics (Earth Science)
  - o Continental Drift
- **Spoken Word:** " Two little Apples"
- **Spanish:** Vocabulary
  - o List 9
- **Spelling:** Vocabulary
  - o List 15
- **English:** Definitions
- **Reading:** Adventure in Space
- **Language Arts:** Homonyms
- **Written Word:** 19 sentences on What's bad about you?

**Week 16: (10<sup>th</sup> Grade)**

- **Math:** Variable and Expressions (Algebra 2)
  - o Review 12, 13, and 15
- **Social Studies:** Money, Copyrights, and Bankruptcy (Government and Eco.)
  - o Amendment 18 and 19
- **Science:** Earthquakes (Earth Science)
  - o Stress and Strain
  - o Elastic Rebound Theory
  - o Earthquake zones
- **Spoken Word:** " September"
- **Spanish:** Vocabulary
  - o List 10
- **Spelling:** Vocabulary
  - o List 16
- **English:** Definitions
- **Reading:** Father and Son
- **Language Arts:** Correct Usage
- **Written Word:** 20 sentences on My friends

**Week 17: (10<sup>th</sup> Grade)**

- **Math:** Solving equations ( Algebra I)
- **Social Studies:** Congress (Government and Eco.)
  - o State what Congress cannot do
  - o Amendment 22 and 25
- **Science:** Volcanoes (Earth Science)
  - o Volcanism
  - o Rifts
  - o Hot Spots
- **Spoken Word:** " Bug in a jug"
- **Spanish:** Vocabulary
  - o List 11
- **Spelling:** Vocabulary
  - o List 17
- **English:** Definitions
- **Reading:** A Stroll in the Himalaya Mountains
- **Language Arts:** Prefixes
- **Written Word:** 21 sentences on What is your favorite music?

**Week 18: (10<sup>th</sup> Grade)**

- **Math:** Exponents and Distributive Property (Algebra I)
- **Social Studies:** Executive Branch (Government and Eco.)
  - o Terms of office
  - o Qualifications
  - o Amendment 26
- **Science:** Earth's Chemistry( Earth Science)
  - o Atoms
- **Spoken Word:** " Once I Saw A Little Bird"
- **Spanish:** Vocabulary
  - o List 12
- **Spelling:** Vocabulary
  - o List 18
- **English:** Definitions
- **Reading:** The Travelers and the Tree
- **Language Arts:** Suffixes
- **Written Word:** 22 sentences on Were you born with natural talent?

**Week 19: (10<sup>th</sup> Grade)**

- **Math:** Prime numbers and Prime Factorization (Algebra I)
- **Social Studies:** Duties and Federal Court (Government and Eco.)
- **Science:** Rocks (Earth Science)
  - o 3 types of rocks
  - o Rock Cycle
- **Spoken Word:** "Billy Button"
- **Spanish:** Vocabulary
  - o List 13
- **Spelling:** Vocabulary
  - o List 19
- **English:** Definitions
- **Reading:** The Biggest Animal That Ever Lived
- **Language Arts:** The Sentence Recognition
- **Written Word:** 23 sentences on What talents would you like to have?

**Week 20: (10<sup>th</sup> Grade)**

- **Math:** Fractions (Algebra I)
  - o Equivalent Fractions
  - o Mixed Numbers and Improper Fractions
- **Social Studies:** Trial by Jury and Treason (Government and Eco.)
- **Science:** Resources and Energy (Earth Science)
  - o Types of coal
  - o Fossil Fuels
- **Spoken Word:** "Popcorn"
- **Spanish:** Vocabulary
  - o List 14
- **Spelling:** Vocabulary
  - o List 20
- **English:** Definitions
- **Reading:** Doggone It
- **Language Arts:** Sentence Classification
- **Written Word:** 24 sentences on What does respect mean to you?

**Week 21: (11<sup>th</sup> Grade)**

- **Math:** Least Common Multiple
- **Social Studies:** The First Americans (US History)
  - o The Search for Early People
- **Science:** Weathering and Erosion (Earth Science)
  - o Mechanical Weathering
  - o Chemical Weathering
- **Spoken Word:** I Love the Look of Words
- **Spanish:** Vocabulary
- **Spelling:** Vocabulary
  - o List 21
- **English:** Definitions
- **Reading:** Toy Talk
- **Language Arts:** The Sentence
  - o Subject and Predicate
- **Written Word:** 25 sentences on What would you change about yourself?

**Week 22: (11<sup>th</sup> Grade)**

- **Math:** Fractions
  - o With like denominators
  - o With unlike denominators
- **Social Studies:** The Age of Exploration (US History)
  - o Background to European Exploration
- **Science:** Glaciers and Erosion (Earth Science)
  - o Kinds of Glaciers
  - o How can glaciers move
- **Spoken Word:** Song of Myself
- **Spanish:** Vocabulary
- **Spelling:** Vocabulary
  - o List 22
- **English:** Definitions
- **Reading:** Clouds
- **Language Arts:** The Parts of Speech
- **Written Word:** 26 sentences on How are you going to make a living?

**Week 23: (11<sup>th</sup> Grade)**

- **Math:** Fractions
  - o Adding Mixed Numbers
  - o Subtracting Mixed Numbers
- **Social Studies:** Exploration and Encounters (US History)
  - o Encounters in the Americas
  - o Settlers and Slaves
- **Science:** The Rock Record (Earth Science)
  - o Principle of Uniformitarianism
  - o Law of Superposition
  - o 3 Types of Unconformities
- **Spoken Word:** Me
- **Spanish:** Vocabulary
- **Spelling:** Vocabulary
  - o List 23
- **English:** Definitions
- **Reading:** Barry and Larry
- **Language Arts:** Nouns
  - o Common and Proper Nouns
- **Written Word:** 27 sentences on Describe your hometown.

**Week 24: (11<sup>th</sup> Grade)**

- **Math:** Fractions
  - o Multiplying Fractions and Mixed Numbers
- **Social Studies:** Our Colonial Heritage (US History)
  - o Thirteen British Colonies
- **Science:** A View of the Earth's Past (Earth Science)
  - o Geologic Column
  - o Eras
- **Spoken Word:** Marvin Made A Model Ship
- **Spanish:** Vocabulary
- **Spelling:** Vocabulary
- **English:** Definitions
- **Reading:** Clara Barton- Angel of Mercy
- **Language Arts:** Nouns
  - o Singular and Plural
- **Written Word:** 28 sentences on Describe your family.

**Week 25: (11<sup>th</sup> Grade)**

- **Math:** Fractions
  - o Dividing Fractions and Mixed Numbers
- **Social Studies:** The American Revolution (US History)
  - o The Decision for Independence
- **Science:** The History of the Continents (Earth Science)
  - o Movements of the Continents
- **Spoken Word:** Real World
- **Spanish:** Vocabulary
- **Spelling:** Vocabulary
- **English:** Definitions
- **Reading:** The Secret of the Old Barn
- **Language Arts:** Nouns
  - o Possessives
- **Written Word:** 29 Sentences on What makes you angry?

**Week 26: (11<sup>th</sup> Grade)**

- **Math:** Customary System
- **Social Studies:** Our Nation Grows (US History)
  - o The Louisiana Purchase
- **Science:** Oceans (Earth Science)
  - o Divisions of the global ocean
  - o Define Oceanography
- **Spoken Word:** Look Closely 50
- **Spanish:** Vocabulary and Expressions
- **Spelling:** Vocabulary
- **English:** Definitions
- **Reading:** Jody
- **Language Arts:** Verbs
- **Written Word:** 30 sentences on Who do you respect? Why?

**Week 27: (11<sup>th</sup> Grade)**

- **Math:** Ratio and Unit Rates (Advanced)
- **Social Studies:** Our Nation Grows (US History)
  - o The Way West
  - o The Industrial Revolution
- **Science:** Ocean (Earth Science)
  - o Salinity
  - o Thermocline
  - o Density of Ocean Water
- **Spoken Word:** The Old Bridge
- **Spanish:** Vocabulary and Expressions
- **Spelling:** Vocabulary
- **English:** Definitions
- **Reading:** Steamboat
- **Language Arts:** Using Wore, worn and chose, chosen
- **Written Word:** 31 sentences on What do you do for fun?

**Week 28: (11<sup>th</sup> Grade)**

- **Math:** Proportions (Algebra II)
- **Social Studies:** War Divides the Nation (US History)
  - o Differences divide North and South
- **Science:** The Atmosphere (Earth Science)
  - o Composition
  - o Types of Barometers
  - o Layers of the atmosphere
- **Spoken Word:** Lonesome
- **Spanish:** Vocabulary and Expressions
- **Spelling:** Vocabulary
- **English:** Definitions
- **Reading:** A First Time for Everything
- **Language Arts:** Using came, come and knew, known
- **Written Word:** 32 sentences on Tell me about someone you lost; to death, jail or to distance

**Week 29: (11<sup>th</sup> Grade)**

- **Math:** Percents (Advanced)
- **Social Studies:** Becoming a World Power (US History)
  - o World War II
- **Science:** Stars and Galaxies (Earth Science)
  - o Composition and temperature
  - o Motion
  - o Distance to the Stars
- **Spoken Word:** How Doth the Little Crocodile
- **Spanish:** Vocabulary
- **Spelling:** Vocabulary
- **English:** Definitions
- **Reading:** Cher
- **Language Arts:** Using ate, eaten
- **Written Word:** 33 sentences on Describe the man/ woman you want in your life.

**Week 30: (11<sup>th</sup> Grade)**

- **Math:** Mean, Median, and Mode and Spreadsheet
- **Social Studies:** The Americas Today
  - o The Struggle for Equal Rights
- **Science:** Planets (Earth Science)
- **Spoken Word:** The Flea and the Fly
- **Spanish:** Vocabulary
- **Spelling:** Vocabulary
- **English:** Definitions
- **Reading:** The Goose That Laid Golden Eggs
- **Language Arts:** Verbs
  - o Transitive and Intransitive
- **Written Word:** 34 sentences on Other than money, what do you want?



**Week 31: (12<sup>th</sup> Grade)**

- **Math:** Points, Angles, Rays ( Geometry)
- **Social Studies:** Middle East ( World History)
- **Science:** Anatomy (Biology)
  - o Human Skeleton
  - o 5 Senses
- **Spoken Word:** North Carolina
- **Spanish:** Vocabulary
- **Spelling:** Vocabulary
- **English:** Definitions
- **Reading:** 3<sup>rd</sup> Annual Winter Sports Sale
- **Language Arts:** Verbs
  - o Numbers
- **Written Word:** 35 sentences on If I can go anywhere where would it be?

**Week 32: (12<sup>th</sup> Grade)**

- **Math:** Solving 2 step equations (Advanced)
- **Social Studies:** India and Southeast (World History)
- **Science:** Blood Circulation (Biology)
- **Spoken Word:** Trouble River
- **Spanish:** Vocabulary
- **Spelling:** Vocabulary
- **English:** Definitions
- **Reading:** Night of the Tsunami
- **Language Arts:** Pronouns
- **Written Word:** 36 sentences on If I had 3 wishes

**Week 33: (12<sup>th</sup> Grade)**

- **Math:** Inequalities (Advanced)
- **Social Studies:** China, Korea, and Japan (World History)
- **Science:** Food Chain
- **Spoken Word:** Poem
- **Spanish:** Vocabulary
- **Spelling:** Vocabulary
- **English:** Definitions
- **Reading:** My New Home
- **Language Arts:** Adjectives
- **Written Word:** 37 sentences on How to make this world a better place.

**Week 34: (12<sup>th</sup> Grade)**

- **Math:** Pythagorean Theorem( Geometry)
- **Social Studies:** Africa (World History)
- **Science:** Characteristics of Living Things (Biology)
- **Spoken Word:** Watering
- **Spanish:** Vocabulary
- **Spelling:** Vocabulary
- **English:** Definitions
- **Reading:** The House on Henry Street
- **Language Arts:** Adverbs
- **Written Word:** 38 sentences on 1 thing I remember from my childhood

**Week 35: (12<sup>th</sup> Grade)**

- **Math:** Inequalities
  - o Adding and Subtracting
- **Social Studies:** Spain and Portugal
- **Science:** Biomes
- **Spoken Word:** August Afternoon
- **Spanish:** Vocabulary
- **Spelling:** Vocabulary
- **English:** Definitions
- **Reading:** Meu Cama
- **Language Arts:** Prepositions
- **Written Word:** 39 sentences on What are my favorite food?

**Week 36: (12<sup>th</sup> Grade)**

- **Math:** Problem Solving
- **Social Studies:** France (World History)
- **Science:** DNA Sequence (Biology)
- **Spoken Word:** The Steam Shovel
- **Spanish:** Vocabulary
- **Spelling:** Vocabulary
- **English:** Definitions
- **Reading:** Dictionary
- **Language Arts:** Conjunctions
- **Written Word:** 40 sentences on What are my fears

**Week 37: (12<sup>th</sup> Grade)**

- **Math:** Circumferences (Algebra II)
- **Social Studies:** France
- **Science:** Osmosis
- **Spoken Word:** Clouds
- **Spanish:** Vocabulary
- **Spelling:** Vocabulary
- **English:** Definitions
- **Reading:** Letter to the Editor
- **Language Arts:** Interjections
- **Written Word:** 41 sentences on If I ruled the world

**Week 38: (12<sup>th</sup> Grade)**

- **Math:** Interest (Advanced)
  - o Simple and Compound
- **Social Studies:** Great Britain (World History)
- **Science:** Mitosis and Meiosis (Biology)
- **Spoken Word:** The Sky
- **Spanish:** Vocabulary
- **Spelling:** Vocabulary
- **English:** Definitions
- **Reading:** Map of Blue Lake
- **Language Arts:** Complements
- **Written Word:** 42 sentences on Who do I see as a role model

**Week 39: (12<sup>th</sup> Grade)**

- **Math:** Graphs (Geometry)
- **Social Studies:** Germany (World History)
- **Science:** Animal Behavior (Biology)
  - o Plant and Animal Cells
- **Spoken Word:** Laughing Tomatoes
- **Spanish:** Vocabulary
- **Spelling:** Vocabulary
- **English:** Definitions
- **Reading:** Instructions
- **Language Arts:** Letters
- **Written Word:** 43 sentences on How does it feel to get my high school diploma

Every VCLC high school student must meet the following NCDPI and VCPSS requirements:

**Course and Credit Requirements:** Students must meet specific course and credit requirements. These are listed in the chart below and are organized according to the year a student entered ninth grade for the first time.

**Testing Requirements:** Students must score proficient on five essential end-of-course tests: Algebra 1 (unless exempted by the student's Individualized Education Program), Biology, Civics and Economics, English I, and U.S. History. .

**Local Requirements:** Students must meet any additional requirements adopted by the VCPSS.

#### a. Course and Credit Requirements

Students must satisfy all course, credit, and testing requirements for at least one Course of Study in order to earn a diploma and must meet the graduation requirements that were in effect the year they entered ninth grade for the first time. Algebra I is a graduation requirement for all students. The only exceptions to the Algebra I requirement are for students who have an Individual Education Program (IEP) that identifies them as Learning Disabled (LD) in math and states that the disability will prevent them from mastering Algebra I and above. Once a student is exempt, the exemption holds until the student exits public school. Documentation of the exemption will be written in a present level of performance statement on the IEP.

Students who complete all graduation requirements receive a diploma at graduation. Special needs students (excluding Academically Gifted students and pregnant students) who do not satisfy all graduation requirements will receive a graduation certificate and be allowed to participate in graduation exercises if the students complete twenty credits by general subject area and completes all IEP requirements.

Example of graduation requirements for students entering 9th grade in 2013-14 are contained in the chart below:

CONTENT AREA	COURSE OF STUDY REQUIREMENT
English	4 Credits I, II, III, IV
Mathematics	3 Credits Occupational Mathematics I, II, III, Integrated Mathematics I, II, III, or Algebra I, Geometry, Algebra II
Science	2 Credits Life Skills Science I, II, or 3 Credits Physical Science, Biology, Earth Science
Social Studies	2 Credits Social Studies I (Government / US History) 3 Credits Social Studies II (Self-Advocacy/ Problem Solving)
Language	2 Credits in the same language
Health/ Physical Ed	1 Credit Health/ Physical Education
Electives:	
Arts Education	
Career Technical	10 Credits
Occupational Prep	
Additional Core	
Subjects	

### **b. Grading Scale**

Letter grades for each marking period are assigned as follows:

A = 93 – 100	I = incomplete
B = 85 – 92	WP = withdrawal, no penalty
C = 77 – 84	WF = withdrawal with an F
D = 70 – 76	FF = failed for violation of attendance policy
F = less than 70	

### **c. Grade Point Average**

Letter Grades	Standard Courses	Honors Courses
A	4	5
B	3	4
C	2	3
D	1	2
F	0	0
FF	0	0

Note: Students will receive one extra quality point for Community College courses approved by the Comprehensive Articulation Agreement (CAA). Independent college and UNC system courses (100 and 200 level courses) will also earn one extra quality point.

### **d. Grading Rubric**

20% for Homework assignments turned in to teacher

20% for class work completed during the school day

40% earned for in-school weekly test

An 80 is needed for weekly promotion to the next lesson plan. This method prevents a student from moving forward to the next lesson plan with unresolved academic deficiencies. This process ensures the development of a sound educational foundation on which to build future lessons to be taught.

## **3. Compliance with Federal and State regulations for serving exceptional students.**

VCLC will provide services leading to a high school diploma for the at risk middle and high school population, including dropouts, in the Vance, Warren, and Granville County area in grades 6 through 12. Ages served will be from 11 to 21 years. We will follow all state and district regulations regarding the enrollment of students with special needs and enrollment of students on track for receiving a high school diploma.

VCLC will provide educational services for exceptional students that adhere to all local policies and procedures as well as the federal and state statutes, including the Individuals with Disabilities Education Improvement Act (IDEIA), the Individuals with Disabilities Education Act (IDEA) in its reauthorized form, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), state legislation (G.S. 115C-106 Et seq.), and charter school legislation, G.S. 115C-238.29F(g)(5).

VCLC will not discriminate against any student on the basis of sex, national origin, ethnicity, religion, disability, marital status, academic, artistic or athletic ability, or the district the student would otherwise attend in administration of its educational policies, admissions policies, and athletic and other school administered programs.

The school director and the LEA teacher are responsible for the general supervision of the identification and evaluation activities/services for our students identified as or potentially disabled for the provision of a Free and Appropriate Public Education (FAPE) under the federal law, Individuals with Disabilities Improvement Act (IDEIA) in its reauthorized form. Under the Individuals with Disabilities Education Act (IDEA) all student with disabilities will participate in state assessments and accountability systems.

It is the intent of VCLC to insure that students who are “handicapped” within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with equal access to educational programs. Students may be eligible under this policy even though they do not require services pursuant to the Individuals with Disabilities Education Act (IDEA).

VCLC will not discriminate against students identified as “handicapped” as defined by Section 504 of the Rehabilitation Act of 1973, and will guarantee students a free and appropriate public education. Students with disabilities will not be excluded from facilities, programs, benefits, activities or services that are provided to students without disabilities.

VCLC will hire certified special needs teacher(s), based on the needs of our special needs student population, who with the school director will be responsible for the appropriate identification and evaluation services of students identified as or suspected of being disabled. VCLC will use special needs consultants and specialists to provide direct teaching, consultation, and speech therapy as necessary, based on the individual student’s needs as reflected in his/her IEP.

The VCLC school director or special needs teacher will insure identified disabled students receive all required course modifications by communicating directly with each teacher of the student and following up with the teacher at least monthly for a consultation with all teachers of the student.

#### **4. Entrance and Exit requirements as well as graduation requirements ( if the school is to be a high school).**

##### **Entrance Requirements**

A. Vance County Learning Center students must provide the following documentation for student registration:

- Unless 18 or older, the student must be accompanied by a parent or court-appointed custodian (s).
- A certified copy of the student’s birth certificate
- Provide picture ID parent or court-appointed custodian
- Provide up to date immunization record
- All students transferring into the VCLC must have a completed Discipline Status Enrollment form to register for school. The form must contain a notarized signature of the parent or court-appointed guardian.
- A copy of the child's latest report card and the previous year's achievement test results.
- A cumulative file from previous school attended.
- Provide proof of residence:
  - 1) In the name of the parent or court-appointed custodian(s) students will need:
    - a current, recently dated, gas, water, or electric bill; OR
    - a signed lease agreement, or minimum 6-month rental agreement; OR



- a signed closing statement or construction agreement with closing date within 45 days of enrollment of student ( custodian (telephone, cable television bill and driver's licenses do not qualify);
- 2) In the name of the friend or relative with whom you are living students will need:
- completed Affidavit of Residence Form (Form AR, or Form AR-Sp):
  - a document signed by the friend or relative with whom you and your children live stating that they provide (an address) for you to live.
  - a second part of this document states that you and your children live at the address of your friend or relative.
  - The signature of the person providing the place of residence AND the signature of the parent or court-appointed custodian must be Notarized.

### Exit Requirements

Students who wish to transfer to another County Public School System School need to complete a Transfer Request Form and send it in to the records department of the receiving LEA. These forms are available from the guidance counselor, from the LEAs' records department or from the LEA's website. This form cannot be sent online. Parent(s) or court-appointed custodian will receive written notification regarding approval or denial of transfer requests within seven to ten working days following receipt in the LEA's record department.

Students will be provided a maximum of two retest opportunities on EOG/EOCs. A PEP will be implemented for any student who fails an EOG/EOC test. Students must demonstrate proficiency in computer skills through state testing (if applicable). In addition, students who have not demonstrated proficiency in reading and/or mathematics on the 8th grade End-of-Course test(s) must pass the High School Competency Test(s) or an equivalent exam.

### Graduation Requirements

Upon entering the ninth grade students should have completed a four-year graduation plan. Students must satisfy all course, credit, and testing requirements for at least one Course of Study in order to earn a diploma. Specific information to guide in selecting a Course of Study and in choosing the appropriate courses is contained in item Course and Credit Requirements on page 46 of this application.

VCLC will adopt the Vance County Public Schools System's Promotion Requirements for all senior high school students. Students will be promoted by attaining units of credit that are earned through successful completion of specific required courses as follows:

From Grade	Promotion Criteria	Credits
9	One credit must be in English I, two credits must be in the areas of mathematics, social studies, or science, and three additional credit.	6
10	One credit must be in English II, one credit in math, one in social studies, one in science, and two additional credits.	12
11	One credit must be in English III and enrollment in a program which, if successfully accomplished, will result in the completion of graduation requirements.	18

VCLC students must complete all local and state standards for graduation to earn a high school diploma. Students must satisfy all course, credit, and testing requirements for at least one Course of Study in order to earn a diploma and must meet the graduation requirements that were in effect the year they entered ninth grade for the first time. Algebra I is a graduation requirement for all students. The only exceptions to the Algebra I requirement are for students who have an Individual Education Program (IEP) that identifies them as Learning Disabled (LD) in math and states that the disability will prevent them from mastering Algebra I and above. Once a student is exempt, the exemption holds until the student exits public school. Documentation of the exemption will be written in a present level of performance statement on the IEP.

End of Course test results count as 25% of the student's final grade for each of the following courses: English I, Algebra I, Geometry, Algebra II, Physical Science, Biology, Chemistry, Physics, US History, and Civics and Economics. Students who fail a course that is required for graduation, must retake the course and the End of Course test if applicable.

Students who complete all graduation requirements receive a diploma at graduation. Special needs students (excluding Academically Gifted students and pregnant students) who do not satisfy all graduation requirements will receive a graduation certificate and be allowed to participate in graduation exercises if the students complete twenty-two credits by general subject area and completes all IEP requirements. The Graduation Certificate (special education only) and the Certificate of Achievement will remain available to recognize students unable to meet certain diploma requirements.

### **Student Performance Assessment Plan**

VCLC will develop a Personal Education Plan (PEP) containing the individual student's goals and providing the basis from which to measure student improvement. These individual goals as well as program goals are based on meeting the Standard Course of Study standards and compliance with the No Child Left Behind Act. VCLC will make every effort to include parental input in the education plan and will provide periodic progress reports to parents to ensure parents are aware of student's progress. PEP's with intervention strategies will be implemented for students who fail an EOG/EOC test.

### **5. The school calendar (must provide instruction for a minimum of 185 instructional days)**

VCLC will follow the Vance County Public School instructional calendar. On following pages is an example of VCPSS 2011-12 calendar.

In the event of inclement weather, the following dates may be changed to student school days:

Jan. 2, Jan. 19 (Workday moved to Jan. 21), Feb. 20, April 6, June 8

Calendar is subject to change due to inclement weather. Please visit our website at [www.vcs.k12.nc.us](http://www.vcs.k12.nc.us) for the latest information.

Calendar Legend:

11 Holidays (10 during the 10 month calendar)  
7 Mandatory Workdays  
8 Workdays

10 Annual Leave Days  
3 Snow Days

Holidays: Ten holidays are provided by the state for 10 month employees during 2011-2012. All holidays must be taken as scheduled in the calendar.

\* Mandatory Workdays (7): Mandatory days must be worked as scheduled. Five of these days are designated on the calendar. Two are to be determined by school site and scheduled between June 8 and June 13.

\* Workdays: On a non-mandatory, non-instructional day, teachers with accumulated annual leave may take a vacation day if approved by the principal.

\* Annual Leave Days (10): All 10-month employees must take these 10 vacation days as scheduled in the calendar.

Snow Days (3): Snow days do not count as scheduled student days or teacher workdays. Snow days have the same status as a Saturday or Sunday. The three days (January 2, February 20 and April 6) are scheduled as make-up days for inclement weather only. If not needed for inclement weather make-up, NO teachers and NO students are to come to school on these days. Snow days apply ONLY to students and 10 month employees. Should inclement weather occur, one or more snow days will be re-scheduled as a regular student day(s). Snow days may not be used to accumulate annual leave days or make up annual leave days used at another time.

\* Calendar changes due to inclement weather may impact when these days are scheduled.

## Vance County Schools 2011-2012 Academic Calendar

Adopted by the Board of Education April 11, 2011

July, 2011							January, 2012						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	1	2	3	4	5	6	7
3	4	5	6	7	8	9	8	9	10	11	12	13	14
10	11	12	13	14	15	16	15	16	17	18	19	20	21
17	18	19	20	21	22	23	22	23	24	25	26	27	28
24	25	26	27	28	29	30	29	30	31				
31													
August, 2011							February, 2012						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	5	6	7	8	9	10	11
7	8	9	10	11	12	13	12	13	14	15	16	17	18
14	15	16	17	18	19	20	19	20	21	22	23	24	25
21	22	23	24	25	26	27	26	27	28	29			
28	29	30	31										
September, 2011							March, 2012						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3					1	2	3
4	5	6	7	8	9	10	4	5	6	7	8	9	10
11	12	13	14	15	16	17	11	12	13	14	15	16	17
18	19	20	21	22	23	24	18	19	20	21	22	23	24
25	26	27	28	29	30		25	26	27	28	29	30	31
October, 2011							April, 2012						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	1	2	3	4	5	6	7
2	3	4	5	6	7	8	8	9	10	11	12	13	14
9	10	11	12	13	14	15	15	16	17	18	19	20	21
16	17	18	19	20	21	22	22	23	24	25	26	27	28
23	24	25	26	27	28	29	29	30					
30	31												
November, 2011							May, 2012						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5			1	2	3	4	5
6	7	8	9	10	11	12	6	7	8	9	10	11	12
13	14	15	16	17	18	19	13	14	15	16	17	18	19
20	21	22	23	24	25	26	20	21	22	23	24	25	26
27	28	29	30				27	28	29	30	31		
December, 2011							June, 2012						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3						1	2
4	5	6	7	8	9	10	3	4	5	6	7	8	9
11	12	13	14	15	16	17	10	11	12	13	14	15	16
18	19	20	21	22	23	24	17	18	19	20	21	22	23
25	26	27	28	29	30	31	24	25	26	27	28	29	30

RED dates indicate students are not in school.

\*2 mandatory workdays to be determined by school sites

**6. A concise description of any evaluation tool or test 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.**

VCLC will administer the same tests as are required by VCPSS and the NCDPI. Each year all eligible students in grades 9-12 will be required to take the following tests and follow the ABCs.

- a. End of Course Tests (EOC) in English I; Algebra I and II, Geometry; Biology, Physical Science, Chemistry, and Physics, U.S. History, Civics and Economics;
- b. Additional required tests are: IPT English Language Proficiency Test for students identified as limited English proficient, High School Competency Test for students who have not met the competency standard in reading and/or mathematics, and alternative assessments where applicable.
- c. Students with disabilities and students identified as limited English proficient who do not participate in the standard administration of the end-of-grade tests, the high school comprehensive test, end-of-course tests, will be administered an appropriate state designated alternate assessment (e.g., NCCLAS, NCEXTEND2, or NCEXTEND1).

VCLC students will participate in all state and district mandated testing as well as our own pre, mid, and post testing assessments performed during the school year. Great focus will be placed on strengthening student skills and performing appropriate and meaningful measurements to demonstrate learning outcomes of our students. We will use appropriate learning software such as NovaNet that provides constant, meaningful progress information for parents as well as students and teachers. Evaluation of student progress will be ongoing and constant, allowing our staff to provide frequent feedback and adjust individual student's academic plans to meet their needs.

VCLC will utilize the Whole School Effectiveness model to accomplish school goals and improve student performance. This model focuses on the following nine dimensions:

- a. Principal as Leader
- b. Clearly Stated Vision and Mission
- c. High Expectations
- d. Assessment and Monitoring
- e. Instructional Delivery
- f. Safe, Caring and Orderly Environment
- g. Parent and Community Involvement
- h. Professional Development
- i. School Culture

The Continuous Improvement Model (CIM) will be used by VCLC to implement Whole School Effectiveness. VCLC's Continuous Improvement Model is based on learning outcomes including the incoming baseline standard of student academic achievement, the outcomes to be achieved, and the method of measurement that will be used. CIM involves the following steps which are essential in putting instructional focus on student achievement:

- a. Disaggregate Data
- b. Development of an Instructional Timeline
- c. Instructional Focus
- d. Frequent Assessments
- e. Tutorials

- f. Enrichment
- g. Maintenance
- h. Monitoring

Student Accountability Standards will follow the North Carolina High School Gateway and Exit Standards and the North Carolina Course of Study Graduation Requirements. All VCLC students will be expected to meet the requirements outlined under VCLC's Course of Study Requirements.

VCLC will participate in the State Education Accountability System. VCLC will be evaluated based upon student achievement and our success in meeting the objectives in our school improvement plan. Because meaningful performance measures of VCLC students are not always accomplished using traditional methods of measuring student gains, VCLC will also conduct pre and post-testing in reading and math using a nationally recognized test instrument such as the Basic Achievement Skills Inventory (BASI), TABE, or Woodcock-Johnson to determine individual student gains while enrolled in the VCLC program.

**7. 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.**

VCLC's measureable student achievement goals for the school's education program and the method of demonstrating that students have attained the skills and knowledge specified for the goals are the following:

**Goal One: Student Attendance**

VCLC students will achieve 70% or better overall attendance each year 2012/13 through 2015/16 based on official attendance records.

**Goal Two: Student Dropout Rate**

The dropout rate of VCLC students will decrease from the previous year based on official dropout rates. Baseline to be established 2012/13 school year.

**Goal Three: Student Academic Success**

The percentage of students whose grades improve as indicated by promotion to the next grade level, at least one letter grade improvement in grade point average from the previous school year, or who enroll in higher level courses will increase based on official final course grades and/or enrollment documentation.

**Goal Four: Student Academic Performance**

VCLC students will increase the End of Course pass rate and the NC Competency Test passing rate from grade 8 to grade 10 based on official test results.

**Goal Five: Parent/Student Satisfaction with VCLC**

1. Based on student surveys, 80% of VCLC students will express satisfaction with the school.
2. Based on parent surveys, 80% of VCLC parents will express satisfaction with the school.

**Goal Six: Overall Success**

Based on official enrollment and graduation records, 80 % of VCLC students will remain in school or graduate.

**Academic Focus**

VCLC's academic focus is based on student and community needs, grounded in our mission, and guides the focus for our staff development, instructional delivery, assessment, and community participation. Our academic focus is based on accomplishing the following:

- Provide an accessible, motivational Personal Education Plan (PEP) for each student
- Increase student attendance

- Increase achievement test competency
- Decrease disciplinary actions
- Increase student, parent and employer satisfaction with the education program
- Increase the number of students earning high school diplomas
- Increase the number of students who successfully transition from school to work or post-secondary education

VCLC will provide students with the opportunity to complete all coursework leading to a high school diploma. In addition to the comprehensive core high school course offerings of English, social studies, mathematics, science, physical and health education, and fine and practical arts courses, VCLC will provide opportunities for enrollment in academic elective curriculum courses that are both interesting and self-motivating for students. We will also provide tutorial options as well as classes to build basic skills, especially reading skills.

### **Non-Academic Focus**

VCLC will continuously evaluate school specific non-academic program focus to motivate at-risk students to achieve employment success and social responsibility. Our students will have options to participate in the Life Management Skills class, School to Work Program, and community service projects. Our teachers will focus instruction on the individual development of each student in the following areas:

- Intellectual
- Physical
- Social (interpersonal and intrapersonal interaction)
- Psychological
- Citizenship (ethics, beliefs and values)

This instructional approach will include a hands-on pedagogy that will be delivered through enriching, experiential, project based learning. Co-curricular activities at VCLC will vary depending on the interaction with the local community agencies, but will involve not only field studies related to academic course work, but also potential field studies related to building student's life skills, strengthening their physical fitness and well-being, and broadening their appreciation of the arts.

In some instances a charter sports league may provide appropriate opportunities for competitive sports. The key is to discover and develop options for student involvement in constructive activities outside the classroom through involvement in clubs or groups, be it art, debate, preparing for SAT's, or sports.

A standard component of both the academic and non-academic focus for VCLC students includes mastery of career related skills gained through the School to Work course. This course offers both pre-vocational, vocational/avocational development that will assist each youth toward gainful employment in the world of work.

VCLC will use previous testing information as well as other resources to assess student performance throughout the school year. Resources such as the Basic Achievement Skills Inventory (BASI), TABE, or the Woodcock-Johnson will be used to establish VCLC students' baseline skill levels in reading, math and language arts. These resources will be used to assess students' skills, determine their needs, and assess progress through post testing. Teacher crafted assessments and observations will be equally valuable in understanding student needs and skills.

VCLC will pre-test all students to determine their math and literacy levels. Those students with low literacy and mathematic skills will be placed in skill building classes where they will receive individualized instruction and attention using a variety of resources and techniques. Past performance on state mandated testing as well as previous coursework grades will be reviewed and compared to pre-test measures and considered when planning and reviewing each student's Personal Education Plan (PEP). This information will be used to determine what remediation or enrichment may be needed so that students are scheduled for appropriate courses. The baseline achievement data information will be shared with students and their parents so that they are not only informed, but also have an opportunity to take an active part in planning a program that meets the student's needs.

VCLC students will participate in all state and district mandated testing including End of Grade and End of Course tests and the North Carolina High School Competency Test as prescribed in the North Carolina Testing Program. VCLC will provide training and staff development ensuring instructors understand the tests, the test schedule, test compliance concerns, and test score interpretation.

Once test results are received, the staff will review the school's performance as well as individual student's performance. The staff will immediately begin a process to determine what is working and where changes need to be made. Continuous planning to formulate strategies for improvement in teacher performance to increase student achievement will take place.

Individual test results and written information about the interpretation of the results will be provided to students and parents. At the same time meetings between appropriate VCLC staff and individual students and their parents will be scheduled to answer specific questions and evaluate what changes the individual student should consider for the PEP to reflect this performance information.

Throughout the school year, assessment is a continuous process that involves teacher observation of student performance in a variety of scenarios in the classroom, which could involve oral responses, presentations, speeches, and lab work, as well as paper and pencil assignments such as worksheets (seat work), reports, term or research paper, model, project (e.g., science project), exhibit, poster, bulletin board, and/or computer program. Each teacher uses a variety of approaches to measure student grasp of the concept or skill taught, including paper and pencil tests, oral presentations, and/or demonstration of skills. VCLC believes it is important there be continuous assessment or review of how each student is performing to insure individual student's needs are met and each has the opportunity to progress toward high school completion.

VCLC instructional staff will be involved in the process of compiling student information from previous schools as well as administering pre and post tests. Our staff will routinely meet to review information and plan their instruction to meet student needs and cover the content objectives of the NC Standard Course of Study. This constant sharing of information, reassessment of student performance and focus on the instructional calendar allows the staff to plan and make instructional recommendations and decisions based on where the student's performance is, what the performance goal is, and how we will help them reach that goal.

**8. 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.**



Each VCLC student's PEP should delineate short and long range performance goals designed to assist the student in developing competency in analytical, verbal and writing skills, as well as life skills, necessary for success in the work place and/or in post secondary education. Our staff will routinely analyze student performance deficiencies and share information with students and parents. Students experiencing performance difficulties may:

- Participate in special group and/or individual instructional sessions designed to improve and track work and study habits;
- Receive intensive behavior and/or academic counseling;
- Receive specific skill development instruction designed to eliminate skill deficiencies; or
- Contract with the VCLC instructional team to achieve measurable improvement in goal achievement.

Assessment will be ongoing and shared with the student, parents/guardian and appropriate instructional staff. VCLC will distribute a mid-term progress report and a final grade report to students and parents. Additionally, anytime there is a recommended change in academic goals or plans of individual students, parents will be contacted, informed and invited to be involved in the process.

#### **9. Details of the proposed charter plans to involve parents and community members in the school.**

We at VCLC understand the importance of parental involvement in the educational process. Most of our parents do not have a high school diploma. Less than 70% of Vance County residents have a high school diploma. However, parents are encouraged to participate in the VCLC culture and environment. They volunteer to perform custodial, chaperone, and fundraising duties.

Parents operate our Business 101 project. The Business 101 project is a 200 square foot consignment shop located on the present school premises. Parents and students are given the opportunity to learn business and customer service skills that could lead to retail employment.

VCLC utilizes the Health Department, 4H, Red Cross, local banks, city and county officials, retired school teachers, and individuals from local businesses to enhance the NC Standard Course of Study. For the last six years these community entities have bolstered our lesson plans. VCLC will continue to include individuals from our community. We find it easier to secure employment for our students when members of the business community are invested in our school and student population.

Parents and the local business community have provided much needed financial resources in the past, and will continue to be part of our sustainability plan. In addition, there will be opportunities for parents and interested community members to serve on VCLC's Governing Board as well as advisory committees.

#### **10. Explanation of how the school will meet the needs of gifted students, English language learners, and other at risk students. Includes details of the school's process for identification and service of these students.**

VCLC will work with the local LEAs to identify students resistant to finding success in traditional school settings. VCLC will bolster existing schools by encouraging them to offer VCLC services to students failing to find academic success. Statistics from the 2009-10 school year indicate that there were 137 drop outs in the Vance county area. VCLC will periodically request a list of current school dropouts, students with excessive absences, and students with repeat suspensions for minor behavioral issues. VCLC will work with the parents and LEAs in an effort to get these students back in school.

VCLC has a volunteer responsible for interfacing with the Hispanic community, assisting with teaching our Spanish language classes and assisting with Hispanic English language learners. VCLC will contract for services with English as a Second Language instructors as the need arises.

Although VCLC does not discriminate against gifted students, our main focus is to address the needs of those at-risk students that are failing to achieve due to environmental, behavioral, academic, mental and/or emotional issues. If a child is found to be gifted, VCLC will work with the parent and LEA to determine the best educational setting for the child, and if necessary contract any additional needed resources.

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

VCLC will provide services leading to a bona fide high school diploma for the at risk middle and high school population, including dropouts, in VCLC service area. Ages served will be from 11 to 21 years. We will follow all state and district regulations regarding the enrollment of special needs students and enrollment of students on track for receiving a high school diploma.

VCLC will provide educational services for special needs students that adhere to all local policies and procedures as well as the federal and state statutes, including the Individuals with Disabilities Education Improvement Act (IDEIA), the Individuals with Disabilities Education Act (IDEA) in its reauthorized form, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), state legislation (G.S. 115C-106 Et seq.), and 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.*

VCLC will guarantee a “free and appropriate education” in the “least restrictive environment” along with all appropriate “related services” required for the student to benefit from their education. VCLC will not discriminate based on sex, national origin, ethnicity, religion, disability, marital status, academic, artistic or athletic ability, or the district the student would otherwise attend in administration of its educational policies, admissions policies, and athletic and other school administered programs.

VCLC staff will work with the Vance County Public Schools staff to ensure students with severe needs receive an appropriate setting and that parents of special needs students will be given procedural guidelines provided by Vance County Public Schools.

The school director and the special education teacher are responsible for the general supervision of the identification and evaluation activities/services for our students identified as or potentially disabled for the provision of a Free and Appropriate Public Education (FAPE) under the federal law, Individuals with Disabilities Improvement Act (IDEIA) in its reauthorized form. Under the Individuals with Disabilities Education Act (IDEA) all students with disabilities will participate in state assessments and accountability systems.

It is the intent of VCLC to insure that students who are “handicapped” within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with equal access to educational programs. Students may be eligible under this policy even though they do not require services pursuant to the Individuals with Disabilities Education Act (IDEA).

VCLC will not discriminate against students identified as “handicapped” as defined by Section 504 of the Rehabilitation Act of 1973, and will guarantee students a free and appropriate public education. Students with disabilities will not be excluded from facilities, programs, benefits, activities or services that are provided to students without disabilities.

VCLC will hire certified special education teacher(s), based on the needs of our special needs student population, who with the school director will be responsible for the appropriate identification and evaluation services of students identified as or suspected of being disabled. VCLC will use special education consultants and specialists to provide direct teaching, consultation, and speech therapy as necessary, based on the individual student’s needs as reflected in his/her IEP. The VCLC school director or special education teacher will insure identified disabled students receive all required course modifications by communicating directly with the special education teacher and each teacher of the student and following up at least monthly for a consultation with all teachers of the student to ensure compliance with all statutes.

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

VCLC will follow the Vance County Public School System Code of Student Conduct and policies for discipline, suspension, dismissal and recommendation for expulsion.

A sample of some of the VCPSS Board policies governing student behavior VCLC will include in its student handbook are the following:

**Vance County Student Code of Conduct**

This code presents, in a single document, system-wide policies on the proper conduct and behavior of students in Vance County Schools. Unless otherwise specified, this code shall apply to all students in the system before, during and after school hours, in any school building, in any school facility, in any school vehicle, on any school grounds or any school property, owned, leased, borrowed or otherwise used by the school district for school purposes or at any school sponsored or school-related activity, including athletic events, on or off school grounds; or during any period of time when students are subject to the authority of school personnel; and at any time when the student’s behavior has a direct and immediate effect on maintaining order and discipline and protecting the safety and welfare of students and staff on any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school-approved activity, event or function; during any period of time when students are subject to the authority of school personnel; and at any time when the student’s behavior has a direct and immediate effect on maintaining order and discipline and protecting the safety and welfare of students and staff.

**Student Expectation**

Students are expected to work with school personnel to learn behavior patterns which will enable them to be responsible, self-disciplined members of society. They are expected to act with regard for authority, to respect the rights of others and to protect school property.

Any student who refuses to comply with reasonable rules, regulations or directives imposed by any principal, assistant principal, teacher or authorized school employee shall be held in violation of this code of conduct.

It shall be the responsibility of the principal to investigate the cases of students appropriately referred to his/her office for misbehavior and to determine what, if any, disciplinary action is warranted. The teacher has the responsibility and authority to discipline students based on [G.S. 115C-307\(a\)](#).

### **Range of Disciplinary Actions**

Violation of Board policies, the Code of Student Conduct, regulations issued by the individual school, or North Carolina General Statutes may result in disciplinary action as described in this policy. Students shall be informed of local school rules that, if broken, may result in short-term suspension or long-term suspension.

A serious violation of any of the policies listed in this code of conduct may result in long-term suspension or expulsion of a student. Repeated violations of this code or of local school rules may subject a student to long-term suspension or expulsion, provided the student and parent have been notified of this possibility and nondisciplinary behavior interventions have been attempted.

Under Board policy and/or state law there are mandatory penalties for students in grades 6-12 for certain serious violations of the Student Code of Conduct. While these mandatory penalties generally do not apply to elementary students, the principal has the discretion to recommend a long-term suspension as appropriate for serious infractions by students in grades K-5.

A student who brings a firearm to school shall be subject to a 365-day suspension or expulsion. A student who aids, abets or makes a bomb threat or hoax shall be subject to a 365-day suspension. A student who aids, abets, commits, or participates in the commission of a threat, hoax, false report, or act of terror, may be subject to a 365-day suspension. Under state law these policies and consequences apply to all students, regardless of age.

A student who is at least 13 years old and who physically assaults a school employee or another student, may be subject to removal to an alternative educational setting or to a 365-day suspension or expulsion.

Policies may be modified on a case-by-case basis to conform to the procedures established for the discipline of students with disabilities.

### **Reporting by Principal**

When a principal has personal knowledge or actual notice that an act has occurred on school property involving assault resulting in serious personal injury, sexual assault, sexual offense, rape, kidnapping, indecent liberties with a minor, assault involving the use of a weapon, possession of a firearm in violation of the law, possession of a weapon in violation of the law or possession of a controlled substance in violation of the law, the school official shall report immediately such violation to the proper law enforcement agency. Failure to report is a Class 3 misdemeanor. In such cases, school officials shall cooperate fully with the law enforcement agency. Internal disciplinary proceedings shall proceed independently from the criminal investigation and prosecution.

The principal shall also notify the superintendent/designee of the report made to law enforcement officials pursuant to this policy and the Superintendent shall notify the Board.

## **I. COMPLIANCE WITH DIRECTION OF SCHOOL PERSONNEL**

Students shall comply with all directions of principals, teachers, substitute teachers, student teachers, teacher assistants, bus drivers, and all other school personnel who are authorized to give such directions, during any period of time when they are subject to the authority of such school personnel.

## **II. DISRUPTION OF SCHOOL**

No student shall, by use of passive resistance, noise, threat, fear, intimidation, coercion, force, violence, or any other form of conduct, intentionally cause the disruption of any lawful function, mission, or process of the school to which he/she is assigned or any other school in the school system, nor shall any student urge any other student to engage in such conduct.

## **III. DISRUPTIVE BEHAVIOR**

Any physical or verbal disturbance which occurs within the learning environment and which interrupts or interferes with teaching or orderly conduct or school activities is prohibited.

A. Dress – A student's appearance should contribute to a safe and healthful environment, without causing any disruption to the education process.

B. Gambling – Students shall not participate in any unauthorized event, action or statement which relies on chance for the monetary advantage of one participant at the expense of others. This includes exchanging items of value as well as currency and extends to keeping score for later settlement.

C. Inappropriate Literature and Illustrations – The possession of literature or illustrations which significantly disrupt the educational process or which are obscene is prohibited.

D. Verbal Abuse/Disrespect – Serious or persistent verbal action that prevents an orderly and peaceful learning environment is prohibited. Students must respect not only each other but respond to written or verbal directions given by all school personnel. Cursing or using vulgar or abusive language including remarks intended to demean a person's race, religion, sex, national origin, handicapping condition, or intellectual ability are specifically prohibited.

E. Arson – The use of any material intended or reasonably likely to result in a fire on school property is prohibited unless specially authorized by school officials.

F. Possession of Unnecessary Objects – Any items which might disrupt the learning atmosphere or present a safety hazard are not to be brought to or used at school or school-related events. Such items may include, but are not limited to, matches, lighters, firecrackers, squirt guns, pea shooters, paper wads, rubber bands, or propellant devices of any kind. CD/TAPE PLAYERS, RADIOS, RECORD PLAYERS, HEADPHONES, "BOXES", CASSETTE PLAYERS, T.V.S, BEEPERS, BODY ALARMS, CELLULAR PHONES, SODA BOTTLES, SQUEEZE BOTTLES, ETC., ARE TO BE LEFT AT HOME – unless special permission is granted by the principal.

G. Buying or Selling Items in School – Students do not sell or purchase items from another student without written permission from an Administrator.

H. Prohibition of Gangs and Gang Activities - No student shall commit any act which furthers gangs or gang-related activities. A gang is any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of criminal acts and having a common name or common identifying sign, colors, or symbols.

Conduct prohibited by this policy includes:

I. Wearing, possessing, using, distributing displaying, or selling any clothing, jewelry, emblems, badges, symbols, signs or other items which may be evidence of membership or affiliation in any gang.

- II. Communicating either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.), to convey membership or affiliation in any gang.
- III. Tagging, or otherwise defacing school or personal property with gang or gang-related symbols or slogans;
- IV. Requiring payment of protection, insurance, or otherwise intimidating or threatening any person related to gang activity.
- V. Inciting other students to intimidate or to act with physical violence upon any other person related to gang activity.
- VI. Soliciting others for gang membership;
- VII. Committing any other illegal act or other violation of school district policies that relates to gang activity.

The Superintendent/designee shall consult with law enforcement officials regularly to establish a list of gang-related items, symbols and behaviors. The principal shall maintain this list in the main office of the school and shall notify students of the items, symbols and behaviors prohibited by this policy. This notice shall be included in the student handbook.

Before being suspended for a first offense of wearing gang-related attire (when not involved in any kind of altercation), a student will receive a warning and will be allowed to immediately change or remove the attire that is in violation of this policy.

### **Suspensions – General Guideline**

In more serious cases in which a pupil is accused of an act which, if proven, would warrant suspension, the principal shall follow the procedure outlined below:

1. A principal may not suspend a student for more than ten (10) days without prior approval of the superintendent. No suspension in excess of ten (10) days shall extend for any period longer than the remainder of the school year. At the conclusion of any suspension, the student shall be entitled to attend school. The principal shall strive to defer the beginning of any suspension to the day following his decision to suspend, unless suspension is an emergency procedure to avoid major disruption of the educational process.
2. In the case of any suspension of ten (10) days or less, the student shall be provided by the principal an opportunity to take any quarterly, semester, or grading period examinations missed during the suspension period.
3. When suspending a student for any period of time, the principal shall follow sections A-F (Procedures for Suspensions).
  - a. Investigate the incident promptly and obtain all pertinent accounts, including written accounts from eye witnesses whenever possible.
  - b. Give to the student involved oral and written notice of what the student is accused of doing and the basis of the accusation; and if the student denies the accusation, there must be an opportunity to explain his/her version of the facts and to hear from persons who the student claims can speak on his/her behalf. If the student reasonably claims the need for additional time to present such persons, the principal should postpone action for a reasonable time.

c. Notify a parent or guardian in person or by telephone that the student is being suspended. In those instances where reasonable efforts do not result in contact with the parents or guardians, a record of all efforts to make contact shall be kept.

If the principal determines that emergency circumstances require that a student must be suspended immediately and sent home during the day, and if a parent is unable to come for the student or cannot be reached, the student must remain at school under the principal's supervision until the close of the school day, unless circumstances make it impossible for him/her to remain at school. The age of the student and the seriousness of the offense should be important factors in making this kind of decision.

Regardless of oral communication, and in all cases where a suspension for any period of time is involved, a written notice of the reasons for and the duration of such suspension shall be mailed as soon as possible to the parents or guardian of the student.

d. Inform the parents or guardian, in the written notice of suspension, of their right to have a conference regarding such suspension with the principal or his/her designee and to bring counsel to assist them. Such informal conference, if requested, should be held as soon as possible, but the suspension need not be delayed by the request for a conference.

e. Forward promptly to the superintendent's office a copy of the notice of suspension and the reasons for such suspension. If the student involved is in the exceptional children's program, a copy of the notice shall also be forwarded to the director of exceptional children's program.

f. [North Carolina General Statute 115C-391](#)(b) and Vance County Board of Education Policy [JGD/JGE-R](#) empowers the principal or his/her delegate authority to suspend a student for any period of time up to but not more than ten (10) days without the permission of the Superintendent.

## Appeals

The appeal for Short-Term Suspension (Suspensions of Ten (10) days or less) is to the building principal. The principal must follow the procedure as outlined in "Suspension – General Guidelines" which will assure the procedural due process rights of the student. The decision of the principal is final in a Short-Term Suspension. Parents are encouraged to cooperate with the principal and his/her staff to assure a smooth re-entry process for their child.

The following rules will govern appeals to the Vance County Board of Education for disciplinary decisions of the superintendent:

a. A disciplinary decision of the superintendent or his designee to suspend a student from school for a period in excess of ten (10) school days may be appealed by the parents or guardian to the Vance County Board of Education (the board) by giving written notice to the superintendent and to the board within ten (10) school days after receiving notice of suspension. No particular form is required for giving notice of appeal. The board may designate a hearing panel, as permitted by [G.S. 115C-45\(c\)](#), to hear the appeal.

b. The board will hold a hearing to consider the appeal within twenty (20) calendar days after receiving notice thereof and will notify the appealing parents or guardian of the date of the hearing at least five (5) calendar days in advance.

c. Upon receipt of the notice of appeal, the superintendent's secretary or his/her designee will set up

the hearing by the Hearing panel of the Board.

d. The record will be provided by the superintendent to the board at least five (5) calendar days prior to the date of the hearing set by the board to consider the appeal. A copy of the record will also be available at the office of the superintendent to be picked up by the appealing student's parents or guardian, or his/her legal representative.

e. The hearing to consider the appeal will be conducted by a hearing panel designated by the board in an executive session. The hearing may be attended by the appealing student; his/her parents or guardian; the student's counsel and/or advocate, if any; the principal and/or assistant principal(s); the superintendent and such of his/her assistants as he/she designate; a legal representative of the Vance County Schools; and any other persons as the board may deem necessary or appropriate. The board shall make and maintain a record of the hearing.

f. In the appeal, the board will review and consider all of the evidence offered by the school administration and by the student. The board may permit either party to call witnesses or offer additional evidence.

g. At the hearing, each side shall be allotted no more than thirty (30) minutes to present evidence and oral argument with respect to the appeal. The student, his/her parents or guardian, or his/her legal counsel and/or advocate shall be permitted to argue first and may reserve not more than ten (10) minutes of this allotted time for rebuttal.

h. Upon conclusion of the hearing, the board will consider all evidence in the record and enter its written decision. The board may decide to

(1) adopt as its own the findings and decision of the superintendent;

(2) modify the findings and decision of the superintendent (see item j "computer assisted instruction");

(3) reject the findings and decision of the superintendent and reach new findings and decision of its own.

Within five (5) calendar days following the hearing, a copy of the board's decision will be mailed, first class postage prepaid, to the student and his/her parents or guardian; to his/her legal representative; if any; and to the school of attendance for placement in the student's discipline folder. If the hearing results in the student's return to his/her home school or placement in another school, the school(s) must receive notification before the student returns.

i. A decision by the board which is adverse to the student may be appealed to a court of competent jurisdiction.

j. Long-term suspended student(s) may be assigned a laptop computer to continue his/her studies if the hearing panel of the Board so states and a computer is available. The parent and student will have to sign for the computer and have total responsibility for and replacement of the computer if lost, stolen or damaged beyond repair.

The student(s) will be given an e-mail account and a classroom supervising teacher at their school to continue their academic instruction. The parent(s) and student(s) will be given a designated time during non-student hours to come to the school for testing purposes if necessary.



## **Suspension of Exceptional Students**

In the event that a child with special needs exhibits behavior which, if the child were not a child with special needs, could result in suspension or expulsion of the child from school for more than ten (10) cumulative days during the school year, the school shall require a multi-disciplinary team to determine whether the student's misbehavior is related to his/her handicap. The evaluation shall include a determination of (a) whether the child is presently receiving an appropriate education, and (b) whether medication is needed or present medication is appropriate. If the evaluation establishes no such causal relationship between the misbehavior and the handicap, the school may initiate its normal disciplinary procedures.

If the evaluation establishes a causal relationship between the misbehavior and the handicap, the school may not initiate its normal disciplinary procedure. The findings should be used in determining an appropriate program.

In all actions involving suspension of a special needs child whose behavior is determined to be caused by his/her handicapping condition or lack of proper medication, if a change in placement is ultimately recommended, the parties have available all the state and federal due process rights applicable to special education matters.

For short-term suspensions of ten (10) cumulative days or less during the school year, the school's normal disciplinary procedures may be followed.

In an emergency situation, the child may be immediately suspended under provisions of the general guidelines for a period not to exceed ten (10) days. The student shall not be left unsupervised. As soon as possible after the suspension has begun, and in no case beyond the ten (10) day maximum period, except under extraordinary circumstances, the multi-disciplinary team shall conduct the evaluation described in the first paragraph of this section.

## **Due Process and Discipline Policies**

Any student that is recommended for long-term suspension, up-to-365 Day suspension, 365 Day suspension, or expulsion will receive from the school a copy of the Due Process Procedures for Student Suspension Recommendations Exceeding Ten Days.

VCLC reserves the right to change or modify its Disciplinary Policies as its Board of Directors determines necessary.

## **TIMELINES**

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

<b>Task</b>	<b>Timeline</b>	<b>Responsible Person</b>
Obtain Tax Exempt Status	Completed	Deryl Von Williams
Charter Application Process to SBE & To LEAs	04/13/12	Reginald Hinton
Meet with Superintendents of Affected LEA's	11/17/2011- 12/8/2011	Deryl Von Williams Janet Littlejohn
Development & Modification of Curriculum/ Study Materials Student Policies and Handbook	12/01/2011- 5/30/2012	Deryl Von Williams Janet Littlejohn

Marketing- Identify Contacts	March 2013	D.V. Williams/ C. Brown
Create/ Distribute Promotional Materials		
Introductory Letters to Contacts	April 2013	Reginald Hinton
Personal Meetings w/ Contacts	01/01/2012- on going	Reginald Hinton
Open House	12/01/2011- on going	D. Williams/ J. Littlejohn
	May 2013	All
Establish Bank Account for Charter	03/01/2013	D. Williams/ R. Hinton
Develop Operational & Financial Policy and Procedure Manual	01/01/2012- 05/30/2012	D. Williams/ R. Hinton
Establish Accounting Services & Access to SDE Computer System	04/01/2013	Reginald Hinton
Create Budget**	11/01/2011- 7/30/2012	Reginald Hinton
Selection of Facility	11/17/2011- on going	D. Williams/ R. Hinton
Projected Enrollment Submitted to SBE	04/01/2013	Deryl Von Williams
Planning Allotment Received	TBA	Reginald Hinton
Purchase of Equipment/ Setup	05/01/2013	D. Williams/ R. Hinton
Hiring of Personnel- Job Descriptions	4/2013	D. Williams/ J. Littlejohn D.
Job Advertisement/Accept Application	03/2013	Williams/ J. Littlejohn
Criminal Background Check	03/01/2013	D. Williams/ J Littlejohn
Interviewing	03/01/2013	D. Williams/ J. Littlejohn
Offer Employment	05/01/2013	D. Williams/ J. Littlejohn
Employee Training	06/01/2013- on going	Williams/Littlejohn/Brown
Initial Enrollment to SBE	06/12/2013	D. Williams/ R. Hinton
Transportation Plan****	06/01/2013	Williams/Hinton/Brown
Purchase liability Insurance/ Bonding	03/01/2013	D. Williams/ R. Hinton
Acquire Teaching Materials/ Supplies	01/01/2012- on going	D. Williams/ J. Littlejohn
Acquire letter of Occupancy/ Fire & Health Inspections	05/01/2013	D. Williams/ R. Hinton
Accept Student Applications	03/01/2013- on going	D. Williams/ J. Littlejohn
Student Notifications	05/01/2013- on going	D. Williams/ R. Hinton
Start of School Year	Determined by VCPSS	All
Contact CPA for Annual Audit***	07/01/2013	Reginald Hinton

\*\* Budget development will be an on going process from the initial Charter School application until enrollment numbers can be reasonably estimated and SDE releases planning allotment amounts.

\*\*\*CPAs may be use as accounting system is set up, but first financial audit for VCLC would not be due until October 2013.

\*\*\*\*Transportation Plan may include purchase of Van(s) and hiring driver or contracting transportation services.

**V. 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.)

Our plan for VCLC Vance County is to hire the following:

**VCLC STAFFING PROJECTIONS**

Position	Criteria	FULL-TIME EQUIVALENTS		
		70	140	210
		2012-13	2013-14	2014-15
Director/Principal	Masters, w/ 5 + Years Experience Preferred	1.0	1.0	1.0
Teachers	Certified, w/ 5 + Years Experience Preferred	7.0	14.0	21.0
Teacher Assistant/ Substitutes	High School, w/ 3 + Years Experience Preferred	2.0	4.0	6.0
Social Worker/ Counselor	Bachelors, w/ 3 + Years Experience Preferred	1.0	1.0	1.0
Clerical/ Finance Worker	Bachelors, w/ 3 + Years Experience Preferred	1.0	1.0	1.0
Maintenance/ Janitorial	Nonprofessional w/3 + Years Experience Preferred	1.0	1.0	1.0

100% of the teachers will hold teacher certification or be eligible to obtain permanent certification in North Carolina.

**HIRING TIMELINE SCHOOL YEAR 2012-2013**

Full Time Position	Expected Hire Date
Director/ Principal	June 1, 2013
Teachers*	July 1, 2013
Teacher Assistants/ Substitutes*	July 15, 2013
Social Worker/ Counselor	August 1, 2013
Clerical/ Finance Worker	April 1, 2013
Maintenance/ Janitorial	July 15, 2013

\*These full time positions will be determined by enrollment.

**School Director Recruitment**

The VCLC recruitment for school director will focus on educators with at least a master's degree who have experience in school leadership and an understanding of the student population we serve. A variety of tools will be utilized in our recruitment, including, advertising in local newspapers, contacting local colleges and professional organizations, Internet postings, and recommendations from other educators.

During the first year of work each new VCLC employee, including the school director, is evaluated with a progress report at ninety days and again in March with a final evaluation in June. The school director's progress reports and evaluation will include observations from his/her supervisor and feedback from other VCLC staff. The VCLC Governing Board will review and provide final approval of the School Director's final/annual evaluation.

### **Teacher Recruitment**

VCLC recognizes that a highly qualified staff is an essential element in successful educational programs. As such, VCLC will maintain an on-going recruitment program to ensure a staff that will meet or exceed the basic requirements of NC State law and NCLB, which states that, at least fifty percent (50%) of teachers in grades nine through 12 will hold teacher certificates. All teachers in grades six through 12 who are teaching in the core subject areas of mathematics, science, social studies, and language arts will be college graduates. The Governing Board also may employ necessary employees who are not required to hold teacher certificates to perform duties other than teaching and may contract for other services. The Board may discharge teachers and non-certificated employees. VCLC will adhere to *G.S. 115C-238.29F(e)* with respect to teacher certification.

All on-site staff will be recruited locally. VCLC's recruitment approach includes:

- Classified advertisements are placed in local city newspapers.
- Contact is made with each member of any incumbent staff.
- Contact is made with local colleges and professional organizations.

### **Hiring**

- For every position, VCLC will attempt to interview at least three candidates.
  - The position will be offered to the individual that best fulfills position requirements with preference for minority candidates.
  - Background checks of all staff including substitutes following all policies and procedures of VCPSS.
  - Copies of complete personnel documentation substantiating employees' qualifications will be obtained prior to the employee's starting date and reviewed by human resource staff.
- VCLC is confident that the supply of qualified personnel will greatly exceed the demand, thus ensuring the recruitment of highly qualified staff.

### **Student/Teacher Ratio**

All VCLC classes will be small with an overall average of 8-12 students in each allowing a student teacher ratio of 8-12:1.

### **Standards of conduct, grounds for termination, policies and procedures**

VCLC staff will comply with THE STANDARDS OF PROFESSIONAL CONDUCT FOR NC EDUCATORS 16 NCAC 6C.0602. Willful violations of these standards will be grounds for disciplinary action to include suspension or termination of employment.

#### **16 NCAC 6C.0602 – THE STANDARDS OF PROFESSIONAL CONDUCT FOR NC EDUCATORS**

- (a) The standards listed in this Section shall be generally accepted for the education profession and shall be the basis for State Board review of performance of professional educators. These standards shall establish mandatory prohibitions and requirements for educators. Violation of these standards shall subject an educator to investigation and disciplinary action by the SBE or LEA.

- (b) Professional educators shall adhere to the standards of professional conduct contained in this Rule. Any intentional act or omission that violates these standards is prohibited.
  - (1) Generally recognized professional standards. The educator shall practice the professional standards of federal, state, and local governing bodies.
  - (2) Personal conduct. The educator shall serve as a positive role model for students, parents, and the community. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall demonstrate a high standard of personal character and conduct.
  - (3) Honesty. The educator shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties including the following:
    - (A) statement of professional qualifications;
    - (B) application or recommendation for professional employment, promotion, or licensure;
    - (C) application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit;
    - (D) representation of completion of college or staff development credit;
    - (E) evaluation or grading of students or personnel;
    - (F) submission of financial or program compliance reports submitted to state, federal, or other governmental agencies;
    - (G) submission of information in the course of an official inquiry by the employing LEA or the SBE related to facts of unprofessional conduct, provided, however, that an educator shall be given adequate notice of the allegations and may be represented by legal counsel; and
    - (H) submission of information in the course of an investigation by a law enforcement agency, child protective services, or any other agency with the right to investigate, regarding school-related criminal activity; provided, however, that an educator shall be entitled to decline to give evidence to law enforcement if such evidence may tend to incriminate the educator as that term is defined by the Fifth Amendment to the U.S. Constitution.
  - (4) Proper remunerative conduct. The educator shall not solicit current students or parents of students to purchase equipment, supplies, or services from the educator in a private remunerative capacity. An educator shall not tutor for remuneration students currently assigned to the educator's classes, unless approved by the local superintendent. An educator shall not accept any compensation, benefit, or thing of value other than the educator's regular compensation for the performance of any service that the educator is required to render in the course and scope of the educator's employment. This Rule shall not restrict performance of any overtime or supplemental services at the request of the LEA; nor shall it apply to or restrict the acceptance of gifts or tokens of minimal value offered and accepted openly from students, parents, or other persons in recognition or appreciation of service.
  - (5) Conduct with students. The educator shall treat all students with respect. The educator shall not commit any abusive act or sexual exploitation with, to, or in the presence of a student, whether or not that student is or has been under the care or supervision of that educator, as defined below:
    - (A) any use of language that is considered profane, vulgar, or demeaning;
    - (B) any sexual act;
    - (C) any solicitation of a sexual act, whether written, verbal, or physical;

- (D) any act of child abuse, as defined by law;
  - (E) any act of sexual harassment, as defined by law; and
  - (F) any intentional solicitation, encouragement, or consummation of a romantic or physical relationship with a student, or any sexual contact with a student. The term "romantic relationship" shall include dating any student.
- (6) Confidential information. The educator shall keep in confidence personally identifiable information regarding students or their family members that has been obtained in the course of professional service, unless disclosure is required or permitted by law or professional standards, or is necessary for the personal safety of the student or others.
  - (7) Rights of others. The educator shall not willfully or maliciously violate the constitutional or civil rights of a student, parent/legal guardian, or colleague.
  - (8) Required reports. The educator shall make all reports required by Chapter 115C of the North Carolina General Statutes.
  - (9) Alcohol or controlled substance abuse. The educator shall not:
    - (A) be under the influence of, possess, use, or consume on school premises or at a school-sponsored activity a controlled substance as defined by N.C. Gen. Stat. § 90-95, the Controlled Substances Act, without a prescription authorizing such use;
    - (B) be under the influence of, possess, use, or consume an alcoholic beverage or a controlled substance on school premises or at a school-sponsored activity involving students; or
    - (C) furnish alcohol or a controlled substance to any student except as indicated in the professional duties of administering legally prescribed medications.
  - (10) Compliance with criminal laws. The educator shall not commit any act referred to in G.S. 115C-332 and any felony under the laws of the United States or of any state.
  - (11) Public funds and property. The educator shall not misuse public funds or property, funds of a school-related organization, or colleague's funds. The educator shall account for funds collected from students, colleagues, or parents/legal guardians. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
  - (12) Scope of professional practice. The educator shall not perform any act as an employee in a position for which licensure is required by the rules of the SBE or by Chapter 115C or the North Carolina General Statutes during any period in which the educator's license has been suspended or revoked.
  - (13) Conduct related to ethical violations. The educator shall not directly or indirectly use or threaten to use any official authority or influence in any manner that tends to discourage, restrain, interfere with, coerce, or discriminate against any subordinate or any licensee who in good faith reports, discloses, divulges, or otherwise brings to the attention of an LEA, the SBE, or any other public agency authorized to take remedial action, any facts or information relative to actual or suspected violation of any law regulating the duties of persons serving in the public school system, including but not limited to these Rules.

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

**Position**

Director/ Principal  
Teachers\*

**Criteria**

Masters, w/ 5 + Years Experience Preferred  
Certified, w/ 5 + Years Experience Preferred

Teacher Assistants/ Substitutes	High School, w/ 3 + Years Experience Preferred
Social Worker/ Counselor	Bachelors, w/ 3 + Years Experience Preferred
Clerical/ Finance Worker	Bachelors, w/ 3 + Years Experience Preferred
Maintenance/ Janitorial	Nonprofessional w/3 + Years Experience Preferred

\*100% of the teachers will hold teacher certification or be eligible to obtain permanent certification in North Carolina. VCLC staff will meet NCLB High Qualified requirements.

At all grade levels, VCLC will strive to employ highly qualified master teachers possessing National Board Certification. As North Carolina State Statute requires, 50% of VCLC middle school teachers and 50% of its high school teachers will be licensed. Teachers who are not licensed will hold a minimum of a Baccalaureate degree in a related field. VCLC will strongly encourage its non-licensed teachers to become licensed by going through the North Carolina licensure procedures. VCLC will adhere to G.S.115C-238.29F(e) with respect to teacher certification.

### **ENROLLMENT**

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))

In addition to Vance County Public Schools, VCLC will partner with the Department of Social Services, Department of Juvenile Justice, local churches, and community leaders to identify VCLC's target population.

Our target population is students from grades 6 through 12 and those students that have been in school in excess of 13 years. We are also targeting students that have officially dropped out and those with attendance so poor that they will likely drop out in the future. Almost all of the students in our population have poor reading and comprehension skills, failing or near failing grades, and scored ones and twos on North Carolina's EOG/EOC test. They also tend to have a history of in and out of school suspensions, and anti-social behavior issues. Some students in our target population have been involved with the juvenile court system. This is the reason for the small student to teacher ratio of 8-12:1.

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.*

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. Explain the analysis utilized to determine these specific enrollment figures

VCLC has no plans at this time to increase grade levels offered by the school.

**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 as set forth and 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).*

VCLC will seek approval from the State Board of Education for an increase from 70 students in school year 2013-14 to 140 students in school year 2014-15, and an increase from 140 to 210 in school year 2015-16. VCLC's plan is to remain small enough that instruction may be presented on a one on one, and self paced basis as situations may require. Therefore, there are no plans for significant expansion pass 210 students in the third year.



PROJECTED ENROLLMENT  
2013-14 through 2017-2018

IDENTIFY LEA FROM WHICH  
STUDENTS WILL PROBABLY COME

List LEA #1 – Vance

List LEA #2 – Granville

List LEA #3 – Warren

GRADES

Kindergarten      **K**

First                      **1**

Second                  **2**

Third                    **3**

**Fourth**                **4**

**Fifth**                   **5**

Sixth                    **6**

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
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
<u>008</u>	<u>001</u>	<u>001</u>	<u>016</u>	<u>002</u>	<u>002</u>	<u>024</u>	<u>003</u>	<u>003</u>	<u>024</u>	<u>003</u>	<u>003</u>	<u>024</u>	<u>003</u>	<u>003</u>

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

		2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
		LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
Seventh	7	<u>008</u>	<u>001</u>	<u>001</u>	<u>016</u>	<u>002</u>	<u>002</u>	<u>024</u>	<u>003</u>	<u>003</u>	<u>024</u>	<u>003</u>	<u>003</u>	<u>024</u>	<u>003</u>	<u>003</u>
Eighth	8	<u>008</u>	<u>001</u>	<u>001</u>	<u>016</u>	<u>002</u>	<u>002</u>	<u>024</u>	<u>003</u>	<u>003</u>	<u>024</u>	<u>003</u>	<u>003</u>	<u>024</u>	<u>003</u>	<u>003</u>
Ninth	9	<u>008</u>	<u>001</u>	<u>001</u>	<u>016</u>	<u>002</u>	<u>002</u>	<u>024</u>	<u>003</u>	<u>003</u>	<u>024</u>	<u>003</u>	<u>003</u>	<u>024</u>	<u>003</u>	<u>003</u>
Tenth	10	<u>008</u>	<u>001</u>	<u>001</u>	<u>016</u>	<u>002</u>	<u>002</u>	<u>024</u>	<u>003</u>	<u>003</u>	<u>024</u>	<u>003</u>	<u>003</u>	<u>024</u>	<u>003</u>	<u>003</u>
Eleventh	11	<u>008</u>	<u>001</u>	<u>001</u>	<u>016</u>	<u>002</u>	<u>002</u>	<u>024</u>	<u>003</u>	<u>003</u>	<u>024</u>	<u>003</u>	<u>003</u>	<u>024</u>	<u>003</u>	<u>003</u>
Twelfth	12	<u>008</u>	<u>001</u>	<u>001</u>	<u>016</u>	<u>002</u>	<u>002</u>	<u>024</u>	<u>003</u>	<u>003</u>	<u>024</u>	<u>003</u>	<u>003</u>	<u>024</u>	<u>003</u>	<u>003</u>
LEA Totals		<u>056</u>	<u>007</u>	<u>007</u>	<u>112</u>	<u>014</u>	<u>014</u>	<u>168</u>	<u>021</u>	<u>021</u>	<u>168</u>	<u>021</u>	<u>021</u>	<u>168</u>	<u>021</u>	<u>021</u>
Overall Total Enrollment		<u>070</u>			<u>140</u>			<u>210</u>			<u>210</u>			<u>210</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>\$362,414</u>	<u>\$724,827</u>	<u>\$1,087,241</u>	<u>\$1,087,241</u>	<u>\$1,087,241</u>
--Local Per Pupil Funds	<u>\$86,935</u>	<u>\$173,870</u>	<u>\$260,805</u>	<u>\$260,805</u>	<u>\$260,805</u>
--Federal Funds	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
--Grants*	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
--Foundations*	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
--Private Funds*	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
--Other Funds*	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
<b>TOTAL INCOME</b>	<u>\$449,349</u>	<u>\$898,697</u>	<u>\$1,348,046</u>	<u>\$1,348,046</u>	<u>\$1,348,046</u>
*If you are depending on these sources of funding to balance your operating budget, please provide documentation, such as signed statements from donors, foundations, etc., on the availability of these funds.					

### 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.*

School Year	LEA	Enrollment	State Operating Income		Local Operating Income	Total Operating Income
2013-14	1	56	5,132.19	+	1,235.38	356,583.92
	2	7	4,961.17	+	1,513.41	45,322.06
	3	7	5,754.72	+	1,022.79	<u>47,442.57</u>
2013-14 Total						449,348.55
2014-15	1	112	5,132.19	+	1,235.38	713,167.84
	2	14	4,961.17	+	1,513.41	90,644.12
	3	14	5,754.72	+	1,022.79	<u>94,885.14</u>
2014-15 Total						898,697.10
2015-16	1	112	5,132.19	+	1,235.38	1,069,751.70
	2	14	4,961.17	+	1,513.41	135,966.18
	3	14	5,754.72	+	1,022.79	<u>142,327.71</u>
2015-16 Total						1,348,045.59
2016-17	1	112	5,132.19	+	1,235.38	1,069,751.70
	2	14	4,961.17	+	1,513.41	135,966.18
	3	14	5,754.72	+	1,022.79	<u>142,327.71</u>
2016-17 Total						1,348,045.59

2017-18	1	112	5,132.19	+	1,235.38	1,069,751.70
	2	14	4,961.17	+	1,513.41	135,966.18
	3	14	5,754.72	+	1,022.79	<u>142,327.71</u>
2017-18 Total						1,348,045.59

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

MAY BE AMENDED AS THE NEEDS OF THE SCHOOL DICTATES.

<b>BUDGET EXPENDITURE PROJECTIONS</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
GS 115C-238.B(b)(5)					
<i>PERSONNEL</i>	<i>13 Staff</i>	<i>22 Staff</i>	<i>31 Staff</i>	<i>31 Staff</i>	<i>31 Staff</i>
Total # of staff <u>13</u>	<u>\$341,000</u>	<u>\$721,000</u>	<u>\$1,091,000</u>	<u>\$1,091,000</u>	<u>\$1,091,000</u>
--Administrator(s) # <u>01</u>	<u>\$40,000</u>	<u>\$50,000</u>	<u>\$55,000</u>	<u>\$55,000</u>	<u>\$55,000</u>
--Clerical # <u>01</u>	<u>\$20,000</u>	<u>\$25,000</u>	<u>\$30,000</u>	<u>\$30,000</u>	<u>\$30,000</u>
--Teachers # <u>07/ 14/ 21</u>	<u>\$210,000</u>	<u>\$525,000</u>	<u>\$840,000</u>	<u>\$840,000</u>	<u>\$840,000</u>
--Librarians # <u>      </u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
--Guidance # <u>      </u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
--Teacher Assistants # <u>02/ 04/ 06</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
--Custodian # <u>      </u>	<u>\$36,000</u>	<u>\$76,000</u>	<u>\$116,000</u>	<u>\$116,000</u>	<u>\$116,000</u>
--Maintenance # <u>01</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
--Food Service # <u>      </u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
--Bus Driver # <u>      </u>	<u>\$15,000</u>	<u>\$15,000</u>	<u>\$20,000</u>	<u>\$20,000</u>	<u>\$20,000</u>
--Other # <u>      </u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
<u>Soc wrkr/ Counselor #1</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
<u>      </u>	<u>\$20,000</u>	<u>\$30,000</u>	<u>\$30,000</u>	<u>\$30,000</u>	<u>\$30,000</u>
<u>      </u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
<u>      </u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
<i>EMPLOYEE BENEFITS</i>					
<i>STAFF DEVELOPMENT</i>					
<i>MATERIALS AND SUPPLIES</i>	<u>\$34,100</u>	<u>\$72,100</u>	<u>\$109,100</u>	<u>\$109,100</u>	<u>\$109,100</u>
<i>OFFICE SUPPLIES</i>	<u>\$5,000</u>	<u>\$5,000</u>	<u>\$10,000</u>	<u>\$10,000</u>	<u>\$10,000</u>
<i>INSTRUCTIONAL EQUIPMENT</i>	<u>\$12,250</u>	<u>\$24,500</u>	<u>\$36,750</u>	<u>\$36,750</u>	<u>\$36,750</u>
<i>OFFICE EQUIPMENT</i>	<u>\$2,500</u>	<u>\$2,500</u>	<u>\$5,000</u>	<u>\$5,000</u>	<u>\$5,000</u>
	<u>\$7,000</u>	<u>\$10,000</u>	<u>\$12,000</u>	<u>\$12,000</u>	<u>\$12,000</u>

	<u>\$5,000</u>	<u>\$3,000</u>	<u>\$3,000</u>	<u>\$3,000</u>	<u>\$3,000</u>
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**Budget (continued): Expenditure Projections 2013-14 through 2017-2018**

<b>BUDGET EXPENDITURE PROJECTIONS</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<i>TESTING MATERIALS</i>	<u>\$3,500</u>	<u>\$7000</u>	<u>\$10,500</u>	<u>\$10,500</u>	<u>\$10,500</u>
<i>INSURANCE</i>	<u>\$5,000</u>	<u>\$7,500</u>	<u>\$10,000</u>	<u>\$10,000</u>	<u>\$10,000</u>
<i>UTILITIES</i>	<u>\$6,000</u>	<u>\$8,000</u>	<u>\$10,000</u>	<u>\$10,000</u>	<u>\$10,000</u>
<i>RENT</i>	<u>\$14,400</u>	<u>\$14,400</u>	<u>\$15,000</u>	<u>\$15,000</u>	<u>\$15,000</u>
<i>MAINTENANCE &amp; REPAIR</i>	<u>\$2,000</u>	<u>\$2,000</u>	<u>\$4,000</u>	<u>\$4,000</u>	<u>\$4,000</u>
<i>TRANSPORTATION</i>	<u>\$10,000</u>	<u>\$20,000</u>	<u>\$30,000</u>	<u>\$30,000</u>	<u>\$30,000</u>
<i>MARKETING</i>	<u>\$1,000</u>	<u>\$1,000</u>	<u>\$1,000</u>	<u>\$1,000</u>	<u>\$1,000</u>
<i>FOOD/CAFETERIA SUPPLIES</i>		<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
<b>TOTALS</b>	<u>\$448,750</u>	<u>\$898,000</u>	<u>\$1,347,350</u>	<u>\$1,347,350</u>	<u>\$1,347,350</u>





### **MARKETING PLAN** (GS 115C.238.29F(g)(1-7))

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

The following outline shows the VCLC student recruitment strategy to reach diverse populations and result in the achievement of a racial/ethnic balance reflective of the community.

#### **1. Advertising Programs**

- Word-of-Mouth: One of the most powerful means of advertising is word-of-mouth. Skepticism toward conventional advertising is greatly reduced when friends and fellow citizens are issuing the references. VCLC's Marketing Plan includes organizing a committee of teachers, parents and students that will work collaboratively to disseminate information to community groups (i.e., friends, jobs, churches, etc.) about the school and their positive experiences in the school.
- Local Advertising: Newspapers, circulars, community newsletters and fliers.
- Local Radio: PSA announcements and scripted dialog on morning talk-shows.
- Local TV: Scripted announcements on public stations.
- Web Presence: This will entail the development of a local website.

#### **2. Public Relations**

- Direct Mail: Letters and PR materials will be sent to parents of potential and matriculated students. In addition, local school administrators, guidance counselors, local community organizations and churches will receive packets.
- Public Outreach: Seek audiences in Schools, Local Community Events, Local Markets, Guidance Department Events and PTA Meetings.
- Community Events: Invite the above groups to various events to increase familiarity and positive presence.

#### **3. Educator, Student and Community Relations**

- Open House: In accord with the Word-of-Mouth initiatives, Open House events will be scheduled for parents and community members to visit the school.
- Meeting Invitations: Attend meetings organized by community and district panels.
- Student Government: Under close supervision, create and administer a student council as part of the Student and Staff Support Team. This will enable students to provide feedback regarding issues that may impact their decisions to remain in the school and for the administration to take corrective action, as appropriate.
- Parents' Association: Recruit and organize a Parents' Association.
- Appreciation Events: Organize appreciation campaigns that will focus on public leaders and decision-making educators.
- Community Volunteers Program: Enlist students to perform volunteer tasks throughout the community.

In all written and verbal advertising VCLC will include non-discrimination statements. Where appropriate these communications will be issued in another language.

The above marketing strategies are geared to increase the visibility and positive perceptions about the school within local community groups, including the local school district. In turn, the school will achieve its primary objectives of increasing student enrollment and retaining its students for a longer length of time.

In order to facilitate these marketing strategies, several Action Plans will be created with the school team. The methods described above will be addressed through team efforts as well as individual

initiatives. Dates for the specified events will be determined from month to month to maximize effectiveness of promotional efforts.

#### **4. Racial/Ethnic Balance**

VCLC has found that the above strategies do reach individuals from diverse linguistic and cultural backgrounds, and that these strategies do attract a sufficient pool of diverse applicants, including typically “hard to reach families”.

VCLC schools will encourage diversity through their actions, policies and rules so that there is a representation of all population groups of the county in all programs, classes and activities in a substantial and meaningful way.

The following non-discrimination statements will be on all VCLC student applications and marketing Materials:

*Vance County Learning Center admits eligible students of any sex, 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 sex, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the child would otherwise attend in administration of its educational policies, admissions policies, and athletic and other school-administered policies.*

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

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

The evaluation of the overall effectiveness of the VCLC program as it relates to the mission of the school is continuous. Helping at risk and dropout students succeed begins at the time of enrollment and evaluation at the instructional level will be ongoing to ensure the student’s needs are being met.

VCLC will be involved in a year round process of analyzing data, developing timelines, adjusting instruction to meet the needs of students and the assessment of students. This process involves constant review of curriculum and whether it is meeting the needs of students. Midyear and at the end of the school year the VCLC staff will review the curriculum used by the school in preparation for the next semester or next year. Consideration is given to what is effective and program changes will be made to meet the needs of students.

VCLC student performance progress will provide additional information about the effectiveness of the curriculum and supplemental strategies. This information will assist VCLC staff in making program decisions that meet the needs of our students. Student and program assessment will be ongoing and shared with the student, parents/guardian and instructional staff. VCLC will distribute a mid-term progress report and a final grade report to students and parents. Additionally, anytime there is a recommended change in goals or plans of individual students, parents will be contacted, informed and invited to be involved in the process.

VCLC will conduct an annual satisfaction survey of students and parents. The results of the surveys will be shared with parents and Board members and will provide additional information on the

effectiveness of the VCLC program. In addition, VCLC will perform at least two internal audits throughout the school year to evaluate program effectiveness. A report of findings will be issued to the VCLC Governing Board for their review and recommendations.

**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.**

VCLC will be subject to the financial audits, the audit procedures, and the audit requirements adopted by the State Board of Education for charter schools, including any requirements for a school budget and the Fiscal Control Act. VCLC in Vance County will comply with the reporting requirements established by the State Board of Education in the Uniform Education Reporting System. VCLC will report at least annually to the Vance County Public School System and the State Board of Education the information required.

The financial management of VCLC will be the responsibility of Mr. Reginald Hinton. Mr. Hinton is a degreed accountant with several years of experience and is licensed as a CPA in Virginia. One of Mr. Hinton's responsibilities is to make financial recommendations to the Governing Board concerning issues such as selection of external auditors. It was recommended to the Board and approved that the following CPA firm be retain for future audits:

William Stark & Company  
704 Garnett St.  
Henderson, N.C. 27536  
Phone 252-492-0008  
Fax 252-438-5121

VCLC will prepare and maintain monthly financial statements, which shall include a balance sheet and a statement of revenues, expenditures and changes in fund balance. The monthly financial statements shall be prepared in accordance with the function/object dimensions prescribed in the North Carolina State Board of Education statutes and the Fiscal Control Act. The School shall also prepare and maintain all reports required to be filed with the Government of the United States and the State of North Carolina. Such reports shall include, but are not limited to, all payroll tax returns and any required filing relating to the School's non-profit status.

The School shall provide quarterly financial statements to Vance County Public Schools, which shall include a balance sheet and a statement of revenues, expenditures and changes in fund balance, no later than one (1) month after the end of the quarter.

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

Cash on Hand	\$ <u>1,000</u>
Certificates of Deposit	\$ _____
Bonds	\$ _____
Real Estate	\$ _____
Capital Equipment	\$ _____
Motor Vehicles	\$ _____
Other Assets	\$ _____
<b>TOTAL</b>	<b>\$<u>1,000</u></b>

ADDITIONAL NOTES:

No allocation was made for cafeteria/ food expense because VCLC estimates that nearly 100% of student population will likely qualify for free lunch. For this reason VCLC should qualify for addition Federal funds for student meal expenses.

**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:

VCLC will ensure that school specific responses to emergency situations are clear to all staff and students. The specific Crisis Management Plan for VCLC will be reviewed in detail during staff and student orientations at the beginning of each school year and periodically throughout the year.

Responsibilities and actions will be clear to all parties, appropriate to the school and designed to maintain a safe and healthy environment for all students and staff. VCLC will comply with all health and fire codes as well as inspection/drill requirements that pertain to these codes.

- **Safety**

VCLC will be in compliance with all applicable federal, state, and local health and safety laws and regulations. The school will grant access to local health and fire department officials for inspection of premises or operations of the School for purposes of ensuring the health, safety and welfare of students and employees.

Each VCLC employee, volunteer, contractor, board member or any other individual deemed to have access to students will be required to submit a criminal background check and furnish a criminal record summary before employment according to GS 115C-238.29K.

A Crisis Intervention Plan will be developed for Board approval to assure policies for responses to emergencies and natural disasters, including fires, hurricanes, and tornados.

VCLC will comply with all policies set forth for Local Safe School Plans under GS 115C-105.47.

VCLC will strictly function as a tobacco free institution in accordance with GS 115C-407.

- **Immunization of Students**

VCLC will require that all students be immunized prior to the beginning of classes. Parents will be asked to provide records of completed immunizations at the time of enrollment. VCLC will outline all required immunizations and provide local health department resources when needed. VCLC will provide parents and guardians with information on meningococcal and influenza and its vaccines, in accordance with GS 115C-238.29F.

- **Fire and Safety Regulations**

VCLC will comply with regulations set forth under GS 115C-525. VCLC will ensure that the school meets the North Carolina Building Code standards. VCLC will cooperate with the local fire marshal, or designated person conducting the inspection to ensure all fire prevention precautions are met. VCLC will further incorporate routine fire drills with students, as part of its school safety plan.

- **Food Inspections**

VCLC will be in compliance with all applicable federal, state, and local health and safety laws and regulations. The school will grant access to local health and fire department officials for inspection of premises or operations of the School for purposes of ensuring the health, safety and welfare of students and employees.

- **Hazardous Chemicals**

Hazardous chemicals will be clearly labeled and safely stored in a locked cabinet. Typically such chemicals are associated with science programming. Science classrooms will have locked cabinets for storage and eyewash and shower equipment to deal with hazardous chemical spills and accidents. VCLC will employ procedures of use, storage, and disposal in accordance with established state statutes.

- **Bloodborne Pathogens**

VCLC will be in compliance with established regulations by the United States Department of Labor pursuant to the Occupational Safety and Health Act and the NC Occupational Safety and Health Bloodborne Pathogens Standard, and the Vance County Public School System. VCLC will adopt the Vance County Public School System Bloodborne pathogens Exposure Control Plan which is designed to eliminate or minimize employee exposure to potentially infectious bodily fluids and bodily secretions. The plan will include procedures, appropriate training for employees, provision of Hepatitis B vaccinations, and specific work practices precautions to minimize contact with potentially infectious bodily fluids. All VCLC staff members will be provided with training and printed materials and receive certification regarding bloodborne pathogens in accordance with state statutes. Training and printed materials will be provided for all future employees.

- **Diabetes care plans**

VCLC will comply with the State of North Carolina to implement procedures for Care for School Children with Diabetes. The legislation mandates the adoption of guidelines for the development and implementation of diabetes care plans. The following procedures were adopted regarding the management of children with diabetes in the school setting:

- A parental request form to initiate an Individual Diabetes Care Plan.
- Parent/guardian responsibilities for the Individual Diabetes Care Plan.
- The Individual Diabetes Care Plan – which includes the emergency action plan for conditions of low blood sugar (hypoglycemia) and high blood sugar (hyperglycemia), as well as information on the individual's blood sugar monitoring, insulin and oral medications, and food/exercise requirements.
- A Quick Reference Plan for Students with Diabetes.
- School responsibilities for the Individual Diabetes Care Plan.
- Information and training will be made available to teachers and other school personnel in order to appropriately support and assist students with disabilities

Local boards of education and boards of directors of charter schools shall report to the State Board of Education annually, on or before August 15, whether they have students with diabetes enrolled and provide information showing compliance with the guidelines adopted by the State Board of Education under G.S. 115C-12(31).

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

A parent may lawfully abandon an infant under seven (7) days of age by voluntarily delivering the infant to one of the following: health care provider, law enforcement officer, social services worker, certified emergency medical services worker or any responsible adult.

VCLC will make this statement part of the Student Handbook and issue may be discuss in conjunction with Health Education classes.

- **Providing parents and guardians with information about:**

- Meningococcal meningitis and influenza and their vaccines at the beginning of each year
- Cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent diseases

VCLC will meet the same health and safety requirements required of the Vance County Public School System. Per state law, VCLC will make information about the following available to parents and guardians annually:

- Meningococcal meningitis and influenza, and their vaccines. The information will include the causes, symptoms, and how meningococcal meningitis and influenza are spread and the places where parents and guardians may obtain additional information and vaccinations for their children.

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

This Information may be provided by handouts sent home with students, contained in letters sent to parents, and/ or making pamphlets from the Health Department available in a high traffic area of the school.

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

State the proposed coverage for:

Comprehensive General Liability	1,000,000
Officers and Directors/Errors and Omissions	1,000,000
Property Insurance	100,000
Motor Vehicle Liability	
Bonding	
Minimum amount:	250,000
Maximum amount:	
Other	

*See Resource Manual for Minimums required 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.

VCLC's student application will have block to check if child will be in need of transportation. The current plan is to contract out transportation services to a vendor. This may change depending on the level of demand when VCLC begin taking applications.

VCLC Governing Board members will solicit bids for transportation services. Providers will be interviewed to determine if they have the appropriate equipment, liability insurance, and if they are reliable, and trustworthy. A list of approved providers will be compiled before beginning the student enrollment process.

VCLC staff will make out a list of all student requiring transportation complete with addresses and distance from school. VCLC Director/ principal will contact providers and assign children to be picked up to individual providers based on areas where students are to be picked up. Pickup points will be established when possible.

VCLC will also, present parents or guardians with carpooling options and maintain a list of participating parents. VCLC will provide transportation for the students as prescribed by law such as for exceptional children.

**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 mission and instructional 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 VCLC has a facility at this time, we are seeking a location that can accommodate our initial estimate of 70 children with the ability to expand to 210.

Name of the facility (if known): \_\_\_\_\_

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.

**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?**

VCLC's Governing Board plans to contact Vance County Public School System about vacant school property that may fit VCLC's needs. Board Members are also considering other local governmental and private properties that may accommodate 21 small class rooms, conference room, dining area, multi-purpose area, 5 offices, and 2 large restrooms.

VCLC's contingency plan in case facility cannot be found, is to contact local churches with adequate space to locate school until permanent facility can be found.

## **VI. 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. The LEA may then submit information or comment directly to the Office of Charter Schools.

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.

**VII. SIGNATURE PAGE**

The foregoing application is submitted on behalf of \_\_\_\_\_ (*name of non-profit corporation or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and accounts to the best of his/her information and belief. The undersigned further represent that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name: \_\_\_\_\_

Position: \_\_\_\_\_

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

Date: \_\_\_\_\_

Sworn to and subscribed before me this

\_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Notary Public

\_\_\_\_\_  
Official Seal

My commission expires \_\_\_\_\_, 20\_\_\_\_.

## VII. APPENDICES

Vance County NAACP  
314 S. Garnett Street  
Henderson, NC 27536  
(252) 492-6298

Deryl Von Williams  
Vance County Learning Center  
317 S. Garnett Street  
Henderson, NC 27536

Dear Ms. Von Williams:

This letter will serve as my organization's official support of the Vance County Learning Center's charter school application. With limited funds, your school has addressed many of the educational shortfalls facing Vance County students. You have addressed the behavioral problems of these students that does not allow them to attend regular public schools. Imagine what you can do with funding and the support of the education community. We believe as a charter school you will offer our children a positive institution for learning.

Keep up the good work! My organization offers its full support.

Sincerely,



Horace Bullock  
President

HB:trm

Name: Shana Williams

Date: 2/18/12

Write 7 sentences on How can I better myself

- (1) I can start by ~~in~~ encouraging myself.
- 2) Setting dreams for myself.
- 3) I can start setting goal for my life.  
goals
- 4) Thinking positive.
- 5) Making ~~success~~ successful in life.
- 6) Making changing in my life.
- 7) Been around good people that like to move forward.

Being

Test

Subject: Written Word

Week: 1

Name: Dimekyia W.

Date: January 31

Write 5 sentences on Me.

1. My Goals are to finish school  
so I can better myself.
2. Being helped is good, but  
I'd rather do it myself.
3. I love to read, but I have  
problems sometimes.
4. I never told nobody but I like helping  
people.
5. I love my family and friends.

Test

Subject: Written Word

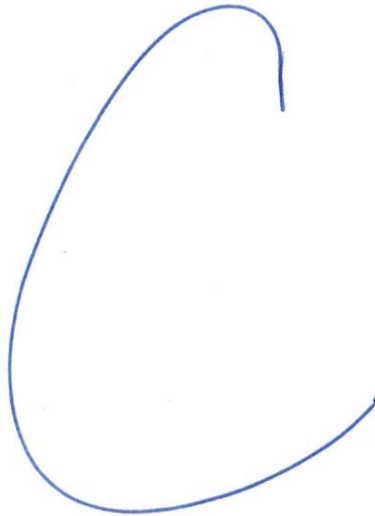
Week: 1

Name: Kirce Williams

Date: 1-26-12

Write 5 sentences on Me.

My name is Kirce Williams, I was born at Duke Hospital.  
I am an athlete; so I love to play sports. Secondly, I play drums  
for my church. Also, I am a country boy at heart. I love to  
ride fourwheelers and ride horses,



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