

Willow Oak Montessori: A Public Charter School

Charter School Application
To Open August 2013

Willow Oak Montessori
P.O. Box 1180
Pittsboro, NC 27312

I. APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: Willow Oak Montessori

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Willow Oak Montessori Charter School, Inc.

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: Luanne Bannan

TITLE/RELATIONSHIP TO NONPROFIT: Board President

MAILING ADDRESS: P.O. Box 1180, Pittsboro, NC 27312

PRIMARY TELEPHONE: (919)630-1986

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E-MAIL ADDRESS: Luanne@pittsboromontessori.org

Location of Proposed Charter School (LEA): Chatham County

Conversion:

No:

Yes: If so, Public or Private:

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

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

Description of Targeted Population:

Willow Oak Montessori will target families that are seeking an alternative public Montessori educational environment for their children in grades 1 through 8. Our school will offer families a strong sense of community, multi-age classrooms, regular foreign language studies, and the opportunity for children to learn at their own pace and in their own style.

We will strive to reflect the diversity of the nearest public schools, as detailed in the Enrollment and Business Plan section of this application.

Proposed Grades Served: 1-8 **Proposed Total Enrollment:** 240

Projected School Opening Year: 2013 Month: August

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year (2013-2014)	1-3	90		X
Second Year (2014-2015)	1-4	120		X
Third Year (2015-2016)	1-5	150		X
Fourth Year (2016-2017)	1-6	180		X
Fifth Year (2017-2018)	1-7	210		X
Sixth Year (2018-2019)	1-8	240		X

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

Signature

Luanne Bannan
Printed Name

Board President

Title

April 4, 2012

Date

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

MISSION

The mission of the proposed charter school is as follows:

Willow Oak Montessori strives to assist children in achieving their unique potential as responsible global citizens by nurturing self-confidence and independent decision making in a stimulating, creative and diverse Montessori community. In pursuing this mission, we seek to engage with our community and to make a Montessori education accessible to all.

EVIDENCE FOR NEED OF THE PROPOSED SCHOOL

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

There is a strong demand for an elementary Montessori program in Chatham County. The movement to open Willow Oak Montessori as a public charter school began several years ago. The Board of Directors of Pittsboro Montessori School, an established, successful, and growing Montessori preschool through kindergarten program in Chatham County, has been exploring potential avenues for expansion into an elementary school for several years. The demand from current and former families for a high-quality authentic Montessori education option in our community beyond the kindergarten year has been consistent and high. After much research and discussion, the Board decided that pursuing a charter was the most effective means available for providing an authentic Montessori education to a broad cross-section of the community, rather than to the few families in our community who could afford a private school education.

The mission statement of Willow Oak Montessori was adapted from the mission statement of Pittsboro Montessori School. That mission statement, which was developed with the input of the Pittsboro Montessori School parent community, has been well-received by the community as we have grown from one to two, and soon to be three, classrooms over the last five years, maintaining a waiting list of students throughout.

In addition to the currently unmet general demand for an elementary Montessori program in Chatham County, there are multiple other factors that indicate a very high level of public interest in alternative educational options for children in general, and our proposed charter school specifically. These include:

- *Sizable wait lists at area charter schools.* Woods Charter School, the closest charter school geographically, received 876 applications for grades K-5 in 2012, with 38 total seats available and only 17 non-sibling seats. Sterling Montessori Charter School, the closest Montessori charter school, received 785 applications for grades K-8, with 64 total seats available.
- *Highly favorable parent survey results.* Pittsboro Montessori School conducts a mid-year parent survey each winter. We received 28 total responses from our 42 families this year, and 26 of those indicated that they would have a child in 1st through 3rd grade for the 2013-

2014 school year. Of those 26, 18 indicated strong interest in enrolling a child in our charter elementary program and another 7 indicated some level of interest.

- *Demand for regular foreign language studies.* Although Chatham County Schools is in the process of rolling out a new dual-language immersion class at North Chatham Elementary School, foreign language instruction is still largely absent from nearby public elementary schools in Chatham County. Many families are seeking an opportunity for foreign language instruction in the early grades.
- *Strong community interest in our charter school plans.* We developed marketing materials to communicate our plans to apply for a charter from the State of North Carolina and distributed those materials at the Pittsboro Street Fair, the Chapel Hill/Carrboro Mother's Club Preschool Fair, and at our preschool/kindergarten open houses. We estimate that we have had over 50 conversations about our plans with interested community members at these events and via follow-up e-mail and telephone conversations.
- *The diversification of our Board to non-parents.* Our Board was previously comprised almost exclusively of parents of children currently enrolled in our preschool-kindergarten program. Our charter application plans generated significant interest among non-parent Board members in the community. A majority of our current Board members do NOT have children at our school.
- *Opportunity to delay the building of a new elementary school in Northeast Chatham County.* The population in the Northeast portion of Chatham County continues to grow, especially among young families. On March 20, 2012, our Board President and Head of School met with Mr. Logan, Superintendent of Chatham County Schools. According to Mr. Logan, our school could help delay the need for a new elementary school in the Northeast portion of the County, allowing the County to focus its resources instead on building a proposed fourth high school in that area of the County.
- *Explicit support for new quality charter schools among the Chatham County Board of Commissioners.* At its February 20, 2012 meeting, the Chatham County Board of Commissioners passed the following resolution:

Proclaiming Support for Charter Schools in Chatham County

WHEREAS, public charter schools provide educational options for all students regardless of their parents' income; and

WHEREAS, Chatham County's two existing public charter schools have provided Chatham children excellent educational results; and

WHEREAS, all Chatham public schools benefit from competition created by treating parents and students as citizens that have choices rather than subjects that are assigned schools; and

WHEREAS, public charter schools receive no taxpayer funds for buildings, a savings to local taxpayers of at least \$1000 per student per year when compared to government run district public schools.

NOW, THEREFORE BE IT RESOLVED, that the Chatham County Board of Commissioners, hereby thanks the charter school board members, administrators, teachers, parents and students of Chatham Charter School and Woods Charter School and encourages other citizens to open new charter schools, so that more Chatham children can have quality education options.

FURTHERMORE, the Chatham Board of Commissioners informs the North Carolina Board of Education that Chatham County will welcome the approval of more quality charter schools in our growing county.

GOALS FOR THE PROPOSED CHARTER SCHOOL

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

Consistent with the guiding mission of the North Carolina State Board of Education, Willow Oak Montessori is committed to strengthening the critical thinking and problem-solving skills of all students and to encouraging an atmosphere of inquisitiveness and interaction, collaboration, entrepreneurship, communication and global awareness – all essential skills for the globally competitive, 21st century student.

To achieve the above aim, Willow Oak Montessori has developed five student achievement goals – each with specific and measurable performance objectives. It is worth noting that when achieved in concert, these goals make possible maximum student gain across all academic, social, and developmental domains, both within a year and cumulatively across multiple years. The interrelated goals and their measurable objectives are described below.

GOAL 1. Each student at Willow Oak Montessori will demonstrate appropriate growth across the range of academic subject areas taught in the classroom, including math, science, language arts, history, government, foreign language, cultural studies and instructional technology.

Measurable Objectives:

- *Teacher Evaluation:*
 - All students will meet with their teachers and parent(s)/guardian(s) at the beginning of each school year to develop and document their academic goals for that year. Teachers, students and parents will actively participate in the setting of goals.
 - Teachers will meet with students on a semi-monthly basis to review goals and progress, and to develop and assess work plans. The variety of work, quality of work, skills practiced, skills mastered, lessons received, and lessons needed will be discussed and recorded.
- *Self and Peer Evaluation:*
 - Throughout the course of the school year, 100 percent of students will keep work diaries and portfolios to document their own work, as well as their progress.
 - As part of collaborative project work, students in grades 4 through 8 will also routinely receive feedback from their peers through structured peer evaluations (i.e., students are given a rubric and provide feedback on the work of their peers).
- *MAP Evaluation:*
 - All students in grades 1 through 8 will meet or exceed their individual targeted growth in RIT (Rasch Unit) scores on the NWEA (Northwest Evaluation Association) MAP (Measures of Academic Progress) or MPG (MAP for Primary Grades) assessments administered at least twice during the school year.

GOAL 2. Willow Oak Montessori students will develop a strong sense of personal, social, and global responsibility. Students will be responsible and accountable to themselves and to others in their local and global communities.

Measurable Objectives:

- Students in grades 1 through 8 will participate in daily class-wide discussions about student roles in the classroom community.
 - Conflict resolution and avoidance skills will be learned and practiced throughout the school year using the Montessori lessons for peacefully and respectfully discussing conflict.
 - All students will demonstrate growth in student debate and discussion skills as demonstrated during class-wide discussions.
- Students within each classroom, in collaboration with their teachers, will develop a codified set of classroom ground rules for communication which students and teachers will use.
- Students will demonstrate stewardship toward the environment and the people around them, as evidenced by:
 - routine engagement in environmental practices (e.g., recycling, composting, etc.),
 - completion of weekly classroom community service, and
 - daily use of courteous words and behavior.

GOAL 3. Each student at Willow Oak Montessori will demonstrate strong leadership, adaptability, and management through collaboration with peers.

Measurable Objectives:

- Each classroom will be comprised of students in a three-grade cycle; each student will remain in the same classroom with the same teacher for three grades. This offers each older student the opportunity to guide younger students, thereby enhancing older students' leadership and communication skills, as well as their independence and confidence.
- Within each school year, each student will have multiple opportunities to lead the daily class discussion, providing students with important leadership skills.
- By the end of each year, each student will demonstrate improvement in his/her verbal and non-verbal interpersonal communication skills, as tracked by a discussion interaction log. These communication skills include audience behaviors.
- Over the course of each year, each student will develop and display the ability to use language necessary for grade-level problem solving (e.g., can a student verbalize the process of work to another student or teacher?).
- Each student will attend and participate in an annual student leadership summit beginning in the third year of the school's operation (because you need students experienced in the Montessori classroom to be the leaders at the leadership summit).
- Appropriate to each grade, each student will work together with his/her peers, in small groups, on topics or projects of the group's choosing. As part of this process, each student will provide (and receive) feedback to his/her peers through a peer evaluation process, allowing students to engage in meaningful dialogue about their work. Beginning in grade 4, students will formalize this feedback in written rubrics.

GOAL 4. Each student at Willow Oak Montessori will engage in inventive thinking and will develop cultural, global, and information technology literacy.

Measurable Objectives:

- The Montessori curriculum and teachers promote the process of student discovery, guiding students to make their own discoveries beyond the initial lesson objectives. These are called “points of interest,” and students discover them during the course of their work with the Montessori materials. Students share this information with each other and with the teacher, rather than the teacher reciting or demonstrating each point of interest as part of a lesson plan extension.
 - The timely progression of each student through the materials in the classroom over the course of each school year and the three-grade cycle will be assessed by the teacher and the student.
- Lessons are structured to isolate a single variable of difficulty, so that students can explore, practice and completely master a concept to support them as they move on to a new concept.
 - Teachers will assess each student’s mastery of a concept before they progress to a new concept.
- All students will take coursework in a foreign language (initially Spanish), cultural studies, and instructional technology.
- Appropriate to each grade level and each student’s developmental readiness, students will collaboratively design and research projects and experiments using carefully selected digital tools.

GOAL 5. Willow Oak Montessori will meet or exceed expected levels of performance and growth on the North Carolina End-of-Grade assessments (EOGs).

Measurable Objective:

- Within three years, Willow Oak Montessori seeks to have a minimum of 80% of its students pass the North Carolina End-of-Grade assessments (EOGs) given to all third through eighth graders (in reading, language usage, math, and science).
- Willow Oak Montessori seeks to ensure that all students meet or exceed their EOG growth targets.

PURPOSES OF PROPOSED CHARTER SCHOOL

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

GS 115C-238.29A authorized “a system of charter schools to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently of existing schools, as a method to accomplish all of the following:

- 1) Improve student learning;
- 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;
- 3) Encourage the use of different and innovative teaching methods;

- 4) Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site;
- 5) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and
- 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.”

Willow Oak Montessori accomplishes each of these purposes, as explained below.

1) Improve student learning.

The efficacy of Montessori education is proven and reported on in longitudinal research findings from the past 80 years. This research also confirms that many practices pioneered by Dr. Maria Montessori have now been identified as educational best practices for all students, faculty members, and institutions. These practices are used for all types of students of all ages and ability levels in the Montessori environment, including typically-performing students, students who need additional learning support, and academically gifted students. Because these practices are intrinsic to the philosophy and built into the Montessori material, they are present daily in the Montessori environment and school. The following is a partial list of these Montessori practices:

PEDAGOGY/PHILOSOPHY

- Curriculum is linked by scaffolding lessons within content areas, a classroom, and between grades.
- Content is cross-curricular (students practice composition when researching geographic land forms, for example).
- The Montessori method uses didactic, hands-on materials to appeal to all types of learners, including visual, auditory, verbal, musical, kinesthetic, and tactile students.
- Direct and indirect assessment includes benchmarking and materials with built-in control of error. Routine informal assessment also occurs during lessons and projects. Students participate in statutory and school-selected formal assessments, which are further elaborated on in the Education Plan section of this document.

TEACHERS

- Teachers create individual work plans for every student using the work plan tool. The plan is reviewed semi-monthly by teacher and student. This equally serves students who need additional time to internalize a concept, those who are functioning typically, and those who are quickly ready to move on to the next concept.
- Teachers track individual student progress and review lessons that prove to be more challenging for an individual student. If needed, teachers can give a lesson again, emphasizing different concepts and / or using new material to better match a student’s learning propensities.

- Each classroom is served by two adults so that students are enriched by professionals who bring to bear authentic Montessori training, traditional teacher education experience, and federal highly-qualified status.

STUDENTS

- Montessori students are encouraged to develop strong process-planning, design, completion and evaluation skills (aka critical thinking skills) through regular, on-going collaborative projects that pair them with their developmental peers, regardless of age, within the three-year classroom grade span. They can then apply these skills to new situations.
- Students who need additional reinforcement or enrichment are encouraged to work with the appropriate materials which can be loaned from other classroom environments. If a student is advanced to the point of needing work accelerated to the next classroom level (a third grader doing fourth grade math, for example), the student can go to the next level room for the lesson and then return to complete the work with his (homeroom) teacher and peers, all who know the student the best and with whom the student is most comfortable.
- Students participate in semi-monthly goal setting in partnership with the teacher, in which both partners evaluate progress and suggest future goals.
- Students develop and undertake open-ended projects that lead them to answer questions they pose and design, thus increasing meta-cognition and student interest in the work they pursue.

INSTITUTIONS

- Montessori schools excel at building community through multi-grade projects, community service activities within the larger community, and connecting with students and schools around the world through international projects such as the Montessori United Nations.
- The school-wide mantra of “respect” – for self, others, the environment in which one finds oneself, our world and our universe – builds student awareness of his/her impact and role as a global, 21st century citizen.
- A school-wide emphasis on practical life skills creates opportunity for students to apply learning to “real life” problems and to devise “real world” solutions.
- Students assume an enhanced leadership role at the project, classroom and school-wide level, again creating a sense of “ownership” and investment in furthering their educational progress.

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.

As partially elaborated upon in part 1 of this item, Willow Oak Montessori students of all ability levels will benefit from the following enhanced opportunities:

- Federally designated highly qualified teachers who have completed formal training at traditional teacher education programs and Montessori teacher education programs

- Parent/teacher/student conferencing
- Student Leadership Summit (further described in this application in Item 1, Proposed Innovative Offerings)
- Project-based, collaborative learning
- Peer mentorship

In addition, Willow Oak Montessori will offer:

- A variety of extracurricular activities
- Participation in local, state, and national competitions and events such as the international Montessori United Nations, Future Cities, Science Olympiad, and the Odyssey of the Mind
- Partnerships in after-hours efforts such as community gardening, language lessons for adult second language learners, and serving as a gathering space for community events and meetings
- Family education through the Willow Oak Montessori Family Series events, designed to encourage family and community involvement in activities such as our fall farm festival.

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

- In addition to the Montessori teaching methods delineated above, Willow Oak Montessori will include semi-weekly foreign language enrichment and multicultural instruction for students.
- Staff members will focus on integrating Montessori philosophy and pedagogy with state and national curriculum standards to ensure a balanced, rigorous and relevant 21st century education sensitive to the academic, social and emotional development of each student.
- School-wide student leadership will be fostered through the ongoing Student Leadership Summit and the school's Student Council. Upper elementary and middle grades students (Grades 4-8) will also expand their leadership skills through participation in the international Montessori United Nations curriculum.
- Faculty members will both practice and teach Appreciative Inquiry skills to help themselves and students evaluate what works well, why it is working well, and how to apply successful strategies to manage improvement at the individual, classroom, and school levels.

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

- Through pre-employment and continuing professional development programs, classroom teachers, faculty members, and support staff will all receive a Montessori education commensurate with his/her role to better understand, model, and implement the pedagogy and philosophy at the heart of the school's mission.
- Faculty members all serve as educational leaders in a staff-responsible school, participating in curriculum selection, instructional planning, hiring committees, peer evaluation, governance activities, and school improvement planning.

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

- Parents of each child enrolled in the school will be asked to sign a volunteer agreement with the school indicating in which capacities they are willing to serve. A database of opportunities will be maintained so that faculty members may reference it and access expertise within the parent community as appropriate.
- The school will offer additional parent and family education opportunities on a variety of topics, including
 - Montessori education continued in the home,
 - programs of interest designed to address needs identified by parents,
 - Family “Supper Club” Nights that include a family meal, followed by separate parent education and student involvement activities,
 - Willow Oak Montessori Family Series events (see item 2 above for more information), and
 - providing a literacy high-support home.
- Students will have an opportunity to participate in:
 - semi-weekly foreign language studies,
 - community service,
 - the Student Leadership Summit,
 - student-designed collaborative projects,
 - participation in local, state, and national competitions and events such as the international Montessori United Nations, Future Cities, Science Olympiad, and the Odyssey of the Mind, and
 - a small school with two trained adults in each classroom.

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.

- Each student enrolled in the school will be evaluated using the statutorily-required End of Grade (EOG) and End of Course (EOC) tests, the North Carolina writing curriculum instruments, and other testing measures which may periodically be required by the state or federal governments. In addition, all students will participate in nationally-normed Measure of Academic Progress (MAP) testing in multiple probes throughout the school year to help teachers scientifically establish benchmarks and progress metrics to help guide and adjust student instruction.
- Students identified with additional language support needs will be assisted appropriately using the WIDA ACCESS placement test to benchmark and track the progress of English Language Learners (ELLs). Students identified as exceptional children needing modified testing will receive those modifications per their federal Individualized Education Programs (IEPs), which may include offering the NC EXTEND as part of the standard EOG assessment process.
- Annually, parent, student and employee satisfaction surveys will be administered, and results will be reported to all community members. Faculty members will also participate in

the NC Teacher Working Conditions Survey to help guide the growth and nurturing found in a healthy school climate. Test results will be compared to those of other schools and will serve to inform school planning and governance matters. Additional information about accountability surveys is found in the Governance section of this application.

EDUCATIONAL FOCUS

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

Willow Oak Montessori is a grades 1 through 8 tuition-free public charter school dedicated to making an authentic Montessori education available to more families in Chatham County, regardless of socio-economic status. Willow Oak Montessori strives to assist children in achieving their unique potential as responsible global citizens by providing a stimulating, creative and diverse Montessori community. In multi-grade classrooms led by Montessori trained and traditionally certified teachers, our students will:

- Develop a strong sense of personal, social, and global responsibility. Each student will have a strong sense of self and will be capable, responsible, and accountable to him- or herself and to others in their local and global communities.
- Demonstrate strong leadership, adaptability, and management through collaboration with peers.
- Engage in inventive thinking and develop cultural, global, and information technology literacy.
- Grow across the range of academic subject areas taught in the classroom, including math, science, language arts, fine art, music, movement, history, government, foreign language, cultural studies and instructional technology.
- Meet or exceed expected levels of performance and growth on the North Carolina End-of-Grade assessments (EOGs).

Through an extensive community outreach program, Willow Oak Montessori seeks to engage with the larger community and serve as an educational resource for students, families and community members alike.

IV. GOVERNANCE

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

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

Name of Private Nonprofit: Willow Oak Montessori Charter School, Inc.

Mailing Address: P.O. Box 1180

City/State/Zip: Pittsboro, NC 27312

Street Address: 886 Hamlet Chapel Rd, Pittsboro, NC 27312

Phone: (919) 542-0091

Fax: (919) 869-1790

Name of registered agent and address: Peter Rubinas, 886 Hamlet Chapel Rd, Pittsboro, NC 27312

FEDERAL TAX ID: 45-4823663

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

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

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

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

PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CMO)

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

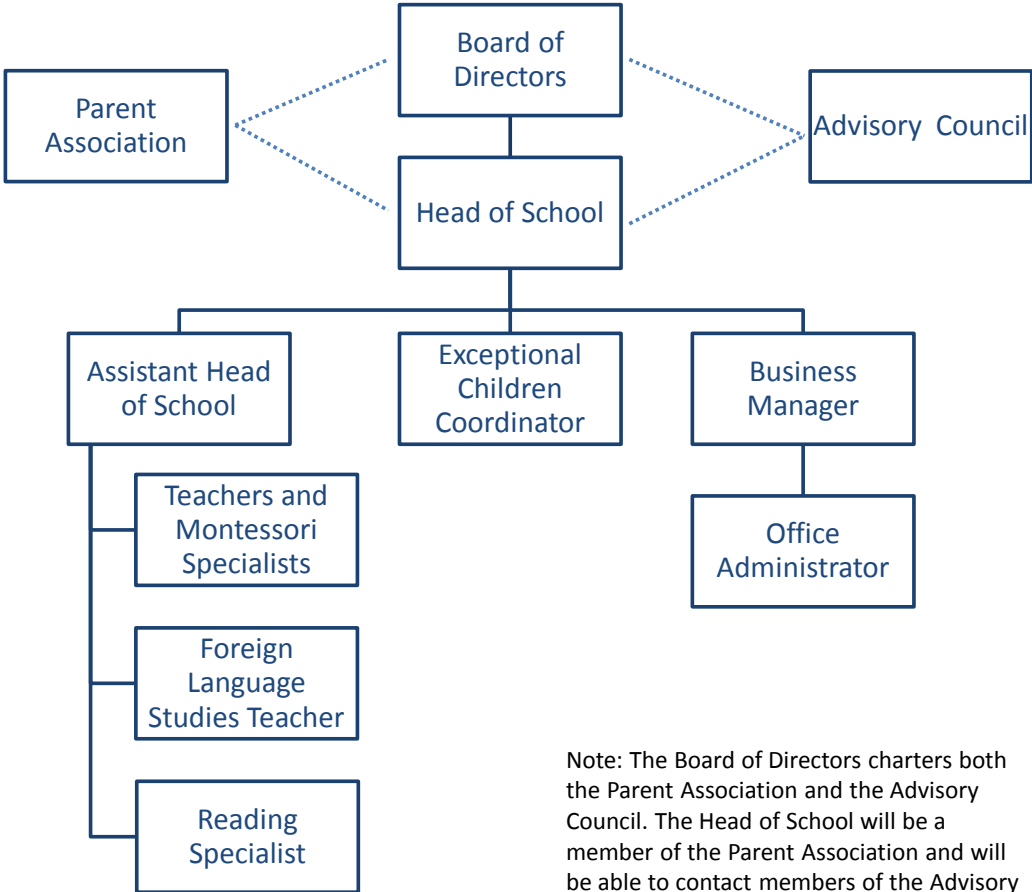
Not applicable. We do not plan to use an EMO or CMO.

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

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

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

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



Note: The Board of Directors charters both the Parent Association and the Advisory Council. The Head of School will be a member of the Parent Association and will be able to contact members of the Advisory Council for advice and guidance.

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

Our founding Board of Directors is comprised of:

Luanne Bannan, *President*
Melissa Frey, *Vice President*
Matt Young, *Treasurer*
Kate Ackerman, *Secretary*
Melissa Beck
Julie Irving
Susan Johnstone
Angela Riccio
Evy Taylor
Elizabeth Wildsmith

Resumes for each of these Directors can be found on the following pages.

In addition to our Board of Directors, we have formed an Advisory Council. The Advisory Council, which will have no responsibility for the governance of the school, will be comprised of community members with specific skills sets who are willing to be consulted by the Board President or the Head of School as a need arises. While we have just begun to ask individuals to become members of our Advisory Council, the following individuals have already agreed to serve our school in this capacity:

- *Ascary Arias*, President of Vidas de Esperanza, Latino community advocate
- *Elizabeth Arias*, Attorney
- *Barbara Crockett*, Former Head of School at Montessori Community School in Chapel Hill
- *Emily Geizer*, Certified Montessori Teacher
- *Denise Nowak*, Guidance Counselor and Science Teacher at Woods Charter School, Former Board President of Pittsboro Montessori School

Luanne Bannan (Board President)

307 Forest Lane
Pittsboro, NC 27312

(919) 630-1986
Luanne@pittsboromontessori.org

WORK EXPERIENCE

School Social Worker/Family Specialist

Chapel Hill, NC

Chapel Hill-Carrboro City Schools,

Grey Culbreth Middle School, October 1994-March 2006

Lead Social Worker, August 2002-June 2005

- *Served as liaison between home, school and community to help remove barriers to children's learning and academic success.*
- *Collaborated with school personnel to assist in identifying and aiding students experiencing difficulties academically, social-emotionally and behaviorally.*
- *Worked closely with a wide range of community agencies to assist families in obtaining needed services.*
- *Performed short term individual, family and group counseling and provided case management services for high need families*
- *Chaired and participated in many multi-disciplinary teams at the school, district and county level.*
- *Coordinated district-wide monthly meetings for 18 social workers (Pre-K/Head Start, Elementary, Middle & High School settings) and arranged professional development, as the Lead Social Worker*

EDUCATION

University of Illinois, Jane Addams College of Social Work

Chicago, IL

Master of Social Work, August 1988

Concentration: Children and Family Services

George Williams College

Downers Grove, IL

Bachelor of Social Work, *cum laude*, June 1985

Concentration: Child Welfare

VOLUNTEER LEADERSHIP EXPERIENCE

Pittsboro Montessori School Corporation

Pittsboro, NC

Board President, January 2009-Present, Board Member, July 2006-Present

LICENSURE

Licensed Clinical Social Worker, State of North Carolina, January 1995-Present

Melissa K. M. Frey (Board Vice President)

104 Hawk Nest Trail
Pittsboro, NC 27312

(919) 710-6696
melkmf2@gmail.com

WORK EXPERIENCE

Administrative Manager

Pittsboro, NC

Community Independent School, January 2010-June 2011

- *Managed accounts receivable and payable, payroll and employee benefits.*
- *Facilitated maintenance of the physical plant and responded to classroom needs.*
- *Oversaw internal communications among staff and families and provided organizational support at all levels.*

Executive Director

Pittsboro, NC

PLENTY Currency Cooperative, February 2009-July 2009

- *Formalized board-level efforts while spearheading marketing and outreach tasks through a variety of avenues for this grassroots effort.*
- *Effectively responded to massive and international media attention.*
- *Set the networking groundwork with public officials and county-wide businesses and economic organizations.*

EDUCATION

Messiah College

Grantham, PA

Bachelor of Arts, *cum laude*, May 1991
Family Studies

VOLUNTEER LEADERSHIP EXPERIENCE

Pittsboro Montessori School

Pittsboro, NC

Board Vice-President, November 2011-Present

Chatham Marketplace

Pittsboro, NC

Board President, 2003-2004; Board Secretary 2004-2005

Community Independent School

Pittsboro, NC

Board Member, 2002-2006; Board Secretary, 2003-2005;
Chair of Outreach Committee, 2001-2002

Matthew G. Young (Board Treasurer)

390 Ironwood Road
Pittsboro, NC 27312

(919) 542-7411
myoung@pittsboromontessori.org

WORK EXPERIENCE

General Contractor/ Builder

Pittsboro, NC

North Carolina Zen Center, April 2002-Present

- *Designed and constructed 3,000 sq. ft. dormitory and shower house buildings.*
- *Coordinated design and permitting of 4,000 sq. ft. dining hall/multi-purpose building.*

Waste Management Director

Pittsboro, NC

Chatham County, October 1994-July 1998

- *Directed comprehensive county-wide solid waste collection, disposal, recycling, illegal dumping, special & hazardous waste collection and disposal programs.*
- *Administered \$2.3 million annual budget, \$3.8 million capital improvements over five years, and obtained \$750,000 in third party grants.*

Recycling Coordinator

Pittsboro, NC

Chatham County, June 1993-October 1994

- *Developed county-wide solid waste/recyclables collection program through siting, construction and development of 12 staffed collection centers.*
- *Implemented permanent regional household hazardous waste collection and disposal program, yard waste chipping/mulch sale program, and white goods recycling facility.*
- *Recruited, trained, supervised and evaluated work of 24 employees.*

EDUCATION

Mount Baldy Zen Center

Mount Baldy, CA

Completed numerous Seichu training periods or three month intensive retreats that incorporate all the traditional elements of formal Zen training, May 2000-2002

Syracuse University

Syracuse, NY

Bachelor of Science, Public Relations, minor Sociology May 1989

VOLUNTEER EXPERIENCE

Pittsboro Montessori School

Pittsboro, NC

Board Member and Treasurer, June 2009-Present

North Carolina Zen Center

Pittsboro, NC

Instructions, Property Management, Retreat Cook, April 2002-Present

Kate Dennington Ackerman (Board Secretary)

(310) 770-1198

kate@greenteacreative.com

WORK EXPERIENCE

Owner and President

Huntington Beach, CA and Chapel Hill, NC

Green Tea Creative, 2001-Present

- *Managed a broad range of client marketing efforts, including brand management; business/marketing plans and budgets; website development and maintenance; business development; product launch strategies; copy, design and printing of collateral, advertising and direct mail campaigns; event management; online and offline campaigns; public relations; corporate communications; joint marketing strategies with alliances and partners; process improvement for customer acquisition and retention (CRM); campaign analysis; and optimization across multiple channels.*
- *Clients have included GreenHomes America, Kensa Learning Center, SCAN Health Care, Score Sports, Southern California Coastal Water Research Project, and Team PrimeTime.*

Director of Marketing

Pacific Palisades, CA

Front Range Solutions, Inc. (aka GoldMine Software Corporation), 1998-2001

- *Managed \$7 million marketing budgets spanning print and radio advertising, sales collateral, direct mail, annual conferences, trade/road shows, internet/web marketing and strategic alliance programs.*
- *Launched five new Customer Relationship Management products to market, two simultaneously.*
- *Increased lead-generation 124%, resulting in revenue growth of 100%.*
- *Directed strategic alliance marketing programs with key partners, including Microsoft, Palm and Compaq.*
- *Produced new website and internet strategy for merged corporate identity and product brands.*
- *Created and managed global launch strategy and roll-out of new corporate identity in less than 4 months.*
- *Managed worldwide marketing teams and all internal and external communications.*

Marketing Manager

Burbank, CA

The Walt Disney Company, Inc., MouseWorks/FunWorks, 1996-1997

- *Created, executed and managed synergy opportunities with internal and external partners including Disney Online, Disney Licensed Products, Disney Home Video, American Express, Burger King, Gerber, and Nestle.*
- *Explored promotional opportunities for internal and licensed publishing properties on-line.*
- *Managed trade show presence and defined theme and vision for shows.*
- *Directed copy and layout of collateral including product catalogue, retail, signage and special packaging.*
- *Managed various pages of www.disney.com associated with publishing and licensed properties.*
- *Prepared and executed strategy for reintroduction of recalled product into market.*

EDUCATION

University of Southern California

Los Angeles, CA

Master of Business Administration, *Dean's Academic Fellowship*, 1995

Marketing and Entertainment Management

Scripps College

Claremont, CA

Bachelor of Arts, 1990

Legal Studies

Melissa Beck, Ph.D.

120 Grove Park Circle
Pittsboro, NC 27312

(919)297-2763
Melissa_Beck @med.unc.edu

PROFESSIONAL EXPERIENCE

Social/Clinical Research Specialist

Chapel Hill, NC

University of North Carolina at Chapel Hill School of Medicine, 2011-Present
Department of Allied Health Sciences

- *Conducted developmental assessments of children for autism and related developmental disabilities.*
- *Collaborated with local educational/community agencies to facilitate early intervention services.*

Licensed Psychologist

Charlotte, NC

Melissa Beck, PhD, PLLC, 2009-2010

- *Provided behavioral and psychological assessment, cognitive-behavioral intervention, child/family therapy, and school consultations for children/adolescents.*

Assistant Professor/Medical Staff Psychologist/Case Manager

Baltimore, MD

Kennedy Krieger Institute Children's Rehabilitation Hospital, Pediatric Psychology Clinic and Consultation Service, Johns Hopkins University School of Medicine, Division of Child and Adolescent Psychiatry, 2002-2006

- *Provided behavioral assessment, consultation and individual/family therapy to children admitted for inpatient rehabilitation or acute medical management associated with traumatic brain injury, spinal cord injury, developmental disability, physical disability or other chronic medical condition.*
- *Consulted with educators, developed school based interventions, participated in IEP meetings and provided specialized training for local area school districts.*

EDUCATION AND TRAINING

Kennedy Krieger Institute/Johns Hopkins University School of Medicine

Baltimore, MD

Post-Doctoral Fellowship, Pediatric Psychology (APA Accredited), 2001-2002

Johns Hopkins University School of Medicine

Baltimore, MD

Post-Doctoral NIMH Research Fellowship, Division of Child & Adolescent Psychiatry, 2000-2001

University of North Carolina at Chapel Hill

Chapel Hill, NC

Ph.D., School Psychology (APA Accredited), 2000

Kennedy Krieger Institute/Johns Hopkins University School of Medicine

Baltimore, MD

Pre-Doctoral Internship, Pediatric Psychology/Child & Family Therapy (APA Accredited), 1999-2000

East Carolina University

Greenville, NC

M.A./C.A.S., School Psychology, 1995

University of North Carolina at Chapel Hill

Chapel Hill, NC

B.A., Psychology, 1992

LICENSURE

Licensed Psychologist, HSP-P, State of North Carolina, # 3528

Julie F. Irving

53 Hidden Oaks Dr
Chapel Hill, NC 27517

(919) 395-3825
juirving@yahoo.com

WORK EXPERIENCE

Worldwide Channel Marketing Manager

Raleigh, NC

IBM Corporation, December 2000-Present

Sales & Distribution, Global Business Partners Organization

- *Responsible for development and implementation of channel programs that improve and reward skill development, solutions expertise and loyalty.*
- *Work with teams in every geography to execute and measure program success.*

Manager, Channel Marketing

Houston, Texas

Compaq Computer Corporation

North America Sales and Marketing Organization

- *Responsible for driving market awareness and demand generation through channels of distribution, managed staff dedicated to top revenue partners.*
- *Managed the quarterly expenditure of funds to drive demand.*

Director of Business Development

Irvine, CA

AST Computer, Inc.

- *Developed and implemented strategic plan targeting retail channel reaching \$100M in revenue per quarter, managed product development strategy and sales and marketing staff.*

Prior to the last twenty-plus years in high-tech marketing, I was a special education teacher for eight years in inner-city Chicago; Deerfield, IL; and Marietta, GA. I hold a NC Standard Professional Teaching License and a temporary School Principal License.

EDUCATION

Northwestern University

Evanston, IL

Master of Science, Public Administration

Concentrations: Policy Analysis, Statistical Research, Law

State University College of New York at Buffalo

Buffalo, NY

Bachelor of Science in Education

Learning Disabilities and Behavior Disorders

University of California at Irvine

Irvine, CA

Certificate in Marketing Communications

Coursework in Advertising, Marketing research and Public Relations

Duke University

Durham, NC

Certificate in Nonprofit Management, 2012

Susan Johnstone

2805 Crofton Springs Dr.
Raleigh, NC 27615

(919) 518-2186
sejohnstone63@gmail.com

WORK EXPERIENCE

Co-Founder/Director of Education

Raleigh, NC

Raleigh Progressive School, January 2008-June 2011

- *Co-designed, taught, and administered a small middle and high school that used a progressive educational approach for adolescents ages 11-18.*
- *Designed professional development, coached, evaluated and mentored teachers.*
- *Consulted on curriculum choices, evaluated all lesson plans, and redesigned some curriculum to meet the needs of individual students.*

Director of New Teacher Supervision, Teacher Support, Administrative Services, and Teacher License Coordinator

Raleigh, NC

Casa Esperanza Montessori Charter School, December 2004-December 2007

- *Supervised and coached new Montessori teachers three to five times per week.*
- *Wrote coaching reports and followed up on recommendations.*
- *Gave Montessori and elementary lessons weekly and when necessary.*
- *Made sure all teachers were currently highly qualified and/or licensed.*
- *Designed and implemented professional training.*

Montessori Elementary Teacher/Mentor

Raleigh and Cary, NC

Montessori School of Raleigh, Heartwood Montessori School, and Casa Esperanza Montessori Charter School, August 1987-June 2004

- *Met the individual work needs, monitored progress, and evaluated students ages 6-12.*
- *Supported and mentored new teachers in lower and upper elementary classrooms.*
- *Designed, facilitated, and co-taught an upper elementary (9-12) Montessori classroom.*

Trainer/Presenter/Observer

Apex, NC

The Center for Montessori Teacher Education, Summers 2003-2005

- *Designed, prepared, and conducted training using the Vella method; a training for teaching practical life, philosophy, early childhood education, and spelling.*
- *Visited, observed and held conferences with Montessori teaching interns.*

EDUCATION

Goddard College

Plainfield, VT

MA in Education, January 2011

Seacoast Center

Scituate, MA

American Montessori Society Lower Elementary (6-9) Teaching Credential, 1995

NC State University

Raleigh, NC

BA in English and Education, 1986

Angela Riccio

711 Oak Crest Drive
Chapel Hill, NC 27516

(919) 929-7204
atriccio@pittsboromontessori.org

WORK EXPERIENCE

Homemaker/Wife/Mother

Chapel Hill, NC

January 2005-Present

- *Cook, baker, at times caterer for large crowds, housekeeper, dog walker and trainer, chauffeur, referee, nurse, therapist, hostess, accountant, schedule organizer, peace keeper, good cop, bad cop, motivational speaker, teacher, and advocate.*

Network Administrator and Graphic Designer

Chicago, IL

Chicago District Council of Carpenters, April 1998 – March 2005

- *Designed, repaired, maintained, and implemented all technology-related needs, including network infrastructure, personal computers, printers, peripherals, and fax machines.*
- *Trained staff on the use of new equipment and programs.*
- *Created all graphic design projects for campaigns, including handbills, signs, shirts, buttons, flyers, and brochures.*

EDUCATION

Northern Illinois University

DeKalb, IL

Concentration: Political Science and Foreign Language (German)

August 1989-June 1990

Robert Morris College

Chicago, IL

Paralegal Certification, April 1998

VOLUNTEER EXPERIENCE

Accelerate Progress

Naperville, IL

Support Staff, 2006-2009

- *Accelerate Progress is a non-profit “action-tank” focused on bringing new promising and potentially life-saving therapies to cancer patients and others fighting life-threatening diseases more quickly and efficiently.*

Greater DuPage MYM (now Teen Parent Connection)

Wheaton, IL

Parent Facilitator, 2003-2004

- *Served as a former single parent role model to provide long-term assistance to adolescent parents for their development of self-esteem, parenting skills, and empowerment towards self-sufficiency.*

Evy DeBenedettis Taylor

1128 Chatham Church Road
Moncure, NC 27559

(919) 444-9682
etaylor@pittsboromontessori.org

WORK EXPERIENCE

After-School Director Chapel Hill, NC
Merritt's Chapel Methodist Church, 2007-2008

- *Planned daily after-school activities for children ages 6-12.*
- *Facilitated communication between parents and church board.*
- *Maintained personal records and status of enrolled children.*

Substitute Teacher Pittsboro, NC
Chatham County Schools, 2002-2005

- *Substitute taught for grades 1-12, including several extended lead teacher assignments.*

Designer Durham, NC
The Home Depot Incorporated, 1996-2001

- *Designed computer generated cabinetry layouts for residential & commercial projects.*
- *Provided in-store and on site consultations for interior design purposes.*

Manager Chapel Hill, NC
Splash Creations, 1994-1996

- *Purchased inventory, designed displays, maintained employee/customer relations and reconciled daily revenues.*

English Teacher Chiba, Japan
Tokyo Lighting, Global and Excel Companies, 1992-1993

- *Developed strategies to teach conversational and business English to native Japanese students ages five to fifty.*

EDUCATION

Central Carolina Community College Sanford NC
Completed Real Estate Fundamentals Program, November 2006
Issued NC Real Estate Broker License PB # 253507

University of North Carolina Chapel Hill, NC
Undergraduate Coursework, 1996-1999
Major: International Relations; Minor: Japanese

VOLUNTEER EXPERIENCE

Pittsboro Montessori School Pittsboro, NC
Board Member, July 2006-Present
Board Vice President, July 2006-December 2008

Elizabeth M. Wildsmith, Ph.D.

110 Princeton Rd.
Chapel Hill, NC 27516

(919) 537-8514
lizywildsmith@gmail.com

WORK EXPERIENCE

Research Scientist

Washington D.C.

Child Trends, March 2009-Present

- *As part of a team of scientists, analysts, and assistants, I conduct high-quality research that aims to inform the well-being of families and children.*
 - *Lead large- and small-scale research projects.*
 - *Research, write, and edit manuscripts and briefs.*
 - *Lead/collaborate in preparing grant proposals (e.g., NIH, CDC, foundations).*
 - *Share research findings at professional conferences, with funders, and with the popular media.*

Robert Wood Johnson Health & Society Scholar

Philadelphia, PA

University of Pennsylvania, August 2005-August 2008

- *Engaged in multi-disciplinary research that sought to place the family within the field of population health.*
- *Took the lead on developing grant proposals and writing manuscripts*
- *Attended trainings and seminars on population health*

Assistant Manager/Clinical Assistant

Austin, TX

Planned Parenthood of Austin, August 1994-August 1998

EDUCATION

University of Texas at Austin

Austin, TX

Ph.D. in Sociology, December 2004

Concentration: Family Demography

University of Texas at Austin

Austin, TX

Master of Arts in Sociology, May 2000

Southwestern University

Georgetown, TX

Bachelor of Arts in Sociology, May 1994

VOLUNTEER EXPERIENCE

Meals on Wheels of Carrboro/Chapel Hill

Chapel Hill, NC

Baker, January 2009-January 2011

- The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law. (G.S.143.318.9 et seq)

**BYLAWS OF
WILLOW OAK MONTESSORI CHARTER SCHOOL, INC.**

ARTICLE I – NAME AND OFFICES

- Section 1. Name
- Section 2. Principal Office
- Section 3. Registered Office
- Section 4. Other Offices

ARTICLE II - PURPOSES

ARTICLE III - MEMBERSHIP

ARTICLE IV - BOARD OF DIRECTORS

- Section 1. General Powers and Functions
- Section 2. Number, Voting Rights and Terms
- Section 3. Nominations
- Section 4. Elections
- Section 5. Removal
- Section 6. Ex-Officio Members
- Section 7. Excluded Persons

ARTICLE V - BOARD OF DIRECTORS MEETINGS

- Section 1. Annual Meeting
- Section 2. Attendance by Remote Communication
- Section 3. Quorum
- Section 4. Regular Meetings
- Section 5. Special Meetings
- Section 6. Emergency Meetings
- Section 7. Actions Without a Meeting
- Section 8. Open Meetings and Public Records Laws
- Section 9. Attendance
- Section 10. Manner of Acting
- Section 11. Presumption of Assent
- Section 12. Conduct of Meetings

ARTICLE VI - OFFICERS

- Section 1. Officers
- Section 2. Nominations
- Section 3. Elections
- Section 4. President
- Section 5. Vice President
- Section 6. Treasurer
- Section 7. Secretary
- Section 8. Assistant Officers

ARTICLE VII – COMMITTEES

- Section 1. General Provisions

- Section 2. Standing Committees
- Section 3. Nominating Committee
- Section 4. Executive Committee
- Section 5. Finance Committee

ARTICLE VIII – CONDUCT STANDARDS

ARTICLE IX - CONFLICT OF INTEREST

- Section 1. General Provisions
- Section 2. Statutory Requirements
- Section 3. Definitions
- Section 4. Procedures
- Section 5. Records of Proceedings
- Section 6. Compensation
- Section 7. Annual Statements
- Section 8. Periodic Reviews
- Section 9. Use of Outside Experts

ARTICLE X – MANAGEMENT AND FINANCES

- Section 1. Funds
- Section 2. Administration
- Section 3. Investments
- Section 4. Rejection of Gifts
- Section 5. Other Powers

ARTICLE XI – CONTRACTS, LOANS AND DEPOSITS

- Section 1. Contracts
- Section 2. Loans
- Section 3. Checks and Drafts
- Section 4. Deposits
- Section 5. No State Indebtedness by Contract

ARTICLE XII - INDEMNIFICATION

- Section 1. Definitions
- Section 2. Statement of Intent
- Section 3. Indemnification
- Section 4. Determination
- Section 5. Advances for Expenses
- Section 6. Reliance and Consideration
- Section 7. Insurance
- Section 8. Savings Clause
- Section 9. Emergency Bylaws

ARTICLE XIII - AMENDMENTS

ARTICLE XIV – DISSOLUTION AND DISTRIBUTION

ARTICLE XV - MISCELLANEOUS

Section 1 Fiscal Year and Audits
Section 2. Net Earnings

**ARTICLE I
NAME AND OFFICES**

SECTION 1. **NAME.** The name of the corporation shall be Willow Oak Montessori Charter School, Inc. (hereafter, the “Corporation” or “School”).

SECTION 2. **PRINCIPAL OFFICE.** The principal office shall be in Chatham County, North Carolina.

SECTION 3. **REGISTERED OFFICE.** The registered office of the Corporation required by law to be maintained in the State of North Carolina may be, but need not be, identical to the principal office of the Corporation. The address of the registered office may be changed from time to time by the Board of Directors.

SECTION 4. **OTHER OFFICES.** The Corporation may, from time to time, have offices at such places, either within or outside the State of North Carolina, as the Board of Directors may designate or as the business of the Corporation may require.

**ARTICLE II
PURPOSES**

The purposes for which the Corporation is organized are to engage in all lawful activities in which nonprofit Corporations may engage under the North Carolina Nonprofit Corporation Act (as it may be amended from time to time), including, but not limited to, the following:

- (a) To seek, and if approved, to operate the Corporation as a North Carolina charter school, to be chartered under Section 115C-238.29A *et seq.* of the North Carolina General Statutes (the “North Carolina Charter School Act”); and
- (b) To engage in any and all other lawful activities that are appropriate to carry out and fulfill any or all of the foregoing purposes.

**ARTICLE III
MEMBERSHIP**

The Corporation shall have no members.

**ARTICLE IV
BOARD OF DIRECTORS**

SECTION 1. **GENERAL POWERS AND FUNCTIONS.** Except as otherwise provided in the Articles of Incorporation or in these Bylaws, all the corporate powers shall be and are hereby vested in and shall be exercised by the Board of Directors. The Board of Directors may by general resolution delegate to committees of their own number such powers as they may see fit. The Board of Directors shall appoint such additional employees of the Corporation, as distinguished from the

President and officers of the Corporation, as they may desire. The primary function of the Board of Directors is to set policy and provide general oversight of the School's operations, rather than manage its day-to-day operations. Specifically, this includes the following:

- (a) To provide general leadership and direction;
- (b) To formulate policies that promote the School's mission and objectives;
- (c) To govern the School in accordance with federal and state laws;
- (d) To facilitate communication with the community;
- (e) To ensure that the School is effectively managed and staffed;
- (f) To oversee and assure proper financial and operational practices;
- (g) To ensure that sufficient funds and other support are sought and secured to provide for short- and long-term needs;
- (h) To retain necessary expertise, consulting, and contractor services and training.

SECTION 2. NUMBER, VOTING RIGHTS, AND TERMS. The number of Directors of the Corporation shall be as determined from time to time by resolution of the Directors, with a minimum number of seven (7) and a maximum of fifteen (15) Directors, except in cases of emergency or short-term exigencies. Each Director is authorized to vote on all matters, subject to the restrictions established by law, the Corporation's Articles of Incorporation, or these bylaws. Each Director shall serve a three (3) year term, except to the extent necessary to implement a system of staggered Directorships, in which case Directors may serve terms of less than three (3) years. Each Director may serve for a maximum of two successive terms.

SECTION 3. NOMINATIONS. At least thirty (30) days prior to the Annual Meeting of the Board of Directors, the Nominating Committee shall present to the Board of Directors a slate of nominees to be elected to serve on the Board of Directors at the Annual Meeting. Other candidates may be nominated by the Directors of the Corporation from the floor to be added to those selected by the Nominating Committee provided that the nominee's willingness to serve has been determined in advance of the nomination.

SECTION 4. ELECTIONS. Voting Directors shall be elected at the Annual Meeting by a majority vote of the Directors present. In the event of the death, resignation, retirement, removal or disqualification of a member of the Board of Directors during their appointed term of office, their successor shall be elected at any duly called meeting and serve only until the expiration of the term.

SECTION 5. REMOVAL. Any director may be removed at any time for just cause by a majority vote of the directors then in office at a duly called meeting. If any Director is so removed, a new Director or Directors, as the case may be, may be elected at the same meeting of the Board of Directors.

SECTION 6. EX-OFFICIO MEMBERS. The Head of School shall be an ex-officio member of the Board of Directors. There may be other such ex-officio members of the Board of Directors as are elected by a majority vote of the Board of Directors at any meeting of such Board.

SECTION 7. EXCLUDED PERSONS. Employees of the charter school operated by the Board are not eligible to be elected as voting members of the Board of Directors.

ARTICLE V BOARD OF DIRECTORS MEETINGS

SECTION 1. ANNUAL MEETING. An annual meeting of the Board of Directors of this Corporation shall take place within one hundred twenty (120) days after the end of each fiscal year of the Corporation on a date determined by the Board of Directors, at a place designated by the President of the Board of Directors. Notice of the time and place of such meeting shall be given in writing at least two (2) weeks in advance, unless such actual notice is not required by the laws of the State of North Carolina or these Bylaws for the validity of the Directors' actions at such meeting.

SECTION 2. ATTENDANCE BY REMOTE COMMUNICATION. Any or all Directors may participate in a meeting by, or conduct the meeting through the use of, any means of communication by which all Directors participating in the meeting may simultaneously hear each other during the meeting. A Director participating in a meeting by this means is deemed present in person at the meeting.

SECTION 3. QUORUM. Except as otherwise provided by law, the articles of incorporation of the Corporation or these bylaws, a quorum of the Board of Directors consists of a majority of the Directors in office immediately before a meeting begins. In no event may these bylaws or any resolution adopted pursuant to these bylaws authorize a quorum of fewer than one-third of the number of Directors then in office, except in emergencies requiring action by a majority of the available Board members for the good of the School, only after reasonable efforts to notify and convene all Board members.

SECTION 4. REGULAR MEETINGS. The Board of Directors shall hold regular meetings at such times as are designated by the President or his designee. At least ten (10) days advance written notice shall be given for each meeting, unless such actual notice is not required by the laws of the State of North Carolina or these Bylaws for the validity of the Directors' actions at such meeting.

SECTION 5. SPECIAL MEETINGS. Special meetings of the Board of Directors for a specific purpose may be called at any time by its President or by the request of at least two (2) members of the Board of Directors. The specific purpose must be stated in the notice and no other business shall be transacted at the special meeting. Unless actual notice is not required by the laws of the State of North Carolina or these Bylaws for the validity of the Directors' actions at any such special meeting, notice must be given not less than forty-eight (48) hours prior to any special

meeting. Such notice may be given by any usual means of communication. Meetings shall be held at a place and at such time as shall be fixed by the President or Board of Directors members calling the meeting.

SECTION 6. EMERGENCY MEETINGS. When urgent circumstances arise, the Board of Directors may meet on less than 24 hours notice. Board members and the public shall be given notice in compliance with open meetings laws.

SECTION 7. ACTIONS WITHOUT A MEETING. Any action required or permitted to be taken by the Board of Directors at a meeting may be taken without a meeting by vote of the Directors represented by one or more written consent describing the action so taken, signed by or affirmed by receipt of e-mail from each Director, and filed with the Board Secretary and included in or filed with the corporate records. For the purpose of this Article V.7, "written consent" includes consent by members of the Board in electronic form and delivered by electronic mail. Any Board action without a meeting shall conform to all open meetings notice and public records requirements under state law. Action taken under this section is effective when the last Director returns his/her consent form, unless the consent form specifies a different effective date.

SECTION 8. OPEN MEETINGS AND PUBLIC RECORDS LAWS. Upon receipt of a charter from the State of North Carolina, all subsequent meetings of the Board shall at all times be in compliance with Article 33C of Chapter 143 (Open Meetings) and Chapter 132 (Public Records) of the North Carolina General Statutes.

SECTION 9. ATTENDANCE. All Directors are expected to attend all meetings. Failure to regularly attend meetings may subject a Director to removal.

SECTION 10. MANNER OF ACTING. Except as otherwise provided in these Bylaws, the act of the majority of the members of the Board of Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors. If a quorum is present at the commencement of a Board meeting, the validity of the acts of the Board at that meeting cannot be defeated if the number of Directors thereafter present is reduced below the number which constitutes a quorum, provided that no less than three members of the Board vote in favor of any action.

SECTION 11. PRESUMPTION OF ASSENT. A member of the Board of Directors of the Corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless his contrary vote is recorded or his dissent is otherwise entered in the minutes of the meeting or unless he shall file his written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a Director who voted in favor of such action.

SECTION 12. CONDUCT OF MEETINGS. The President shall cause to be prepared and forwarded to the members of the Board, prior to any regular meeting of the Board, an agenda containing the items to be voted upon at the regular meeting. Neither failure of the President to prepare nor the failure of a member of the Board to receive a copy of the proposed agenda shall

affect the validity of any vote taken at such meeting. The Board may consider at any meeting such business as may properly come before it notwithstanding the fact that the subject was not listed on the agenda.

ARTICLE VI OFFICERS

SECTION 1. OFFICERS. Officers of the Corporation shall consist of a President, a Vice President, a Secretary, and a Treasurer, and other officers as the Board of Directors may from time to time elect. The Board shall have the right to create such additional offices as it deems beneficial to the Corporation. Except for President and Vice President, the Board has the right to combine offices into one, such as Secretary and Treasurer. No person may hold more than one office at the same time, except as noted above with Secretary/Treasurer.

SECTION 2. NOMINATIONS. In the event the Board of Directors has appointed a nominating committee to act, such committee shall present a slate of candidates for each office to be filled at least thirty (30) days prior to the Annual Meeting. Other candidates may be nominated by the Board of Directors from the floor to be added to those selected by the Nominating Committee provided that the nominee's willingness to serve has been determined in advance of the nomination.

SECTION 3. ELECTIONS. Officers shall be elected at the Annual Meeting of the Board of Directors by a majority in number of the members of the Board of Directors present. Officers shall assume their duties immediately after the Annual Meeting and shall serve for a one (1) year term and until their successors are duly elected and qualified, unless such terms are otherwise designated by separate resolution of the Board of Directors.

SECTION 4. PRESIDENT. The President shall be a Director and preside at all meetings, shall make reports to the Board of Directors and shall perform all such other duties as are incident to his/her office or may properly be required of him/her by the Board of Directors. He/She shall be, ex-officio, a member of all committees.

SECTION 5. VICE PRESIDENT. In the absence of the President of the Board of Directors or in the event of his or her death, inability or refusal to act, the Vice President of the Board of Directors shall perform the duties of the President of the Board of Directors, and when so acting shall have all the powers of and be subject to all the restrictions, as may be applicable, upon the President of the Board of Directors. However, in the event of the death or incapacity of the President, a new President shall be elected as soon as possible by the Board of Directors.

SECTION 6. TREASURER. The Treasurer shall:

(a) have charge and custody of and be responsible for all funds and securities of the Corporation; receive and give receipts for monies due and payable to the Corporation from any source whatsoever; and deposit all such monies in the name of the Corporation in such depositories as shall be selected in accordance with the provisions of these Bylaws;

(b) prepare, or cause to be prepared, a true statement of the Corporation's assets and liabilities as of the close of each fiscal year, and a statement of the Corporation's gross receipts and all expenses for such fiscal year, all in reasonable detail, which statements shall be made and filed at the Corporation's registered office or principal place of business in the State of North Carolina within three (3) months after the end of such fiscal year and thereat kept available for a period of at least ten (10) years; and

(c) in general, perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him/her by the President or by the Board of Directors, or by these Bylaws.

SECTION 7. SECRETARY. The Secretary shall:

(a) keep the minutes of the meetings of the Board of Directors and of all committees of the Board of Directors in one or more books provided for that purpose;

(b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law;

(c) be custodian of the corporate records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all documents the execution of which on behalf of the Corporation under its seal is duly authorized; and

(d) in general, perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him/her by the President or by the Board of Directors.

SECTION 8. ASSISTANT OFFICERS. Assistant Secretaries or Assistant Treasurers, as may be elected by the Board of Directors, shall perform the duties and exercise the powers of the Secretary or the Treasurer, respectively, in their absence, and shall perform such other duties incident to their office as may properly be required by the Board of Directors.

**ARTICLE VII
COMMITTEES**

SECTION 1. GENERAL PROVISIONS. In accordance with G.S. §55A-8-25, The Board may create one or more committees and appoint members to serve on them. Each committee shall have two or more members, who serve at the pleasure of the Board. The creation of a committee and appointment of members to it shall be approved by a majority of all the Directors in office when the action is taken. The designation of any committee and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any member thereof, of any responsibility or liability imposed upon it or him/her by law. The President shall be an ex-officio, non-voting member of all committees. No committee may be comprised of Board members, the total of which equals or exceeds a quorum of the entire Board.

SECTION 2. STANDING COMMITTEES. The Board may appoint standing committees. These may, but are not required to, include a Nominating Committee, Executive

Committee, and Finance Committee. The terms of all members of any standing committees shall expire at the time of the first monthly meeting following the annual meeting or until their successors are appointed or elected and qualified. Standing committee members shall include at least one Board member. The President shall be an ex-officio non-voting member of all committees. All standing committees shall report their activities to the Board of Directors as requested by the President and shall make recommendations directly to the Board on matters referred to them or falling within their respective fields of responsibility. All standing committees shall keep a record of their business and submit them to the Board when requested.

SECTION 3. NOMINATING COMMITTEE. The Nominating Committee shall propose and submit to the Board of Directors names of persons nominated for election as Directors, as officers of the Corporation, and as members of the Executive Committee.

SECTION 4. EXECUTIVE COMMITTEE.

(a) **Membership.** The Executive Committee may consist of three (3) to five (5) members, including the Board President and Vice President and any other Board Members and non-Board members who shall be elected by the Board. The number of Board members on the Executive Committee shall not equal or exceed a quorum of the entire Board. The Board may, by resolution, change the number of members on the Executive Committee. The names of nominees to fill any vacancy on the Executive Committee shall be published at least thirty (30) days prior to the meeting at which the election is conducted. Any Director shall be entitled to nominate a number of persons equal to the number of vacancies on the Executive Committee.

(b) **Officers.** The President of the Board shall be Chair of the Executive Committee and preside at all meetings. The Vice President of the Board shall be Vice Chair of the Executive Committee and preside in the absence of the Chair.

(c) **Meetings.** Meetings of the Executive Committee shall be held at the call of the Chair, or at the call of the Vice Chair and one other member of the Executive Committee. Notice of the time and place of any meeting of the Executive Committee shall, whenever practical, be provided by telephone or e-mail to all members at least twenty-four (24) hours prior to the time of the meeting. If notice is mailed, the notice must be mailed at least seventy-two (72) hours prior to the time of the meeting. Any member of the Executive Committee may provide written notice that he or she waives the notice requirements hereinabove set forth. Attendance by a member at any meeting of the Executive Committee shall constitute a waiver of notice of such meeting, except where such member attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

(d) **Quorum.** A quorum of the Executive Committee shall consist of a majority of its members.

(e) **Powers.** The Executive Committee shall have such powers and authorities as are expressly delegated to it by the Board of Directors, and those powers that are incidental to the expressly conferred powers, and necessary to enable the Executive Committee to exercise such expressly delegated powers and authorities.

(f) **Report of Activities.** The Executive Committee shall maintain minutes of its meetings and records of all actions taken by it, and shall promptly provide copies of such minutes to the Corporation's Secretary, who shall forward copies to all Directors.

SECTION 5. FINANCE COMMITTEE. The Treasurer shall serve as Chair of the Finance Committee, which shall be made up of not more than five (5) members, of which at least two shall be duly elected members of the Board of Directors.

The Committee shall:

- (a) Review major financial or property transactions.
- (b) Have charge of invested funds of the school.
 - (1) Have authority to direct changes in investment by custodians of funds.
 - (2) Recommend a change in investment counsel.
- (c) Report at each regular meeting of the Board.
- (d) Perform other duties reasonably necessary to carry out its functions.

ARTICLE VIII CONDUCT STANDARDS

Directors shall conduct themselves and the performance of their Board duties in accordance with G.S. 55A-8-30 and as otherwise regulated by law or Board policy or action.

(a) A Director shall discharge his duties as a Director, including his duties as a member of a committee:

- (1) In good faith;
- (2) With the care an ordinarily prudent person in a like position would exercise under similar circumstances; and
- (3) In a manner the Director reasonably believes to be in the best interests of the Corporation.

(b) In discharging his duties, a Director is entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, if prepared or presented by:

- (1) One or more officers or employees of the Corporation whom the Director reasonably believes to be reliable and competent in the matters presented;
- (2) Legal counsel, public accountants, or other persons as to matters the Director reasonably believes are within their professional or expert competence; or

(3) A committee of the Board of which he is not a member if the Director reasonably believes the committee merits confidence.

(c) A Director is not entitled to the benefit of subsection (b) of this section if he has actual knowledge concerning the matter in question that makes reliance otherwise permitted by subsection (b) of this section unwarranted.

(d) A Director is not liable for any action taken as a Director, or any failure to take any action, if he performed the duties of his office in compliance with this section.

(e) A Director's personal liability for monetary damages for breach of a duty as a Director may be limited or eliminated only to the extent provided in G.S. 55A-8-60 or permitted in G.S. 55A-2-02(b)(4), and a Director may be entitled to indemnification against liability and expenses pursuant to Part 5 of Article 8 of Chapter 55A of the General Statutes.

(f) A Director shall not be deemed to be a trustee with respect to the Corporation or with respect to any property held or administered by the Corporation, including without limit, property that may be subject to restrictions imposed by the donor or transferor of such property.

ARTICLE IX CONFLICT OF INTEREST

SECTION 1. GENERAL PROVISIONS. Directors shall avoid improper conduct arising from conflicts of interest and shall abide by all legal requirements governing conflicts of interests, including G.S. 55A-8-31. If any Director has or may have a conflict of interest in a matter pending before the Board, such member shall fully disclose to the Board the nature of the conflict or potential conflict. No transaction may be approved if it would constitute self-dealing.

SECTION 2. STATUTORY REQUIREMENTS. Board practice regarding conflicts of interest shall be governed primarily by G.S. 55A-8-31, as amended or replaced at any time subsequent to the adoption of these bylaws. Specific statutory requirements include the following.

(a) A conflict of interest transaction is a transaction with the Corporation in which a Director of the Corporation has a direct or indirect interest. A conflict of interest transaction is not voidable by the Corporation solely because of the Director's interest in the transaction if any one of the following is true:

(1) The material facts of the transaction and the Director's interest were disclosed or known to the Board of Directors or a committee of the Board and the Board or committee authorized, approved, or ratified the transaction;

(2) The material facts of the transaction and the Director's interest were disclosed or known to the members entitled to vote and they authorized, approved, or ratified the transaction; or

(3) The transaction was fair to the Corporation.

(b) A Director of the Corporation has an indirect interest in a transaction if:

(1) Another entity in which he has a material financial interest or in which he is a general partner is a party to the transaction; or

(2) Another entity of which he is a Director, officer, or trustee is a party to the transaction and the transaction is or should be considered by the Board of Directors of the Corporation.

(c) For purposes of subdivision (a)(1) of this section, a conflict of interest transaction is authorized, approved, or ratified if it receives the affirmative vote of a majority of the Directors on the Board of Directors (or on the committee) who have no direct or indirect interest in the transaction, but a transaction shall not be authorized, approved, or ratified under this section by a single Director. If a majority of the Directors who have no direct or indirect interest in the transaction vote to authorize, approve, or ratify the transaction, a quorum is present for the purpose of taking action under this section. The presence of, or a vote cast by, a Director with a direct or indirect interest in the transaction does not affect the validity of any action taken under subdivision (a)(1) of this section if the transaction is otherwise authorized, approved, or ratified as provided in that subdivision.

(d) For purposes of subdivision (a)(2) of this section, a conflict of interest transaction is authorized, approved, or ratified by the members if it receives a majority of the votes entitled to be counted under this subsection. Votes cast by or voted under the control of a Director who has a direct or indirect interest in the transaction, and votes cast by or voted under the control of an entity described in subdivision (b)(1) of this section, shall not be counted in a vote of members to determine whether to authorize, approve, or ratify a conflict of interest transaction under subdivision (a)(2) of this section. The vote of these members, however, is counted in determining whether the transaction is approved under other sections of this Chapter. A majority of the votes, whether or not present, that are entitled to be cast in a vote on the transaction under this subsection constitutes a quorum for the purpose of taking action under this section.

(e) The articles of incorporation, bylaws, or a resolution of the Board may impose additional requirements on conflict of interest transactions.

SECTION 3. DEFINITIONS.

(a) **Interested Person.** Any Director, principal officer, or member of a committee with Board-delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

(b) **Financial Interest.** A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

(1) An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement,

(2) A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or

(3) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

SECTION 4. PROCEDURES.

(a) **Duty to Disclose.** In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Directors and members of committees with board-delegated powers considering the proposed transaction or arrangement.

(b) **Determining Whether a Conflict of Interest Exists.** After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.

(c) **Procedures for Addressing the Conflict of Interest.**

(1) An interested person may make a presentation to the Board of Directors or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

(2) The President of the Board of Directors, or the chair of the committee if a committee meeting is appropriate, shall appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

(3) After exercising due diligence, the Board or committee shall determine whether the Corporation can obtain, with reasonable efforts, a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

(4) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or committee shall determine by a majority vote of the disinterested members whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

(d) **Violations of the Conflicts of Interest Policy.**

(1) If the Board of Directors or one of its committees has reasonable cause to

believe a member has failed to disclose actual or a foreseeable conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

(2) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

SECTION 4. RECORDS OF PROCEEDINGS. The minutes of the Board of Directors and all committees with Board-delegated powers shall contain:

(a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the decision of the Board or committee as to whether a conflict of interest in fact existed.

(b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

SECTION 6. COMPENSATION.

(a) A voting member of the Board of Directors who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

(b) A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

(c) No voting member of the Board of Directors or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

SECTION 7. ANNUAL STATEMENTS. Each Director, principal officer and member of a committee with Board-delegated powers shall annually sign a statement that affirms such person

(a) has received a copy of the conflicts of interest policy,

(b) has read and understands the policy,

(c) has agreed to comply with the policy, and

(d) understands the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt

purposes.

SECTION 8. PERIODIC REVIEWS. To ensure the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

(a) Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

(b) Whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

SECTION 9. USE OF OUTSIDE EXPERTS. When conducting the periodic reviews as provided for in this Article, the Corporation may choose to employ outside experts. If outside experts are used, their use shall not relieve the Board of Directors of its responsibility for ensuring that periodic reviews are conducted.

ARTICLE X MANAGEMENT AND FINANCES

SECTION 1. FUNDS. The Board of Directors shall establish such funds as the Board, in its discretion, shall consider desirable to further the purposes of the Corporation. The Board of Directors may adopt such rules and policies for the establishment and maintenance of such funds as the Board of Directors may determine necessary, subject to the provisions of the Articles of Incorporation and these Bylaws.

SECTION 2. ADMINISTRATION. The Board of Directors shall manage and administer in all respects the properties and funds of the Corporation in accordance with the terms of the Articles of Incorporation creating the Corporation, the provisions of the Bylaws, and all applicable laws, obtaining and securing for such purposes such assistance, office space, force, equipment, and supplies and other aids and facilities, upon such terms as the Directors may deem necessary from time to time.

SECTION 3. INVESTMENTS. The Board of Directors shall hold, use, manage, administer, and, at their discretion, dispose of the properties of the Corporation, and shall collect all incomes, revenues and profits arising there from. The funds of the Corporation arising through the receipt and collection of incomes, revenues and profits, sale of properties or otherwise, shall be invested in such properties and investments as may be determined by the Board of Directors from time to time to be fit investments for assets of the Corporation, and in the making of any investment, the Board of Directors shall not be limited to such investments as may be legal investments for fiduciaries under any present or future statute, decision, or rule of law, but the Board of Directors shall have absolute discretion in the determination of what properties constitute a suitable investment for any assets of the Corporation, subject to applicable law.

SECTION 4. REJECTION OF GIFTS. Any person, firm, or Corporation shall have the privilege of making grants to the Corporation at any time by way of gift, devise, bequest, condition, or otherwise, and such additions shall be received, used and disposed of by the Board of Directors in accordance with the terms of the Articles of Incorporation creating the Corporation and any other conditions of the gift; provided, however, that the Board of Directors shall have the power to reject any donation, grant, bequest, or devise which in the opinion of the Board of Directors is inconsistent with the charitable purposes for which the Corporation was formed or for any other reason it deems sufficient.

SECTION 5. OTHER POWERS. The Board of Directors shall have and may exercise any and all other powers which are necessary or desirable in order to manage and administer the Corporation and the properties and funds thereof and carry out and perform in all respects the charitable purposes of the Corporation according to the true intent thereof.

ARTICLE XI CONTRACTS, LOANS, AND DEPOSITS

SECTION 1. CONTRACTS. The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

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 authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances. In accordance with G.S. 55A-8-32, no loan, guaranty, or other form of security shall be made or provided by the Corporation to or for the benefit of its Directors or officers.

SECTION 3. CHECKS AND DRAFTS. All checks, drafts or other orders for the payment of money issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall be determined by resolution of the Board. Endorsements for deposit to the credit of the Corporation in any of its duly authorized depositories will be made by the Treasurer or by any officer or agent who may be authorized by the Board to do so.

SECTION 4. DEPOSITS. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such depositories as the Board of Directors may select.

SECTION 5. NO STATE INDEBTEDNESS BY CONTRACT. As long as required by state law, no indebtedness of any kind incurred or created by the Corporation shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the Corporation shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions.

ARTICLE XII INDEMNIFICATION OF DIRECTORS, OFFICERS AND OTHERS

SECTION 1. **DEFINITIONS.** For purposes of this Article, the following definitions shall apply:

(a) “Act” means the North Carolina Nonprofit Corporation Act, effective July 1, 1994, and all amendments and additions thereto.

(b) “Corporation” means the School as a Corporation, as such term is defined in Section 55A-8-50(b)(1) of the Act.

(c) “Director” means an individual who is or was a Director of the Corporation or an individual who, while a Director of the Corporation, is or was serving at the Corporation’s request as a Director, officer, manager, partner, trustee, employee or agent of another foreign or domestic Corporation (whether a business or nonprofit Corporation), limited liability company, partnership, joint venture, trust, employee benefit plan, or other enterprise. A Director is considered to be serving as a Director, officer, manager, partner, trustee, employee or agent of an employee benefit plan at the Corporation’s request if such Director’s duties to the Corporation also impose duties on, or otherwise involve services by, the Director to the plan or to participants in or beneficiaries of the plan. “Director” includes, unless the context requires otherwise, the estate or personal representative of a Director.

(d) “Expenses” means expenses of every kind incurred in defending a Proceeding, including, but not limited to, legal, accounting, expert and investigatory fees and expenses.

(e) “Indemnified Officer” means an individual who is or was an officer of the Corporation appointed by the Board of Directors. An Indemnified Officer shall be entitled to indemnification hereunder to the same extent as a Director, including, without limitation, indemnification with respect to service by the Indemnified Officer at the Corporation’s request as a Director, officer, manager, partner, trustee, employee or agent of another foreign or domestic Corporation (whether a business or nonprofit Corporation), limited liability company, partnership, joint venture, trust, employee benefit plan or other enterprise. “Indemnified Officer” includes, unless the context requires otherwise, the estate or personal representative of an Indemnified Officer.

(f) “Liabilities” means any obligation to pay any or all of the following: a judgment, a settlement, a penalty, a fine (including an excise tax assessed with respect to an employee benefit plan) and expenses, including, but not limited to, attorneys’ fees of opposing parties incurred with respect to a Proceeding.

(g) “Proceeding” means any threatened, pending, or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, whether formal or informal, and any appeal therein (and any inquiry or investigation that could lead to such a proceeding).

SECTION 2. **STATEMENT OF INTENT.** The Corporation shall indemnify the Directors and the Indemnified Officers to the maximum extent permitted by the Act.

SECTION 3. INDEMNIFICATION. In addition to, and not in any way in limitation of, all indemnification rights and obligations otherwise provided by law, the Corporation shall indemnify and hold harmless its Directors and Indemnified Officers against all Liabilities and Expenses in any Proceeding (including, without limitation, a Proceeding brought by or on behalf of the Corporation itself) arising out of their status as Directors or officers, or their service at the Corporation's request as a Director, officer, manager, partner, trustee, employee or agent of another foreign or domestic Corporation (whether a business or nonprofit Corporation), limited liability company, partnership, joint venture, trust, employee benefit plan or other enterprise, or their activities in any such capacity. The Corporation shall also indemnify each Director and Indemnified Officer for his or her costs, expenses and attorneys' fees incurred in connection with the enforcement of the rights to indemnification granted herein, if it is determined in accordance with Section 4 of this Article that the Director or Indemnified Officer is entitled to indemnification hereunder.

The Corporation shall not indemnify a Director or an Indemnified Officer against Liabilities or Expenses that such person may incur on account of activities of such person which at the time taken substantially involve any of the following:

- (a) Acts that are known or should have reasonably been known to be in conflict with the best interests of the Corporation;
- (b) Acts of bad faith;
- (c) Acts of willful or grossly negligent misconduct in the performance of duty;
- (d) Acts involving receipt of an improper personal benefit; or
- (e) Acts in connection with a proceeding by or in the right of the Corporation, where the person was adjudged liable to the Corporation.

The Board of Directors shall have the authority to adopt such resolutions pertaining to the implementation of this Article, Section 3 as it may from time to time determine, and such resolutions shall be given full effect, even though they supplement, amplify or go beyond the provisions of this Article, Section 3 provided and to the extent that such resolution does not violate any provision of the Act or the Articles of Incorporation. This Article, Section 3 shall be construed in a manner to fully effect the purpose and intent of the resolution of the Board of Directors approving and adopting this provision.

SECTION 4. DETERMINATION. The Corporation shall pay any indemnification under Section 3 of this Article in a specific case only after a determination that the Director or Indemnified Officer has met the standard of conduct set forth in Section 3 of this Article. Such determination shall be made:

- (a) by the Board of Directors by a majority vote of a quorum consisting of the members thereof not at the time parties to the Proceeding;
- (b) if a quorum cannot be obtained under Section 4(a), by a majority vote of a

committee duly designated by the Board of Directors (in which designation members of the Board of Directors who are parties to the Proceeding may participate), consisting solely of two or more members of the Board of Directors not at the time parties to the Proceeding; or

- (c) by special legal counsel (i) selected by the Board of Directors or a committee thereof in the manner prescribed in Section 4(a) or (b), or (ii) if a quorum of the Board of Directors cannot be obtained under Section 4(a) and a committee cannot be designated under Section 4(b), selected by a majority vote of the full Board of Directors (in which selection members thereof who are parties in the Proceeding may participate).

The Board of Directors shall take all such action as may be necessary and appropriate to enable the Corporation to pay the indemnification required by this Article.

SECTION 5. ADVANCES FOR EXPENSES. The Expenses incurred by a Director or an Indemnified Officer in defending a Proceeding may be paid by the Corporation in advance of the final disposition of such Proceeding as authorized by the Board of Directors in the specific case upon receipt of an undertaking by or on behalf of the Director or Indemnified Officer to repay such amount unless it shall ultimately be determined that such person is entitled to be indemnified by the Corporation against such Expenses. Subject to receipt of such undertaking, the Corporation shall make reasonable periodic advances for Expenses pursuant to this Section 5 unless the Board of Directors shall determine, in the manner provided in Section 4 of this Article and based on the facts then known, that indemnification under this Article is or will be precluded.

SECTION 6. RELIANCE AND CONSIDERATION. Any Director or Indemnified Officer who at any time after the adoption of this Article serves or has served in any of the aforesaid capacities for or on behalf of the Corporation shall be deemed to be doing or to have done so in reliance upon, and as consideration for, the right of indemnification provided herein. Such right, however, shall not be exclusive of any other rights to which such person may be entitled apart from the provisions of this Article. No amendment, modification or repeal of this Article IX shall adversely affect the right of any Director or Indemnified Officer to indemnification hereunder with respect to any activities occurring prior to the time of such amendment, modification or repeal.

SECTION 7. INSURANCE. The Corporation shall, as required by law, and may, beyond the requirements of the law, purchase and maintain insurance on behalf of its Directors, officers, employees and agents and those persons who were or are serving at the request of the Corporation in any capacity with another Corporation (whether a business or nonprofit Corporation), limited liability company, partnership, joint venture, trust, employee benefit plan or other enterprise against any liability asserted against or incurred by such person in any such capacity, or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify such person against such liability under the provisions of this Article or otherwise. Any full or partial payment made by an insurance company under any insurance policy covering any Director, officer, employee, agent or other person identified above made to or on behalf of a person entitled to indemnification under this Article shall relieve the Corporation of its liability for indemnification provided for in this Article or otherwise to the extent of such payment, and no insurer shall have a right of subrogation against the Corporation with respect to such payment.

SECTION 8. SAVINGS CLAUSE. If this Article or any portion hereof shall be invalidated on any ground by any court or agency of competent jurisdiction, then the Corporation shall nevertheless indemnify each person indemnified hereunder to the fullest extent permitted by the portion of this Article that is not invalidated and also to the fullest extent permitted or required by applicable law.

SECTION 9. EMERGENCY BYLAWS. In accordance with G.S. 55A-2-07,

(a) The Board may adopt, amend, or repeal bylaws to be effective only in an emergency defined in subsection (d) of this section. The emergency bylaws, which are subject to amendment or repeal by the members, may make all provisions necessary for managing the Corporation during the emergency, including:

- (1) Procedures for calling a meeting of the Board of Directors;
- (2) Quorum requirements for the meeting; and
- (3) Designation of additional or substitute Directors.

(b) All provisions of the regular bylaws consistent with the emergency bylaws remain effective during the emergency. The emergency bylaws are not effective after the emergency ends.

(c) Board action taken in good faith in accordance with the emergency bylaws binds the School, and the fact that the action was taken pursuant to emergency bylaws shall not be used to impose liability on a Director, officer, employee, or agent.

(d) An emergency exists for purposes of this section if a quorum of the Corporation's Directors cannot readily be assembled because of some catastrophic event.

ARTICLE XIII AMENDMENTS

Amendments to these Bylaws can be made by the Board of Directors, in regular meeting assembled, either annual or special, with advance notice of at least thirty (30) days, and if special, then the purpose of the meeting with the proposed amendment or amendments must be stated in the call; provided, however, the vote of two-thirds (2/3) of the members of the Board of Directors then in office shall be required to amend these Bylaws unless otherwise herein expressly specified or required by law.

ARTICLE XIV DISSOLUTION AND DISTRIBUTION

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 required by North Carolina law. Specifically and only as long as required by state law pursuant to N.C.G.S. §115C-238.29E(f), all net assets of the charter school

purchased with public funds shall be deemed the property of the local school administrative unit in which the charter school is located.

To the extent otherwise allowed by law, all assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

**ARTICLE XV
MISCELLANEOUS**

SECTION 1. FISCAL YEAR AND AUDITS.

(a) The fiscal year of the Corporation shall be set by the Board of Directors.

(b) The books of the Corporation and of its fiscal agent shall be audited annually as directed by the Board of Directors, except that the first audit shall take place after the first two (2) years of operation as a public charter school.

SECTION 1. NET EARNINGS. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its members, trustees, officers or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the purpose clause of the Corporation's Articles of Incorporation, as may be amended from time to time. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of this document, the Corporation shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or (b) by an organization, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

The undersigned Officer certifies that the foregoing bylaws have been adopted for the Corporation, in accordance with the requirements of the North Carolina Nonprofit Corporation Act.

Dated: _____, 20____.

APPROVED BY THE BOARD OF DIRECTORS

Secretary

A copy of the articles of incorporation, if available. If not available, must be available prior to interview by SBE, so must show that it has been applied for prior to submission of application.



NORTH CAROLINA Department of the Secretary of State

To all whom these presents shall come, Greetings:

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

ARTICLES OF INCORPORATION

OF

WILLOW OAK MONTESSORI CHARTER SCHOOL

the original of which was filed in this office on the 8th day of March, 2012.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 8th day of March, 2012.

Elaine F. Marshall

Secretary of State

SOSID: 1248067
Date Filed: 3/8/2012 9:29:00 AM
Elaine F. Marshall
North Carolina Secretary of State
C201206600223

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: Willow Oak Montessori Charter School, Inc.
2. (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).
3. The street address and county of the initial registered office of the corporation is:
 Number and Street 886 Hamlet Chapel Rd
 City, State, Zip Code Pittsboro, NC 27312 County Chatham
4. The mailing address *if different from the street address* of the initial registered office is:
P.O. Box 1180, Pittsboro, NC 27312
5. The name of the initial registered agent is:
Peter Rubinas
6. The name and address of each incorporator is as follows: Luanne Bannan, 307 Forest Ln, Pittsboro, NC 27312

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 886 Hamlet Chapel Rd
 City, State, Zip Code Pittsboro, NC 27312 County Chatham
11. The mailing address *if different from the street address* of the principal office is:
P.O. Box 1180, Pittsboro, NC 27312

Revised January 2000

Form N-01

CORPORATIONS DIVISION

P. O. BOX 29622

RALEIGH, NC 27626-0622

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

This is the 5th day of March, 2012.

Willow Oak Montessori Charter School, Inc.

Luanne Bannan
Signature of Incorporator

Luanne Bannan, 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

Article 8. Provisions Regarding the Distribution of Assets Upon Dissolution

Upon the dissolution of the Corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code (or corresponding section of any future tax code), or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

Article 9. Other Provisions

- A. The Corporation is organized exclusively for charitable and educational purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.
- B. The names and addresses of the persons who are the initial Directors of the Corporation are as follows:
 Luanne Bannan, President, 307 Forest Ln, Pittsboro, NC 27312
 Melissa Frey, Vice President, 104 Hawk Nest Trail, Pittsboro, NC 27312
 Matt Young, Treasurer, 390 Ironwood, Pittsboro, NC 27312
 Kate Ackerman, Secretary, 135 Ridge Springs Dr, Chapel Hill, NC 27516
 Melissa Beck, 120 Grove Park Circle, Pittsboro, NC 27312
 Julie Irving, 53 Hidden Oaks Dr, Chapel Hill, NC 27517
 Angela Riccio, 711 Oak Crest Dr, Chapel Hill, NC 27516
 Evy Taylor, 1128 Chatham Church Rd, Moncure, NC 27559
- C. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its Directors, Officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article 9.A hereof. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.
- D. No Director of the Corporation shall be personally liable for the debts, liabilities, and other obligations of the Corporation. Every person who is or shall have been a Director or Officer of the Corporation and his/her personal representatives shall be indemnified by the Corporation against all costs and expenses reasonably incurred by or imposed upon him or her in connection with or resulting from any action, suit, or proceeding to which he/she may be made a party by reason of his/her being or having been a Director or Officer of the Corporation, except in relation to such matters as to which he/she shall finally be adjudicated in such action, suit, or proceeding to have acted in bad faith and to have been liable by reason of willful misconduct in the performance of his/her duty as such Director or Officer. "Costs and expenses" shall include, but are not limited to, attorney's fees, damages, and reasonable amounts paid in settlement.

Note: Two additional Board members (Susan Johnstone and Elizabeth Wildsmith) were added between the date of incorporation and the organizing meeting of the founding Board of Willow Oak Montessori Charter School, Inc.

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

As stated in our by-laws, the primary function of the Board of Directors is to set policy and provide general oversight of the School's operations, rather than manage its day-to-day operations. Specifically, this includes the following:

- a) To provide general leadership and direction;
- b) To formulate policies that promote the School's mission and objectives;
- c) To govern the School in accordance with federal and state laws;
- d) To facilitate communication with the community;
- e) To ensure that the School is effectively managed and staffed;
- f) To oversee and assure proper financial and operational practices;
- g) To ensure that sufficient funds and other support are sought and secured to provide for short- and long-term needs;
- h) To retain necessary expertise, consulting, and contractor services and training.

The founding Board of Willow Oak Montessori has steadily engaged in developing its internal capacity for governance since 2007. The Board initially organized to reopen Pittsboro Montessori Preschool, a private non-profit preschool. With the initial assistance of Executive Service Corps, and with much practice since then, we have matured from a grassroots/working Board to a well-functioning Governing Board. Over time, a strong partnership between the Board and the Head of School has been created that is built on mutual trust and respect. Our current Head of School will continue to manage the day-to-day operations of our Charter School in addition to the private non-profit preschool through kindergarten program.

As a self-perpetuating Board of Directors, we will actively engage in recruiting and orienting new Board members so that we may continue to have the diversity, skills and expertise needed to effectively govern Willow Oak Montessori.

Board members will participate in ongoing Board Training/Board Development as offered through the Office of Charter Schools and other available sources/providers.

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

The governing Board has an agreement for legal services in place with Mr. David Hostetler of Lex-IS School Law Services. Mr. Hostetler is an experienced education law attorney assisting us with general ongoing and routine legal counsel regarding organizational structure and related legal documents, risk management planning, school policy recommendations, and general legal compliance with education laws.

The Board will examine all policies to ensure that they are consistent with our overall mission and vision for Willow Oak Montessori. The Board will use the expertise of attorney David Hostetler to initially research, review and prepare policy. The Board will review proposed policies and ask questions to ensure understanding prior to voting. If the Board determines that additional work

must be done to clarify a policy, the policy will return to the committee level once again before returning to the Board's agenda for a vote.

Every act or decision done or made by a majority vote of the Directors present at a meeting duly held at which a quorum is present is the act of the Board of Directors. The Board makes every effort to follow the principle of "the Board speaks with one voice" once a decision has been reached.

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

The Board will ensure that parents and community members are aware of the ongoing need for the Board to recruit new Board members. Parents and community members will regularly be invited and encouraged to become a member of a committee of the Board. Parents and community members will be asked to complete a Confidentiality Agreement and sign the Conflicts of Interest Policy. The important work that is done at the committee level allows the Board to spread out the workload and ensure that well thought-out recommendations are being brought before the Board.

The completion of Willow Oak Montessori's Charter School Application is an outstanding example of how parents and community members have assisted the Board in meeting its goal of submitting a high quality charter school application to the North Carolina Department of Public Instruction's Office of Charter Schools by April 13, 2012.

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

This section focuses solely on our organizational goals and objectives. Student achievement goals and objectives are outlined in the earlier section entitled "Goals for the Proposed Charter School."

Goal 1: Increase the Board's capacity to effectively govern the charter school.

Objective: Each calendar year, 80% of the Board members will participate in one or more Board Development activities (annual Board retreat, local or national conference/workshop, online tutorial, etc.).

Objective: Each calendar year, Board members will complete a "Board Self Assessment" to assess how well our Board is functioning and identify areas for improvement.

Goal 2: Maintain a financially sound program and gradually increase income received from fundraising and/or grant writing efforts.

Objective: Each month, the Finance Committee will prepare the school's monthly financial reports and provide them to Board members 1 week prior to the Board meeting 90% of the time.

Objective: Each calendar year, the Outreach Committee will update the database of current parents, alumni, friends and corporate sponsors. The number of contacts in the database that receive our fundraising requests will increase by 3% each year.

Goal 3: Promote a high level of satisfaction among students, families and school staff.

Objective: Each Spring, parents and school staff will complete a survey; at least 75% of respondents will indicate that they are satisfied or very satisfied with their overall experience at Willow Oak Montessori.

Objective: On a yearly basis, the retention of school staff from one year to the next will remain at or above 80% (as we grow, our goal percentage will increase).

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

Willow Oak Montessori has adopted a Conflicts of Interest Policy in its bylaws. The policy is intended to remind, clarify, and supplement, not replace, applicable state and federal laws governing conflicts of interest applicable to nonprofit organizations.

Each member of the governing board must annually disclose any actual or potential conflicts as described in the policy on a signed form. The Board President is responsible for collecting these forms and following up on them, as appropriate, in accordance with the policy.

Throughout the course of the year, Board members will remain alert for additional actual or potential conflicts of interest that may arise and will promptly disclose those identified. After disclosure, the Board member impacted will leave the Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.

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

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

Subject to the availability of space, Willow Oak Montessori will enroll any eligible student under North Carolina Law who submits a complete application by the required date, regardless of where the student lives. In the first year of operation, priority enrollment will be given to children of members of the founding board of directors (not to exceed the lesser of 20 students or 10% of enrollment) and to children of the Head of School, teachers, and teacher assistants. After the first year of operation, existing students will be guaranteed a place in the next grade level if the parent commits to that year's enrollment by February 15th. Priority enrollment will be given to siblings of current year students who are continuing at the school and to children of the principal, teachers, and teacher assistants in the first year the child is eligible to enroll. If the number of applicants for a grade level exceeds the openings available at that grade level, we will employ a lottery that gives all

applicants an equal chance of being admitted. Applications will be accepted for a period of at least one month prior to the lottery. Siblings in the same grade will have one entry into the lottery, and will be admitted or placed on the waiting list together.

The lottery will be held in a meeting that is open to the public by one or more members of the Board of Directors. The Board member will not be the parent of a current or applying student, and at least one additional impartial person from the community will also be present to ensure fairness. All names will be randomly drawn and students will be admitted based on the order of selection. The lottery will continue until all names are drawn, and students not admitted will be placed on a waiting list in the order in which their names are drawn. Lottery results will be posted and sent to families via telephone and electronic mail, if an e-mail address is provided. Families will be given seven days to accept the student's place in the school. If any admitted student declines to enroll in the School, then admission will be offered to students on the waiting list, in order. If openings remain available for any grade after the enrollment period ends, then additional applications will be accepted on a first come, first served basis until there are no further openings.

The Board is aware of the need to develop clear processes for the withdrawal or transfer of students from our school. Those policies will be developed before school opens in August 2013.

The Willow Oak Montessori Board of Directors is dedicated to ensuring that every opportunity to market the school is done with strategies and tactics that remain consistent with its efforts to make a Montessori education accessible to all throughout our community. We believe that we have the marketing skills on our Board and the volunteer capacity in our school community necessary to make our diversity goals a reality.

We are aggressively pursuing relationships with community and church leaders in the populations we must reach to achieve the diversity targets detailed above. We have volunteers in our current parent community who speak fluent Spanish who are committed to helping us reach out to the Hispanic community in our area.

If we are not full after our open enrollment period, we will leverage the relationships we have built in the minority communities in our area to attempt to fill open spots with students who will help us achieve our diversity goals.

V. EDUCATION PLAN

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

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

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

Educational Theory and Foundation of the Model

Montessori is an educational philosophy rooted in the scientific observations and research of Dr. Maria Montessori, the first Italian female physician.

Montessori teachers are trained to observe each child's individual needs, interests and developmental level. The teachers prepare the classroom so that each child may choose his/her independent work throughout the work cycle. Based on his/her observations, the teacher creates an individual lesson plan and schedule for each student, and presents "lessons" to the children from a variety of subject areas. Lessons are given individually, in small groups, and to the entire classroom population, depending on the lesson and a student's ability to attend during a group lesson.

Children are encouraged to choose and repeat these lessons independently. Many Montessori materials include a "control of error" which allows the child to independently correct his/her own mistakes. Children can choose to work alone or with peers. Students must demonstrate that they have successfully absorbed a concept using specific materials (using beads to solve a multiplication problem, for example), as well as demonstrate they can work with the concept abstractly (recite times tables and accurately solve multiplication numeric and word problems without using a multiplication material).

Students are grouped in mixed age classroom settings, with three grades taught in each classroom. Students are given lessons according to their ability, readiness and achievement, rather than their age. Montessori students are responsible for respectful use of materials in both indoor and outdoor environments, as well as taught how to maintain tolerant, respectful interactions with peers, adults, and guests from all cultures and belief systems.

Montessori education strengthens critical thinking and problem-solving skills and encourages an atmosphere of inquisitiveness and interaction, collaboration, entrepreneurship, communication and global awareness—all essential skills for the 21st century student.

Proposed Innovative Offerings

What does it mean to be an "innovative" Montessori school? At Willow Oak Montessori, it means that Montessori methods are combined with other proven practices to develop 21st century skills – and the richest learning experience possible. A Montessori education is designed to adapt to and fit a student's needs, interests, and development while still teaching core academic subjects and fundamental skills.

To make this innovation manifest, Willow Oak Montessori faculty members constantly develop new curriculum, learning materials, and experiences for their students, like the Farm Fall Festival. This festival represents the interdisciplinary intersection of core academic subjects, the arts and imagination. In this experiential school-wide Cultural Studies project, students work in groups to research, collaborate, brainstorm and solve problems around meeting the global needs of humans: food, shelter, entertainment, a belief system, clothing and defense.

Willow Oak Montessori has adopted a series of goals for the education of its students; these goals promote the development of the following skills and traits:

- Personal and Social Responsibility
- Leadership
- Inventive Thinking
- Adaptability and Management
- Community Building
- Cultural, Global and Information Technology Literacy

Personal and Social Responsibility

Montessori students engage in daily, class-wide discussions about their roles in the classroom community. Conflict resolution and avoidance strategies are taught literally beginning Day 1, and throughout the school year children bring dilemmas to the classroom “town meeting” to discuss, problem solve, implement the chosen solution, and evaluate the outcomes. Students are given positions of authority during these discussions, such as moderator, scribe, and timekeeper. They also learn to both offer and command respect. Together, students and teachers create the class ground rules for communication, as well as a system of natural consequences and goals towards which to strive.

The skills and values learned in these “local” moral and ethical discussions are applied every time a student interacts with others, uses intellectual property, or accesses technology. Through their expertise managing complex dilemmas using both collaborative and individual strategies, children develop a personal framework from which they can extrapolate to community, governmental, and global levels.

Leadership

While many schools may not look at first grade students as leaders, Willow Oak Montessori provides six-year-olds with a unique opportunity to explore with older students what leadership can mean to them, and to begin thinking of themselves as leaders. Beginning in our third year of operation, on the Friday before school begins, the school will invite incoming first grade students to join older students for a Student Leadership Summit. As the program enrolls students at higher grade levels, eventually the oldest students in each level will come together to learn and discuss what it means to be a good leader, both inside and outside the classroom.

The mix of students is a critical piece of the summit’s success. Younger students get the chance to spend time with older counterparts and gain confidence from being in a peer group together before the first day of school. Older students have a chance to flex their leadership muscles and mentor the

younger ones. This type of multi-age learning is a foundation of the Montessori philosophy and an important aspect of the Willow Oak Montessori community.

The skills learned at this summit are practiced daily and refined in the classroom setting as children learn to run the daily classroom meetings, make individual and group decisions, and practice conflict avoidance and resolution. Defining and practicing leadership skills now is an important step that students take in their educational journeys toward becoming “global citizens” who are responsible, caring, and creative.

Inventive Thinking

Montessori pedagogy and materials invest in the process of student discovery—guiding students to make their own discoveries, rather than telling students each point of interest. Lessons are structured to isolate a single variable of difficulty, so that students can explore, practice and completely master a concept to support them as they move on to a new concept. This firm foundation allows students to move away from the “known” concept and think about new ways to use their knowledge to answer original “why” and “how” questions they author. Instead of limiting their inquiries to answering a set of pre-established questions, students are encouraged to demonstrate basic knowledge and then extend that knowledge through analysis, synthesis, and evaluation.

Researchers now understand how the very structure of the brain can be changed through intellectual pursuits and that there is a corresponding relationship between the amount of experience in a complex environment and the amount of structural change in the brain—in other words, learning organizes and reorganizes the brain (North Central Regional Education Laboratory). Montessori capitalizes on this through daily collaborative, experiential exercises.

Adaptability and Management

Peer collaboration becomes just one of many resources students access as they follow their curiosity. There is comfort in sharing discovery, and through daily application of the scientific method, fear of failure or ridicule is replaced by intellectual risk-taking and confident pursuit of interest. Working with peers also requires a degree of interpersonal and intellectual flexibility. Not only may your partner want to do something differently than you do, they may give you new ideas and information that stimulate an entirely new process or direction. Analytical, synthetic, and evaluative skills are practiced in the Montessori classroom so that students are well-prepared to assume decisive, thoughtful roles later in their academic, social and professional experiences.

From their first day in school, Montessori students are taught time management, organization, and planning skills as they learn to build their individualized semi-monthly work plan, which is a combination of teacher-requested work and student-elected work. These management skills help students move seamlessly from one task to the next, resulting in less off-task time than in teacher-centered learning methods. Increased time on task equals increased productivity – a better predictor of success in the working world than test scores and results. Researcher Hank Levin asserts that, “When it is argued that the prime reason for high standards and high stakes testing is to create a productive workforce for the economy, we should be cautious.” Based on his studies in the 1990s, Levin concluded that how well students do on current tests in no way correlates to how productive they will be in the work force. High productivity, on the other hand, though currently

not a high stakes focus of schools, often determines whether a person succeeds or fails in the workforce.

This focus on self-directed learning means students can learn to analyze new conditions as they arise, identify the new skills that will be required to deal with these conditions, and independently chart a course that responds to these changes. They can take into account contingencies, anticipate changes, and understand interdependencies within systems.

Cultural, Global, and Information Technology Literacy

Montessori curriculum includes math, science, language arts, fine art, music, movement, history, government, foreign language (initially Spanish at Willow Oak Montessori), cultural studies and instructional technology. In a world that is rapidly becoming connected or “wired” via information technology, the resulting globalization of communications and business has increased the importance of global cultural literacy. Our students need to be aware of, understand, and at a minimum, have tolerance for other cultures and beliefs.

Accordingly, Willow Oak Montessori students will use carefully selected digital tools to collaboratively design and research projects and experiments and make the final presentations that are the natural culmination of Montessori studies. Because so many Montessori extensions are based on original concepts, Montessori students write original text on a daily basis in narrative, descriptive and expository genres as they reason through and report on their endeavors. Through researching and creating original digital imagery and products, students will learn about and practice patterning, technological etiquette, and other digital communication skills. They will also become familiar with the tools that are part of technological literacy in the 21st century, including digital cameras, graphics packages, streaming video and common imagery standards to effectively use imagery to communicate ideas. Willow Oak Montessori students will achieve Information Literacy, which is defined by the American Association of School Librarians and Association for Educational Communications and Technology as “including accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively” to further their required and elected studies.

With its emphasis on cultural studies, Montessori education gives students opportunities to practice civics, ethics, and tolerance in “real time” situations as they participate in and contribute to blogs, video conferencing with schools around the world, and the Montessori Model United Nations (MMUN) held annually in New York.

Community Building

Montessori classrooms grant children the opportunity to independently care for themselves, their peers, and their environment. The mixed-age environment creates a family-like environment rather than a competitive community. Each child typically stays with the same teacher for three years, so teachers become very familiar with their students’ skills and areas of need. Students are familiar with and confident about classroom expectations and can work to meet and exceed them. Students learn to interact with representatives of the larger community during visits from experts who are invited into the classroom to demonstrate or explain a concept and engage students in hands-on activities. Students also plan and execute “going out” – small-group field trips based on a current topic of study. Older students mentor younger students, and the buddy system of

companionship and responsibility is widely employed throughout the school day. Finally, beginning with the very youngest students at the classroom level and extending to the oldest students at a national or international level, Montessori students perform weekly community service in the classroom, school and greater community.

Resources

American Association of School Librarians and Association for Educational Communications and Technology. (1998). Information Literacy Standards for Student Learning. American Library Association
http://www.ala.org/ala/mgrps/divs/aasl/aaslarchive/pubsarchive/informationpower/InformationLiteracyStandards_final.pdf

Learn NC. Information Literacy Standards (2012) <http://www.learnnc.org/lp/editions/nces2010-informationskills/>

Trilling, B. and Hood, P. (1999). Learning technology and education reform in the knowledge age or “We’re wired, webbed and windowed, now what?” *Educational Technology*/May-June 1999 pp. 5-18.

Bransford, John, et al. (1999). *How People Learn: Brain, Mind, Experience, and School*. National Research Council. Executive Summary.

Committee on Information Technology Literacy. National Research Council. (1999). *Being Fluent with Information Technology*. National Academy Press.

Levin, Henry M. 1998. *High Stakes Testing and Economic Productivity*. Paper prepared for the Conference on “High Stakes K-12 Testing.” Sponsored by the Civil Rights Project, Harvard University, Teachers College and the Law School, Columbia. Stanford University.

Twenty-first Century Skills (2003). Developed by the Metiri Group in partnership with The North Central Regional Educational Laboratory ©NCREL, enGauge.

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

Teaching Approach and Instructional Methodology

The Montessori teaching approach is based on research results that indicate students learn efficiently and deeply in an enriched, supportive environment through exploration, discovery and the freedom to use their creativity. In a Montessori classroom, each student learns and develops at his/her own pace through the use of materials and lessons introduced by staff trained in the Montessori teaching approach. This training is in addition to that required by the state of North Carolina for teacher licensure and by the federal government for Highly Qualified licensure status. The Montessori training program course of study includes educational philosophy, academic training in the curricula areas, child development, classroom management, use of materials for individual lessons, scaffolding of instruction, and differentiation of instruction.

The Montessori teaching approach also includes specific materials and methods developed by Dr. Maria Montessori, an Italian physician who worked in the fields of psychiatry, education and anthropology, as well as materials and content added by teachers to educate students to 21st century standards. Materials are selected and designed to meet the needs of the individual student, and there is a range of materials both in variety and level of development to allow children to progress through the curriculum as their skills develop.

The integrated curriculum is introduced sequentially and at the developmental level of each individual child, allowing every child to work to capacity at his/her ability level. Students receive lessons and complete work individually, in small groups, and in whole-class groupings. Faculty members guide and teach content so as to address the development of social skills, emotional growth, physical coordination, and cognitive preparation within the thoughtfully designed classroom and school-wide environments. This teaching approach supports many of the goals of the North Carolina State Board of Education¹, including:

Goal: NC public schools will produce globally competitive students.

Goal: NC public schools will be led by 21st century professionals.

Goal: NC public school students will be healthy and responsible.

Students attempt work in large periods of time, called *work cycles*, which are typically three hour work periods uninterrupted by whole-group activities. During this time, adults and students alike respect a child's concentration and do not interrupt a student busy at a purposeful task. Traditional group activities spontaneously arise according to the interest of the child or a group of children during the day, or are called by the teacher as is necessary.

Students choose their academic activities in a prepared environment; however, the teacher initially defines the boundaries of activities. The class will then work in partnership with the teacher to define the boundaries of acceptable behavior and activity. Eventually the goal is that each child will define his/her own boundaries of right and wrong consistent with the standards of the school community. Within limits, students are free to choose their own work, work at their own pace, and to move around and communicate with others in the classroom. The limits imposed are in relation to the collective interest, and this means that children learn to have respect for the rights and safety of others and for the environment. Students who disrupt their own work or that of others are

redirected by the teacher. Children learn to use care with materials, to help other children and to become a cooperative member of the group. This enables each child to enjoy the freedom which is offered, while displaying and developing discipline. This freedom develops the ability of the child to make reasoned educational and interpersonal choices based on a framework of self-discipline.

In addition to introductory, advanced, and review lessons and activities, Montessori teachers build into lesson plans and student work plans ample opportunity for student-conducted research. In a Montessori classroom, even the youngest students conduct research using developmentally and academically appropriate materials. This includes learning the varied means of obtaining information (e.g. on-line sources, encyclopedias, books, interviews, etc.), discretionary note taking, and compilation of non-fiction information into a meaningful statement. Students learn the means of obtaining sources and extrapolating information from those sources--a valuable academic and life skill. Student research also builds a framework for creative thinking and exploration.

Many Montessori classroom materials are self-correcting, which means students are able to self-assess and evaluate progress toward a learning goal prior to a formal assessment opportunity. Students are also encouraged to peer assess as a form of review prior to a formal assessment. Once students have demonstrated mastery of a concept via formal or informal assessment metrics, they are given the next lesson in the sequence.

Class Structure

In traditional Montessori settings, students are grouped in three-grade spans. These groupings are developmental in nature – that is, they group together students that are the most similar developmentally. Students would typically be grouped in the following grade spans: Preschool age 3 through Kindergarten in one classroom; Grades 1, 2 and 3 in one classroom; Grades 4, 5 and 6 in one classroom; and Grades 7 and 8 in one classroom. This was a key factor in our decision to begin our charter school with Grade 1, as we wished to maintain the integrity of our existing preschool through kindergarten classrooms, where the kindergarteners are the leaders in the classroom.

Classes will contain a balanced number of students at each grade and will be inclusive of all types of learners, including exceptional children and Limited English Proficient students. Montessori multi-grade settings allow for peer teaching, broad social interactions, and individual differences in learning style and pace, and create a lasting social and educational community. These classrooms provide the youngest or less advanced students with a graded series of role models and the older students with peer teaching opportunities for reinforcement of learning. A typical Montessori geometry lesson in a mixed-age classroom might include students in grades 1, 2, and 3, even though the students are in different grades. The first grade student might be an advanced geometer and have elected to receive the lesson, the second grader might be on grade level and be in the lesson as part of an already begun sequence of lessons, and the third grade student might need a review and be attending the lesson upon teacher request. Because older students are also invited to “re-teach” concepts to less advanced students, there is no social stigma around taking a lesson with younger students. Multi-grade grouping promotes familiarity amongst students and teachers so that time spent at the beginning of each school year “getting to know” each other through assessment and social familiarization is greatly reduced. Classrooms include a minimum of two trained faculty members in each class.

Within the structure of the classroom and curriculum, children are encouraged to pursue their interests, make responsible choices for themselves and direct themselves to constructive activities. Since children's interests vary, this opportunity typically results in an independent, self-motivated learner. Experimental studies and self-reported surveys conducted with school-age children find that perceived autonomy has a positive impact on perceived competence, intrinsic motivation and conceptual learning of school-age children.² At its core, Montessori classroom structure has these goals.

Classrooms are physically structured to provide curriculum area concentrations. A Montessori classroom includes distinct areas containing materials in the areas of mathematics, cultural subjects, sciences, language arts, and fine art. Students each have an individual space for storing their learning materials and personal belongings. Furnishings are grouped to provide areas in which students may choose to work sitting, standing, or on work rugs on the floor. A variety of furniture sizes is provided to accommodate different student needs. Work areas also include spaces in which students may work alone, in small groups, or in a full-class grouping. Finally, Montessori classrooms are structured to promote student independence by giving students access to learning materials as needed.

Curriculum Design

The Montessori curriculum is organized as an interconnected group of systems rather than as separate categories of knowledge. For example, students learn that the natural world on earth developed chronologically by engaging in Time Line of Life studies, which address the development of the physical universe and earth, as well as that of flora, fauna, and mankind. Montessori lessons are introduced simply and concretely in the early years and then reintroduced many times in successive years at increasing levels of abstraction and complexity. There is an early emphasis on the comprehensive vision of knowledge as a whole before proceeding to its parts as points of reference. For example, math concepts are introduced before math facts are memorized; the earth's globe is studied before countries are named. The sequencing of materials and curriculums, an interdisciplinary approach, and integration of curriculum areas are all part of a Montessori teacher's daily planning.

The use of materials for learning in the Montessori classroom is an integral part of the model from pre-school through the middle school years. Based on a belief that children learn by doing, lessons for math, sciences, language arts and all subject areas include hands-on materials for student use. Educational materials are carefully selected to meet the needs of the range of students in each class and to meet the learning goals of the program. Particularly at the elementary and middle school level, the curriculum integrates many subject areas into the lesson at hand. This enables students to use their knowledge and skills in context and to see the "whole picture." Students are not left dependent on materials, however, but practice using the materials until concepts have been mastered and internalized, making the use of those materials no longer necessary.

Montessori classrooms include curriculum and materials in the following content areas: Home Economics, Math, Language Arts, Fine Arts and Music, Geography, History, Civics, Technology, Leadership, Science, Government, Economics, Nutrition and Movement, and Foreign Language. There is a concentration on writing and reading across the curriculum. Activities and lessons are both student-initiated and teacher-initiated according to ability and learning style. Student efforts are scheduled and recorded using a work plan, which contains a combination of student-selected

lessons and activities and teacher-initiated lessons, activities, and requirements. From age six on, students design contracts or individualized work plans with the teacher to guide the students' required work, to balance their general work, and to teach them to become responsible for their own time management and education.

Due to the multi-age classroom, freedom of movement in both indoor and outdoor prepared environments, and the use of research and real-life materials, the Montessori classroom has great relevancy to the world beyond the school building. Teachers expose students to the connections among and between subjects. On the most obvious level, science and mathematics fit together, as do English and social studies. Students often make connections independent of those the teacher points out; making these connections exercises all facets of higher-order thinking. Curriculum constructed around themes or directed at answering fundamental questions or aimed at generative issues readily lend themselves to integrative education.

Courses of Study

Montessori teachers learn how to use classical Montessori apparatus and lessons in the areas of Mathematics; Language Arts; Sciences; Social Sciences; Healthful Living; Fine Arts; Media, Technology and Information Sciences; Foreign Language; and Leadership and Conflict Resolution. Because Montessori is a research-based pedagogy, modern practitioners are also taught to innovate new materials and lessons in order to differentiate instruction and ensure students are literate in 21st century learning, innovation, life, and career skills. To understand how this literacy is defined, Montessorians spend hours correlating the Montessori curriculum and instruction model with state and national standards. There are also professional services, such as that offered by *Montessori Made Manageable*, that will (for a fee) correlate a local school district's or state's set of standards with traditional Montessori pedagogy and materials so that teachers are sure they are offering a complete course of study that meets all requirements.³

In North Carolina, public schools are currently transitioning courses of study amongst three recognized frameworks: The North Carolina Standard Course of Study, the Common Core State Standards, and the North Carolina Essential Standards.⁴ By 2012-2013, both the Common Core State Standards and the North Carolina Essential Standards will be the primary bodies by which teaching and assessment are conducted in North Carolina public charter schools. The three existing Montessori charter schools in North Carolina will provide support, as necessary, to help us ensure that our curriculum is appropriately aligned with these standards.

In its 2013-2014 inaugural year, Willow Oak Montessori will continue to correlate Montessori curriculum with state standards for teaching and assessment as follows:

Mathematics	Common Core State Standards
English Language Arts	Common Core State Standards
Sciences	North Carolina Essential Standards
Social Sciences	North Carolina Essential Standards
Healthful Living	North Carolina Essential Standards

Fine Arts	North Carolina Essential Standards
Media/Technology/Information Sciences	North Carolina Essential Standards
Foreign Language	North Carolina Essential Standards
Leadership & Conflict Resolution	North Carolina Essential Standards

¹North Carolina Guide for the Early Years, Second Edition, 2009. <http://www.ncpublicschools.org/docs/curriculum/primaryk3/guide4early-years.pdf>

²Measuring Student Autonomy Structures in a Montessori Classroom: Analysis of Patterns in Time and Configuration, Joyce Koh and Theodore Frick, Indiana University, 2007.

https://www.indiana.edu/~aptfrick/overview/research_studies/summary_autonomyaptac.pdf

³Montessori Made Manageable Montessori Correlation, 2012. <http://www.mmm-inc.com/index74aa.html?id=3,23>

⁴Learn NC K-12 Teaching and Learning - From the UNC School of Education, 2012. <http://www.learnnc.org/scos/>

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

Earlier in this application, we articulated the following goals for our school:

GOAL 1. Each student at Willow Oak Montessori will demonstrate appropriate growth across the range of academic subject areas taught in the classroom, including math, science, language arts, history, government, foreign language, cultural studies and instructional technology.

GOAL 2. Willow Oak Montessori students will develop a strong sense of personal, social, and global responsibility. Students will be responsible and accountable to themselves and to others in their local and global communities.

GOAL 3. Each student at Willow Oak Montessori will demonstrate strong leadership, adaptability, and management through collaboration with peers.

GOAL 4. Each student at Willow Oak Montessori will engage in inventive thinking and will develop cultural, global, and information technology literacy.

GOAL 5. Willow Oak Montessori will meet or exceed expected levels of performance and growth on the North Carolina End-of-Grade assessments (EOGs).

These goals are a clear and specific set of goals developed based on numerous conversations with existing Montessori and charter school leaders. We have developed measurable objectives for each of these goals, as articulated beginning on page 7 of this application. We believe that the measureable objectives are both ambitious and attainable based on our own track record with the Montessori philosophy in our preschool through kindergarten program and the performance of the three existing Montessori charter schools in North Carolina, two of which are Schools of Distinction and one of which is an Honor School of Excellence.

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

Not Applicable. We will not operate a high school.

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

Calendar Policy

The Head of School will prepare a draft academic calendar for the following school year for presentation to the Board of Directors at its January Board meeting. After making any changes directed by the Board, the Head of School will present to the Board at its February meeting a proposed calendar for approval.

The academic calendar must include at least 185 student instructional days, 10 professional days, and at least four potential inclement weather make-up days. The calendar shall include at least the same number of holidays as those designated by the State Personnel Commission for employees of the State of North Carolina. School may not be in session on any day prohibited by State law.

Draft 2013-2014 School Calendar

The calendar on the next page is only a draft. Additional details, including possible early release days for in-service professional development, will be added when the calendar is finalized by the Board of Directors in the months leading up to the opening of school.

The calendar reflects the mission of the school by providing an adequate number of teacher workdays spaced throughout the year to allow faculty members to change the prepared classroom environment in accordance with the priority placed on the prepared environment in the Montessori philosophy.

Willow Oak Montessori
2013-2014 Academic Calendar
DRAFT

H = Holidays, No School
W = Teacher Workdays, No School
@ = First and Last Days of School
***** = Possible Weather Make-Up Days

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

August 2013						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	W	W	W	W	W	17
18	@	20	21	22	23	24
25	26	27	28	29	30	31

September 2013						
Su	M	Tu	W	Th	F	Sa
1	H	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	W	21
22	23	24	25	26	27	28
29	30					

7-9 Teacher Workdays
 12 First Day of School

2 Labor Day Holiday
 20 Teacher Workday

October 2013						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	W	26
27	28	29	30	31		

14-18 Fall Break Holiday

November 2013						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	W	9
10	H	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	H	H	H	30

8 Conference Day
 11 Veteran's Day Holiday
 27-29 Thanksgiving Holiday

December 2013						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	H	H	H	H	H	28
29	H	H				

23-31 Winter Break Holiday

January 2014						
Su	M	Tu	W	Th	F	Sa
			H	H	W	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	H	21	22	23	24	25
26	27	28	29	30	31	

1-2 Winter Break Holiday
 3 Teacher Workday
 20 Martin Luther King, Jr. Holiday

February 2014						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	W	18	19	20	21	22
23	24	25	26	27	28	

17 Teacher Workday *

March 2014						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	W	11	12	13	14	15
16	17	18	19	20	21	22
23	H	H	H	H	H	29
30	31					

10 Conference Day
 24-28 Spring Break Holiday

April 2014						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	H	19
20	W	22	23	24	25	26
27	28	29	30			

18 April Holiday
 21 Teacher Workday*

May 2014						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	W	17
18	19	20	21	22	23	24
25	H	27	28	29	30	31

16 Teacher Workday*
 26 Memorial Day Holiday

June 2014						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	@	14
15	W	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

13 Last Day of School
 16 Teacher Workday

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

Essential to the success of Willow Oak Montessori is ongoing and meaningful evaluations of all students and all teachers.

Student Assessments

Willow Oak Montessori will utilize the North Carolina End-of Grade (EOG) testing beginning in grade 3, as well as a combination of formative assessments, teacher observations, summative assessments, and student self-evaluations in all grades in order to assess the knowledge, skills, performance, growth and dispositions of every student each academic year. These assessments will ensure that, consistent with the missions of Willow Oak Montessori and the NC State Board of Education, “every student excels in rigorous and relevant core curriculum that reflects what students need to know and demonstrate in a global 21st Century environment, including a mastery of languages, an appreciation of the arts, and competencies in the use of technology.” (<http://www.ncpublicschools.org/organization/mission/>). These assessments will also allow Willow Oak Montessori to monitor the development of social skills, emotional growth, and physical coordination within each child – areas of development critical not only to academic success, but also to success as responsible global citizens.

In order to ensure that our students in grades 3 through 8 are prepared for their EOG testing, as well as to monitor the academic preparedness of our first and second graders, Willow Oak Montessori proposes to use MAP (Measure of Academic Progress) testing. MAP is an adaptive computerized test that provides teachers, parents, and administrators with an accurate assessment of student progress in mastering basic academic skills. When administered at regular intervals over the course of a school year, it is possible to assess individual student classrooms and entire grade levels are making satisfactory progress in basic skill areas. Teachers can use assessment information for instructional planning for individual students or an entire class. Final protocols regarding testing will be developed, and adapted as needed, by the Head of School and Assistant Head of School.

Teacher observations will be regularly used to monitor student development. As part of Montessori training, each teacher learns to observe the whole class and individual students to help identify specific learning needs, interests, and developmental abilities of students. The teacher keeps records and makes observation notes which include the following topics:

- Student use and facility with the classroom materials
- Creativity and exhaustion of the possibilities with the materials
- Student enthusiasm and satisfaction
- Repetition of activities
- Success with the materials
- Application of the concept outside of the use of materials
- Readiness for progression to the next concept
- Student interactions with peers and faculty members

These observations help teachers differentiate curriculum and provide individualized instruction for every child. Teachers will be provided allocated time in their workday to both conduct and

write-up student observations.

Finally, input from the students themselves is a critical component of the student assessment process. From age six on, students at Willow Oak Montessori will engage in self and peer evaluation across content areas. Some specific examples, which vary according to the age and development of each student, include:

- *Work Diaries/Journals.* Students will keep records of their work choices, the amount of time spent working, how they spent their independent work time, and lessons they've been given.
- *Frequent Meetings with the Teacher.* Students will review their work and work diaries with the teacher often. Variety of work, skills practiced, lessons received and lessons needed will be discussed. Quality of work and on-going projects will also be reviewed during these meetings.
- *Self and Peer Editing.* Rubrics are designed to give students the opportunity to comment on the quality of each other's work and their own work. In addition to teacher correction/lesson clarification, more advanced students may be asked to assist their peers with materials or work that needs clarification.
- *Group Discussions.* Group discussions will be held after students present completed work. These discussions will allow for further peer and adult comment on their research and writing.
- *Capstone Projects.* Eighth grade students will spend an entire year working on a capstone project of their choice that applies learned skills in a cross-curricular, in-depth project which incorporates research, community service, and a public presentation. More basic capstone projects will be built into the third and sixth grade curriculum, as students age out of one multi-grade environment into the next.

Teacher Assessments

A goal of both Willow Oak Montessori and the NC State Board of Education is that North Carolina schools be led by 21st century professionals. Central to this is the skill of the faculty members who guide and teach content to students within the thoughtfully designed classroom and the school-wide environment. Formal evaluations of teachers, in addition to student and classroom evaluations, will be used to inform teacher professional development and ensure that teachers have the skills necessary to effectively help students grow academically and interpersonally. Formal teacher evaluations will be based on the North Carolina Teacher Evaluation Process (<http://www.ncpublicschools.org/docs/profdev/training/teacher/teacher-evaluation.pdf>). Teachers will be evaluated (a minimum of once per year) to determine their level of competency in the North Carolina Professional Teaching Standards as developed by the North Carolina Professional Teaching Standards Commission (<http://www.ncpublicschools.org/docs/profdev/standards/teachingstandards.pdf>).

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

As a public charter school, Willow Oak Montessori will support its faculty's growth by offering professional development related to the school's stewardship of public funding and mission as follows:

Public Education

Faculty members will receive training in tools provided by DPI and, in some cases, statutorily mandated by the state legislature. Some of these tools include:

- EOG exams in reading, math and science
- Writing Curriculum Assessment (site-based, but state required)
- K-2 Literacy Assessment
- Core Competencies
- Standard Course of Study
- Framework for 21st Century Learning and Skills

Montessori Education

- Montessori certification training for a minimum of one teacher per classroom
- Montessori paraprofessional training for second adult per classroom
- Regional symposia tuition assistance
- National conference tuition assistance

Development of the Professional and the Institution

- Professional Learning Communities Training
- NC Teacher Working Conditions Survey
- NC Professional Teaching Standards and Ethics
- NC Professional Educator Evaluation System
- Teacher Licensure and License Renewal Requirements
- Mentoring for Initially Licensed Teachers
- Working with at-Risk Students
- Appreciative Inquiry

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

Every student at Willow Oak Montessori will have a work plan developed primarily between the teacher and student at the beginning of each year to establish specific learning goals and objectives. This document will be broken into a semi-monthly work plan. Both the teacher and student will review the work plan each week to:

- 1) document progress made towards specific goals,
- 2) determine whether modifications to the work plan are needed going forward, and
- 3) establish new goals to be included on subsequent work plans.

Examples of work plan modifications may include: working with an older peer, spending time in another classroom, receiving additional instruction to promote mastery of a topic, or adding a work extension in which the student shows interest. To augment strategies formulated during work plan conferences, teachers will consult with peers in professional learning community groups and with parents to develop targeted strategies to improve student performance in the regular classroom.

In addition to the information gleaned from work plan reviews, teachers will be able to identify underperforming students quickly through ongoing MAP assessments. This assessment protocol

measure student performance compared to national norms and benchmarks student progress using multiple probes throughout the school year. If a student does not demonstrate adequate growth or performance on these measures, specific strategies will be developed and integrated into the work plan based on this data.

If a student continues to struggle after repeated modifications have been made to the work plan, then a formal referral to the Student Support Team process may be initiated at that time. If, after the Student Support Team process has been completed, a student still shows lack of expected progress as defined by the MAP metrics, a referral for additional evaluation via the Exceptional Children's program may ensue to determine if the student qualifies for Exceptional Children services.

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

Research shows that strong schools build bridges with students' parents, extended family members, and members of the local community. As an existing school, Pittsboro Montessori School engages families and community members in diverse activities at a variety of levels, each with a specific purpose. We plan to continue this outreach going forward with Willow Oak Montessori.

Our outreach will include communication through multiple media channels, parent information nights, volunteer opportunities, school governance opportunities, partnerships with community organizations, and regular Family Series events.

Communication through multiple media channels: Teachers and parents will communicate regularly via phone, e-mail, and written notes regarding student progress and classroom activities. Formal parent conferences will be held at least twice per year, but more often when necessary. Parents or teachers can request additional face-to-face meetings, as necessary. Detailed written progress reports will be sent home in the fall and spring prior to parent conferences.

School Administration will also communicate with families via regular e-mail updates about school programs, events, and services. Updates will also be shared via a parent portal on the school's website, as well as the school's Facebook page and other social media that may become popular over time.

To encourage communication among families, parents will be provided with a family directory and the school will work to provide an online bulletin board forum.

Parent Information Nights: Several evenings during the year, Willow Oak Montessori will host parent information nights, where we will help parents better understand the Montessori philosophy and how best to help their children succeed at school. Topics might include "Montessori 101," "Montessori in the Home Environment," "The Effects of Screen-time on Child Development," etc. These evening sessions will allow time for parents to ask questions that they might have about the Montessori philosophy.

Volunteer Opportunities: Willow Oak Montessori will encourage parent volunteering by regularly communicating the importance of volunteer efforts to the success of our school. Volunteer opportunities will be available not just during the school day, but in the evenings and on weekends

to allow all families to contribute their time and talents to the success of the school. Our existing preschool through kindergarten program at Pittsboro Montessori School already has a vibrant Parent Association in place. We plan to continue to support an active Parent Association at Willow Oak Montessori. We will ask for assistance from parents in planning the Family Series events referred to earlier in this application, as well as field trips, community work days, musical events, etc.

School Governance Opportunities: Families will be encouraged to serve as Board members and on committees. Board agendas will be communicated to families in advance, and parent attendance and comments will be welcome at all Board meetings.

Partnerships with Community Organizations: Willow Oak Montessori will continue to be present in the community, at events such as the Pittsboro Pepper Festival, the Pittsboro Street Fair, and the Chapel Hill/Carrboro Mothers Club Preschool Fair. We will also build on existing relationships we have with other organizations serving children, including Learning Outside, Bright Horse Farm, and KidSCOPE to provide a variety of services to our families. Finally, we will seek out opportunities to serve the broader community as a school, as we have in the past by providing holiday toys for children in foster care through the Department of Social Services and by collecting coats for families in need during the winter months.

Family Series Events: Every year, Willow Oak Montessori will host The Family Series – a lineup of unique events for young and old alike. The events will take place at our school and will be open to the public. Family Series events will offer school families an opportunity to have a great time while contributing to the improvement of their local community. Family Series events might include:

- Kids Dance-a-Palooza (physical activity fundraiser with proceeds going to the American Diabetes Association)
 - Farm Fall Festival (features Pittsboro’s agricultural businesses and student “Needs of Humans” projects), includes the Make-Your-Own Parade of Cows (creative fun with recycled materials)
 - Campfire Sing-a-Long (fire safety and creative arts)
 - Letterbox and Geocaching Hunt (geography, earth science and critical thinking skills)
 - Gingerbread House decorating party (an intergenerational event to which area extended living residents are invited)
- **Describe how the school will meet the needs of gifted, at-risk children, English language learners by explaining the proposed school’s process for identification and service of these students.**

Montessori educators are committed to creating scholarly environments for all children. They set high expectations for their students, regardless of ability level, and believe that every child can achieve a high level of academic success. Montessori teachers routinely conduct structured observations to identify the specific learning needs, interests, and developmental abilities of their students. These observations allow teachers to differentiate the curriculum and provide individualized instruction for every child. Students learn at an early age to evaluate their own performance across content areas. This information is used in addition to formal assessments conducted by the teacher to modify and plan instructional strategies to meet the ongoing needs of each student.

Willow Oak Montessori will provide a free and appropriate public education for all children identified with special needs in the least restrictive environment by complying with relevant state and federal regulations. These regulations include North Carolina's General Statute 115C Article 9, the Individuals with Disabilities Act (IDEA), The Americans with Disabilities Act (Amended in 2010), and Section 504 of the Rehabilitation Act of 1973. The Montessori educational philosophy is fundamentally well suited to meet the diverse learning characteristics of all children, including those with special needs. The basic principles of the Montessori model are grounded in the scientific observation of each child and the development of an individualized lesson plan to meet the specific learning needs, special interests, and developmental abilities of every student. To the maximum extent appropriate, all children identified with special needs at this school will be served in the regular classroom setting and provided access to the curriculum as specified in the child's IEP.

Students with Disabilities

A student suspected of having an educational disability will be referred to the Student Support Team (SST). The SST will attempt to identify whether the concern about the student is academic, social, emotional, and/or behavioral in nature. Interventions will be established by the team and agreed upon by parents and teachers. The interventions will be in place for a minimum of three weeks before results are evaluated by the SST. If the strategies prove successful, the plan will be continued. If not, adjustments will be made to implement a different set of interventions.

At the point interventions no longer appear effective, the SST will refer the student to a consulting school psychologist, speech pathologist, or other practitioner for evaluation. This evaluation will be used to determine whether the student qualifies for Exceptional Children services and an Individualized Education Program (IEP). Willow Oak Montessori will obtain informed parental consent for conducting an evaluation to determine eligibility for Exceptional Children services.

Students eligible for Exceptional Children (EC) services will be provided with programs designed and implemented in accordance with federal and state policies and procedures. One or both parents of a child will be members of any group that makes decisions regarding the educational placement of the student. A licensed EC teacher, classroom teacher, parent and administrator will be given proper notification and invited to attend all meetings. The EC Coordinator will evaluate the needs of children and the adequacy of special education programs before placing a child in the program.

Students with a Section 504 plan, or identified as being eligible for a Section 504 plan, will be offered accommodations and/or services for the identified disability. Accommodations and services for both IEPs and 504 plans may include, but are not limited to, modification of tests and assignments, extra sets of textbooks for home, adjusted seating, use of study guides and organizational tools, preferential seating, modified recess and PE, and use of necessary health care procedures. A full continuum of delivery models will be available for Exceptional Children students, including physical, occupational, and speech/language therapy.

Immediately following the development of the IEP and without undue delay, Willow Oak Montessori will provide parents with a copy of the proposed IEP, together with the required notice of procedural safeguards and parents' handbook of rights. Willow Oak Montessori will ensure that all students have access to the general curriculum and will provide specialized materials and equipment as specified in the IEP. All students with disabilities who need special education and

related services, regardless of the nature or severity of their disability, will be served in the least restrictive environment possible. The Willow Oak Montessori EC staff will conduct periodic evaluation of the benefits of the programs and compare the benefits to the nature of student needs. The IEP will be updated per the law, and adjustments will be made to accommodate each student.

Willow Oak Montessori's EC staff will participate in ongoing, intensive training to ensure awareness of and compliance with state and federal exceptional children's laws, including those governing identification, screening, implementation, and maintenance of IEP and Section 504 plans. The EC staff will also work closely with classroom and special teachers to provide students with the necessary and appropriate accommodations and interventions, and all Willow Oak teaching staff members will be aware of any students they instruct who have an IEP or a Section 504 plan. Staff members will make sure that all requirements are being met as prescribed.

At-Risk Students

Many children are faced with a variety of familial and environmental challenges outside of the classroom that put them at risk for learning difficulties at school. These factors can include socioeconomic distress (poverty, hunger, poor housing conditions), chronic physical illness, mental health concerns, and/or limited access to appropriate health care and social services. Willow Oak Montessori is well prepared to meet the diverse learning needs of at-risk children given the school's multi-grade classrooms and individualized instructional approach for every child. Teachers will routinely use structured observations, as well as formative and summative assessment techniques, to identify those children who may not be performing on grade level.

Children identified as at-risk will be referred to the Student Support Team (SST). Interventions will be established by the team and agreed upon by parents and teachers. The interventions will be in place for a minimum of three weeks before results are evaluated by the SST. If the strategies prove successful, the plan will be continued. If not, adjustments will be made to implement a different set of interventions.

Gifted Students

Because the Montessori curriculum is designed to serve a wide variety of skill levels in each multi-grade classroom, Willow Oak Montessori will typically be able to meet the needs of gifted students in the normal classroom environment. Extensions of classroom lessons and materials to meet the needs of each student will be documented in the individual semi-monthly work plans for the child. These extensions may include bringing materials in from the next multi-grade classroom level as appropriate.

If a teacher or parent believes that the extensions offered are no longer meeting the needs of a student in a specific academic field, then the student may be referred to the Student Support Team (SST) for screening for additional services. The SST will use multiple criteria for assessing students and determining eligibility for additional services, including teacher observations, student portfolio and writing samples, results of achievement tests, and formal cognitive assessments.

A Differentiated Education Plan will be created for any student identified as gifted through this screening process. A variety of strategies will be available to meet the unique needs of each student,

including enrichment and acceleration, as appropriate. The plan will be reviewed on an annual basis, as specified by law, and communicated to students and parents accordingly.

English Language Learners

In accordance with North Carolina State Board of Education policy GCS-K-000, English Language Learners will be screened for using a Home Language Survey (HLS), which will be administered to all students upon initial enrollment. The completed HLS will be placed on file.

The WIDA ACCESS Placement Test (W-APT) will be administered to all initially enrolled language minority students. Once identified as limited English language proficient, the student will be assessed annually on the state-identified English language proficiency test until the student meets the exit criteria. The test currently used by North Carolina for annual assessment is the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs). This test is designed to satisfy No Child Left Behind requirements for Title III and will be administered to all English Language Learners as required.

If the student is also identified as eligible for special education under the IDEA, then appropriate testing accommodations for the ACCESS administration are noted in IEP and Limited English Proficiency documentation.

Willow Oak Montessori will serve English Language Learners by contracting with a certified English as a Second Language (ESL) practitioner to consult with classroom teachers about how to make the materials and lessons in the Montessori classroom more accessible to English Language Learners. One framework for increasing the accessibility of academic content is the Sheltered Instruction Observation Protocol (SIOP). This framework is particularly compatible with the Montessori philosophy because of its focus on observation of and lesson planning for individual students.

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

In accordance with its mission to provide a creative and stimulating learning community for its students, Willow Oak Montessori will provide students with the opportunity for a variety of extracurricular activities. Possible activities include music, fine arts, foreign languages, physical fitness, sports, environmental stewardship, and academic leadership clubs. Students will be encouraged to explore the benefits of these various extensions to their school day. The school staff, students and families will work together to determine interest in various clubs and activities.

Music and Fine Arts: Leveraging the wide variety of artists in Chatham County and organizations like the Chatham County Arts Council, Willow Oak Montessori will host various local artists for special events and instruction. Students may have the opportunity to participate in a Glee (vocal) club, Drama club, Art club, or Drumming Club.

Foreign Languages: Spanish club will provide students with an informal opportunity to practice their Spanish language skills and gain a deeper appreciation of other cultures. Additional language clubs will be offered based upon interest and availability of an adult sponsor.

Physical Fitness and Sports: Willow Oak Montessori will offer opportunities for students to get their bodies moving, experience fellowship, and have fun. Extracurricular activities will lean towards noncompetitive activities, such as Yoga, Dance, Running, and Outdoor Explorer Clubs. Willow Oak Montessori will also provide families with information about community based programs, including baseball and soccer offered through the Chatham County YMCA, East Chatham Baseball, and Chatham Soccer League, as well as basketball and other sporting activities offered through the Chatham County Parks and Recreation Department. We will consider partnering with third parties to bring martial arts lessons or other similar programming to our school after the normal school day is over.

Environmental Stewardship: Environmental stewardship refers to responsible use and protection of the natural environment through conservation and sustainable practices. Students may participate in the “Be Green” club to spearhead school efforts to reduce, reuse and recycle. The school may also sponsor a team for the popular North Carolina Envirothon program. We expect to grow a garden on our campus, where there will be opportunities to plant, harvest, and compost beyond the school day. Families may also choose to have their children participate in afterschool programming offered through Learning Outside, a local outdoor learning center.

Academic Leadership: In addition to Student Council during the school day, Willow Oak Montessori may also participate in national and local activities such as Geography Bee, Odyssey of the Mind, Montessori Model United Nations (MMUN), and Science Olympiad. These and other programs offer opportunities for students to exhibit their global knowledge and skills in a challenging forum. Willow Oak Montessori will entertain all student-initiated interests and community partnerships in an attempt to offer more extracurricular activities in the future based upon demand and availability of adult sponsors.

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

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

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

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

Montessori educators are committed to creating scholarly environments for all children. They set high expectations for their students, regardless of ability level, and believe that every child can achieve a high level of academic success. Montessori teachers routinely conduct structured observations to identify the specific learning needs, interests, and developmental abilities of their students. These observations allow teachers to differentiate the curriculum and provide individualized instruction for every child. Students learn at an early age to evaluate their own performance across content areas. This information is used in addition to formal assessments conducted by the teacher to modify and plan instructional strategies to meet the ongoing needs of each student.

Willow Oak Montessori will provide a free and appropriate public education for all children identified with special needs in the least restrictive environment by complying with relevant state and federal regulations. These regulations include North Carolina's General Statute 115C Article 9, the Individuals with Disabilities Act (IDEA), The Americans with Disabilities Act (Amended in 2010), and Section 504 of the Rehabilitation Act of 1973. The Montessori educational philosophy is fundamentally well suited to meet the diverse learning characteristics of all children, including those with special needs. The basic principles of the Montessori model are grounded in the scientific observation of each child and the development of an individualized lesson plan to meet the specific learning needs, special interests, and developmental abilities of every student. To the maximum extent appropriate, all children identified with special needs at this school will be served in the regular classroom setting and provided access to the curriculum as specified in the child's IEP.

Students with Disabilities

A student suspected of having an educational disability will be referred to the Student Support Team (SST). The SST will attempt to identify whether the concern about the student is academic, social, emotional, and/or behavioral in nature. Interventions will be established by the team and agreed upon by parents and teachers. The interventions will be in place for a minimum of three weeks before results are evaluated by the SST. If the strategies prove successful, the plan will be continued. If not, adjustments will be made to implement a different set of interventions.

At the point interventions no longer appear effective, the SST will refer the student to a consulting school psychologist, speech pathologist, or other practitioner. This evaluation will be used to

determine whether the student qualifies for Exceptional Children services and an Individualized Education Program (IEP). Willow Oak Montessori will obtain informed parental consent for conducting an evaluation to determine eligibility for Exceptional Children services.

Students eligible for Exceptional Children (EC) services will be provided with programs designed and implemented in accordance with federal and state policies and procedures. One or both parents of a child will be members of any group that makes decisions regarding the educational placement of the student. A licensed EC teacher, classroom teacher, parent and administrator will be given proper notification and invited to attend all meetings. The EC Coordinator will evaluate the needs of children and the adequacy of special education programs before placing a child in the program.

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One framework for increasing the accessibility of academic content is the Sheltered Instruction Observation Protocol (SIOP). This framework is particularly compatible with the Montessori philosophy because of its focus on observation of and lesson planning for individual students.

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

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

The Willow Oak Montessori Board has prepared a draft set of student policies with the help of its attorney, David Hostetler. These draft policies are included on the following pages. The policies do cover student conduct and discipline, suspension and expulsion of students, and a proposed grievance process. The Board will continue to refine its policies and procedures in the months leading up to the opening of school in August 2013.

**Willow Oak Montessori:
A Public Charter School**

DRAFT

Student Handbook

2013-2014 School Year

Student Handbook

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Student Handbook

101 Introduction

101.1 To Students and Parents

These policies provide direction and information for members of Willow Oak Montessori (the “School”). A healthy and effective School depends on established policies and procedures. More importantly, it requires members of the community to understand and implement the policies and procedures for the success and well-being of everyone. All such policies are designed to support the mission of the School:

Willow Oak Montessori strives to assist children in achieving their unique potential as responsible global citizens by nurturing self-confidence and independent decision making in a stimulating, creative and diverse Montessori community. In pursuing this mission, we seek to engage with our community and to make a Montessori education accessible to all.

101.2 Parent-Student Commitment and Expectations

The School cannot succeed in its mission without commitment and effort from the parents who enroll their children. A strong partnership is essential.

Parents and families support the School’s mission and fulfill their primary role as teachers of their children when they respect and support the efforts and staff of the School, promote the desire for and pursuit of learning, and model ethical and relational integrity.

Respect for, and support of the School’s mission includes the following commitments on the part of every parent. The parent’s role includes the following:

- a. Monitor and support School policies and procedures;
- b. Insure prompt arrival to School and promote their student’s full attendance to the maximum extent feasible;
- c. Nourish children’s physical and emotional health to promote learning;
- d. Provide a home life and daily schedule that provides balancing and support;
- e. Help children to complete assignments and other academic demands and to communicate with staff as necessary to address particular needs;
- f. Be willing to volunteer and financially support the School’s work as feasible;
- g. Cooperate with School staff in providing needed information or other support when reasonably requested; and
- h. Participate responsibly in classroom and School meetings and functions.

101.3 School Calendar

Every year the School will publish its calendar. The School calendar shall include the beginning and ending dates of the School year, dates for staff workdays, holidays, and

annual leave days. The calendar shall include at least the minimum number of make-up days required by law.

101.4 Legal Compliance, School Charter and Changes in Policy

The School, by law, is a North Carolina public school, operated by a private, tax-exempt non-profit corporation. As a charter school it is exempt from most state education laws that apply to traditional public schools. The School shall comply with all remaining and applicable federal laws and regulations, including, but not limited to, such laws and regulations governing employment, the environment, disabilities, civil rights, children with special needs, transportation, and student records. The School shall also comply with all applicable health and safety laws and regulations, whether federal, state, or local which apply to local traditional public school system. The school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations and shall not charge tuition or fees, except that it may charge fees that are charged by the local school district.

The School's state-approved charter is a contract. Therefore, the School shall also operate consistent with all provisions in its charter.

102 Admission, Enrollment, and Placement

102.1 Admission

As required by state law (G.S. 115C-238.29F(g)), any child who is qualified for admission to a North Carolina public school is qualified for admission to the School. Admission shall not be determined according to the school attendance area in which a student resides.

The 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.

102.2 Admission Priority

By law, the School may give enrollment priority to siblings of currently enrolled students who were admitted to the School in a previous year and to children of the school's Head of School, teachers, and teacher assistants.

In addition, only for its first year of operation, state law permits the School to give enrollment priority to children of the initial members of the School's board of directors, so long as (i) these children are limited to no more than ten percent (10%) of the school's total enrollment or to 20 students, whichever is less, and (ii) the charter school is not a former public or private school. If multiple birth siblings apply for admission to a charter school and a lottery is needed the charter school shall enter one surname into the lottery

to represent all of the multiple birth siblings. If that surname of the multiple birth siblings is selected, then all of the multiple birth siblings shall be admitted.

102.3 Open Enrollment

The School will hold an annual open enrollment period.

At the conclusion of the enrollment period, if the number of applicants for a particular grade does not exceed the number of available spaces for that grade level, all eligible students who have properly applied by the deadline will be accepted. At the close of the enrollment period, if the number of applicants for a particular grade level exceeds available spaces for that grade level, a lottery system will determine admission eligibility.

Students who are not offered enrollment will be placed on a wait list. After all spaces for a grade level are filled, the lottery will continue until all applying students have been assigned a priority number on the wait list. The wait list will not carry into the next School year, but will remain and be used for admission should a space become available during the current School year for which it was conducted.

In the event a space becomes available during the current School year, the parent of a student who is first on the wait list for that grade shall be notified in writing and offered enrollment. The student's parent will have no more than five business days to accept admission by notifying either the Head of School or his or her designee of the decision to accept the enrollment offer. If the position is declined or not accepted within five business days, the next person on the wait list shall be contacted. This process will continue until the space is filled or the wait list is exhausted.

After admission and during the School year, serious and/or repeated deviations from the policies and procedures defined by the School will result in an evaluation of the student's placement in the School, as allowed by law.

102.4 Placement

The School reserves the right to place students in grade levels determined by assessments, regardless of the grade level a student was in at a previous School. For example, if a student applying to enter the fourth grade is assessed below the fourth grade competency level, the School may offer admission to the lower and more appropriate grade.

102.5 Withdrawal

Parents choosing to withdraw a student from the School should contact the School Office and follow the procedures established by the School.

103 Transportation and Attendance

103.1 Transportation and Arrival

By state law, the School may, if it chooses, provide transportation for its students. Regardless, the School shall develop and maintain a transportation plan so that transportation is not a barrier to any student who resides in the local school administrative unit in which the School is located.

Students are required to arrive at the School on time unless they have a legitimate excuse for being tardy or absent. Students and parents should allow adequate time for travel to the School, possible traffic problems or weather conditions, other transition time, and other factors that may affect promptness.

103.2 Tardiness

Students who are not in their classrooms at the time the School bell rings are considered tardy. Students who arrive late due to an excused reason must obtain an approval slip from the office. For an excused tardy, students are required to produce a note from their parent indicating the reason for late arrival, or their parent must accompany the student to the School office. The reason for the late arrival must be listed on the notice. Once receiving their approval slip, students shall proceed immediately to class, delivering the slip to the homeroom or other appropriate classroom teacher.

103.3 Attendance

Failure to attend school undermines a student's education and the School's academic success. As such, absence may subject a student to disciplinary action up to and including expulsion, as well as investigation of parents by social services or juvenile justice officials, based on mandatory attendance and child neglect statutes.

Excused reasons for tardiness or absences may include the following:

- a. Illness or injury;
- b. Medical, dental or other appointment with a health care provider;
- c. Necessary religious observances;
- d. Involvement in a traffic or other accident;
- e. Participation in a valid and important educational opportunity, such as travel, with prior approval of the Head of School;
- f. Other unavoidable and excusable reasons as determined by the Head of School or his or her designee.

Compulsory Attendance. The Head of School shall oversee adherence to attendance rules and regulations and notify parents of their responsibility when repeated violations occur. Teachers will monitor and report student absences daily and follow all rules and regulations concerning attendance. To be counted present, a student must be in attendance at least one-half of the School day. This includes required attendance at School activities at any place other than the School.

Absences. To be excused for an absence a student shall submit, within 3 School days of the absence, when reasonably feasible, a note signed by the parent explaining the reason(s) for the absence. The note must be turned in at the School office and directed to the Head of School or his or her designee. Failure to comply with these procedures may result in the absence being unexcused.

The following procedures shall apply in notifying parents after the respective number of unexcused absences:

3 Days: notify parents of concerns;

6 Days: notify parents by certified mail of a potential violation of compulsory attendance requirements and of the duty to report them to government officials if the absences cannot be reasonably explained or if they continue;

10 Days: notify the parents by certified mail pursuant to #2 above, **plus** require a conference with the parents to discuss the reasons for the absences, what corrective efforts they are making, and possible disciplinary action, including expulsion, and reporting to legal authorities.

104 Academics and Instruction

The School's academic program is designed to foster an excellent learning environment that meets and exceeds student performance standards adopted by the State Board of Education and the student performance standards contained in its charter. By law, the School shall conduct, at a minimum, student assessments required by the State Board of Education

104.1 Academic Expression

Controversial issues arising from classroom situations and subject matter may be discussed and explored in classrooms if handled with appropriate discretion and respect and without discriminating based on viewpoints. The age, intelligence, and experience of students are important considerations regarding the appropriateness of materials, ideas, and information presented. Teachers will take into account the relative maturity of their students and the need for guidance in studying and discussing such issues.

Teachers are not permitted to advocate their or any other particular viewpoint. Teachers will be careful to not inhibit or undermine the dignity, personality, or intellectual expression of students. Statements made or materials used in the classroom must serve a valid educational purpose, and be consistent with the School's curriculum and curricular goals.

104.2 Curriculum

Instructional Material Selection. School personnel will ensure, to the extent feasible, that approved materials involving controversial issues adequately represent different opinions related to the issues and are taught in a religiously and politically neutral manner consistent with effective pedagogy and the School's curriculum and mission.

Request for Review of Curriculum Selection. If a parent objects to the use of specific instructional materials, the parent may file a written request with the Head of School briefly stating the nature of the objection(s) and/or requesting that the material not be made available to the parent's child. The School may establish a Review Committee to address all such requests. The following steps apply to a parent request for review:

1. The parent must file all objections in writing. The Review Committee will review the challenged material. This review will involve the following:
 - a. examining the request and pertinent material;

- b. checking the general acceptance of the material by reading reviews and consulting recommended lists;
 - c. considering any explanation contained in the request form;
 - d. determining the extent to which the material supports the curriculum; and
 - e. considering all other relevant information and attributes of the material including its overall quality, uniqueness, creativity, authorship, publisher, publication date, and its appropriateness for the age group concerned.
1. The Review Committee will make a decision regarding the material and prepare a written recommendation to the Head of School.
 2. The Head of School may approve, modify, or overrule the recommendation of the Review Committee.
 3. The Review Committee or the parent may request a full Board review of the Head of School's decision.
 4. Pending the outcome of the review process, a parent may request of the Head of School that the material not be used by the parent's child pending a final determination. Such a request may be granted in the Head of School's discretion.

104.3 Children with Special Needs

The School admits and serves special needs children under the *Individuals with Disabilities Education Act (IDEA)* (20 U.S.C. 1400 et seq.), state legislation (G.S. 115C-106 et seq.), and pursuant to the State Board of Education's rules and policies.

Students with special needs shall receive a free appropriate public education (FAPE) in the least restrictive and appropriate environment. The School will provide every student suspected of having special needs with a multidisciplinary diagnosis and evaluation.

For each student entitled to special education services, the School will:

- a. provide testing and evaluation in a nondiscriminatory manner, administered in the child's native language as necessary;
- b. provide to the parent, in writing, the results, findings, and proposals based upon an evaluation;
- c. develop an Individualized Education Program (IEP) for qualified students;
- d. provide special education and related services in the least restrictive appropriate environment to each qualified student based upon the IEP; and
- e. provide written notice to the parent reasonably in advance of when the School proposes to initiate or change the identification, evaluation, or educational placement of a student with special needs. The written notice will give a full explanation of all of the procedural safeguards available to parents.

A confidential folder shall be maintained for each child evaluated for and/or receiving exceptional student services. Access to such files shall be limited to appropriate personnel and parents in compliance with state and federal law. A handbook on special needs procedures and rights is available to parents of children with special needs.

104.4 Extra-Curricular Activities and Athletics

The School offers and encourages participation in extra-curricular activities as part of a complete education. Such participation, however, is a privilege, not a right. A student's behavior, attendance, and academic standing may determine eligibility to participate in extra-curricular activities. The advisor of any activity may set conduct or other academic or performance standards as a condition of initial or continued participation, provided such standards are clearly established and consistent with the School's mission.

If a student is disciplined for a violation of the student conduct code, his or her participation in an extra-curricular activity may be affected, subject to the discretion of the Head of School. The staff activity director or head coach, in consultation with the Head of School as necessary, is normally responsible for decisions relating to disciplinary action associated with the activity.

104.5 Evaluation

All parents will be informed at regular intervals of their children's academic progress, based on procedures approved by the Head of School. The Board also encourages the administration and staff to work together to improve methods for evaluating students' progress and to develop meaningful ways to report their achievement to parents.

104.6 Field Trips

Field trips are part of the educational program to support and enhance the educational and community experience.

School-sponsored field trips will be well planned and evaluated in terms of their educational and social appropriateness. Field trips will be reasonable in length, activity, and difficulty, considering the age and maturity of students and available resources. Overnight trips require special precautions to assure student well-being and to avoid or minimize, to the extent possible, interference with other class studies and attendance.

At the beginning of each academic year, parents must sign a waiver of liability and permission for their children to attend all field trips sponsored by the School.

Chaperones and Drivers. Chaperones and drivers who volunteer to transport students for field trips must sign and submit to the School any information required by the Head of School in advance of a field trip. They must also submit a copy of a valid driver's license and proof of current insurance on their automobile. Each teacher must gather this information from drivers before leaving on the field trip. Those who cannot provide the information required may not transport students.

Every child being transported must have and use an appropriate seat belt. Students may not ride in the front seat of a vehicle equipped with air bags unless such students are of proper size, weight, and age. Drivers should arrive early, with their vehicles adequately fueled and with the vehicle in good and proper condition. Teachers will provide to each driver any necessary maps, directions and instructions, a roster of students being transported by the driver, and those students' emergency contact information.

Guidelines. Appropriate instructional activities will precede and follow each field trip. Before each field trip, the teacher will submit to the Head of School a written outline of the instructional objectives of the trip. Procedures for requesting approval for field trips

and other related activities may also be established by the Head of School and shall be followed.

The teacher will send permission requests to parents at least 10 days before the date of the trip, indicating the date, time, and purpose of the trip.

Parents may be required to provide special additional written permission for their children to participate in a particular field trip. Parental approval forms must be filed with the Head of School before the field trip. Copies of these forms are to be retained for at least the remainder of the School year and longer as circumstances require.

All field trips will normally begin and end at the School. When a field trip is made to a place of business or industry, the teacher must be assured prior to beginning such a tour that an employee of the host company will serve as the guide. A reasonable number of adult personnel and volunteers shall accompany and supervise students on all field trips. The School, if feasible, will provide an appropriate educational experience and proper supervision for any students whose parents do not wish their children to participate in a field trip.

104.7 Moment of Silence and Pledge of Allegiance

As required by state law, the School shall (i) display the United States and North Carolina flags in each classroom when available, (ii) call for the recitation of the Pledge of Allegiance on a daily basis, and (iii) provide age appropriate instruction on the meaning and historical origins of the flag and the Pledge of Allegiance. The School shall not compel any individual student to stand, salute the flag, or recite the Pledge of Allegiance. If flags are donated or are otherwise available, flags shall be displayed in each classroom.

104.8 Promotion and Retention Standards

The Board recognizes that some students may benefit by remaining in the same grade for an additional year. The Board supports students being placed at the grade level to which they are best suited and providing additional years of education at the same level as necessary.

The Head of School shall be responsible for the final decision regarding the promotion or retention of any student. The Head of School's decision will be based on the best interest of the student.

Factors to be considered in promotion and retention decisions include, but are not limited to, achievement based on test results and informal assessments; physical, social, and emotional maturity, effort, ability, and parental attitude and responsibility.

If a student appears to be a candidate for retention, the student's teacher or team should, if feasible, notify the Head of School and the student's parents by the end of the first semester of the academic year at the latest. Teachers are to provide additional attention to and remediation for the student to offer reasonable opportunities for the student to achieve promotion.

104.9 Religion and Free Speech

As a public School, the School will remain neutral on matters of religion, politics, and other personal values and beliefs protected by the United States constitution, while also

protecting the rights of individual students and staff members to exercise their religious and free speech rights. Consistent with the School's academic mission, the School shall promote respect for and civility regarding individuals' personal beliefs, and will also strive to neutrally instruct students about the important role of religion and free expression as part of our heritage.

104.10 Testing

The School will conduct standardized testing as required by state and federal law and provide remediation and intervention for students not scoring at required levels. A testing coordinator will monitor compliance with this policy. All licensed testing personnel, teachers, and School administrators are subject to the state Testing Code of Ethics regarding the statewide testing program.

105 Conduct, Discipline, and Procedures

105.1 Code of Student Conduct

The Student Conduct Code ("Student Code" or "Code") governs student behavior occurring on School property, at School-sponsored activities, plus all off-campus activity that threatens School safety or property, or that substantially disrupts or is likely to disrupt School operations.

105.2 Generally Prohibited Behavior

Disrespect/Noncompliance. Students shall comply with all School- and safety-related directions of School administrators, teachers, substitute teachers, student teachers, teacher aides, bus drivers, and all other School personnel who are authorized to give such directions. Inappropriate conduct includes but is not limited to verbal, non-verbal, or physical conduct showing disrespect; repetitive tardiness, skipping class/School, leaving campus without permission, or being in an unauthorized area. Failure to comply may result in short-term suspension.

Class/Activity Disturbance. Any physical or verbal disturbance which occurs within the School environment and which interrupts or interferes with teaching or orderly conduct of class/School activities/School transportation is prohibited.

Inappropriate Language. Cursing or use of vulgar, profane, or obscene language is prohibited.

Improper Dress. Students shall dress in a way that is compatible with the School's mission and an effective learning environment. Students shall not wear clothing or other attire which is disruptive, provocative, inappropriately revealing of the body, profane, vulgar, offensive or obscene, or which endangers the health or safety of the student or others. Prohibited attire includes, but is not limited to, that which involves:

- a. Exposed undergarments, buttocks, cleavage, or pubic areas (includes see-through clothing)
- b. Excessively sagging or tight pants or other apparel
- c. Midriffs or strapless shirts or dresses
- d. Messages or illustrations that are lewd, indecent or vulgar or that advertise any product or service not permitted by law to minors

- e. Non-religious head coverings of any kind
- f. Chains, spikes or other apparel reasonably perceived or used as a weapon
- g. Gang or reasonably perceived gang symbols or apparel
- h. Other attire of which a student is reasonably notified as being improper under this policy by authorized School personnel

The School will strive to reasonably accommodate dress that is necessary to satisfy a student's fundamental religious beliefs or a medical or physical need.

Inappropriate Literature and Illustrations. The creation, possession or distribution of literature or illustrations which significantly disrupt the educational process is prohibited.

Tobacco. No student shall possess, display, or use any tobacco product. This restriction applies even when the student is on School system property or at any School-sponsored activity as a visitor or spectator. For the purpose of this policy, the following definitions shall apply.

- a. Tobacco Product:** cigarettes, cigars, pipes, chewing tobacco, snuff, and any other items containing or reasonably resembling tobacco or tobacco products.
- b. Tobacco Use:** smoking, chewing, dipping, or any other use of tobacco products.
- c. Display:** having any tobacco product in a location or position that is visible to students or School personnel.

The display of tobacco products does not extend to display that has a legitimate instructional or pedagogical purpose and is approved by a teacher or the Head of School. The Head of School may permit tobacco products to be included in instructional or research activities in the School building if the activity is conducted or supervised by the faculty member overseeing the instruction or research and the activity does not involve smoking, chewing, or otherwise ingesting the tobacco product.

Controlled Substances and Alcohol. The School is committed to being a community free of unhealthy substances including illegal controlled substances, tobacco, and alcohol. The use of illegal controlled substances and use of alcohol while on School property, at any School-related activity, or in any other venue where the conduct in question is likely to substantially impact or undermine the operation or well-being of the School or its members, is prohibited.

Indecent Exposure/Sexual Behavior. No student shall engage in behavior which is indecent, involves excessive or inappropriate touching, or is otherwise of a sexual or sexually-suggestive nature.

Theft. No student shall steal, attempt to steal, aid in or conceal stealing, or knowingly possess stolen property if not attempting to return or turn in such property.

Unacceptable Use of Electronic Technology. Student shall comply with the *Student Acceptable Use Policy* attached as Addendum II.

105.3 Weapons

The School strives to maintain an environment free of all weapons not legally possessed by law enforcement officials or otherwise authorized by the Head of School or the Board. No student, employee or other agent of the School shall carry or encourage

another person to carry, whether openly or concealed, a weapon as defined below, onto School property at any time.

A “weapon” includes a gun, rifle, pistol, or other firearm of any kind, or any dynamite cartridge, bomb, grenade, mine, powerful explosive, knife, BB gun, air rifle, air pistol, sling shot, blackjack, metal knuckles, bludgeon, bowie knife, switchblade, dirk, dagger, leaded cane, stun gun or other electronic shock weapon, any sharp-pointed or edged instrument except for the following: instructional supplies, unaltered nail files and clips and tools used solely for preparing food, instruction, and maintenance of School property or otherwise authorized or necessary to support the operations of the School.

Any person who is aware that an unauthorized weapon has been carried onto School property or possessed at a School function shall immediately notify a teacher or the Head of School.

105.4 Harassment and Bullying

The School is committed to providing an environment that is conducive to learning, free from harassment and bullying based on race, religion, gender, ethnicity, national origin, disability, or any other illegal conduct. Other forms of harassment and bullying are also prohibited, including those based on other distinguishing characteristics such as, but not limited to, physical, social, academic or emotional and socio-economic status, or simply based on personal differences or conflicts. All conduct prohibited by this policy includes behavior that occurs directly or indirectly, by personal or electronic communication or action.

Harassment is an unwelcomed offensive verbal, nonverbal or physical conduct that is sufficiently severe, persistent or pervasive as to significantly affect the conditions of one’s employment or a student’s learning. Harassment includes, but is not limited to, abusive jokes, insults, slurs, name-calling, threats, bullying or intimidation, unwelcome sexual advances, or the exchange of benefits for performance of sexual or other favors.

Harassment is prohibited at all levels: between students, between employees and students, between coworkers, between supervisors and subordinates, between nonemployees and employees and/or students, and between any other School representatives or members of the School community while at the School or involved in School activities.

In addition, no student or staff member shall retaliate against anyone who reports or seeks remedies against harassment or bullying or otherwise aids or supports someone who aids in the enforcement of this policy.

All staff members are required to report instances or reasonable suspicions of harassment and bullying to a supervisor and to aid in investigations under, and the enforcement of, this policy. Any report of alleged harassment or bullying shall be taken seriously and responded to fully and promptly by appropriate School staff. Students are urged to also report and assist in carrying out this policy.

105.5 Sexual Harassment

Of the various types of harassment, sexual harassment is worthy of special considerations in addition to those applicable under the School’s General Harassment Policy. No

employee shall engage in sexual harassment against any student, other employee, or another person in the School community.

Sexual harassment includes any unwelcome sexual advance, request for sexual favors, or sexually suggestive comments when:

- a. Submission to the conduct is made either explicitly or implicitly a term or condition of an individual's employment or education.
- b. Submission to or rejection of such conduct by an individual is used as a basis for student or employment decisions affecting such individual.
- c. Such conduct has the purpose or effect of interfering with an individual's academic or work performance or creates an intimidating, hostile, or offensive working or educational environment.

Examples of sexual harassment include, but are not limited to, deliberate, unwelcome touching; suggestions or demands for sexual involvement accompanied by implied or overt promises or threats; pressure for sexual activity; continued or repeated offensive sexual flirtations, advances, or propositions; continued or repeated verbal remarks about an individual's body; sexually degrading words used toward, or in the presence of, an individual or to describe an individual; or the display of sexually suggestive objects, signals, or pictures.

A hostile environment exists if the conduct of a sexual nature is sufficiently severe, persistent, or pervasive to limit a person's ability to participate in or benefit from the educational program or creates a hostile or abusive educational or work environment.

Romantic or sexual advances toward students by employees or romantic or sexual relationships between School system employees and students are always prohibited in all circumstances. School employees are prohibited from engaging in inappropriate relationships with students and are required to report such relationships or reasonable suspicions thereof to the Head of School or other appropriate supervisory official. Procedures for reporting suspected harassment or sexual harassment are outlined in the School's personnel policies.

105.6 State Disciplinary Policies and Procedures

North Carolina state law requires the School to follow specific rules relating to the use of reasonable force, suspension and expulsions, under Article 27 of Chapter 115C of the General Statutes (as amended in 2011) as provided below.

Purpose and Definitions. The following provisions are governed by G.S. 115C-390.1

- (a) In order to create and maintain a safe and orderly School environment conducive to learning, School officials and teachers need adequate tools to maintain good discipline in Schools. The state and School recognize that removal of students from School, while sometimes necessary, can exacerbate behavioral problems, diminish academic achievement, and hasten School dropout. School discipline must balance these interests to provide a safe and productive learning environment, to continually teach students to respect themselves, others, and property, and to conduct themselves in a manner that fosters their own learning and the learning of those around them.

- (b) The following definitions apply to this policy:

- (1) Alternative education services. – Part or full time programs, wherever situated, providing direct or computer based instruction that allow a student to progress in one or more core academic courses. Alternative education services include programs established by the local board of education in conformity with G.S. 115C 105.47A and local board of education policies.
- (2) School property. – Any School building or bus, School campus, grounds, recreational area, athletic field, or other property under the control of any local board of education or charter School.
- (3) Expulsion. – The indefinite exclusion of a student from School enrollment for disciplinary purposes.
- (4) Firearm. – Any of the following:
 - a. A weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive.
 - b. The frame or receiver of any such weapon.
 - c. Any firearm muffler or firearm silencer.

The term shall not include an inoperable antique firearm, a BB gun, stun gun, air rifle, or air pistol.
- (5) Long term suspension (“LTS”). – The exclusion for more than 10 School days of a student from School attendance for disciplinary purposes from the School to which the student was assigned at the time of the disciplinary action. If the offense leading to the long term suspension occurs before the final quarter of the School year, the exclusion shall be no longer than the remainder of the School year in which the offense was committed. If the offense leading to the LTS occurs during the final quarter of the School year, the exclusion may include a period up to the remainder of the School year in which the offense was committed and the first semester of the following School year.
- (6) Parent. – Includes a parent, legal guardian, legal custodian, or other caregiver adult who is acting in the place of a parent and is entitled to enroll the student in School.
- (7) Destructive device. – An explosive, incendiary, or poison gas:
 - a. Bomb.
 - b. Grenade.
 - c. Rocket having a propellant charge of more than four ounces.
 - d. Missile having an explosive or incendiary charge of more than one quarter ounce.
 - e. Mine.
 - f. Device similar to any of the devices listed in this subdivision.
- (8) Principal. – Includes the School Head of School, director, headmaster or similar person in charge of the School and that person’s designee.
- (9) School official. – An administrator to whom the board or Head of School has delegated duties under this policy.
- (10) School personnel. – Any of the following:
 - a. An employee of the School.
 - b. Any person working on School grounds or at a School function under a contract or written agreement with the public School system to provide educational or related services to students.

- c. Any person working on School grounds or at a School function for another agency providing educational or related services to students.
- (11) Short term suspension (STS). – The exclusion of a student from School attendance for disciplinary purposes for up to 10 School days from the School to which the student was assigned at the time of the disciplinary action.
- (12) Substantial evidence. – Such relevant evidence as a reasonable person might accept as adequate to support a conclusion; it is more than a scintilla or permissible inference.
- (c) Notwithstanding the provisions of this policy, the policies and procedures for the discipline of students shall be consistent with the requirements of the Gun Free Schools Act, 20 U.S.C. § 7151, the Individuals with Disabilities Education Act (IDEA), 29 U.S.C. § 1400, et seq., section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 701, et seq., and with other federal laws and regulations.

General Provisions. The following provisions are governed by G.S. 115C-390.2

- a. **Guidance for School Officials.** The state statutes shall be followed by school officials in disciplining students.
- b. **The Code.** These statutory requirements are considered a part of the School's Code of Student Conduct (the "Code"), giving notice to students and parents of expected behaviors and potential discipline for violations of the Code.
- c. **Off-campus Behavior.** A student may also be disciplined for any personal conduct occurring outside of School property or after School hours, when the student's conduct otherwise violates the Code of Student Conduct **and** the student's conduct has or is reasonably likely to have a direct and immediate impact on the orderly and efficient operation of the School or the safety of individuals in the School environment.
- d. **Truancy.** Students may be disciplined for but shall not be long term suspended or expelled from School solely for truancy or tardiness offenses and shall not be short term suspended for more than two days for such offenses.
- e. **Limited Mandatory Long-term Suspensions and Expulsion.** The School shall not impose mandatory long term suspensions (LTS) or expulsions for specific violations unless otherwise provided in state or federal law.
- f. **Selected Use of LTS and Expulsion.** The School shall minimize the use of LTS and expulsion by restricting the availability of LTS or expulsion to those violations deemed to be serious violations of the Code, that either threaten the safety of students, staff, or School visitors or threaten to substantially disrupt the educational environment. Examples of conduct that would not be deemed to be a serious violation include the use of inappropriate or disrespectful language, noncompliance with a staff directive, dress code violations, and minor physical altercations that do not involve weapons or injury. The Head of School may, however, in his or her discretion, determine that aggravating circumstances justify treating a minor violation as a serious violation.
- g. **Disciplinary Considerations.** The School shall not prohibit the Head of School from considering the student's intent, disciplinary and academic history, the potential benefits to the student of alternatives to suspension, and other mitigating or aggravating factors when deciding whether to recommend or impose LTS.

- h. **Procedure.** The statutes establish the procedures for suspending or expelling, any student.
- i. **Publication and Notice of the Code.** The School shall publish the Student Code and make it available to each student and his or her parent at the beginning of each School year and upon request.
- j. **Positive Behavior Planning.** The School will seek to adopt research based behavior management programs that take positive approaches to improving student behaviors.
- k. **Breadth of Disciplinary Options.** The School will seek to use a full range of responses to violations of disciplinary rules, such as conferences, counseling, peer mediation, behavior contracts, instruction in conflict resolution and anger management, detention, academic interventions, community service, and other similar tools that do not remove a student from the classroom or School building.

105.8 Reasonable Force

The following provisions are governed by G.S. 115C-390.3 (as adopted in 2011).

- (a) School officials may physically restrain a student in accordance with G.S. 115C 391.1.
- (b) School personnel may use reasonable force to control behavior or to remove a person from the scene in those situations when necessary for any of the following reasons:
 - (1) To correct students.
 - (2) To quell a disturbance threatening injury to others.
 - (3) To obtain possession of weapons or other dangerous objects on the person, or within the control, of a student.
 - (4) For self defense.
 - (5) For the protection of persons or property.
 - (6) To maintain order on educational property, in the classroom, or at a School related activity on or off educational property.
- (c) Notwithstanding any other law, School employees shall not be civilly liable for using reasonable force in conformity with the law.

105.9 Short term Suspension

The following provisions are governed by G.S. 115C-390.5 (as adopted in 2011).

- (a) The Head of School shall have authority to impose a short term suspension (“STS”) on a student who willfully engages in conduct that violates a provision of the Code that authorizes short term suspension.
- (b) If a student's STS accumulates to more than 10 days in a semester, to the extent the Head of School has not already done so, he or she shall apply any relevant considerations from the School’s Safe School planning.
- (c) A student subject to short term suspension shall be provided the following:
 - (1) The opportunity to take textbooks home for the duration of the suspension.
 - (2) Upon request, the right to receive all missed assignments and, to the extent practicable, the materials distributed to students in connection with the assignment.

- (3) The opportunity to take any quarterly, semester, or grading period examinations missed during the suspension period.

105.10 Short term Suspension Procedures

The following provisions are governed by G.S. 115C-390.6 (as adopted in 2011).

- (a) **Informal Hearing.** Except as authorized in this section, no STS shall be imposed upon a student without first providing the student an opportunity for an informal hearing with the Head of School. The notice to the student of the charges may be oral or written, and the hearing may be held immediately after the notice is given. The student has the right to be present, to be informed of the charges and the basis for the accusations, and to make statements in defense or mitigation of the charges.
- (b) **Emergency STS with Prior Hearing.** The Head of School may impose a STS without providing the student an opportunity for a hearing if the presence of the student creates a direct and immediate threat to the safety of other students or staff, or substantially disrupts or interferes with the education of other students or the maintenance of discipline at the School. In such cases, the notice of the charges and informal hearing described in subsection (a) of this section shall occur as soon as practicable.
- (c) **Notice to Parent.** The Head of School shall provide notice to the student's parent of any STS, including the reason for the suspension and a description of the alleged student conduct upon which the suspension is based. The notice shall be given by the end of the workday during which the suspension is imposed when reasonably possible, but in no event more than two days after the suspension is imposed. The notice shall be given by certified mail, telephone, facsimile, e mail, or any other method reasonably designed to achieve actual notice.
- (d) **Notice in Primary Language.** If English is the second language of the parent, the notice shall be provided in the parent's primary language, when the appropriate foreign language resources are readily available, and in English, and both versions shall be in plain language and shall be easily understandable.
- (e) **No Right of Appeal.** A student is not entitled to appeal the Head of School's decision to impose a short term suspension to the School board. Further, such a decision is not subject to judicial review. Notwithstanding this subsection, the School board, in its discretion, may provide students an opportunity for a review or appeal of a STS to the School board.

105.11 Long term Suspension

The following provisions are governed by G.S. 115C-390.7 (as adopted in 2011).

- (a) **Head of School's Authority.** The Head of School may issue a long term suspension ("LTS") of any student who willfully engages in conduct that violates a provision of the Code that authorizes LTS.
- (b) **Right to Hearing.** Before the Head of School imposes a LTS, the student must be provided an opportunity for a hearing consistent with the procedures required by this policy and G.S. 115C 390.8.

- (c) **Head of School's Review.** If the student recommended declines the opportunity for a hearing, the Head of School shall review the circumstances of the recommended LTS. Following such review, the Head of School (i) may impose the suspension if it is consistent with board policies and appropriate under the circumstances, (ii) may impose another appropriate penalty authorized by board policy, or (iii) may decline to impose any penalty.
- (d) **Return to Alternative Classroom in Cases of Assault.** If a teacher is assaulted or injured by a student and as a result the student is long term suspended or reassigned to alternative education services, the student shall not be returned to that teacher's classroom unless the teacher consents.
- (e) **Alternative Education Program.** Disciplinary reassignment of a student to a full time educational program that meets state academic requirements and provides the student with the opportunity to make timely progress towards graduation and grade promotion, is not considered a LTS requiring due process.

105.12 Long term Suspension Procedures

The following provisions are governed by G.S. 115C-390.8 (as adopted in 2011).

- (a) When a student is recommended by the Head of School for LTS, the Head of School shall give written notice to the student's parent. The notice shall be provided to the student's parent by the end of the workday during which the suspension was recommended when reasonably possible or as soon thereafter as practicable. The written notice shall provide at least the following information:
 - (1) A description of the incident and the student's conduct that led to the LTS recommendation.
 - (2) A reference to the provisions of the Code that the student is alleged to have violated.
 - (3) The specific process by which the parent may request a hearing to contest the decision, including the number of days within which the hearing must be requested.
 - (4) The process by which a hearing will be held, including, at a minimum, the procedures described in subsection (e) of this section.
 - (5) Notice that the parent is permitted to retain an attorney to represent the student in the hearing process.
 - (6) The extent to which the local board policy permits the parent to have an advocate, instead of an attorney, accompany the student to assist in the presentation of his or her appeal.
 - (7) Notice that the parent has the right to review and obtain copies of the student's educational records before the hearing.
 - (8) A reference to the board policy on the expungement of discipline records.
- (b) **Written Notice.** Written notice may be provided by certified mail, fax, e mail, or any other written method reasonably designed to achieve actual notice of the recommendation for long term suspension. When School personnel are aware that English is not the primary language of the parent or guardian, the notice shall be written in both English and in the primary language of the parent or guardian when

the appropriate foreign language resources are readily available. All notices described in this section shall be written in plain English, and shall include the following information translated into the dominant non English language used by residents within the local School administrative unit:

- (1) The nature of the document, i.e., that it is a LTS notice.
 - (2) The process by which the parent may request a hearing to contest the LTS.
 - (3) The identity and phone number of a School employee that the parent may call to obtain assistance in understanding the English language information included in the document.
- (c) **Formal Hearing.** No LTS shall be imposed on a student until an opportunity for a formal hearing is provided to the student. If a hearing is timely requested, it shall be held and a decision issued before a LTS is imposed, except as otherwise provided in this subsection. The student and parent shall be given reasonable notice of the time and place of the hearing.
- (1) If no hearing is timely requested, the Head of School shall follow the procedures described above as required by G.S. 115C 390.7(c).
 - (2) If the student or parent requests a postponement of the hearing, or if the hearing is requested beyond the time set for such request, the hearing shall be scheduled, but the student shall not have the right to return to School pending the hearing.
- (d) **Oversight of Hearing.** The formal hearing may be conducted by the full School board, by the Head of School, or by a person or group of persons appointed by the School board or Head of School to serve as a hearing officer or hearing panel. Neither the board nor the Head of School shall appoint any individual to serve as a hearing officer or on a hearing panel who is under the direct supervision of the Head of School. If the hearing is conducted by an appointed hearing officer or hearing panel, such officer or panel shall determine the relevant facts and credibility of witnesses based on the evidence presented at the hearing. Following the hearing, the Head of School or board shall make a final decision regarding the suspension. The Head of School or board shall adopt the hearing officer's or panel's factual determinations unless they are not supported by substantial evidence in the record.
- (e) **Due Process.** LTS hearings shall be conducted in accordance with the policies. The student shall be accorded procedural due process including, at a minimum, the following:
- (1) The right to be represented at the hearing by counsel or, in the discretion of the board, a non attorney advocate.
 - (2) The right to be present at the hearing, accompanied by his or her parents.
 - (3) The right of the student, parent, and the student's representative to review before the hearing any audio or video recordings of the incident and, consistent with federal and state student records laws and regulations, the information supporting the suspension that may be presented as evidence at the hearing, including statements made by witnesses related to the charges consistent with subsection (h) of this section.
 - (4) The right of the student, parent, or the student's representative to question witnesses appearing at the hearing.

- (5) The right to present evidence on his or her own behalf, which may include written statements or oral testimony, relating to the incident leading to the suspension, as well as any of the factors listed above as required by G.S. 115C 390.2(g).
- (6) The right to have a record made of the hearing.
- (7) The right to make his or her own audio recording of the hearing.
- (8) The right to a written decision, based on substantial evidence presented at the hearing, either upholding, modifying, or rejecting the Head of School's recommendation of suspension and containing at least the following information:
 - a. The basis for the decision, including a reference to any policy or rule that the student is determined to have violated.
 - b. Notice of what information will be included in the student's official record pursuant to G.S. 115C 402.
 - c. The student's right to appeal the decision and notice of the procedures for such appeal.
- (f) **Decision Implementation.** Following the issuance of the decision, the Head of School shall implement the decision by authorizing the student's return to School or by imposing the suspension reflected in the decision.
- (g) **Appeal to Board.** Unless the decision was made by the board, the student may appeal the decision to the local board in accordance limited hearing procedures allowed by G.S. 115C 45(c) and any subsequent policies adopted by the board. A student's appeal to the board of a decision upholding a long term suspension shall be heard and a final written decision issued in not more than 10 calendar days following the request for such appeal.
- (h) **Identity Disclosure.** Nothing in this section shall compel School officials to release names or other information that could allow the student or his or her representative to identify witnesses when such identification could create a safety risk for the witness.
- (i) **Judicial Review.** A decision of the board to uphold the LTS is subject to judicial review in accordance with Article 4 of Chapter 150B of the General Statutes. The action must be brought within 10 days of the local board's decision. A person seeking judicial review shall file a petition in the superior court of the county where the board made its decision.

105.13 Alternative Education Services

The following provisions are governed by G.S. 115C-390.9 (as adopted in 2011).

- (a) **Alternative Educational Services.** Students who are long term suspended shall be offered alternative education services unless the Head of School provides a significant or important reason for declining to offer such services. The following may be significant or important reasons, depending on the circumstances and the nature and setting of the alternative education services:
 - (1) The student exhibits violent behavior.
 - (2) The student poses a threat to staff or other students.
 - (3) The student substantially disrupts the learning process.
 - (4) The student otherwise engaged in serious misconduct that makes the provision of alternative educational services not feasible.

(5) Educationally appropriate alternative education services are not available in the local School administrative unit due to limited resources.

(6) The student failed to comply with reasonable conditions for admittance into an alternative education program.

(b) **Appeal to Board.** If the Head of School declines to provide alternative education services to the suspended student, the student may seek review of such decision by the board pursuant to a hearing permitted by G.S. 115C 45(c)(2). If the student seeks such review, the Head of School shall provide to the student and the board, in advance of the board's review, a written explanation for the denial of services together with any documents or other information supporting the decision.

105.14 **Mandatory 365 day Suspension for Gun Possession**

The following provisions are governed by G.S. 115C-390.10 (as adopted in 2011).

- (a) **Grounds and Procedures.** The board shall suspend for 365 days any student who has brought or has been in possession of a firearm or destructive device on School property, or to a School sponsored event off of School property. The Head of School shall recommend to the board the 365 day suspension of any student believed to have violated these policies regarding weapons. The board has the authority to suspend for 365 days a student who has been recommended for such suspension by the Head of School when such recommendation is consistent with board policies. Notwithstanding the foregoing, the Head of School may modify, in writing, the required 365 day suspension for an individual student on a case by case basis. The Head of School shall not impose a 365 day suspension if the Head of School determines that the student took or received the firearm or destructive device from another person at School or found the firearm or destructive device at School, provided that the student delivered or reported the firearm or destructive device as soon as practicable to a law enforcement officer or a School employee and had no intent to use such firearm or destructive device in a harmful or threatening way.
- (b) **Legal Reporting.** The Head of School will report all incidents of firearms or destructive devices on School property or at a School sponsored event as required by law.
- (c) **Exception.** Nothing in this provision shall apply to a firearm that was brought onto educational property for activities approved and authorized by the board, provided that the board has adopted appropriate safeguards to protect student safety.
- (d) **Request for Readmission.** At the time the student and parent receive notice that the student is suspended for 365 days under this section, the Head of School shall provide notice to the student and the student's parent of the right to petition the board for readmission pursuant to readmission procedures state below, pursuant to G.S. 115C 390.12.
- (e) **Procedures.** The procedures applicable to a LTS (as required by G.S. 115C 390.8) shall apply to students facing a 365 day suspension pursuant to this section.
- (f) **Alternative Educational Services.** Students who are suspended for 365 days pursuant to this section shall be considered for alternative educational services

consistent with the provisions above regarding of Alternative Educational Services (as required by G.S. 115C 390.9).

105.15 Expulsion

The following provisions are governed by G.S. 115C-390.11 (as adopted in 2011).

- (a) **Grounds and Procedures.** Upon recommendation of the Head of School, the board may expel any student 14 years of age or older whose continued presence in School constitutes a clear threat to the safety of other students or School staff. Prior to the expulsion of any student, the board shall conduct a hearing to determine whether the student's continued presence in School constitutes a clear threat to the safety of other students or School staff. The student shall be given reasonable notice of the recommendation in accordance with comparable procedures applicable to LTS as well as reasonable notice of the time and place of the scheduled hearing.
- (1) The procedures described above regarding LTS procedures (as required by G.S. 115C 390.8(e)(1) (8)) apply to students facing expulsion pursuant to this section, except that the decision to expel a student by the board shall be based on “clear and convincing” evidence (rather than the lower standard of “substantial evidence”) that the student's continued presence in School constitutes a clear threat to the safety of other students and School staff.
 - (2) The board may expel any student subject to G.S. 14 208.18 [regarding sexual offenses] in accordance with the procedures of this section. Prior to ordering the expulsion of a student, the board shall consider, at its discretion, whether there are alternative education services that may be offered to the student. As provided by G.S. 14 208.18(f), if the board determines that the student shall be provided educational services on School property, the student shall be under the supervision of School personnel at all times.
 - (3) At the time a student is expelled under this section, the student shall be provided notice of the right to petition for readmission pursuant to expulsion reinstatement provisions stated above (as required by G.S. 115C 390.12).
- (b) **Exclusion from School Property/Alternative Educational Services.** During the expulsion, the student is not entitled to be present on any School property and is not considered a student of the School. Nothing in this section shall prevent the board from offering access to some type of alternative educational services that can be provided to the student in a manner that does not create safety risks to other students and School staff.

105.16 Request for Readmission

The following provisions are governed by G.S. 115C-390.12 (as adopted in 2011).

- (a) **Request.** All students suspended for 365 days or expelled may, after 180 calendar days from the date of the beginning of the student's suspension or expulsion, request in writing readmission to the School. The procedures shall be as follows.
- (1) The process for 365 day suspended students.
 - a. At the board's discretion, either the Head of School or the board itself shall consider and decide on petitions for readmission. If the decision

maker is the Head of School, the Head of School shall offer the student an opportunity for an in person meeting. If the decision maker is the board, the board may offer the student an in person meeting or may make a determination based on the records submitted by the student and the Head of School.

- b. The student shall be readmitted if the student demonstrates to the satisfaction of the board or Head of School that the student's presence in School no longer constitutes a threat to the safety of other students or staff.
 - c. The Head of School's decision not to readmit the student may be appealed to the board pursuant to the reduced hearing requirements of G.S. 115C 45(c). The Head of School shall notify the parents of the right to appeal.
 - d. There is no right to judicial review of the board's decision not to readmit a 365 day suspended student.
 - e. A decision on readmission under this subsection shall be issued within 10 days of the petition.
- (2) The process for expelled students.
- a. The board shall consider all petitions for readmission of expelled students, together with the recommendation of the Head of School on the matter, and shall rule on the request for readmission. The board shall consider the petition based on the records submitted by the student and the response by the administration and shall allow the parties to be heard in the same manner as provided by G.S. 115C 45(c).
 - b. The student shall be readmitted if the student demonstrates to the satisfaction of the board or Head of School that his or her presence in a School no longer constitutes a clear threat to the safety of other students or staff.
 - c. A decision by a board of education to deny readmission of an expelled student is not subject to judicial review.
 - d. An expelled student may subsequently request readmission not more often than every six months. The board is not required to consider subsequent readmission petitions filed sooner than six months after the previous petition was filed.
 - e. A decision on readmission under this section shall be issued within 10 days of the petition.
- (b) **Assignment.** If a student is readmitted under this section, the board and the Head of School have the right to assign the student to any program within the School and to place reasonable conditions on the readmission.
- (c) **Return to Alternative Classroom.** If a teacher was assaulted or injured by a student, and as a result the student was expelled, the student shall not be returned to that teacher's classroom following readmission unless the teacher consents.

106 Emergency and Safety Procedures

106.1 Building and Grounds

Maintaining safe and attractive School grounds and facilities requires everyone's support. All students, staff and parents should make every reasonable effort to preserve and protect School property.

106.2 Delayed Openings

The Head of School may delay the opening of or close of the School when there is a threat or potential safety threat due to inclement weather, mechanical failure, or other circumstance. In such instances, the School will notify members of the School community as promptly as possible via local news media, electronic mail, School voice message system, the School website, or other reasonable means.

106.3 Fire Drills

The Head of School will conduct a fire drill during the first week after the opening of School and at least one fire drill each month thereafter. The route of egress and alternate routes will be posted in each classroom in each building. Evacuation, tornado, and lock-down drills will also be conducted routinely. Students and staff will be instructed on the procedures to follow.

107 Health and Wellness

107.1 Communicable Diseases

The School aims to provide a safe and secure environment free of infection from communicable disease for all students and employees. To balance the need to protect the privacy rights of students and employees and to control the spread of communicable diseases and conditions, decisions concerning necessary action shall be made on a case-by-case basis in accordance with this policy, sound judgment, and applicable legal requirements.

A communicable disease or condition is defined as an illness due to an infectious agent, or its toxic products, which is transmitted directly or indirectly to a person from an infected person or animal.

This policy applies to all legally reportable communicable diseases, including HIV and AIDS, as set forth in state regulations.

- a. In order to prevent the spread of communicable diseases, universal health and safety precautions, which include regulations regarding the cleanup of all bodily fluids (including blood), shall be distributed by the Head of School or his or her designee and shall be followed by all School employees.
- b. In accordance with state law, the Head of School or his or her designee shall report suspected cases of reportable communicable diseases or conditions to the county health director for investigation and shall provide available factual information to substantiate the report. Such reports shall remain strictly confidential and may be shared only with other staff members as necessary to prepare and file a report. All staff members who are made aware of any such report shall keep such information confidential. Without releasing any information that would identify the affected student when not required, the Head of School or supervisor shall report suspected cases of reportable communicable diseases or conditions to the Board Chairperson.

- c. Any student suffering from a communicable disease or condition shall follow all control measures issued by the county health director and shall take all necessary precautions to prevent the transmission of the disease or condition. Any School employee who has reason to believe that a student is suffering from a reportable communicable disease and failing to follow safe practices shall report this to the Head of School, supervisor, or health director. Failure to follow control measures may result in disciplinary action. The parent(s) of a student suffering from a communicable disease should inform the Head of School so that appropriate accommodations and precautions may be put in place.
- d. If the county health director notifies the Head of School that a student with a communicable disease or condition may pose a threat to public health, the student and his or her parents shall cooperate with the health director to eliminate the threat. It is the responsibility of the health director to determine when the School community must be notified of the outbreak of a contagious disease. School officials shall cooperate with the health director in issuing such notification.
- e. It is the responsibility of the county health director to notify the School if a student infected with the HIV virus is enrolled or scheduled for admission to the School, and if there is a serious risk of transmission of the virus by the student.

107.2 Head Lice Policy

The School will take prompt action to eliminate the threat of head lice. Head lice do not represent a disease or infection, and can therefore be readily treated. Since lice are transmittable, any student School officials suspect of having head lice will be sent home promptly for treatment.

The student may not return to the School until treatment has been received and the School nurse or other designated School official has determined that no head lice or live nits are present. The School provides assistive information to parents about head lice and can be found in the Appendices of these policies. Any member of the School community who knows of a manifestation of head lice should report this to a responsible staff member.

107.3 Illness and Injury

Sick children should not attend School to protect their own health and the health of other members of the School community. A student with the following symptoms should remain home and not return to School until he or she is symptom-free for 24 hours; symptoms include vomiting, diarrhea, or a temperature of 100 degrees Fahrenheit or above.

Any student with any contagious symptoms – such as frequent coughing or sneezing, eye discharge, or cloudy nasal discharge, all of which may involve the spread of illness – should not attend School. If a student with a contagious illness has attended classes, parents should notify the teacher immediately.

When a student is injured or becomes ill at School, the student will normally be sent to the main office to be assessed by the proper School employee. The student will be treated in the office and sent back to class if appropriate and if the student does not pose a threat to others or to classroom order. Any student seen by a School nurse or other

caregiver may be given documentation explaining the nature of the problem and measures taken. The School office will notify the parent(s) if the child needs further assistance or must leave the School.

No underage student may leave the School unsupervised. Any significant injury or accident occurring during the School day or during a School activity will be reported to a parent. The School will treat minor injuries or contact a parent to take the student for medical attention.

107.4 Immunizations

No child may attend School unless a certificate of immunization is provided to the School indicating that the child has received the immunizations required by state law. If on the first day of attendance the child does not present such a certificate, the child's parent shall be notified. The parent shall normally have thirty calendar days from the date of first attendance to obtain the required immunizations for the child. If a vaccine reasonably requires more than thirty calendar days to complete, and a suitable physician reliably verifies this fact, a reasonable extension of time may be granted. At the end of the thirty calendar days or extended period, if the student has not received the required immunizations, the School shall release the student from the School.

The School shall maintain, in a separate medical file for each student, the student's immunization records. These records may be inspected by officials of the county or state health departments upon request and without notification to parents. When a child transfers from or to another School, arrangements will be made to transfer the immunization records. The School will file an immunization report with the Department of Environment, Health and Natural Resources within sixty calendar days after the commencement of a new School year.

107.5 Medications

If a child must be medicated (including over-the-counter and prescribed medication) during School hours and the parent cannot be at School to administer the medication, only the Head of School's designee may administer the medication in compliance with the parent's written, signed, and dated instructions. The Head of School or his or her designee reserves the right to require medical certification by a suitable doctor or to seek advice from a doctor retained by the School to determine the appropriateness of administering any medicine. No teacher may be required to administer medication against his or her wishes.

Minimally, the parent's medication instructions must include the following:

- a. Child's name
- b. Name of medication
- c. Purpose of medication
- d. Time and dosage to be administered
- e. Possible side effects and related treatment
- f. Termination date for administering the medication

- h. Special information about the medication (i.e., storage requirements).

Authorization forms to give medication on campus and medication records must be retained in the student's confidential medical file.

Exceptions to Medication Administration. Middle and Upper School students may, upon proper written authorization and approval by the Head of School or his or her designee, self-medicate with medications that are labeled and packaged in the original container and are required for a medical condition. Any student with diabetes or asthma, or a student subject to anaphylactic (life threatening) reactions will be allowed to carry and self-administer their medication if the parent, physician, and student sign a completed medication request form and the student demonstrates appropriate proficiency in delivering the medication. Self-administering privileges will be withdrawn if the student exhibits a lack of responsibility towards self or others in regards to his or her medication. Any student who abuses the privileges described in this section may be subject to discipline.

107.6 Diabetes Plans and Compliance Reports

The School shall implement rules and procedures for students with diabetes in accordance with State Board of Education requirements and G.S. 115C 375.3. This includes making available necessary information and staff development to teachers and school personnel in order to appropriately support and assist students with diabetes in accordance with their individual diabetes care plans. The Board shall report to the State Board of Education annually, on or before August 15, on the number of students at the School on such plans and the board's compliance with state law.

107.7 Annual Information for Students and Parents

The School shall provide health information at the beginning of each school year regarding the following:

- **To parents regarding meningococcal meningitis and influenza (and their vaccines).** Such information shall include the causes, symptoms, and how meningococcal meningitis and influenza are spread and the places where parents may obtain additional information and vaccinations for their children.
- **To parents regarding cervical cancer, cervical dysplasia, human papillomavirus (and the vaccines available to prevent these diseases).** This information shall be provided to parents of children entering grades five through twelve. It 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 may obtain additional information and vaccinations for their children.

107.8 Compliance With Other Health Requirements

The School shall regularly determine and comply with any federal, state and local requirements pertaining to other safety threats such as dangerous chemicals and blood borne pathogens. It shall also comply with all requirements as to food inspections and safety.

108 Parents and The Community

108.1 Open Communications

The School recognizes the need for clear and open communication between the Board, staff, and parents concerning issues of mutual interest. Parental suggestions, concerns, questions, etc., regarding School policy and practice are encouraged and are most effectively and efficiently channeled directly through a teacher, the Head of School or his or her designee, or any other person or group assigned to receive such information. Parents are urged not to communicate directly with Board members on such matters to preserve the integrity of their policy-making role, the proper channels of administrative response, and Board neutrality.

108.2 Parent Organizations

The Parent Association and other parent organizations perform a valuable service to the School. The Board supports these organizations and expects and encourages cooperation from the whole School community, including students and employees.

The Board shall approve all organizations affiliated with the School. The Board, or by delegation, the Head of School, may establish additional rules governing such organizations. The Head of School or his or her designee shall be an *ex officio* member of any such organization.

Each parent organization affiliated with the School must establish bylaws setting forth the purpose of the organization and the rules and procedures by which it shall operate. A copy of the bylaws, and any subsequent revisions, shall be given to the Head of School and a copy shall be kept on file in the School office.

Parent organizations shall secure the advice and approval of the Head of School prior to planning any function or activity in which students are to participate while under supervision of the School.

Unless otherwise determined by the Board, any item purchased by a parent organization for the School or a School activity becomes the property of the School

108.3 Visitors

The Head of School or his or her designee will post instructions to parents and visitors, directing them to the School office to sign-in upon their arrival on campus.

All parents and visitors shall report to the School office upon arrival and are required to sign a visitation form, including the time of their arrival and their destination. Visitors, including parents, are required to wear a nametag identifying them. At their departure, visitors and parents are required to return their nametag to the office and sign out on the visitation form.

The Head of School or his or her designee is authorized to:

- a. Limit campus access to persons, including students and parents, who threaten the safety or well-being of the School community, or whose presence disrupts or is likely to disrupt the School environment;
- b. Determine if sales personnel may make sales visits to School administrators; and

- c. Call law enforcement personnel to protect against any threat posed by any person or to remove from the School property any person who refuses to leave after being directed to do so by authorized personnel.

108.4 Volunteers

The School's viability depends, in large part, on an effective volunteer program. Parents of students attending the School are encouraged to commit time to such volunteer work for the School. Parent volunteer help is especially needed to support field trips, special classroom events, and special School activities. The Head of School or his or her designee is responsible for volunteer oversight, including selection, recruitment, screening, and assignment. Volunteer services may be controlled or terminated at the Head of School's discretion. Volunteers are subject to applicable Visitor Policies and must report to the School office upon their arrival on campus. Volunteers are bound by the standards of conduct set forth by the School for School employees.

109 Student Records

109.1 Regulations

The federal Family Education Rights and Privacy Act (FERPA) affords parents of students, legal guardians, and emancipated students the right to inspect their own or their child's records. Furthermore FERPA prohibits, with limited exception, other persons from accessing such records without the prior consent by a parent or emancipated student.

A parent or eligible student must normally submit a written notification at least five days in advance to the School records office to inspect the student's file.

The School may disclose appropriately designated "directory information" without written consent, unless the parent or emancipated student has directed the School not to disclose such information. Such information allows the School to publish certain useful information such as an athletic roster or a program bulletin, a yearbook, honor rolls or other recognition lists or graduation programs. The School considers the following information as directory information: a student's name, address, phone number, activity or athletic photograph, dates of attendance, grade level, participation in activities and sports, weight and height of sports team members. Each year the School will notify parents of the School's "directory information" and parents' right to opt out of such disclosures.

In addition, the School is required to provide military recruiters, upon request, with three directory information categories: names, addresses, and telephone listings of students, unless parents request that the School not provide any such information without their prior written consent. The School will also make parents aware of their rights to withhold this information from military recruiters upon written request.

The Head of School or his or her designee shall compile and maintain an official record for each student that contains information including a birth certificate, dates of admission and departure, attendance data, standardized test results, and grading and promotion data. Each student's official record shall also include notice of any suspensions for a period of

more than 10 days or of any expulsion. The notice of suspension or expulsion shall be expunged from the record if the student graduates from high school or is not expelled or suspended again during the two-year period commencing on the date of the student's return to School after the expulsion or suspension.

Official student records shall be permanently maintained. The Head of School is authorized to order the storage of official student records at a central location.

Student records do not include individual notes and records made by teachers and administrators that are in the sole possession of their maker and that are not accessible or revealed to any other person except a substitute teacher or supervisor.

109.2 Student Record Confidentiality

Student educational records are confidential. Access to the official student record and any other student record shall be strictly limited in conformance with state and federal law and Board policy.

A confidential folder shall be maintained for each child evaluated for or receiving exceptional children's services.

Apart from directory information, personally identifiable information about a student shall not be released from a student's record without the prior written consent of the parent, legal guardian, or emancipated student, except to the following persons:

1. School employees when a legitimate educational purpose exists for accessing the information, including professionals contracted to provide services for a student;
2. Authorized government or educational officials, or others with legitimate reasons for reviewing a student's records;
3. Appropriate persons in connection with an emergency, if the release of the information is necessary to protect the health or safety of the student or other persons;
4. Authorized state and local officials with authority to review student information if the disclosure relates to the juvenile justice system's ability to serve, before adjudication, the student whose records are released. The official must certify in writing that the information will not be disclosed to any other party, except as provided by state law or with prior written consent of the student's parent or an emancipated student;
5. Officials of other Schools where the student has enrolled or plans to enroll, unless the parent or an emancipated student has specifically requested in writing that the information not be released to the requesting institution;
6. Persons acting under court order or subpoena, as long as the parent or an emancipated student shall be notified of the request prior to its execution;
7. Accrediting organizations, to the extent necessary to enable them to carry out their functions; and
8. Financial aid organizations if related to a student's application for receipt of financial aid.

Prior written consent for any other release of personally identifiable information must be signed and dated by the parent, legal guardian, or an emancipated student and must specify the records that may be disclosed, the purpose of the disclosure, and the party or class of parties to whom the disclosure may be made.

109.3 Transcripts

Parents, a student who is eighteen years of age or older, and other K-12 Schools where a former student has enrolled may request the student's record. The School may charge for copies of records, including certified copies of transcripts. No fees will be charged for copies of records to be mailed directly to a K-12 School that a student is subsequently applying to or attending.

110 Grievance Rights and Procedures

Students and parents are entitled to pursue their grievances according to the *Grievance Process and Appeals of Administrative Decisions Policy*, attached as **Addendum I**.

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Addendum I

Grievance Process and Appeals of Administrative Decisions

A. Introduction and Objectives. The School seeks to provide a process by which students, parents, and staff can resolve concerns in a timely and effective manner while balancing this with the need for efficient and effective School operations. Toward this end, this policy establishes mechanisms by which grievances should be addressed through informal and, if appropriate, formal means. All references herein to the Head of School include any person assigned as the Head of School's designee.

B. Informal Grievance Procedure. All concerns should first be addressed directly and informally with the persons involved. This includes reasonably notifying those causing and involved in the grievance, allowing them to reasonably respond, and an opportunity to make good faith efforts toward resolution. If necessary, individuals involved are encouraged to seek the assistance of an objective party to assist with informal resolution.

C. Formal Grievance Procedure. Persons must seek informal, timely resolution before filing a formal grievance, unless doing so is not reasonably feasible, would be futile, or if formal grievance procedures are legally required. The grievant may then file a formal grievance with the Head of School within 10 School days after reasonable informal attempts at resolution have failed or, if informal resolution is not required, within 10 School days of the last instance causing the grievance or notice of the reasons for grievance.

The formal procedure shall be initiated by submitting to the Head of School a written request for redress that succinctly states the specific grievance(s), the supporting facts, the basis in Board policy or law (citing specific policies or laws), the requested relief, and the efforts made to resolve the matter informally. The Head of School may require submission of an approved form for such grievance filing.

The Head of School shall determine whether informal resolution requirements have been satisfied or are not required. If the Head of School determines that the grievant is entitled to a formal grievance process, he or she shall provide a copy of the formal grievance to all other persons implicated by the grievance. The Head of School shall reasonably investigate and consider the matter (which may include meeting with the parties involved and holding an informal hearing) and issue a decision within 10 School days from the date of the grievance is filed; additional time for the Head of School's decision shall be allowed when reasonably required by circumstances. All deliberations shall be held in confidence where feasible and involve only persons in a need-to-know position. A decision by the Head of School under these grievance procedures shall be considered a final administrative decision.

D. Appeals of Right to the School Board. A person has the right to appeal any final administrative decision affecting a constitutional or other legal interest, and/or an interest of the type listed below:

1. Suspension or expulsion of a student for more than 10 days (per School suspension and expulsion procedures required by Chapter 115C, Article 27 of the North Carolina General Statutes);

2. An alleged violation of a specified federal or state law, State Board of Education policy or rule, or local board policy;
3. The loss or reduction of salary of a School employee under a specific-term contract who is not employed at will; or
4. Any other decision that, by law, provides for a right of appeal to the School Board and for which there is no other statutory appeal procedure.

Any person seeking a hearing under this section, within 10 School days after the final administrative decision by the Head of School, may request a Board hearing, by submitting to the Board Chairperson a request in writing by certified mail or personal delivery. The person making such request shall also promptly deliver a copy of the hearing request to the Head of School.

E. Discretionary Appeals to the Board. Any person aggrieved by a decision not involving a matter addressed in Section D above may, within 10 School days after the final administrative decision by the Head of School, may request a Board hearing, by submitting to the Board Chairperson a request in writing by certified mail or personal delivery. The person making such request shall also promptly deliver a copy of the hearing request to the Head of School. In such cases, the Board has the discretion to deny or grant a hearing. The Board shall notify the person making the request and the Head of School of its decision, and if a hearing is granted, the time, place, and manner of such hearing.

F. Board Hearing Procedures. In all appeals to the Board, the Board shall provide adequate notice of hearing rights and procedures to all parties concerned and keep a record of any hearing conducted.

In the case of hearings required by right under Section D, all parties have the right to appear before the entire Board, to be represented by counsel or other representative, to submit documentation, and to reasonably examine and cross-examine witnesses. In the case of an employee grievance concerning a loss or reduction of salary, the employee may request and shall be entitled to receive written notice as to the reasons for the final administrative decision; the notice shall be provided to the employee at a time reasonably in advance of any Board hearing.

For all discretionary hearings allowed under Section E above, the hearing may be based on the written record or, instead, by personal appearance of the parties. The Board may designate a hearing officer or panel comprised of one or more Board members to act upon such hearing request on behalf of the Board. The Board reserves the discretion to determine the manner by which it shall conduct such hearing.

Board hearings (by right and by discretion under sections D and E, respectively) shall be conducted within 10 School days from the date the hearing is requested, unless circumstances reasonably require additional time. A final Board decision shall be rendered and delivered in writing to the respective parties within 5 School days of concluding the hearing. The decision of the Board shall be final.

Addendum II

Student Technology Acceptable Use Policy

501 General Provisions

1. Scope and Purpose

The School provides a wide array of technology resources to improve learning, communication, and organizational effectiveness. The term “Technology Resources” includes, but is not limited to School-owned, -leased, and -controlled computers, computer networks, computer files, software, electronic communications and research media such as Internet access, webpages, electronic mail (e-mail), personal digital assistants (PDAs), cellular phones, digital cameras, two-way radios, and related forms of electronic communication and electronic data files, storage, and manipulation. Recognizing that technology resources are evolving and expanding, this policy encompasses other technologies – present and future – that offer electronic means of communications and data storage and manipulation.

These policies shall govern the use of the School’s technology resources and, to the extent allowed by law, the use of personal technology resources as they impact the School.

2. User Risk

There are many risks – known and unknown – associated with technology use, particularly the use of the Internet, e-mail, and related electronic communications. Such risks include unauthorized access by others to one’s personal information, computer hacking, fraud, defamation, exposure to harmful materials (e.g., those that are pornographic, obscene, threatening, violent, abusive, or otherwise improperly offensive), financial exploitation, and conveying inaccurate, provocative, or false information.

School leaders and teachers will strive to take all reasonable measures to minimize these risks for users and will provide users with instruction and guidelines to assist them. Because Internet filtering controls are imperfect, they cannot block all undesirable content or protect against all risks. Likewise, they may inadvertently block access to educationally appropriate and valuable information. Users, therefore, assume these risks for themselves when they use the School’s technology resources.

3. Limitations

The availability to users of the School’s technology resources, particularly of electronic communications tools like e-mail and the Internet, is intended primarily for furthering the School’s educational mission and not for any non-educational personal user benefit.

4. Ownership, Monitoring, and Control

All School technology resources are owned or leased by the School. Use of the School’s technology resources is a privilege, not a right. Any files, documents, communications, etc., generated by using technology resources remain the property of the School, which reserves

the right to direct, monitor, control, and limit or revoke the use of those resources. The availability of these resources does not confer upon any user a legal expectation of privacy free from such monitoring or control. Authorized officials may, at any time, reasonably review, restrict or otherwise regulate the use of these resources. Furthermore, the School reserves the right to deny or restrict user access to technology resources by the use of monitoring and/or blocking devices and software.

5. Privacy and Disclosure of Technology Resource Use and Data

The School will strive to fulfill its obligations to protect all legally confidential information. The School's technology resources, however, are not inherently secure or private and may be subject to unauthorized intrusion or hacking. In addition, the School reserves the right to disclose any user's electronic communications or data to School or non-School's personnel or agencies to the extent permitted or required by law, including disclosure to public safety and social service officials or other legitimate third parties.

Users should be aware that, because the primary function of such technology resources is to further the School's public educational mission, many records produced by these resources are subject to the state's public records laws. Thus, for example, the Internet sites viewed or the e-mails sent by School staff may be public records subject to disclosure. Regardless of whether such uses generate public records, the School has the right to review and monitor ALL uses of its technology resources.

6. Disclaimer Against Loss or Damage

The School does not offer any warranty against defect or damage to users of its technology resources. The School is not responsible for damages or losses suffered by users, including loss of data resulting from delays, disruptions, or other causes. Furthermore, the School provides no assurance regarding the accuracy or quality of information obtained through such resources, particularly via e-mail or the Internet.

7. Civil and Criminal Remedies

In addition to administrative actions and sanctions, the School reserves the right to pursue civil and criminal actions against individuals or entities that threaten the safety and security, of the School's operations or any member of its community. This includes, but is not limited to, the following claims or actions: illegal harassment; threatening, tampering with, or destroying School property and technology resources; cyberstalking, invasion of privacy; identity theft; defamation; copyright, patent and trademark infringement; communication or carrying out of threats of violence; tampering with School's technology resources; transmitting pornographic, obscene, or other sexually prohibited communications; or conspiracy to engage in any illegal activity. The School also reserves the right, to the extent permitted by law, to collect all damages, attorney fees, and other costs incurred to pursue its rights.

8. Procedures

1. Reporting Misuse or External Threats

Any member of the School community shall promptly report any violation or threat of violation under these policies to an appropriate School official. Specifically, students shall report to their teacher or the Head of School or his or her designee, and employees shall report to their immediate or higher level supervisor the following types of abuses of or threats to School property or members:

- a. Illegal use of the School’s technology resources and violations of the School’s policies or rules by any user;
 - b. Receipt of or access to any electronic information made available from individuals or entities outside the School if the communications of such information is illegal, threatening to the safety or security of persons or property of the School community, or that contains any content that is otherwise prohibited by School policies; or
 - c. Use of technology resources that threatens the integrity or security of any School technology resources or otherwise undermines the purpose for their use.
2. **Violations of Policy**
Misuse of technology resources may subject violators to discipline pursuant to School disciplinary policies and procedures. Any violation may also result in the curtailment, suspension, or complete loss of technology privileges.
3. **Exceptions and Appeals**
If any user believes an exception to the School’s technology resources policies is necessary, the user may seek prior approval for such exception through the general grievance procedures available to students and staff.

501.9 Notice and Familiarity with Technology Policies

The Head of School and other supervisory staff or their designees shall notify employees and students of all technology resource policies. All users should be familiar and comply with these provisions applicable to them.

502 All School Technology Users

502.1 Overview

This policy regarding acceptable and prohibited uses of technology resources applies, to the extent allowed by law, to all users of the School’s technology resources: students, employees, board members, contractors, guests, and other authorized individuals. It shall be enforced in conjunction with all other technology resources and general policies, including Policy 501 regarding General Provisions and other specific policies governing specific user groups.

502.2 Permissible Uses

The School’s technology resources are made available to fulfill the purposes directly related to its educational mission and programs, and in support of users’ roles within the School. Unless otherwise prohibited, limited personal or incidental use of School technology resources is permitted if such use conforms to these policies, is reasonably limited and does not interfere or threaten to interfere with School’s operational or educational mission.

502.3 Prohibited Uses

Users of School technology resources shall not intentionally or negligently engage in any of the following.

1. Unlawful or Generally Prohibited Uses

Users may not use technology resources in violation of any local, state, or federal law, or any other School policy or rule.

2. Harassing, Intimidating, Bullying, and Other Similarly Offensive Uses

Users may not use technology resources to engage in conduct involving harassment, intimidation, bullying, discrimination, or similarly offensive or harmful communications. This includes conduct that:

- a. a reasonable person should know, under the circumstances, will have the effect of harming or humiliating a student or damaging the student's property or of placing a student in reasonable fear of harm to his or her person or damage to his or her property; or
- b. has the effect of insulting or demeaning any student or group of students in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the School.

3. Disrupting or Damaging Uses

Users may not use School technology resources in any way that threatens their safe, secure, and orderly operation. This includes, but is not limited to, creating, installing, or forwarding computer viruses; consuming inordinate and unauthorized electronic storage space; sending "chain letters," "spam" e-mail, or similar types of communications; or downloading software, media files, or data streams without proper authorization.

4. Unauthorized Technology Access, Endangerment, or Tampering

Users may not obtain, alter, obstruct access to, or in any other way intrude upon or damage the School's or any other user's computer files, programs, or hardware without proper authorization.

5. Jeopardizing or Bypassing School Security Measures

Users shall not, without proper authorization, intentionally disclose or aid in the disclosure of computer passwords, codes, or similar information designed to secure the School's computer resources and to protect private or confidential information.

Users also shall not intentionally bypass Internet filters or other devices or measures used by the School to restrict access to School, Internet, or other electronic information. In addition users shall not provide information or other means to allow others users to engage in similar bypassing activity. Thus, for example, using or providing information about Internet proxy sites to bypass School Internet filters is prohibited.

6. Promotional Uses and Advocacy

Users shall not use the School technology resources for commercial gain or for political, social, religious, or other personal advocacy except as allowed by right under law and otherwise permitted.

7. Publishing Personal Information on the Internet

No user shall electronically distribute or post personal information about himself/herself or about any other person associated with the School unless (a) the distribution is legal and properly authorized by School officials, and (b) the distribution does not or is not likely to threaten that person's or any other person's privacy or safety.

8. Downloading or Copying Files or Data

Users, without proper authorization and legal right, may not download programs, files, or other data onto School computers or other technology equipment. This includes downloading or copying entertainment audio or video files and images, software, or other similar data not directly related to School objectives.

9. Unauthorized Users

Users of School technology resources may not permit, without proper authorization, any person to use such resources who is not a member of the School community or not otherwise authorized to have such access. Users are prohibited from using another individual's computer account or accessing such person's electronic data without prior permission from an authorized official.

10. Plagiarism and Related Acts of Academic Dishonesty

Users shall not use technology resources to plagiarize or otherwise illegally copy or use another person's work or to engage in any other form of academic dishonesty.

11. Copyright and Software Copying

Users shall not use School technology resources in violation of state or federal copyright laws. Users shall not, without proper authorization, copy School-owned computer files or software onto any computer. Use of any files, software, or other program or data must be authorized and legally licensed or permitted for such use.

12. Off-Campus and Personal Technology Use

The School reserves the right, to the maximum extent permitted by law, to discipline or take any other action against persons related to their personal electronic technology use (e.g., communications generated via private computers and/or Internet accounts) when such use poses a substantial threat to others' safety or to the operations of the School. This includes uses that cause or are likely to cause a substantial disruption or material interference with the School's educational objectives or operations, or that otherwise injure or threaten to injure persons or property within the School community.

13. Representation of the School's Viewpoints and Positions

Views and position statements may be expressed as representing the position of the Board, administration, or staff **only with prior approval by the Head of School or his or her designee**. Otherwise, no user may use any technology resources to communicate in a way that indicates or implies that the views or positions expressed are established, supported, or endorsed by the Board, its administrators, or other School officials.

14. Violating the School's Trademark, Copyright, and Other Intellectual Property Rights

Users may not copy, mimic, sell, or otherwise use the School's trademarks, images, documents, or other intellectual property without proper and legal authorization. The School reserves all rights to such intellectual property.

503 Student Use

503.1 Overview

The School provides students with technology resources to support the School's educational and organizational objectives. This policy establishes proper and improper student uses of these resources in conjunction with other related policies. Specifically, student users shall be familiar with and comply with this policy, the General Provisions

(Policy 501), General Use Policy for All Users (Policy 502), and any other applicable policies and rules.

503.2 Enforcement

School officials retain reasonable discretion to apply this and related School policies to determine when a proper or improper use exists and what sanctions, if any, may apply.

503.3 School and Parental Responsibilities

The School and its staff seek to take all reasonable measures to guide, monitor, and protect students in their use of the School's technology resources, consistent with student age and maturity. Parents, however, are primarily responsible for instructing their children in the proper values governing the use of such resources. Parents should communicate to their children an understanding of responsible and safe use of these resources and monitor their children's use of such resources at home or anywhere outside the School's jurisdiction.

503.4 Permissible Uses

School technology resources are to be used for educational, organizational, and communication purposes directly related to the School's educational mission and program. Unless otherwise prohibited, personal or incidental use of School technology resources is permitted if such use complies with these policies, is reasonably limited, and does not interfere or threaten to interfere with the School's operational and educational objectives.

503.5 Prohibited Uses

Students shall not engage in prohibited uses of technology resources. Prohibited uses include, but are not necessarily limited to, the following types.

1. General Prohibited Uses

General prohibited uses include all uses prohibited in the School's General Use Policy (Policy 502).

2. Social Networking Sites

A student may not use social networking sites unless such use is explicitly authorized by an appropriate School official, is used for School-related instructional purposes, and such use is consistent with School and individual School policies. In addition, a student may not use technology resources, including the Internet and e-mail, to arrange for himself/herself or any other student to meet another person.

Social Networking sites include, but are not limited to Internet sites like MySpace or Facebook, or Blogs and other Internet sites involving publication or interaction of a personal nature.

3. Disclosing Personal Identifying Information

In addition to related prohibitions in the General Use Policy (Policy 502), students are prohibited, without proper authorization, from disclosing personal identifying information about themselves or others through the use of the School's or personal

technology resources, e.g., Personal Digital Assistants (PDAs), cell phones, pagers or other communications devices, while on School premises or during School functions.

“Personal identifying information” includes, but is not necessarily limited to, a person’s name, phone number, address, e-mail address, social security number, or other information that is reasonably likely to allow a person’s identity to be determined from disclosing such information outside the School community.

4. Off-Campus and Personal Technology Use

The School reserves the right, to the maximum extent permitted by law, to discipline a student for off-campus or other personal electronic technology use (e.g., communications generated via private computers, Internet accounts or cell phones). This includes uses that cause or are likely to cause a substantial disruption or material interference with the School’s educational objectives or operations, or that otherwise injure or threaten to injure persons or property within the School community. In addition, violators may also be subject to civil or criminal actions and penalties under local, state, and federal laws.

5. Personal Electronic Devices

Except as permitted by this policy or otherwise authorized, no student shall, during regular School hours or while participating in School-sponsored extra-curricular functions, turn on or use a personal electronic device.

“Personal electronic devices” include, but are not necessarily limited to, cellular phones, pagers, two-way radios, CD/DVD/MP3 or other audio/video players, electronic games, PDAs, laser pointers, or any other similar devices not owned, issued or controlled by the School.

Any device used in violation of this policy may be confiscated by the Head of School or his or her designee at his or her discretion and consistent with other School policies and rules. Similarly, the Head of School or his or her designee may determine the terms under which the device may be returned to the student or student’s guardian.

Notwithstanding the prohibited uses identified above, exceptions to such prohibited uses shall apply in the following circumstances:

- a. when the Head of School or his or her designee permits a student or students, in case-by-case instances, to turn on or use such electronic device(s) if there is a reasonable need to do so, or
- b. emergency conditions exist which seriously threaten one’s safety or property, and such use is the only reasonable means of avoiding such threat, or
- c. when the Head of School or his or her designee determines that such use, generally, is otherwise necessary or prudent and is not in violation of any other law or policy.

Personal electronic devices may be used after regular School hours and at extra-curricular School functions when such use is:

- a. consistent with other student conduct policies;
- b. does not or is not likely to disrupt any School function or operation; and
- c. has not otherwise been prohibited by the Head of School or his or her designee.

TIMELINES

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

Date	Major Task	Responsible Party
March 1-10, 2012	Incorporate Willow Oak Montessori Charter School, Inc.	Luanne Bannan
March 5-20, 2012	Refine charter application	Charter Application Committee
March 21, 2012	Review charter application	Board Members
March 22-April 3, 2012	Finalize charter application	Charter Application Committee
April 3, 2012	Approve charter application	Board Members
April 4, 2012	Deliver charter application to LEA	Luanne Bannan
April 5, 2012	File charter application with Office of Charter Schools	Luanne Bannan
May 2012	Begin 501(c)(3) application process	Board Members
July 2012	Interview with Charter School Advisory Council	Board Members
September 5-6, 2012	Obtain preliminary approval from State Board of Education	State Board of Education
September 7, 2012	Purchase D&O Insurance	Luanne Bannan
September 2012-March 2013	Implement facility acquisition plan	Matt Young and Luanne Bannan
September 2012-March 2013	Implement marketing plan	Kate Ackerman, Julie Irving, Melissa Frey and Angela Riccio
September 2012-March 2013	Attend training required by Charter Schools Office and State Board of Education	Board Members
September 30, 2012	Hire Head of School	Luanne Bannan
October 2012	Develop job descriptions for all positions	Head of School, Melissa Beck, Evy Taylor
October 2012-December 2012	Host public information sessions	Head of School, Board Members
November 2012	Post employment positions and begin accepting applications	Head of School
March 6-7, 2013	Obtain final approval from State Board of Education	State Board of Education
March 8, 2013	Open enrollment period begins	Head of School
March 8, 2013	Offer employment positions to preferred candidates	Head of School
April 8, 2013	Open enrollment period ends	Head of School

Date	Major Task	Responsible Party
April 15, 2013	Conduct admissions lottery, if necessary	Melissa Frey and Impartial Community Member
April 16-June 30, 2013	Targeted outreach to fill classrooms with desired diversity, if classes are not full after open enrollment period	Kate Ackerman, Julie Irving, Melissa Frey and Angela Riccio
July 1, 2013	Obtain Certificate of Occupancy for facility	Matt Young
July 1, 2013	Purchase Liability, Property, Fidelity Bond, Auto, and Workers Compensation Insurance	Luanne Bannan
July 1-14, 2013	Purchase office equipment and establish business office	Head of School, Matt Young
July 15-August 9, 2013	Purchase instructional materials and outfit classrooms	Head of School, Board Members
August 12, 2013	Teacher workdays begin	Faculty & Staff
August 15, 2013	Open house for enrolled students	Head of School, Faculty & Staff
August 19, 2013	First day of school	Faculty & Staff

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

Not applicable. We are not converting a private school. The existing preschool through kindergarten program will remain private under the existing non-profit organization while the new Willow Oak Montessori Charter School non-profit organization will open and operate the new charter school beginning with grade 1.

VI. BUSINESS PLAN

PROJECTED STAFF:

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

The initial positions anticipated at Willow Oak Montessori for the 2013-2014 school year are:

- Head of School
- Assistant Head of School and Testing Coordinator
- 3 Teachers
- 3 Montessori Specialists
- Part-Time Foreign Language Studies Teacher
- Exceptional Children Coordinator
- Part-Time Reading Specialist
- Business Manager
- Office Administrator

Note: At this time, the school plans to outsource the following services:

- Specific Exceptional Children services, such as speech and occupational therapy
- Certain English as a Second Language (ESL) services
- Certain financial management services
- Maintenance and janitorial services

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

Willow Oak Montessori is committed to creating a stimulating, creative, and diverse work environment that models the responsible citizenship that we are seeking to encourage in our students. As such, our approach to developing, mentoring, retaining, and evaluating staff will be built on a foundation of mutual respect and understanding.

Willow Oak Montessori respects the valuable input of faculty members in all significant school matters. As a result, we will ask for faculty input regarding all key decisions, including budgets, salary schedules, the school calendar, etc.

Faculty members will be evaluated using the North Carolina Professional Educator Evaluation System. At the beginning of each school year, each faculty member will develop and document goals in his/her Professional Development Plan with the help of his/her mentor and the Head of School. A mid-year review of progress against those goals will be discussed and documented in January, and a final evaluation will be discussed and documented in April. The focus of this evaluation process will be to encourage the individual growth and development of each faculty member, with appropriate support and resources provided by the school.

The Board of Directors will evaluate the Head of School using a similarly collaborative process of goal setting and evaluation. The Board of Willow Oak Montessori has successfully used the following process to evaluate the Head of School of Pittsboro Montessori School for several years now. We anticipate being able to modify this process to account for the unique responsibilities of a charter school leader.

Willow Oak Montessori

Process for Annual Evaluation of Head of School - DRAFT

Purpose: The evaluation process provides an opportunity for board members as well as the Head of School to establish mutually agreed upon priorities for the coming year and allows for a fair assessment of work performance by both parties each year.

Philosophy: The process will be collaborative, supportive, flexible and dynamic. The process will "mirror" the assessment process that also occurs between students & teachers, staff & Head of School and the Board self-assessment.

Process:

1. The process will be conducted by the Executive Committee (consideration will be made in the future for the process to be conducted by a Support & Evaluation Committee of the board.) The Committee will meet at least twice to review the Head's work objectives and progress in meeting them and to provide support and feedback to the Head.
2. The annual evaluation process will be kept as separate as possible from decisions about the Head's compensation because its purpose is to improve or sustain the work of the Head and to set mutual goals.
3. In August each year, the Head's goals for the year will be approved by the board. The Head and Executive Committee will review the job description to see if any changes are appropriate. The board must recognize that the current job description is written as if this is a full time position. Since the Head position is currently part time, the Head and board must work together to designate priorities.
4. In December each year, the Head and Executive Committee will review the annual goals and adjust the goals/priorities as needed. Often mid-year, the head or board or both will see the need to focus more strongly on one goal/priority than another or see that one of the goals has involved so much focus and time that it necessitates that another goal either be removed from the list, deferred or redefined to keep the head of school's plate do-able and focused on the top priorities.

The Head will have an opportunity to formally share whether he/she is receiving the necessary support from the Executive Committee. If there are any areas of concern, the Head will receive ample time and feedback to make improvements. Any changes made to the Head's annual goals will be communicated to the board in January.

5. In March/early April each year, the Head will distribute a summary of accomplishments-to-date to the board. Consideration will be made to also share data from parent & staff surveys at this time with the board.
6. In early April each year, ALL board members will be required to provide information to the Committee regarding his/her assessment of the Head's performance unless the member is

excused by the Board President or Executive Committee for just cause (illness, conflict of interest...). The evaluation may cover Head's job responsibilities; goals developed; the relationship between the board, the Board President and the Head; school priorities; and any other topics previously agreed to by the Head and the board.

- Possible questions: How satisfied are you that the Head has effectively carried out the job responsibilities connected with the work of the Board? How satisfied are you with the progress the Head has made on his stated goals for the year? What does this person contribute on the job and the Pittsboro Montessori as a whole? What does this person do well and what should he continue to do? What should this person do to improve on the job and as a member of the Pittsboro Montessori team? What should this person stop doing or do less of? What should this person start doing or do more of?

The evaluation document itself will allow board members, where appropriate, to state that they feel they do not have sufficient information to respond accurately and productively to a particular question. This may be due to lack of information and/or opportunity to observe the Head or other factor.

7. The Board President will begin the process of summarizing the responses as they are received. The process is a confidential one. Board members will be asked to sign their reviews so the Board President may request clarification if needed. The Board President or designee will prepare a summary of the responses from board members, without their names.
8. At the April board meeting each year, the Board will meet in closed session (at the end of the regular board meeting) to discuss results of the Head evaluation. The Board President will then prepare a "consensus summary" that will be shared with the Head in late April/early May. This will be in an effort to follow the principle of "the Board speaks with one voice". The Head will also receive a separate document of the compiled individual comments. Individual comments will be distinguished from one another by different typefaces and/or color.
9. In late April/early May, the Head completes a self evaluation and submits it to the Executive Committee. The Board President/Executive Committee shares the "consensus summary" and individual comments with the Head.
10. In early May, the Executive Committee will meet with the Head prior to the May board meeting to discuss results, process, Head's proposed goals for the coming year and agree on the evaluation format for the coming school year.
11. At the May board meeting, the Executive Committee will present its final report to the board. This will include: (1) the written consensus summary of the board's evaluation of the Head, (2) the Head's self-evaluation, (3) proposed goals for the coming year, and (4) a format for evaluation in the coming year.

Also include the following information for the proposed charter school:

Process to advertise for and employ members of the school

Willow Oak Montessori will advertise open employment positions in a variety of locations, including our website, local media, the American Montessori Society job boards, and the North American Montessori Teachers' Association job listings. All job postings will indicate that Willow Oak Montessori is an equal opportunity employer.

The Board of Directors will hire the Head of School, who will be responsible for hiring all other positions. As mentioned elsewhere in this application, the Board intends to hire the current Head of School of Pittsboro Montessori School to also be the Head of the new Willow Oak Montessori charter school program.

Applicants for all other positions will submit an employment application to the Head of School. Top candidates will be interviewed by the Head of School, who will make final employment decisions. The Head of School will report all employment decisions to the Board of Directors.

- **Procedures for grievance and/or termination**

The grievance and termination procedures from our draft employment policies are included below.

Addendum I

GRIEVANCE PROCESS AND APPEALS OF ADMINISTRATIVE DECISIONS

Grievance Process and Appeals of Administrative Decisions.

A. Introduction and Objectives. The School seeks to provide a process by which students, parents, and staff can resolve concerns in a timely and effective manner while balancing this with the need for efficient and effective School operations. Toward this end, this policy establishes mechanisms by which grievances should be addressed through informal and, if appropriate, formal means. All references herein to the Principal include any person assigned as the Principal's designee.

B. Informal Grievance Procedure. All concerns should first be addressed directly and informally with the persons involved. This includes reasonably notifying those causing and involved in the grievance, allowing them to reasonably respond, and an opportunity to make good faith efforts toward resolution. If necessary, individuals involved are encouraged to seek the assistance of an objective party to assist with informal resolution.

C. Formal Grievance Procedure. Persons must seek informal, timely resolution before filing a formal grievance, unless doing so is not reasonably feasible, would be futile, or if formal grievance procedures are legally required. The grievant may then file a formal grievance with the Principal within 10 school days after the last informal attempt at resolution; if informal resolution is not required, the employee shall file the grievance within 10 school days of the last instance causing the grievance.

The formal procedure shall be initiated by submitting to the Principal a written request for redress that succinctly states the specific grievance(s), the supporting facts, the basis in Board policy or law (citing specific policies or laws), the requested relief, and the efforts made to resolve the matter informally. The Principal may require submission of an approved form for such grievance filing.

The Principal shall determine whether informal resolution requirements have been satisfied or are not required. If the Principal determines that the grievant is entitled to a formal grievance process, he shall provide a copy of the formal grievance to all other persons implicated by the grievance. The Principal shall reasonably investigate and consider the matter (which may include meeting with the parties involved and holding an informal hearing) and issue a decision within 10 school days from the date of the grievance is filed; additional time for the Principal's decision shall be allowed when reasonably required by circumstances. All deliberations shall be held in confidence where feasible and involve only persons in a need-to-know position. A decision by the Principal under these grievance procedures shall be considered a "final administrative decision."

D. Appeals of Right to the School Board. A person has the right to appeal any final administrative decision affecting a constitutional or other legal interest, and/or an interest of the type listed below:

- (1) Suspension or expulsion of a student for more than 10 days (per School suspension and expulsion procedures required by Chapter 115C, Article 27 of the North Carolina General Statutes);
- (2) An alleged violation of a specified federal or state law, State Board of Education rule, or local board policy;
- (3) The loss or reduction of salary of a school employee under a specific-term contract who is not employed at will; or
- (4) Any other decision that, by law, provides for a right of appeal to the school board and for which there is no other statutory appeal procedure.

Any person seeking a hearing under this section, within 10 school days after the final administrative decision by the Principal, may request a Board hearing, by submitting to the Board President a request in writing by certified mail or personal delivery. The person making such request shall also promptly deliver a copy of the hearing request to the Principal.

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

The Willow Oak Montessori Board has prepared a draft set of employment policies with the help of its attorney, David Hostetler. These draft policies are included on the following pages. The Board will continue to refine its policies and procedures in the months leading up to the opening of school in August 2013.

Willow Oak Montessori: A Public Charter School

DRAFT

Personnel Policies

2013-2014 School Year

200 PERSONNEL – POLICIES AND PROCEDURES

201 OVERVIEW

Hiring, developing, and retaining excellent employees is the most effective way to assure an excellent education. The following policies are to be interpreted and implemented to uphold this objective.

202 LEGAL COMPLIANCE

The Board and its employees shall strive to comply with and to enforce all policies, procedures, and practices consistent with all laws and regulations governing the School.

202.1 Equal Employment Opportunity

The School shall provide equal opportunities for employment and compensation for all persons without regard to race, color, gender, sexual orientation, age, religion, national origin, disability, veteran status or other protected legal classifications. All employees and applicants for employment will be evaluated, respectively, based on their performance and qualifications.

202.2 Reasonable Accommodation

The School shall comply with federal and state duties not to discriminate against qualified individuals with a disability or because of a sincerely held religious belief. The School shall strive to reasonably accommodate any individual applicant for employment or employee who is entitled to such accommodation, provided such accommodation does not impose an undue burden or risk to the safety or health of any other person in the School community.

202.3 Fair Labor Standards Act Compliance

The School shall comply with the wage and hour requirements of Fair Labor Standards laws, including minimum wage and overtime requirements for covered non-professional staff.

202.3.1 Workweek

For purposes of such compliance the employee workweek shall be from 12:00 a.m. Sunday to 11:59 p.m. the following Saturday.

202.3.2 Time and a half for overtime

Covered employees (typically non-professional and support staff) shall be entitled to time and a half pay for all hours worked beyond forty in a given work week except as provided in this policy regarding compensatory time. No covered employee shall engage in overtime except when approved in writing by an authorized supervisor or in emergency or other extraordinary circumstances when it is necessary for safety or other compelling reasons; in such instances the employee shall promptly notify the authorized supervisor. Violations of this policy may result in disciplinary action, including dismissal. Supervisors shall make every attempt to modify employee schedules to avoid their working more than forty hours in a given week.

202.3.3 Record-keeping

Covered employees shall maintain specific and accurate daily records of their hours worked on forms provided by the School. Such records shall use specific, not approximate, times worked.

202.3.4 Compensatory Time

Covered employees, upon prior approval, shall accrue compensatory time (comp time) at a rate of 1.5 hours for every one hour worked in lieu of receiving overtime pay for hours worked beyond forty in a given work week. Comp time will be the first option for compensating an employee for overtime. Supervisors shall, if feasible, arrange for employees to take comp time within one pay period following the time it is earned. Only with appropriate authorization will nonexempt employees be monetarily compensated for overtime worked at a rate of 1.5 times their regular hourly rate.

Employees may accrue no more than 16 hours of compensatory time which must be taken, with the prior written approval of the supervisor and whenever feasible, no later than the end of the normal work year (June 30 for twelve-month employees), by the end of an employee's contract term, or before any other separation from employment. Supervisors are responsible for ensuring that employees do not exceed the 16-hour maximum and that the accrued compensatory time is taken in order to reduce liabilities to the School at the time of separation from employment. An employee may be required to use earned compensatory time prior to taking other paid leave if consistent with law and board policy. If a person is owed comp time at the time he or she separates from employment with the School, the person shall be entitled to a comparable amount of time-and-a-half pay.

202.3.5 Volunteer Work

Non-exempt employees may volunteer to work at school-related activities, subject to their supervisors' written approval, provided the work is entirely voluntary, is without coercion, and is in an entirely different capacity from the employee's regularly assigned duties. Employees may not volunteer to perform the same or similar types of services that they are employed to perform for the School. Such work will be treated as regular work and be subject to hourly compensation and overtime rules. In instances where volunteer work should be approved or constitutes similar work, the supervisor should consult with the school attorney or other informed persons.

202.4 State and Federal Employee Rights Notices

The School provides notice herein and in a prominent place at the School to employees of their various rights under state and federal law. Copies of these notices may be found online at <http://www.nclabor.com/posters/posters.htm>. They include the following:

- N.C. Labor Laws Notice
- Workers' Compensation Notice
- Equal Opportunity is the Law Notice
- Fair Labor Standards Act Minimum Wage Notice
- Employee Polygraph Protection Act (EPPA)
- Family Medical Leave Act (FMLA)
- Workers With Disabilities Paid at Special Minimum Wage
- Employees Working on Government Contracts
- Uniformed Services Employment and Re-employment Rights Act (USERRA)

203 EMPLOYEE CLASSIFICATIONS, TERMS, AND DISTINCTIONS

203.1 Classifications and Distinctions

The Board employs various types of employees, each with a unique and important role that helps fulfill the School's mission. The student's benefit when each person performs his or her role well and in coordination with others.

Employee classification depends on such things as job responsibilities, extent and term of employment, contractual considerations, and extent of work performed.

The various classifications and combinations of classifications may dictate the legal or contractual rights and duties of each individual employee. Classifications and distinctions include the following:

- a. Instructional, administrative, and support staff
- b. Full-time, part-time, permanent, and temporary staff
- c. Salaried, hourly, contractor, and volunteer staff
- d. At-will and specific-term contracted staff

203.2 Instructional, Administrative, and Support Staff

Instructional and administrative employees are sometimes referred to, collectively, as professional staff because they often require and possess specialized professional training, experience, and skill. Such employees are typically (but not necessarily) paid as salaried employees exempt from overtime laws.

203.2.1 Instructional staff members are those whose primary function directly or indirectly involves classroom teaching or the supervision thereof.

203.2.2 Administrative staff members oversee and manage the various operations of the School and/or supervision of instruction and are typically involved in School-wide decision-making. Such staff members have discretionary authority to make decisions. Administrative employees include the Head of School, Assistant Head(s) of School, and others appointed for similar oversight and discretionary roles.

203.2.3 Support staff members support and enable the instructional and administrative functions and are essential to effective delivery of instruction and to school operations. Such employees do not typically require advanced education to perform their work and are typically (though not always) paid as hourly employees subject to overtime laws.

When circumstances require, the Head of School, or his or her designee shall, with necessary assistance from legal counsel or other qualified professional, formally designate an employee as instructional, administrative, or support staff and identify which of these employees are exempt and covered employees by wage and hour laws.

203.3 Full-time or Part-time, Permanent or Temporary Employment

203.3.1 Full-time Employment involves a regular workweek of forty or more hours of work.

203.3.2 Part-time Employment involves a regular or occasional workweek of less than forty hours of work.

These employees are not eligible for any leave, but may qualify for retirement benefits when they meet the special eligibility requirements outlined in the School's retirement plan.

203.3.3 Permanent Employment staff members are employed to work on an ongoing basis. **Temporary Employment** staff members are employed for an interim, short-term, or occasional period of time.

203.4 Salaried, Hourly, Contractor, and Volunteer Staff

Typically, full-time professional staff members are paid a regular salary, while full- and part-time support staff members are paid an hourly wage usually subject to overtime laws. The Board or the Head of School may pay professional staff as salaried or as hourly employees, depending on whether they are part-time or temporary employees. Contractor staff members are self-employed or employed by another organization and provide services as required by the School; they are paid pursuant to the contract terms with the contracting agent or organization. Volunteer staff members provide services to the school on an unpaid basis.

203.5 At-Will and Specific-Term Contracted Staff

The type of employment contracts under which staff members are hired, shall be primarily distinguished either as at-will or by specific-term contracts that determine the rights and duration of staff employment. At-will and specific-term employees may be part-time or full-time, permanent or temporary, and professional or support staff employees, depending on the terms of their respective contracts.

Staff members who are employed at will serve at the pleasure of the Board and have no guaranteed duration of employment. Generally, support staff and, in some cases interim, temporary or part-time instructional and administrative staff members are employed at will. Permanent, full-time professional staff may be employed pursuant to specific-term employment contracts that specify the duration of employment and/or the grounds and process by which it is to be carried out, modified, and/or terminated.

The rights, duties, and procedures by which the School binds itself contractually are contained strictly in the employment contracts. No School policies are considered part of the School's contractual obligations unless they are incorporated explicitly within specific employment contracts.

204 EMPLOYMENT PROCEDURES: HIRING, EVALUATION, AND SEPARATION

204.1 Hiring of Employees

The Board is responsible for hiring or approving the hiring of competent and well-qualified staff based on the School's greatest needs. It shall do so, normally, upon the recommendation of and in coordination with the Head of School. The Board may also delegate to the Head of School the authority to make final employment decisions and to inform the Board of such decisions. In all instances, staff involved in hiring and

supervision shall make every reasonable effort to conduct their duties in a responsible manner, to act only in the best interests of the School, to be able to explain and justify their decisions, and to document their efforts.

204.1.1 Job Postings

All permanent job positions should normally be posted at least two weeks before filling such positions except in extraordinary circumstances necessitating a shorter period or no posting, as determined by the Head of School.

204.1.2 Employment Applications and Files

The School shall maintain a separate file for all pre-employment job applications. Such files are confidential and shall not be disclosed to employees or past employees.

204.1.3 Review and Interview Process

Staff responsible for processing applications and conducting interviews shall do so in a fair and expeditious manner, keeping a reasonable documented record of their efforts, interview questions, and related efforts that help to demonstrate how and why specific employment decisions are made.

204.1.4 Candidate Evaluation

The following components will be considered, as applicable, when evaluating candidates for employment.

- a. Application
- b. Academic qualifications
- c. Skill-based qualifications
- d. Record of experience, including background information, performance reviews, and references
- e. State licensure (for teaching positions for which licensure is required or desirable)
Professional instructional employees normally must hold or be eligible to hold North Carolina licensure in the area of employment for which application is sought. In such instances establishing and maintain licensure with the North Carolina Department of Public Instruction is the responsibility of the individual employee. If a provisional or expired licensure is held, the employee must meet all requirements for certificate extension or renewal. Failure to establish or maintain a current licensure may be grounds for dismissal.
- f. Student teaching experience for teaching positions
- g. Criminal background check
- h. Personal interviews
- i. Other relevant information

204.1.5 Reference Check

When a person is a considered a viable finalist for a position, the hiring personnel shall check prior employment references. A reasonable number of such references should be completed before offering a job to an applicant. References may and, for some key position applications, should be contacted beyond those provided by the applicant. The hiring staff should normally communicate to such applicants the possibility of such reference checks. Information obtained from such reference checks should be reasonably documented in the confidential pre-

employment file. The applicant may also be required to sign an acknowledgment and release of liability for obtaining such information.

204.1.6 Criminal Background Check

All prospective employees, including substitutes and volunteers, with substantial contact with students, including substitutes, must successfully pass criminal records checks as required by the Board.

Applicants shall answer completely and accurately all questions on their employment application with regard to previous criminal history. Failure to do so may preclude the applicant from being hired and subject a current employee to dismissal. Applicants shall consent in writing to a preliminary criminal record check and post-employment criminal record check and to provide fingerprints and other identifying information required to complete such checks. Failure to consent or to provide relevant information may result in rejection of an applicant or dismissal of current employee.

The following shall apply with respect to criminal records check:

- a. Federal and state record checks will be performed for all applicants or conditional employees, in all states where the applicant or conditional employee has resided and worked.
- b. The applicant or conditional employee will not be permanently employed if the criminal record check and supporting records, upon confirmation, reveal a “criminal history,” defined as the conviction of a crime, whether a misdemeanor or felony, that indicates the employee (1) poses a threat to the physical safety of students or personnel, or (2) has demonstrated that he or she does not have the integrity or honesty to fulfill his or her duties as a school employee.
- c. Conviction of a crime, as used in this policy, includes the entry of (1) a plea of guilty, no contest, or the equivalent, (2) a verdict or finding of guilt in a court of law or military tribunal or (3) a prayer for judgment. The School shall consult with legal counsel or obtain a certified copy of an applicant’s or conditional employee’s conviction notice prior to making any final employment decision based on the criminal history.
- d. If the School considers criminal history in rejecting an applicant or dismissing a conditional employee, the Head of School or his designee shall prepare written findings with regard to how such information was used.
- e. The Head of School or his designee shall provide to the State Board of Education information on where to obtain the record of conviction, including the person’s name, criminal case number, and the county of conviction for a person who is certified or licensed by the State Board of Education.
- f. If a criminal record check reveals that an applicant or conditional employee was charged with but not convicted of a crime, whether misdemeanor or felony, and such charge indicates that the employee may not meet the Board’s employment standards, the Head of School may conduct further investigations into the person’s conduct and the circumstances surrounding the charge.

- g. Applicants and current employees shall notify the School if they are charged with or convicted of a criminal offense (including entering a plea of guilt or no contest) except for minor traffic violations.
- h. Information obtained as a result of a criminal record check shall be kept confidential as required by state law and regulations. The School shall retain only hardcopy records from a criminal history check conducted through the North Carolina Department of Justice. These records shall be kept in a locked, secure place, separate from the individual's personnel file.
- i. If the School conducts criminal record checks that are subject to the Fair Credit Reporting Act, it shall provide employees or applicants with all required notices and disclosures before conducting the record check or taking adverse employment action against the employee or applicant.

204.1.7 Nepotism

The hiring of direct relatives of current employees and board members should be avoided and, when necessary, limited and confined to circumstances necessitating such hiring and properly approved by the Board. Any such person hired shall not be under the direct supervision of or be evaluated by that person's relative.

204.1.8 Applicant Selection

Applicants recommended for hire by the Board may be notified of such recommendations. Such persons should be informed that recommendations require the approval of the Board (or its designee) and shall be followed by formal job offers and terms of agreement. Employment agreements shall normally be in writing and shall specify the basic terms and conditions of employment, including whether the employment relationship is at-will or, instead, governed by specific terms of duration and job security. All such agreements shall be approved by the Board, signed by the Head of School (or designee) and the applicant, and filed in the applicant's personnel file. A person recommended for hire may, on the discretion of the Board or its designee, begin employment on a conditional basis pending the outcome of a criminal history check and final approval by the Board or its designee.

204.1.9 Contracts for Employment

Unless otherwise stated by agreement, employees must sign and return their employment agreements to the office of the Head of School within three working days from the date the agreements are presented, or their offers are deemed withdrawn.

Agreements requiring licensure will be valid only after such licensure has been secured or as dictated by the respective employment contract. It is the responsibility of employees to provide any documentation or licensure to the appropriate division of the North Carolina Department of Public Instruction or licensing agency.

204.1.10 Extra Duty Contracts

Instructional staff members assigned extra duty responsibilities who have an extra duty clause in the "special conditions" section of their employment agreements may be required to continue to fulfill such duties and responsibilities as a condition of continued employment. Failure to do so may be considered grounds for dismissal.

204.1.11 Health Certificate

New employees and reinstated employees separated for more than one year must file a completed health certificate with the Head of School upon initial employment or re-employment. The certificate must indicate that the employee does not have any physical or mental condition, including a communicable disease, which unavoidably threatens the safety or health of any person in the school community.

Employees who have one of the above mentioned conditions must take a leave of absence. Before returning to work they must file a physician's certificate with the Head of School indicating that they are free from any such condition or disease, which unavoidably threatens the safety or health of any person in the school community. The Board may require employees to take a physical examination when necessary.

Employees who have been absent for more than 40 successive school days because of one of the above stated conditions or diseases must, before returning to work, submit a certificate certifying that they are free from such condition as may unavoidably threaten the safety or health of any person in the school community.

204.1.12 New Employee Orientation

The School will normally provide all new permanent professional employees with initial training regarding the School's mission, objectives, performance standards and expectations, policies, procedures and best practices. Such training should also be made available and tailored to support staff and other employees as feasible.

204.1.13 Student Teachers

The Board authorizes the Head of School or a designee to enter into agreements with accredited colleges and universities that establish student teaching opportunities.

The Head of School or a designee may remove a student teacher if that teacher's presence is determined to be detrimental to student welfare or school operations.

204.1.14 Substitute Teachers

Substitute teachers are employed to take the place of teachers who are temporarily absent or unable to fulfill their responsibilities.

Individuals seeking employment as substitute teachers must apply to the School. All substitute teachers shall be approved by the Head of School and shall be assigned by the Head of School or his designee.

204.1.15 Personnel Files

The Head of School shall keep a personnel file for each employee. Separate sub-files shall be maintained, including the following:

- a. Pre-employment file: containing application documents, references, background information, interviewing and hiring notes, and other similar data.
- b. Informal Anecdotal file(s): containing informal notes and records including performance and attendance notes, and other data collected by an employee's supervisor or other administrator
- c. Primary Personnel file: containing most formal employee information and data, including, but not limited to, attendance, leave, dates of employment,

formal performance evaluations, complaints, commendations, employment status, salary, and benefits data

- d. Medical and Health file: containing any employee information pertaining to medical and health matters

Personnel information available for public disclosure, upon request, includes the following: employee name, age (not date of birth), date of original employment, current classification title, current salary, date and amount of most recent change in salary, and date of most recent promotion, demotion, transfer, suspension, separation, or other changes in position classification.

204.2 Professional Development

Professional development is important for employee growth and effectiveness. The goal of staff development is to improve the skills and knowledge needed by all staff to carry out their duties related to instruction and all school programs. The Head of School will promote opportunities for staff development.

Licensed personnel seeking to sustain their licenses shall request of the Head of School in advance, approval for credit to be received and applied towards meeting licensure renewal requirements.

204.3 Evaluation and Advancement

204.3.1 Overview

Effective personnel evaluation is essential to foster effective professional growth, performance, and operations. All employees will normally be evaluated and supported in their work based on a process developed and implemented by the Head of School. The Head of School or his designee is responsible for clearly communicating the process to all employees.

Exceptional employee performance may warrant the award of performance bonuses and salary increases based on the Head of School's recommendations. The Board will make similar determinations for the Head of School based on a performance review process adopted by the Board.

204.3.2 Performance Evaluation

The goals for evaluation are:

- a. to assure understanding of effective performance and professional expectations;
- b. to assure effective and efficient operation of the School;
- c. to support professional improvement and advancement; and
- d. to determine continued employment, promotion, and compensation.

The evaluation provides a written record of the employee's service to the School, and provides a tool for growth and improvement of the employee. The evaluation must be fair and equitable and be conducted in a confidential manner.

A copy of the evaluation will be placed in the employee's personnel file.

The evaluation shall be done in cooperation with the employee's immediate supervisor. Upon completion of the evaluation process the supervisor will review the evaluation with the employee. Written assessment will be completed and provided to the employee at least twenty-four hours prior to such meeting.

Both parties will sign the evaluation, a copy will be given to the employee, and the original shall be placed in the employee's personnel file. Employees may attach written comments to the original signed evaluation. An employee's signature is not meant to indicate agreement with the evaluation, but to show the he has seen and reviewed the evaluation with the evaluator.

Staff requiring special oversight and support may be subject to action plans.

204.3.3 Action Plans

An employee who receives unsatisfactory ratings on an evaluation may be placed on an action plan to improve the employee's performance, unless the employee is recommended for dismissal, demotion or nonrenewal. An action plan may also be used whenever appropriate to address performance concerns.

1. The action plan will contain a statement of the employee's performance concern(s) and list specific expectations for improvement. The Head of School or his designee may consider input from the employee in developing the plan.
2. While on the action plan, the employee's performance will be periodically reviewed to determine compliance with the objectives of the action plan.
3. If the employee's performance fails to meet expectations stated in the plan, the Head of School will decide whether to recommend that the employee be dismissed or demoted.
4. An action plan constitutes a warning to the employee that the employee must improve his performance in order to continue working for the School.
5. This policy does not limit the Head of School's authority to recommend dismissal for any reason allowed by law.

204.3.5 Head of School Evaluation

The Board will establish a process and evaluate the Head of School on an annual basis. The evaluation results will be discussed in a closed session of a board meeting. The Board will note areas for improvement and areas of strength in the Head of School's performance. This policy does not create any independent contractual obligation or right on behalf of the Head of School.

204.4 Employment Separation and Procedures

These provisions apply when an employee's relationship to the School is terminated for any reason, including retirement, resignation, disability, long-term leave, reduction in force, nonrenewal, or dismissal.

204.4.1 Resignation

An employee who wishes to voluntarily resign a position should provide advanced written notice of such resignation, particularly as required by the employee's contract. State ethics rules require licensed educators to provide at least 30 days advanced notice. The Head of School is authorized by the Board to negotiate and accept resignations and such acceptance shall be final and binding. The Head of School may waive the requirement for advanced notice of resignation. The requirement of advanced notice of resignation does

not negate any contractual obligation owed by an employee to complete the term of his employment contract.

204.4.2 Disability

The School is committed to complying with all disability laws and regulations and to reasonably accommodate any disabled employees to enable them to perform their essential job functions. In accordance with the law, employees may need to be placed on a non-active status and/or be separated for reasons of disability when they are unable to perform their essential functions with or without an accommodation. Employees and job applicants who are or become disabled and require a reasonable accommodation are encouraged to communicate their needs and discuss options with an appropriate School supervisor to address issues related to the need for accommodation or a necessary change in job or application status. Disabled employees, by law, may be held to the same performance standards as non-disabled employees.

204.4.3 Retirement

Eligible employees receive retirement benefits offered by the School, which may be subject to change from time to time. The School will make available any necessary information to such employees regarding the type and nature of the School's retirement plan and benefits and other information to enable eligible employees to participate fully and in an informed manner.

204.4.4 Reduction in the Force (RIF)

A RIF is any employee reduction in pay, suspension, or termination based on unavoidable financial contingencies.

Grounds for RIF

The following may necessitate a reduction in force:

- a. School Reorganization: closure, suspension, elimination, curtailment, or reorganization of the School, facilities, programs or curriculum offerings;
- b. Decreased Enrollment: a substantial decline in actual or projected enrollment for the next succeeding year at the School or for a particular School offering which requires a decrease in personnel positions funded by the School.
- c. Decreased Funding: any substantial decline in the availability of the School's financial resources available for its operation or for a particular program.

Preliminary Determination

When the Head of School believes that grounds exist for a RIF, he shall present written recommendations to the Board. The recommendations shall include:

- a. The grounds for RIF;
- b. The number or estimated number and type of positions to be reduced; and
- c. Other information the Head of School deems helpful to the Board in deciding upon his recommendation.

The Board shall review the Head of School's recommendations and information and shall determine whether to authorize a RIF and whether to do so according to the Head of School's recommendations or otherwise.

Criteria and Procedures

The primary consideration in any RIF of specific employees shall be the maintenance of a sound and balanced educational program that is consistent with the purposes and priorities of the school. If the Board authorizes a RIF, the Head of School shall recommend to the Board the specific employees to be suspended, demoted, or dismissed, considering the criteria set forth below.

- a. The impact on the instruction program and effectiveness of the School
- b. The individual's job performance and attendance history
- c. The financial impact or benefit to the School
- d. Type of employee (e.g., term-contract, at-will, part-time, permanent)
- e. Length of the employee's service at the school
- f. The employee's service and performance history regarding extra duties and his or her continued commitment to fulfill such duties
- g. Other factors the Head of School or Board deem important under the circumstances

Prior to submitting to the Board the recommendations regarding specific employees subject to a RIF, the Head of School shall notify each affected employee of the Head of School's recommendation, subject to any employee grievance proceeding available to the employee. The Board reserves the right to carry out a RIF prior to hearing any employee grievance when the Board determines that circumstances require such action. Any employee who is reinstated following and because of such a hearing shall be entitled to any loss of pay caused by the RIF prior to the Board hearing.

204.4.5 Nonrenewal

The Board acknowledges that an important aspect of attaining excellence in education is the quality of the teaching and administrative staff. The Board strives for excellence and to employ only those employees who exhibit the necessary skills and commitment to excellence in their work. Separation may result when the Board, upon the Head of School's recommendation, chooses not to renew the contract of an employee at the end of the contract term.

204.4.6 Termination

Separation may result when an employee is dismissed for any reason allowed by law or contract. Unless otherwise required, the Head of School may, in his discretion, provide reasonable advanced notice to an employee when the Head of School becomes aware that he is likely to recommend such dismissal. The dismissal process shall be governed by any applicable contract terms.

204.4.7 Separation Procedures

When an employee separation occurs, the employee shall promptly turn in to the Head of School or his designee all keys, employee identification, and other School property or records, including any files or other information of a confidential nature belonging to the school. The employee shall receive, in a timely fashion, all compensation and other benefits to which he is entitled at the time of separation. The Head of School or his designee may establish other procedures for employee separation.

204.4.8 Exit Conferences

Employees who leave employment with the Board may request an exit conference in order to ask questions and discuss procedures for separation. Exit conferences may be conducted with all employees leaving the School in order to identify practices or policies that may affect the planning and future achievement of the School and the employee.

205 COMPENSATION, BENEFITS, AND LEAVE

The School shall compensate employees according to the terms of their respective employment contracts and in compliance with governing laws and state benefits. The School offers certain benefits to all of its eligible employees pertaining to leave, health care, and retirement. The School's personnel staff will provide information and assistance regarding these benefits to employees and applicants to enable them to be properly informed and to receive such benefits. Employees should contact the personnel staff regarding any questions they have or assistance they require.

205.1 Compensation

The School shall compensate employees in accordance with the law and its contractual obligations for salaried, contract, and hourly employees. The School reserves the right to award special compensation such as bonuses and incentive pay as it deems appropriate. Hourly employees shall be strictly paid according to precisely kept hourly time sheets that must be completed in an accurate and timely fashion by such employees. Employees will be paid on a regular schedule as established by the School.

205.2 Benefits

Eligible employees shall be entitled to health care and retirement benefits as established from time to time by the School. In addition, the School may provide other benefits such as supplemental health, dental, vision, and disability coverage or insurance as dictated by Board decision and procedures. The School's personnel staff shall provide all necessary information regarding such benefits so that employees are properly informed regarding these benefits.

205.3 Leave

205.3.1 Overview and Eligibility

The School shall establish employee leave benefits and these shall be communicated to school employees. The Head of School or his designee shall monitor employees' absences. Leave will be charged to employees in minimum units of one-half day. Employees shall use designated forms and procedures to request leave.

205.3.2 Annual Leave – Leave Days

The School shall establish employee leave benefits and shall communicate the availability of these benefits to school employees.

Should an employee use all leave, any subsequent time off shall be without compensation. An employee entitled to and requiring the use of leave shall notify a supervisor reasonably in advance whenever possible. When advance notice is not feasible the employee shall provide prompt notice as soon as possible.

205.3.3 Other Unpaid Extended Leave

The Board authorizes the Head of School to grant leave without pay for the following circumstances:

- a. military service;
- b. birth or adoption of a child;
- c. professional advancement for instructional personnel; and
- d. personal illness in excess of regular sick leave.

Such leave may be approved by the Head of School for a period of up to one calendar year and, where required by law, for periods exceeding one year. Any leave to which an employee is entitled under state or federal law may be counted toward the leave authorized by this section. Leave taken for birth or adoption of a child may be extended to the remainder of the school year when the leave would otherwise end in the latter half of the school year. Leave will normally not be granted to take vacation trips, engage in non-school related business, or to accept other employment.

Whenever possible, an employee shall notify his immediate supervisor 30 calendar days in advance of the time for which leave is sought.

The following procedures shall normally apply in such instances.

- a. The employee's immediate supervisor and the Head of School shall, with the employee, decide on the specific details of a request for leave.
- b. For any request for leave up to and including thirty days, the Head of School shall have the authority to grant the request.
- c. If the leave is more than thirty days, the Head of School, may approve the leave but shall notify the Board at its next meeting. In such cases, the terms of the leave shall be contained in a written agreement between the employee and the School.
- d. The employee shall use all available leave benefits (i.e., sick leave and annual leave) as appropriate and in compliance with the State Board Policy before taking any leave without pay.
- e. In instances when an employee's return to work is uncertain, the employee shall provide advanced written notice at the earliest possible time to the Head of School of the intent to return to work.
- f. In granting any leave of absence, consideration shall be given to the welfare of the school, students, and the employee.

Upon returning to service, the employee shall be assigned, to the extent feasible, to duties similar to those performed prior to the beginning of the leave. The School is not required, however to guarantee reinstatement to the same position or duties held before leave is taken if such position or duties are no longer needed and not contractually required.

205.3.6 Religious Leave

Employees may take leave for up to two days each school year for a personal religious holiday that is not a vacation day or holiday recognized on the school calendar. Leave for such religious holidays under this provision must be approved in writing in advance by the Head of School or a designee. Religious leave must

be made up at a mutually agreed upon time or the employee may use earned annual leave.

205.3.7 Parental Leave

Permanent employees who are parents or guardians of a school-aged child may take up to four hours of paid leave per calendar year to attend or be involved with their child's school. Leave not taken within the calendar year is forfeited. Leave must be approved by an employee's immediate supervisor and, barring exceptional circumstances, must be requested at least one day prior to the date of the leave.

205.3.8 Military Leave

Employees are granted military leave in accordance with state and federal regulations. Employees seeking military leave are responsible for requesting such leave at the earliest possible time and must provide a copy of military orders or appropriate documentation evidencing performance of required (not voluntary) military duty to the Board.

205.3.9 Jury Duty – Court Appearance

Employees are granted paid leave for mandatory jury duty, attendance in court for an official duty, or attendance under subpoena or court order. Paid leave is not granted for other court appearances.

205.3.10 Voluntary Shared Leave

Voluntary shared leave provides economic relief for any permanent full-time employee who is likely to suffer financial hardship because of a prolonged absence resulting from a serious medical condition.

A request to donate leave by an employee shall be made in writing to the Head of School and dated by the donating employee.

Participation in this policy is strictly voluntary. The donating employee may not receive compensation in any form for the donation of leave. Leave days may only be donated to full time employees who have used all their leave days and have an immediate need for additional leave days.

205.3.11 Temporary Disability and Reinstatement

Employees may be authorized to take a temporary leave of absence due to temporary disability. At the termination of the period of temporary disability, the employee shall be reinstated in his position whenever feasible. Where the period of temporary disability exceeds thirty working days, the employee's immediate supervisor and Head of School shall confer with the employee. The Head of School shall determine when the employee is to be reinstated, taking into consideration the welfare of students and the continuity of instruction.

205.4 Workers Compensation

All employees are protected from workplace injuries under the state's Workers' Compensation laws. Employees seeking Workers' Compensation benefits must immediately report the workplace injury to the immediate supervisor or Head of School;

and complete, as soon as feasible, an Employee Statement, describing the injury, causes and related details.

206 DUTIES, SCHEDULES, AND RESPONSIBILITIES

206.1 General Job Duties

All employees have designated positions and duties for which they are responsible. In addition to such duties, employees are also expected to fulfill any other reasonable duties as assigned by their supervisors. Employees are expected to be present for duty at all times and in a timely fashion unless they must be absent or take leave for approved reasons.

All employees shall familiarize themselves and comply with the policies and procedures of the School. Employees shall serve as positive role models for students and be responsible to support and assist, to the extent feasible, with:

- a. The safe and efficient operation of the School;
- b. The growth and development of students;
- c. Compliance with applicable state and federal laws; and
- d. All efforts necessary to promote an excellent education.

206.2 Extra Duties for Professional Staff

Instructional and Administrative staff members are expected to perform certain non-curricular and extra-curricular duties as assigned by their supervisor(s). These may include, but are not limited to, attending parent or other after-school meetings, supervising extra-curricular activities, attending workshops or planning sessions, supervising carpool lines or other student activities. Such duties, depending on their scope, may involve additional compensation. No employee, however, has any legal right to perform such compensated extra duties unless otherwise provided for in an employment contract.

206.3 Job Descriptions

Employees shall be responsible for carrying out all of the stated responsibilities as outlined in the job description for the position for which they were hired, as well as, any additional implied and assigned duties for their positions.

206.4 Work Schedule

206.4.1 Instructional Staff

The regular workday for instructional staff will normally be seven and a half hours as specified by the Head of School. The workday may be altered at the discretion of the Board or Head of School provided that the workday shall continue until the teacher has completed professional responsibilities to the students and the School. Examples of the kinds of activities which might require the continuation of professional service beyond the normal school day, defined by the time of the departure of students, include, but are not limited to, program development, professional development activities, faculty meetings, bus duty, parent conferences, additional help for individual students, and care of school property and equipment.

206.4.2 Non-Instructional Staff

The normal workday for most full-time support staff employees will be eight hours with exceptions made for particular job assignments on a case-by-case basis.

206.5 Arrival and Punctuality

All staff members shall be punctual in arriving for work and attending to their job duties. Hourly employees shall keep detailed and specific time sheets, recording their exact time of arrival and departure (e.g., rounding off minutes is not permitted). Instructional staff members are normally required to be at school at least thirty minutes before the beginning of the instructional day and at least thirty minutes after the end of the instructional day for the benefit of planning, meeting and working with pupils or parents, or engaging in other collaborative work. Other arrival and departure times may apply depending on particular needs of the day.

Professional staff will work a regular workday and be present during hours established by the Head of School.

206.6 Lesson Plans

Teachers are required to prepare weekly work plans and to have detailed plans available for their substitutes.

The likelihood of improved instruction is enhanced when all teachers are given a reasonable amount of time during each day of instruction to plan lessons. Instructional staff shall normally be given time for planning during most regular school days.

206.7 Teacher Workdays

All instructional and other required staff members are expected to report for work on non-instructional days, including teacher workdays, unless they have been granted advance approval not to attend on such days. In such a situation, a leave day will be used for a workday absence. If a leave day is unavailable, leave will be granted without compensation.

206.8 Travel

Employees must submit a written request for travel prior to undertaking job-related reimbursable travel not part of the employee's regular responsibilities. Reimbursement for approved travel expenses shall be at established rates approved by the School. The Head of School must approve excess per diem expenses in advance and in writing.

207 PRACTICES, CONDUCT, AND DISCIPLINE**207.1 General Standards of Conduct**

School employees, especially professional staff, are privileged to hold positions of influence with students and in the School community. They must conduct themselves as role models, upholding high standards of integrity, trust, and professionalism. Employees must always aspire to perform their job duties, written and unwritten, in a highly competent, respectful, ethical and legal manner, regardless of whether there is a specific governing policy or rule.

All professional educators licensed in North Carolina are also duty-bound to know, comply with, and report violations of the state's *Code of Professional Practice and Conduct for North Carolina Educators*. Other professional staff should also be familiar with and strive to uphold the Code's values. The Code is available [online](#) and contained in Appendix II of these policies.

A staff that models such behaviors and attitudes can profoundly shape students' behavior for good, thus promoting a long-term impact that benefits our students, our school community, school families, and other communities in which students eventually live.

207.2 Honor Code Policy

All employees shall conduct themselves truthfully; consistent with high standards of academic integrity. This precludes making any false or misleading statements in applying for or during employment; plagiarism; or other acts of academic dishonesty.

207.3 Outside Employment

Employees shall not accept any other employment while they are employed at the School, regardless of the time of year, including summer months, when such employment:

- a. Conflicts with the effective performance of employee school duties;
- b. Disrupts, discredits or otherwise undermines the School's educational program or reputation;
- c. Involves work that, actually or is likely, to compete with the educational offerings or financial development of the School;
- d. Involves work for or compensation from School students or their parents without prior advanced approval from the Head of School; or
- e. Conflicts with the employees' duty to be a role model to students.

207.4 Dress Code

All employees shall dress and groom themselves in a professional manner consistent with their job duties. The Head of School or his designee may establish specific rules and procedures consistent with this policy in order to promote a professional environment. Any employee in violation of this policy may be asked by his supervisor to change his grooming practices.

207.5 Confidential Information and Nondisclosure

Employees shall protect all confidential and sensitive information regarding students, personnel, and other school information from improper disclosure. All student and employee performance information shall be communicated only with and to, respectively, employees or parents who have a legal right and need to know such information.

207.6 Political and Other Controversial Expression

The impartial teaching of political or controversial issues, where such teaching or information reasonably and directly relates to course or curriculum content, is acceptable, subject to proper discretion and applicable approval from a supervisor. The Head of School may establish guidelines and procedures for such instruction. However, employees are prohibited from expressing support of or opposition to political candidates or positions during class time or at

other times in their capacity as a teacher or employee. They are not to encourage students to take a particular position in political, religious, or other matters of a personal nature.

207.7 Conflict of Interest and Undue Influence

Employees shall not use their positions to act in a manner that compromises the School's integrity or conflicts with their duties. This includes, but is not limited to the following.

- a. Employees shall not enter into business negotiations or transactions with the School on their own behalf or on behalf of another. Specifically, employees or their family members may not derive any monetary benefit in providing merchandise or services to the School unless such benefit has been fully disclosed in advance and approved by the Board.
- b. Employees shall not use confidential school information for their or another's personal gain.
- c. Employees shall not use their positions or assignments to unfairly or unduly influence students by:
 - i. Receiving fees from educational institutions for the recruitment of students;
 - ii. Recruiting students to participate in private business activities that benefit employees or their family, colleagues, business associates, or friends;
 - iii. Requiring or requesting students to participate in activities or events which require more than nominal costs;
 - iv. Receiving fees or other remuneration of more than a nominal amount for the recruitment, enlistment, or chaperoning of students for private promotions. Employees may, with the Head of School's permission, announce educational trips for which the employee may receive remuneration if it does not interfere with class time for such announcements.

207.8 Relationships with Students

Employees are prohibited from dating, courting, or entering into a romantic or sexual relationship with any student enrolled in the School, regardless of the student's age. Any employee who has reason to believe that another employee is inappropriately involved with a student, as described above, shall report this information to the Head of School. An employee who violates this policy may be subject to disciplinary, civil and/or criminal sanction.

207.9 Gifts

School employees may not accept gifts of more than nominal value from students, parents, vendors, and other patrons of the school community. Students are encouraged to express gratitude to employees by letter or other appropriate form. This policy may be waived by the Head of School or Board in special circumstances (e.g., special gifts from students or parents for retiring teacher).

207.10 Tutoring

The School strives to offer a flexible, varied instructional program in order to minimize the need for students to obtain private tutoring. In cases where private tutoring is recommended or necessary, employees may provide this service under the following conditions:

- a. The Head of School must approve tutoring by an employee for a fee;

- b. Teachers are not permitted to tutor for pay any students currently enrolled in one of their classes;
- c. Use of expendable school supplies is prohibited except as approved; and
- d. An employee is prohibited from receiving compensation for referring a student to another tutor or agency.

207.11 Facility and Property Use

Employees shall use and support the use of school property in a safe and effective manner, consistent with the intended purposes of such property. Personal use of school facilities or property is generally prohibited except for insubstantial, non-disruptive personal uses of telephones, computers, and other small equipment when such use does not impose more than a nominal cost to the School and has not otherwise been prohibited or restricted by policy or directive.

207.12 Harassment

The Board is committed to providing an environment that is conducive to learning, free from harassment, especially harassment based on race, religion, gender, sexual orientation, ethnicity, national origin, or disability, or any other form of illegal harassment.

Harassment is an unwelcomed offensive verbal, nonverbal or physical conduct that is sufficiently severe, persistent or pervasive that it significantly affects the conditions of an employee's employment or a student's learning. Harassment includes, but is not limited to, abusive jokes, insults, slurs, name-calling, threats, bullying or intimidation, unwelcome sexual advances, or the exchange of benefits for performance of sexual or other favors.

Harassment is prohibited at all levels: between students, between employees and students, between coworkers, between supervisors and subordinates, or between nonemployees and employees and/or students.

Nothing in this policy precludes the School from taking disciplinary action against an employee where the evidence does not establish harassment but the conduct otherwise fails to satisfy the School's high expectations for appropriate conduct.

207.13 Sexual Harassment

Because of its particular pervasiveness in the workplace, the School establishes this particular policy regarding sexual harassment. No employee shall engage in sexual harassment against any student, other employee, or another person in the School community.

Sexual harassment includes any unwelcome sexual advance, request for sexual favors, or sexually suggestive comments when:

- a. Submission to the conduct is made either explicitly or implicitly as a term or condition of an individual's employment or education.
- b. Submission to or rejection of such conduct by an individual is used as a basis for student or employment decisions affecting such individuals.

- c. Such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance or creating an intimidating, hostile, or offensive working or educational environment.

Examples of sexual harassment include, but are not limited to, deliberate, unwelcome touching; suggestions or demands for sexual involvement accompanied by implied or overt promises or threats; pressure for sexual activity; continued or repeated offensive sexual flirtations, advances or propositions; continued or repeated verbal remarks about an individual's body; sexually degrading words used toward or in the presence of an individual or to describe an individual; or the display of sexually suggestive objects, signals, or pictures.

A hostile environment exists if the conduct of a sexual nature is sufficiently severe, persistent, or pervasive to limit a person's ability to participate in or benefit from the educational program or creates a hostile or abusive educational or work environment.

Romantic or sexual advances toward students by employees or romantic or sexual relationships between school system employees and students are always prohibited in all circumstances. Employees engaging in inappropriate relationships with students or who fail to report such relationships by others to the Head of School shall be subject to disciplinary action, up to and including dismissal.

207.14 Reporting Harassment Charges

All complaints of harassment shall be promptly and thoroughly investigated, documented, and monitored, with appropriate follow-up and disciplinary action taken to remedy any act of harassment. The following process shall apply.

- a. All complaints, investigations and follow-up action shall be confidential. Only individuals and employees in a need-to-know position are entitled to receive, report, or provide such information.
- b. Any person who is subject to or aware of any harassing behavior may report the matter orally or in writing to a supervisor. Any employee who knows of such behavior shall immediately report such information to a supervisor and the supervisor shall promptly inform the Head of School. If a supervisor is involved, a report may be made directly to the Head of School. If the Head of School is involved, the report may be made to the Board President or Vice President.
- c. Any disciplinary action taken should be reasonably calculated to end any harassment.
- d. No employee or student shall be subject to negative or retaliatory action for reporting or assisting in the investigation of an allegation of harassment.
- e. The Head of School or his designee shall coordinate compliance with all applicable laws with respect to sexual harassment, particularly Title IX of the Education Amendments of 1972.
- f. Any person filing a complaint under this policy who is unsatisfied with its handling may file a formal grievance pursuant to the School's grievance procedures.
- g. Nothing in this or any other school policy shall be construed to prevent any person from pursuing any other remedies available under state or federal law.

207.15 Substances

The School is committed to being a community, free of unhealthy substances, including illegal controlled substances, tobacco, and alcohol.

207.15.1 Tobacco

Tobacco products are defined to include cigarettes, cigars, pipe tobacco, chewing tobacco, snuff, smokeless tobacco, and any other items containing or reasonably resembling tobacco. Tobacco use includes smoking, chewing, dipping, or any other similar use.

The use of tobacco products on school property will be monitored as follows:

- a. School employees may not, except for legitimate educational purposes, display or use any tobacco product in the presence of or visibility of students on school premises or at school-sponsored events.
- b. To the extent legally permitted, the Head of School or his designee may permit a time and an area in which employees may smoke provided the area is not inside a school-owned or leased building utilized for provision of educational services to children and the area is not generally visible to students.
- c. Nothing in this policy is intended to prohibit the legal use of tobacco by individuals who are merely spectators at outdoor school-sponsored events at which use of tobacco by the general public is otherwise permitted.

207.15.2 Controlled Substances and Alcohol

The use of illegal controlled substances and alcohol while on any school property, at any school-related activity, or in any other venue where the conduct in question is likely to negatively impact or undermine the operation or well-being of the School or its members, is prohibited. Employees are subject to the following requirements.

- a. Employees shall not engage in the unlawful manufacture, distribution, possession or use of any controlled substance or unauthorized, excessive alcohol use.
- b. Employees shall not engage in excessive use of prescription or nonprescription drugs or use that impairs their ability to carry out their job duties. (The proper use of a drug authorized by a valid medical prescription from a legally authorized health care provider shall not be considered a violation of this policy if it does not interfere with the performance of job duties.)
- c. Employees may be subjected to a search of their person, locker, desk or other school property under their control in the workplace based on reasonable suspicion of an employee's selling, distributing, possessing or using a controlled substance or alcohol in the workplace.
- d. Employees may be subjected to testing for the use of alcohol or controlled substances affecting job performance based on a supervisor's reasonable suspicion of such activity.
- e. Any illegal drug activity shall be reported to the appropriate law enforcement authority.

- f. Employees who refuse a drug or alcohol-screening test may be disciplined or terminated. Cost of the screening will be borne by the Board.
- g. Employees will be provided information concerning available counseling, rehabilitation, re-entry programs and potential discipline for controlled substance violations.
- h. Employees shall notify their supervisor of any criminal charge, conviction, guilty plea, or no contest plea pertaining to any drug- or alcohol-related offense immediately following such action.

207.16 Weapons

The School shall be free of all weapons not legally possessed by law enforcement officials or otherwise authorized by the Head of School or the Board. No employee or other agent of the School shall carry or encourage another person to carry, whether openly or concealed, a weapon as defined below, onto school property at any time.

A “Weapon” is any gun, rifle, pistol, or other firearm of any kind, or any dynamite cartridge, bomb, grenade, mine, or powerful explosive as defined in G.S. 14-284.1, any knife, BB gun, air rifle, air pistol, sling shot, blackjack, metal knuckles, bludgeon, bowie knife, switchblade, dirk, dagger, leaded cane, stun gun or other electronic shock weapon, razors and razor blades (except solely for personal shaving), and any sharp-pointed or edged instrument except for the following: instructional supplies, unaltered nail files and clips and tools used solely for preparation of food, instruction, and maintenance, on school property or otherwise authorized or necessary to support the operations of the School.

Any employee who is aware that an unauthorized weapon has been carried onto school property or possessed at a school function shall immediately notify a supervisor or the Head of School.

207.17 Communicable Diseases

The Board aims to provide a safe and secure environment for all students and employees. To balance the need to protect the rights of students and employees and to control the spread of communicable diseases and conditions, decisions regarding the employment status of employees with communicable diseases or conditions shall be made on a case-by-case basis in accordance with this policy, sound judgment, and applicable legal requirements.

A communicable disease or condition is defined as an illness due to an infectious agent, or its toxic products, which is transmitted directly or indirectly to a person from an infected person or animal.

This policy applies to all legally reportable communicable diseases, including HIV and AIDS, as set forth in state regulations.

- a. In order to preventing the spread of communicable diseases, universal health and safety precautions, which include regulations regarding the cleanup of all bodily fluids (including blood), shall be distributed by the Head of School or his designee and shall be followed by all school employees. Instances of an employee’s failure to follow the universal precautions shall be reported to the Head of School.

- b. In accordance with North Carolina General Statute section 130A-136, the Head of School or other supervisors shall report suspected cases of reportable communicable diseases or conditions to the county health director for investigation and shall provide available factual information to substantiate the report. Such reports shall remain strictly confidential and may be shared only with other staff members as necessary to prepare and file a report. All staff members who are made aware of any such report shall keep the information strictly confidential. Without releasing any information that would identify the affected employee when not required, the Head of School or supervisor shall report suspected cases of reportable communicable diseases or conditions to the Board President.
- c. Any employee suffering from a communicable disease or condition shall follow all control measures issued by the county health director and shall take all necessary precautions to prevent the transmission of the disease or condition. Any school employee who has reason to believe that a fellow employee is suffering from a reportable communicable disease and that the fellow employee is failing to follow safe practices shall report this to the Head of School, supervisor or health director. Failure to follow control measures may result in sanctions or termination against the offending employee. An employee suffering from a communicable disease is encouraged to inform the Head of School so that appropriate accommodations and precautions can be put in place.
- d. If the county health director notifies the Head of School that an employee with a communicable disease or condition may be posing a threat to public health, this employee shall cooperate with the health director in eliminating the threat.
- e. The Board shall follow all applicable state and federal laws and regulations and this policy in determining when an employee with a communicable disease or condition shall be required to take leave from his position or otherwise be restricted from continuing his employment.
- f. If an employee diagnosed with a communicable disease or condition believes he or she is unable to perform his or her regular duties or risks the transmission of the disease to other members of the school community, he or she may request that his or her duties be altered. The employee seeking alteration in the conditions of employment must apprise the Head of School of his or her condition, submit medical documentation, and suggest and discuss possible workplace accommodations.

207.18 Blood-borne Pathogens

The Head of School shall designate a blood-borne pathogens compliance officer who shall develop a plan in accordance with the regulations established by the US Department of Labor pursuant to the Occupational Safety and Health Act and the North Carolina Occupational Safety and Health Blood-borne Pathogens Standards. The plan shall be designed to eliminate or minimize employee exposure to infectious bodily fluids and secretions and shall include appropriate training and specific precautions that all employees must take when dealing with blood and bodily fluids.

For employees with occupational exposure to blood and bodily fluids, the plan shall include appropriate training, provision of Hepatitis B vaccinations, and specific work practice precautions to minimize contact with potentially infectious bodily fluids. Employees with "occupational exposure" are those employees who can reasonably

anticipate coming into contact with blood and bodily fluids in the normal performance of their assigned work duties.

A copy of the Blood-borne Pathogens Exposure Control Plan shall be updated as required by state and federal law and made accessible to all employees. A copy shall be maintained in the school office.

It shall be the duty of each employee to familiarize himself with the provisions of the Blood-borne Pathogens Exposure Control Plan and to comply with all stated provisions. Failure to comply shall be cause for disciplinary action.

The North Carolina Department of Labor’s “A Guide to Blood-borne Pathogens in the Workplace” is available at, <http://www.nclabor.com/osha/etta/indguide/ig7.pdf>.

207.19 Legal Defense

Employees charged with a criminal or civil offense arising directly from good faith performance of their duties with the School may request of the Board legal representation at the Board’s expense. In such instances, the Board shall first determine, when feasible, whether a requesting employee has acted in good faith in the performance of his duties. The Board shall also communicate with its insurance carrier regarding the matter. The employee must notify the Board of current or potential litigation at the earliest feasible moment.

The Board is not obligated to provide any representation. The Board shall not provide representation if it determines either of the following:

- a. the employee actions or omissions upon which the civil or criminal action is based were not within the scope and course of his duties; or
- b. the employee acted or failed to act in a responsible manner because of willful intent, fraud, corruption, or malice.

207.20 Reporting Information to Outside Agencies

School officials and staff shall comply with all reporting obligations required by state and federal law. These include the following:

207.20.1 Reports to the State Superintendent of Public Instruction

If the Head of School “knows or has substantial reason to believe” that a licensed employee has engaged in conduct involving physical or sexual abuse of a student, he shall report such information to the Superintendent of Public Instruction or his designee pursuant to state regulation. Failure to report such information may be grounds for certificate revocation or suspension. For purposes of this requirement, physical abuse means the infliction of serious physical injury other than by accidental means and other than self-defense. The term sexual abuse means the commission of any sexual act upon a student or causing a student to commit a sexual act regardless of the age of the student and regardless of the presence or absence of consent.

207.20.2 Reports to Law Enforcement

The Head of School or other supervising administrator who reasonably suspects that an act has occurred on school property involving intentional conduct resulting in serious personal injury to another or the threat thereof, sexual

assault or other sexual offense, kidnapping, possession of a firearm or other weapon in violation of the law, or possession of a controlled substance in violation of the law, shall immediately report the act to the appropriate law enforcement agency.

207.20.3 Reports to the Department of Social Services

Pursuant to state law, any person who has “cause to suspect” that a child has been abused or neglected by a caretaker must promptly report such suspicion to the local Department of Social Services. Employees are encouraged to confer promptly with the Head of School in determining what measures to take before or following any such report. Under state law, any person who makes such a report in good faith is immune from liability.

At the time this policy was adopted, the law provided in part, as follows:

§ 7B-301. Duty to report abuse, neglect, dependency, or death due to maltreatment.

“Any person or institution who has cause to suspect that any juvenile is abused, neglected, or dependent, as defined by G.S. 7B-101, or has died as the result of maltreatment, shall report the case of that juvenile to the director of the department of social services in the county where the juvenile resides or is found. The report may be made orally, by telephone, or in writing. The report shall include information as is known to the person making it including the name and address of the juvenile; the name and address of the juvenile's parent, guardian, or caretaker; the age of the juvenile; the names and ages of other juveniles in the home; the present whereabouts of the juvenile if not at the home address; the nature and extent of any injury or condition resulting from abuse, neglect, or dependency; and any other information which the person making the report believes might be helpful in establishing the need for protective services or court intervention. If the report is made orally or by telephone, the person making the report shall give the person's name, address, and telephone number. Refusal of the person making the report to give a name shall not preclude the department's investigation of the alleged abuse, neglect, dependency, or death as a result of maltreatment....”

Further information and guidelines on this topic are available at <http://ncinfo.iog.unc.edu/pubs/electronicversions/rca/rca.htm>

207.20.4 Reports to the Department of Health

The Head of School shall report suspected cases of reportable communicable diseases or conditions to the County Health Department for investigation. Without releasing information that would identify the employee, the Head of School shall also report suspected cases of reportable communicable diseases or conditions to the Board President. Any employee who has reason to believe that a fellow employee or a student has a reportable communicable disease and is not following safe practices shall report the situation to the Head of School or a supervisor. The Head of School or supervisor shall report such unsafe conduct to the County Health Department. In the absence of the Head of School or supervisor, the employee must report the situation to the County

Health director. Confidentiality of reports is protected by law and school officials are immune from liability for such reports when made in good faith.

208 EMPLOYEE GRIEVANCES, INVESTIGATIONS, AND DISCIPLINE

208.1 Employee Grievances

The School seeks to promote harmony and job satisfaction among employees and to promote equitable solutions to problems affecting employees. Employees are encouraged to communicate and resolve concerns and differences between themselves in an informal, respectful, and civil manner. This often requires communicating directly, promptly, openly, and constructively with others to resolve issues.

Employee Grievances shall be guided by school-wide grievance procedures in effect at the time the grievance arises. These are attached as an Addendum 1 to this policy Series.

208.2 Disciplinary Measures and Procedures

Employees may be subject to disciplinary measures for any violation of school policies, practices, directives, or legal requirements. This policy does not preclude the School's right to discipline or terminate an at-will or other employee for any other basis permitted by law or contract.

The Head of School may subject an employee to any appropriate discipline including, but not limited to, the following:

- a. Informal reprimand;
- b. Formal, written reprimand filed in the employee's personnel file;
- c. Suspension with pay;
- d. Disciplinary suspension without pay;
- e. Demotion in position or salary;
- f. Reduction or deduction in pay;
- g. Suspension without pay preceding dismissal;
- h. Dismissal; or
- i. Other discipline as deemed appropriate by the Head of School.

An employee may request a board hearing to appeal a disciplinary action or recommendation by the Head of School under Level Three of the employee grievance procedures in Section 208.1.

209 EMERGENCY PROCEDURES

209.1 Overview and Notification

The Head of School may delay the opening of or may close the School when there is a threat or potential safety threat due to inclement weather, mechanical failure, or other circumstance. In such instances, the School will notify members of the school community as promptly as possible via such outlets as the local news media, electronic mail, school Voice Message System, and the school website.

In some situations the Head of School may require specific employees to report to work at times other than those specified.

209.2 Delayed Openings

In cases of delayed school opening, employees normally are expected to report to work in advance of such opening in the same intervals that apply during regular hours, unless they receive notice to the contrary.

If an employee does not believe he can report at the appointed time, he should notify the Head of School as soon as possible. In such instances, the staff member shall be required to make up the time missed unless otherwise accepted by the Head of School.

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Addendum I

GRIEVANCE PROCESS AND APPEALS OF ADMINISTRATIVE DECISIONS

Grievance Process and Appeals of Administrative Decisions.

A. Introduction and Objectives. The School seeks to provide a process by which students, parents, and staff can resolve concerns in a timely and effective manner while balancing this with the need for efficient and effective School operations. Toward this end, this policy establishes mechanisms by which grievances should be addressed through informal and, if appropriate, formal means. All references herein to the Principal include any person assigned as the Principal's designee.

B. Informal Grievance Procedure. All concerns should first be addressed directly and informally with the persons involved. This includes reasonably notifying those causing and involved in the grievance, allowing them to reasonably respond, and an opportunity to make good faith efforts toward resolution. If necessary, individuals involved are encouraged to seek the assistance of an objective party to assist with informal resolution.

C. Formal Grievance Procedure. Persons must seek informal, timely resolution before filing a formal grievance, unless doing so is not reasonably feasible, would be futile, or if formal grievance procedures are legally required. The grievant may then file a formal grievance with the Principal within 10 school days after the last informal attempt at resolution; if informal resolution is not required, the employee shall file the grievance within 10 school days of the last instance causing the grievance.

The formal procedure shall be initiated by submitting to the Principal a written request for redress that succinctly states the specific grievance(s), the supporting facts, the basis in Board policy or law (citing specific policies or laws), the requested relief, and the efforts made to resolve the matter informally. The Principal may require submission of an approved form for such grievance filing.

The Principal shall determine whether informal resolution requirements have been satisfied or are not required. If the Principal determines that the grievant is entitled to a formal grievance process, he shall provide a copy of the formal grievance to all other persons implicated by the grievance. The Principal shall reasonably investigate and consider the matter (which may include meeting with the parties involved and holding an informal hearing) and issue a decision within 10 school days from the date of the grievance is filed; additional time for the Principal's decision shall be allowed when reasonably required by circumstances. All deliberations shall be held in confidence where feasible and involve only persons in a need-to-know position. A decision by the Principal under these grievance procedures shall be considered a "final administrative decision."

D. Appeals of Right to the School Board. A person has the right to appeal any final administrative decision affecting a constitutional or other legal interest, and/or an interest of the type listed below:

- (1) Suspension or expulsion of a student for more than 10 days (per School suspension and expulsion procedures required by Chapter 115C, Article 27 of the North Carolina General Statutes);
- (2) An alleged violation of a specified federal or state law, State Board of Education rule, or local board policy;
- (3) The loss or reduction of salary of a school employee under a specific-term contract who is not employed at will; or
- (4) Any other decision that, by law, provides for a right of appeal to the school board and for which there is no other statutory appeal procedure.

Any person seeking a hearing under this section, within 10 school days after the final administrative decision by the Principal, may request a Board hearing, by submitting to the Board President a request in writing by certified mail or personal delivery. The person making such request shall also promptly deliver a copy of the hearing request to the Principal.

Addendum II

STANDARDS OF PROFESSIONAL CONDUCT FOR NORTH CAROLINA LICENSED EDUCATORS (16 NCAC 06C .0602)

16 NCAC 06C .0602 STANDARDS OF PROFESSIONAL CONDUCT

(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 G.S. 115C.
 - (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 G.S. 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 G.S. 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.

*History Note: Authority G.S. 115C-295.3;
Eff. May 1, 1998.*

DRAFT

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

Not applicable. Willow Oak Montessori does not plan to contract with an EMO.

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

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

The qualifications and licenses for each position are as follows:

Position	Qualifications and Licenses
Head of School	<ul style="list-style-type: none"> • Bachelor Degree Required • Education Administration Experience Preferred • Montessori Experience Preferred • Business Experience Preferred
Assistant Head of School	<ul style="list-style-type: none"> • Bachelor Degree Required • Montessori Experience Preferred • Education Administration Experience Preferred
Classroom Teachers of Record	<ul style="list-style-type: none"> • Bachelor Degree Required • Appropriate K-6 or 6-9 Professional Educator License Required • Certification from MACTE (Montessori Accreditation Council for Teacher Education)-Accredited Training Program Preferred
Montessori Specialists	<ul style="list-style-type: none"> • Bachelor Degree Required • Certification from MACTE-Accredited Training Program Required
Exceptional Children Coordinator	<ul style="list-style-type: none"> • Bachelor Degree Required • EC General Curriculum or EC Program Administrator License Required
Foreign Language Studies Teacher	<ul style="list-style-type: none"> • Bachelor Degree Required • K-12 Spanish License Preferred
Reading Specialist	<ul style="list-style-type: none"> • Bachelor Degree Required • K-12 Reading License Required
Guidance Counselor	<ul style="list-style-type: none"> • Bachelor Degree Required • K-12 Guidance Counselor License Required
Business Manager	<ul style="list-style-type: none"> • Bachelor Degree Required • Non-Profit and/or Education Business Experience Preferred
Office Administrator	<ul style="list-style-type: none"> • High School Degree Required • Spanish Language Skills Preferred

Detailed job descriptions will be developed in October 2012, as reflected on the detailed timeline in this application.

Willow Oak Montessori will track licenses of all core academic teachers to ensure compliance with licensure requirements prescribed by state law and No Child Left Behind (i.e., 100% will be highly-qualified and at least 75% will be licensed in elementary grades, at least 50% licensed in middle school grades). This includes exceptional children educators and those serving at-risk students.

The only candidate who has already been identified for a specific position is the Head of School. Pete Rubinas, the current Head of School at Pittsboro Montessori School, will also serve as Head of School for Willow Oak Montessori. His resume can be found in Appendix A.

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

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

Willow Oak Montessori plans to be sited in Northeast Chatham County near the current location of the existing Pittsboro Montessori private preschool through kindergarten program. As such, we will strive to reflect the diversity of the nearest public schools: North Chatham Elementary (K-5), Perry Harrison Elementary (K-5), and Margaret Pollard Middle (6-8). The racial/ethnic composition of the students attending these schools is 65.6% White, 9% African American, 18.5% Hispanic, and 6.9% Other. 12% of students qualify for Limited English Proficiency (LEP) services and 29% qualify for free or reduced lunch (FRL).

School	Total Population	White	African American	Hispanic	Other	LEP	FRL
North Chatham	572	313	48	177	34	143	217
Perry Harrison	501	368	47	44	42	17	115
Margaret Pollard	525	368	49	74	34	31	131
Total	1,598	1,049	144	295	110	191	463
% of Total		65.6%	9.0%	18.5%	6.9%	12.0%	29.0%

(Source: Chatham County Schools (CCS) 2011/12 Month 1 enrollment figures; email from Derrick Jordan, CCS Assistant Superintendent of Curriculum & Instruction; and email from Debbie McKenzie, CCS Director of Child Nutrition.)

Approximately 14% of students in Chatham County Schools currently receive Exceptional Children services, while another 13% receive Academically or Intellectually Gifted (AIG) services.

We are aggressively pursuing relationships with community and church leaders in the populations we must reach to achieve the diversity targets detailed above. In addition, we have volunteers in our current parent community who speak fluent Spanish who are committed to helping us reach out to the Hispanic community in our area.

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.

Based on the successful growth of its independent private preschool through kindergarten program, Willow Oak Montessori has an established presence in the community, in addition to a valuable network of past, present, and wait-listed families. One of the driving forces behind pursuing a charter for growth into an elementary program was the desire to fulfill our mission of making an authentic Montessori education available to more families in our community, regardless of socio-economic status. To this end, our marketing efforts will cover a spectrum of traditional and progressive media to ensure that all community members have the occasion and opportunity to learn about our program.

To remain top of mind within the community, Willow Oak Montessori will ensure a robust presence via the following marketing channels:

- Advertisements in local newspapers
- Flyers in English and Spanish posted in a wide variety of locations in the community
- Presence at local education and street fairs
- Information sessions in local community centers, churches, etc.
- Compelling admissions packets to share with prospective parents
- Open houses
- Tri-fold brochures and other marketing pieces (See appendix B for an example)
- Annual Metamorphosis newsletter (See appendix C for an example)
- Fundraising initiatives
- Email newsletters and announcements
- Social media (e.g., the local “Chatham Chatlist” has over 4,200 subscribers)
- Website

We are aggressively pursuing relationships with community and church leaders in the populations we must reach to achieve the diversity targets detailed above. We have volunteers in our current parent community who speak fluent Spanish who are committed to helping us reach out to the Hispanic community in our area.

We currently maintain a database of approximately 300 members ranging from Montessori-focused community members to corporate supporters to families who attend, have attended or are interested in becoming a part of our Montessori program. In addition, Willow Oak Montessori partners with other specialty education organizations that not only provide a value-add to our existing program, but also extend our reach to more members of the community.

As Willow Oak Montessori continues its year over year growth, it will further extend its marketing efforts with local-level press opportunities, social networking and corporate sponsorship/matching programs to help facilitate the expansion of the school.

The Willow Oak Montessori Board of Directors is dedicated to ensuring that every opportunity to market the school is done with strategies and tactics that remain consistent with its efforts to make a Montessori education accessible to all throughout our community. We believe that we have the marketing skills on our Board and the volunteer capacity in our school community necessary to make our diversity and overall goals a reality.

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

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

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

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

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

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY COME

List LEA #1 – Chatham

List LEA #2 – Chapel Hill/Carrboro

List LEA #3 – Orange

GRADES		2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
		LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA2	LEA3	LEA 1	LEA2	LEA3	LEA 1	LEA 2	LEA 3
Kindergarten	K	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	
First	1	<u>22</u>	<u>5</u>	<u>3</u>	<u>22</u>	<u>5</u>	<u>3</u>	<u>22</u>	<u>5</u>	<u>3</u>	<u>22</u>	<u>5</u>	<u>3</u>	<u>22</u>	<u>5</u>	<u>3</u>
Second	2	<u>22</u>	<u>5</u>	<u>3</u>	<u>22</u>	<u>5</u>	<u>3</u>	<u>22</u>	<u>5</u>	<u>3</u>	<u>22</u>	<u>5</u>	<u>3</u>	<u>22</u>	<u>5</u>	<u>3</u>
Third	3	<u>22</u>	<u>5</u>	<u>3</u>	<u>22</u>	<u>5</u>	<u>3</u>	<u>22</u>	<u>5</u>	<u>3</u>	<u>22</u>	<u>5</u>	<u>3</u>	<u>22</u>	<u>5</u>	<u>3</u>
Fourth	4	<u>0</u>	<u>0</u>	<u>0</u>	<u>22</u>	<u>5</u>	<u>3</u>	<u>22</u>	<u>5</u>	<u>3</u>	<u>22</u>	<u>5</u>	<u>3</u>	<u>22</u>	<u>5</u>	<u>3</u>
Fifth	5	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>22</u>	<u>5</u>	<u>3</u>	<u>22</u>	<u>5</u>	<u>3</u>	<u>22</u>	<u>5</u>	<u>3</u>
Sixth	6	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>22</u>	<u>5</u>	<u>3</u>	<u>22</u>	<u>5</u>	<u>3</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	0	0	0	0	0	0	0	0	0	0	0	22	5	3	
Eighth	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Ninth	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Tenth	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Eleventh	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Twelfth	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
LEA Totals		66	15	9	88	20	12	110	25	15	132	30	18	154	35	21
Overall Total Enrollment		90			120			150			180			210		

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>\$406,164.03</u>	<u>\$541,552.04</u>	<u>\$676,940.05</u>	<u>\$812,328.06</u>	<u>\$947,716.07</u>
--Local Per Pupil Funds	<u>\$268,095.00</u>	<u>\$357,460.00</u>	<u>\$446,825.00</u>	<u>\$536,190.00</u>	<u>\$625,555.00</u>
--Federal Funds	<u>\$41,897.38</u>	<u>\$55,865.33</u>	<u>\$66,271.22</u>	<u>\$80,326.13</u>	<u>\$97,762.71</u>
--Grants*	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
--Foundations*	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
--Private Funds*	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
--Other Funds*	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TOTAL INCOME	<u>\$716,156.41</u>	<u>\$954,877.37</u>	<u>\$1,190,036.27</u>	<u>\$1,428,844.19</u>	<u>\$1,671,033.78</u>
<p>*If you are depending on these sources of funding to balance your operating budget, please provide documentation, such as signed statements from donors, foundations, etc., on the availability of these funds.</p>					

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

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

See <http://www.ncpublicschools.org/fbs/stats/index.html>

(OR Click on: Agency Website: Division of Financial Services, Reports and Statistics, Statistical Data

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

State ADM Funds	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Projected Enrollment - Chatham	66	88	110	132	154
State \$/ADM - Chatham	\$ 4,466.44	\$ 4,466.44	\$ 4,466.44	\$ 4,466.44	\$ 4,466.44
Subtotal - Chatham	\$ 294,785.04	\$ 393,046.72	\$ 491,308.40	\$ 589,570.08	\$ 687,831.76
Projected Enrollment - Chapel Hill/Carrboro	15	20	25	30	35
State \$/ADM - Chapel Hill/Carrboro	\$ 4,481.30	\$ 4,481.30	\$ 4,481.30	\$ 4,481.30	\$ 4,481.30
Subtotal - Chapel Hill/Carrboro	\$ 67,219.50	\$ 89,626.00	\$ 112,032.50	\$ 134,439.00	\$ 156,845.50
Projected Enrollment - Orange	9	12	15	18	21
State \$/ADM - Orange	\$ 4,906.61	\$ 4,906.61	\$ 4,906.61	\$ 4,906.61	\$ 4,906.61
Subtotal - Orange	\$ 44,159.49	\$ 58,879.32	\$ 73,599.15	\$ 88,318.98	\$ 103,038.81
Total State ADM Funds	\$ 406,164.03	\$ 541,552.04	\$ 676,940.05	\$ 812,328.06	\$ 947,716.07
Local Per Pupil Funds	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Projected Enrollment - Chatham	66	88	110	132	154
Local Per Pupil Funds - Chatham	\$ 2,920.00	\$ 2,920.00	\$ 2,920.00	\$ 2,920.00	\$ 2,920.00
Subtotal - Chatham	\$ 192,720.00	\$ 256,960.00	\$ 321,200.00	\$ 385,440.00	\$ 449,680.00
Projected Enrollment - Chapel Hill/Carrboro	15	20	25	30	35
Local Per Pupil Funds - Chapel Hill/Carrboro	\$ 3,102.00	\$ 3,102.00	\$ 3,102.00	\$ 3,102.00	\$ 3,102.00
Subtotal - Chapel Hill/Carrboro	\$ 46,530.00	\$ 62,040.00	\$ 77,550.00	\$ 93,060.00	\$ 108,570.00
Projected Enrollment - Orange	9	12	15	18	21
Local Per Pupil Funds - Orange	\$ 3,205.00	\$ 3,205.00	\$ 3,205.00	\$ 3,205.00	\$ 3,205.00
Subtotal - Orange	\$ 28,845.00	\$ 38,460.00	\$ 48,075.00	\$ 57,690.00	\$ 67,305.00
Total Local Per Pupil Funds	\$ 268,095.00	\$ 357,460.00	\$ 446,825.00	\$ 536,190.00	\$ 625,555.00

Federal Funds	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Projected EC Enrollment - Chatham	9	11	14	17	20
Federal Funds/EC Headcount - Chatham	\$ 3,468.63	\$ 3,468.63	\$ 3,468.63	\$ 3,468.63	\$ 3,468.63
Subtotal - Chatham	\$ 31,217.67	\$ 38,154.93	\$ 48,560.82	\$ 58,966.71	\$ 69,372.60
Projected EC Enrollment - Chapel Hill/Carrboro	2	3	3	4	5
Federal Funds/EC Headcount - Chapel Hill/Carrboro	\$ 3,649.02	\$ 3,649.02	\$ 3,649.02	\$ 3,649.02	\$ 3,649.02
Subtotal - Chapel Hill/Carrboro	\$ 7,298.04	\$ 10,947.06	\$ 10,947.06	\$ 14,596.08	\$ 18,245.10
Projected Enrollment - Orange	1	2	2	2	3
Federal Funds/EC Headcount - Orange	\$ 3,381.67	\$ 3,381.67	\$ 3,381.67	\$ 3,381.67	\$ 3,381.67
Subtotal - Orange	\$ 3,381.67	\$ 6,763.34	\$ 6,763.34	\$ 6,763.34	\$ 10,145.01
Total Federal Funds	\$ 41,897.38	\$ 55,865.33	\$ 66,271.22	\$ 80,326.13	\$ 97,762.71
TOTAL PROJECTED INCOME	\$ 716,156.41	\$ 954,877.37	\$ 1,190,036.27	\$ 1,428,844.19	\$ 1,671,033.78

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

MAY BE AMENDED AS THE NEEDS OF THE SCHOOL DICTATE.

BUDGET EXPENDITURE PROJECTIONS	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
<i>PERSONNEL</i>										
<i>Total # of staff and Projected Costs*</i>	<u>#10.5</u>	<u>\$290,000</u>	<u>#12.8</u>	<u>\$365,135</u>	<u>#15.5</u>	<u>\$460,655</u>	<u>#18</u>	<u>\$552,793</u>	<u>#22.075</u>	<u>\$694,499</u>
--Administrator(s)	<u>#1.5</u>	<u>\$55,000</u>	<u>#1.55</u>	<u>\$58,710</u>	<u>#1.6</u>	<u>\$62,593</u>	<u>#1.65</u>	<u>\$66,656</u>	<u>#1.7</u>	<u>\$70,907</u>
--Clerical	<u>#1.5</u>	<u>\$25,000</u>	<u>#1.5</u>	<u>\$25,750</u>	<u>#1.5</u>	<u>\$26,523</u>	<u>#1.5</u>	<u>\$27,318</u>	<u>#2</u>	<u>\$36,579</u>
--Teachers	<u>#4.5</u>	<u>\$135,000</u>	<u>#5.75</u>	<u>\$177,675</u>	<u>#7.125</u>	<u>\$226,927</u>	<u>#8.5</u>	<u>\$278,645</u>	<u>#11.75</u>	<u>\$397,080</u>
--Librarians	<u>#0</u>	<u>\$0</u>	<u>#0</u>	<u>\$0</u>	<u>#0</u>	<u>\$0</u>	<u>#0</u>	<u>\$0</u>	<u>#0</u>	<u>\$0</u>
--Guidance	<u>#0</u>	<u>\$0</u>	<u>#0</u>	<u>\$0</u>	<u>#0.375</u>	<u>\$12,000</u>	<u>#0.5</u>	<u>\$16,264</u>	<u>#0.625</u>	<u>\$21,107</u>
--Teacher Assistants	<u>#3</u>	<u>\$75,000</u>	<u>#4</u>	<u>\$103,000</u>	<u>#5</u>	<u>\$132,613</u>	<u>#6</u>	<u>\$163,909</u>	<u>#6</u>	<u>\$168,826</u>
--Custodian	<u>#0</u>	<u>\$0</u>	<u>#0</u>	<u>\$0</u>	<u>#0</u>	<u>\$0</u>	<u>#0</u>	<u>\$0</u>	<u>#0</u>	<u>\$0</u>
--Maintenance	<u>#0</u>	<u>\$0</u>	<u>#0</u>	<u>\$0</u>	<u>#0</u>	<u>\$0</u>	<u>#0</u>	<u>\$0</u>	<u>#0</u>	<u>\$0</u>
--Food Service	<u>#0</u>	<u>\$0</u>	<u>#0</u>	<u>\$0</u>	<u>#0</u>	<u>\$0</u>	<u>#0</u>	<u>\$0</u>	<u>#0</u>	<u>\$0</u>
--Bus Driver	<u>#0</u>	<u>\$0</u>	<u>#0</u>	<u>\$0</u>	<u>#0</u>	<u>\$0</u>	<u>#0</u>	<u>\$0</u>	<u>#0</u>	<u>\$0</u>
--Other										
_____	<u>\$0</u>		<u>\$0</u>		<u>\$0</u>		<u>\$0</u>		<u>\$0</u>	
_____	<u>\$0</u>		<u>\$0</u>		<u>\$0</u>		<u>\$0</u>		<u>\$0</u>	
_____	<u>\$0</u>		<u>\$0</u>		<u>\$0</u>		<u>\$0</u>		<u>\$0</u>	
<i>EMPLOYEE BENEFITS</i>	<u>\$115,603</u>		<u>\$143,832</u>		<u>\$176,902</u>		<u>\$219,552</u>		<u>\$268,784</u>	
<i>STAFF DEVELOPMENT</i>	<u>\$1,500</u>		<u>\$2,060</u>		<u>\$2,590</u>		<u>\$3,089</u>		<u>\$3,553</u>	
<i>MATERIALS AND SUPPLIES</i>	<u>\$33,600</u>		<u>\$17,944</u>		<u>\$20,328</u>		<u>\$22,754</u>		<u>\$25,223</u>	
<i>OFFICE SUPPLIES</i>	<u>\$7,000</u>		<u>\$7,725</u>		<u>\$8,472</u>		<u>\$9,241</u>		<u>\$10,033</u>	
<i>INSTRUCTIONAL EQUIPMENT</i>	<u>\$22,000</u>		<u>\$18,090</u>		<u>\$20,183</u>		<u>\$22,278</u>		<u>\$28,500</u>	
<i>OFFICE EQUIPMENT</i>	<u>\$6,400</u>		<u>\$3,200</u>		<u>\$3,296</u>		<u>\$3,395</u>		<u>\$3,497</u>	

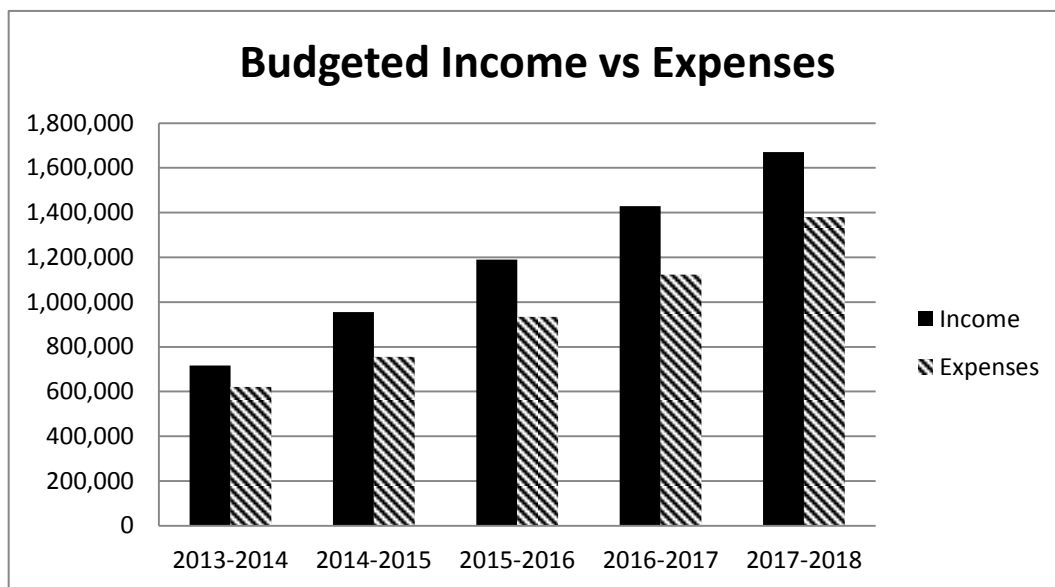
*Please note that this table summarizes personnel expenses by Full Time Equivalent positions (FTEs). Please see the budget narrative for a breakdown of positions and proposed hours by year.

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

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
TESTING MATERIALS	<u>\$1,500</u>	<u>\$3,090</u>	<u>\$4,728</u>	<u>\$6,415</u>	<u>\$8,152</u>
INSURANCE	<u>\$10,000</u>	<u>\$12,000</u>	<u>\$14,000</u>	<u>\$16,000</u>	<u>\$18,000</u>
UTILITIES	<u>\$15,000</u>	<u>\$21,000</u>	<u>\$27,300</u>	<u>\$33,915</u>	<u>\$40,861</u>
RENT	<u>\$61,627</u>	<u>\$82,170</u>	<u>\$102,713</u>	<u>\$123,255</u>	<u>\$143,798</u>
MAINTENANCE & REPAIR	<u>\$9,000</u>	<u>\$12,000</u>	<u>\$15,000</u>	<u>\$18,000</u>	<u>\$21,000</u>
TRANSPORTATION	<u>\$5,550</u>	<u>\$7,388</u>	<u>\$9,291</u>	<u>\$11,205</u>	<u>\$13,128</u>
MARKETING	<u>\$5,000</u>	<u>\$3,000</u>	<u>\$3,090</u>	<u>\$3,183</u>	<u>\$3,278</u>
FOOD/CAFETERIA SUPPLIES	<u>\$3,000</u>	<u>\$4,000</u>	<u>\$5,000</u>	<u>\$6,000</u>	<u>\$7,000</u>
PROFESSIONAL DEVELOPMENT	<u>\$4,500</u>	<u>\$6,180</u>	<u>\$7,957</u>	<u>\$9,835</u>	<u>\$11,818</u>
CONTRACTED SERVICES	<u>\$29,500</u>	<u>\$46,275</u>	<u>\$51,756</u>	<u>\$61,254</u>	<u>\$78,770</u>
TOTALS	<u>\$620,731</u>	<u>\$755,089</u>	<u>\$933,259</u>	<u>\$1,122,162</u>	<u>\$1,379,892</u>

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

Willow Oak Montessori has thoughtfully developed a budget that reflects our mission and enables us to provide a high-quality Montessori learning experience for each student (e.g., two trained adults in each classroom – one with state teaching certification and the other with Montessori certification). Our expenses are budgeted at 87% of income for the first school year and approximately 80% of income per school year thereafter (see chart at right). This provides us with a cushion should we fall short of our enrollment targets in the first few years. This budget is also built without accounting for any direct financial support from Pittsboro Montessori School, the private preschool through kindergarten program that initiated this application process and is committed to seeing Willow Oak Montessori succeed. The budget does reflect certain expenses that will be shared with Pittsboro Montessori School, such as the Head of School and Business Manager salaries, as is the case with other charter school programs that also have private preschool programs.



Our Board and our Head of School have a track record of budgeting conservatively and exceeding budget projections while maintaining a high quality program.

Since the private preschool through kindergarten program opened in 2007, the school has grown from one classroom to two, and has remained full with a waiting list since 2009. As a result, Pittsboro Montessori School has ended each of the last three years with over \$17,000 of net income and now has unrestricted net assets in excess of \$113,000.

Our budget contemplates gradually increasing the hours for all part-time instructional positions (EC Coordinator, Foreign Language Studies Teacher, Reading Specialist) in Years 2 through 5 as we add grades and students. One Classroom Teacher and one Montessori Specialist are added each year in Years 2 through 4 to enable us to grow one additional grade and classroom per year. In year 5, we have budgeted to add three teachers as we grow into the middle school grades. Finally, a part-time Guidance Counselor is added in Year 3 and an additional part-time administrative assistant is added in Year 5. These increases are detailed in the following table:

Additional Details Regarding Full Time Equivalent (FTE) and Hour Growth by Position

Position Title	2013-2014		2014-2015		2015-2106		2016-2017		2017-2108	
	Number of FTE Positions	Hours per Week	Number of FTE Positions	Hours per Week	Number of FTE Positions	Hours per Week	Number of FTE Positions	Hours per Week	Number of FTE Positions	Hours per Week
Head of School ¹	0.5	20	0.55	22	0.6	24	0.65	26	0.7	28
Assistant Head of School	1	40	1	40	1	40	1	40	1	40
Classroom Teacher of Record	3	40	4	40	5	40	6	40	9	40
Classroom Montessori Specialist ²	3	40	4	40	5	40	6	40	6	40
EC Coordinator ³	0.75	30	0.75	30	0.875	35	1	40	1	40
Reading Specialist ³	0.375	15	0.5	20	0.625	25	0.75	30	0.875	35
Foreign Language Studies Teacher ³	0.375	15	0.5	20	0.625	25	0.75	30	0.875	35
Guidance Counselor	0	0	0	0	0.375	15	0.5	20	0.625	25
Business Manager ⁴	0.5	20	0.5	20	0.5	20	0.5	20	0.5	20
Administrative Assistant ⁴	1	40	1	40	1	40	1	40	1.5	40+20

Notes: ¹In the interest of ensuring a cohesive Montessori community, the Head of School will provide leadership to both the charter school program and the existing private preschool through kindergarten program. He will be supported by a full-time experienced Assistant Head of School for each program. As the charter program grows, the percentage of the Head of School's salary paid by the charter program will grow to reflect the percentage of the total number of classrooms that are charter vs. private.

²Montessori Specialists are coded as "Teacher Assistants" in the projected budget above.

³These positions are coded as "Teachers" in the projected budget above.

⁴These positions are coded as "Clerical" in the projected budget above.

While we have budgeted per pupil revenue from federal, state, and local sources to remain flat over the five year time period covered by this budget, all of our expense projections in years 2 through 5 account for inflation at a rate of 3%. In addition, some line items (e.g., insurance, utilities, and maintenance) are increased proportionally as additional classrooms are added. Contracted services increase significantly from year to year because we anticipate contracting out many exceptional children services, such as occupational therapy, and we anticipate that the number of students being served will increase over time as we become more established. We have budgeted a moderate amount of funds for transportation, to enable us to negotiate with Woods Charter School to attempt to utilize some of the open seats on one or more of their current bus routes to transport some of our students to school. Finally, we have budgeted \$2,000 per year per classroom for staff and professional development to ensure that we can meet the professional development goals articulated in this application. We anticipate using the staff development funds for in-service training sessions and the professional development funds to provide access to conferences and outside workshops.

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

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

ADDITIONAL NOTES:

While Willow Oak Montessori does not have assets of its own yet, the school does have the financial backing of Pittsboro Montessori School, an established preschool through kindergarten program with unrestricted net assets of \$113,000 available to it as of the date of this application. The Board of Pittsboro Montessori School, which has the same membership as the Board of Willow Oak Montessori Charter School, Inc., is committed to supporting Willow Oak Montessori during its start-up period.

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.

Willow Oak Montessori’s education program audit will encompass five domains:

1. student performance
2. faculty/administration performance
3. parent, board, and community member participation
4. student/faculty/administration/parent/board/community member satisfaction; and
5. subsequent organizational change

Student Performance

Student performance will be measured and tracked using the assessment tools and metrics mentioned in Chapter V, Section 6 of this application. Those tools are aligned to state standards (EOG and MAP) and normed to student achievement in North Carolina (EOG test results) and across the United States (MAP) and AYP (a federal comparison of Adequate Yearly Progress). The MAP test is a particularly agile tool that provides for multiple assessments during the course of the year and comparison of individual student level and growth in:

- a subsection of content (e.g. math sense, numbers and operations)
- across content and skill areas (e.g. grammar)
- within a grade level (compared to all 6th graders at the school), and
- compared to peers within the same class.

This granular tracking helps ensure continuous progress monitoring and program auditing. Because the protocol is open-ended and dynamically adapts to each student’s responses while the student is taking the test, MAP is individualized, another hallmark of Montessori philosophy, and gives data useful for classroom, grade level, and school program evaluation.

<http://www.nwea.org/products-services/computer-based-adaptive-assessments/map>

Faculty/Administration Performance

Faculty member and administrator performance will be evaluated using the North Carolina Professional Educator Evaluation System. The intended purpose of the evaluation instruments is to assess performance in relation to standards and to serve as a development model for individual growth and development for the practitioner. In addition, the Board of Directors will evaluate the Head of School on the areas specific to charter school principals, such as function at the school board level, business and finance leadership, etc. As mentioned previously in this section of the application, the Board will leverage its existing process, modifying it as necessary with information from resources such as the “Evaluating Charter School Principals Toolkit” from the National Charter School Resource Center

Questions about faculty member and administrator performance will also be included on the student and parent satisfaction surveys.

Parent, Board, and Community Member Participation

Parent, board, and community member participation in the classroom, in the life of the school, and at school events and functions will be tracked. Board member participation will be monitored to determine levels of engagement in the life of the school as described in the board member commitment portion of Willow Oak Montessori corporate documents. Questions about school participation will be included in the satisfaction survey to learn more about how the school may enhance participation opportunities.

Student/Faculty/Parent/Board/Community Member Satisfaction

The primary method used to collect satisfaction data from the five constituencies will be confidential surveys. On-line survey tools, such as *Survey Monkey*, *Zoomerang*, and *Polldaddy* will be used to survey existing Willow Oak Montessori community members (students, faculty, administration, parents, board and community members). Additionally, survey tools will be embedded in the school's website to get feedback from website visitors and school visitors who come to the school as prospective families or volunteers.

Willow Oak Montessori students, parents, faculty, administration, board, and community members will collaborate to author and conduct annual satisfaction surveys. The survey results will be made public, and subsequent analysis will inform strategic and program planning.

Additionally, faculty members will have the opportunity to compare their satisfaction with that of other public school teachers across the state through their participation in the bi-annual North Carolina Survey of Teacher Working Conditions--an online, anonymous survey of all public school educators in North Carolina of their perception of their school environment, student achievement, teacher retention rates, teacher time requirements, facilities and resources, community support and involvement, managing student conduct, teacher leadership, school leadership, professional development, instructional practices and support, and new teacher and principal support.

Finally, faculty member input will be solicited through formal employment exit interviews. After identifying information is removed, interview results will be aggregated at the end of the school year and presented to administration and board members for review and discussion.

Organizational Change

Following review of survey data, Willow Oak Montessori will engage in the process of Appreciative Inquiry to determine community values as the first step in a supportive, organizational change process. Appreciative Inquiry will help Willow Oak Montessori develop customized interview protocols to help support change initiatives. By affirming competence and accomplishment, focusing on what makes work go smoothly, and highlighting initiatives to enhance and build, Willow Oak Montessori will make needed changes a reality. This community-based approach aligns with the Montessori approach to human, organizational, and community development, including communal responsibility and individual privilege to shape the school community.

The success of the organizational change process will be gauged by an evaluation of:

- the degree to which the school made the changes that were outcomes of the inquiry process,
- the degree to which the recommended changes had to be altered before, during, or after implementation, and
- whether such alteration was a result of immature strategy or other forces.

A rich body of research supports the use of Appreciative Inquiry in school settings; additional information is at The Appreciative Inquiry Commons at Case Western Reserve University's Weatherhead School of Management. <http://appreciativeinquiry.case.edu/> and at UNC's Health Sciences Library <http://guides.lib.unc.edu/AI>.

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.

Willow Oak Montessori will contract with Petway Mills & Person PA to conduct the initial independent financial audit after the first two years of operation and annually thereafter.

The contact information for Petway Mills & Person is:

Petway Mills & Person PA
1014 N Arendell Av
Zebulon, NC 27597
Tel: (919)269-7405
Fax: (919)269-8728

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	\$250,000
Motor Vehicle Liability	\$1,000,000
Bonding	
Minimum amount:	\$250,000
Maximum amount:	\$250,000
Other	Workers Compensation Insurance

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.

Willow Oak Montessori recognizes the importance of a transportation plan and has consulted with three other charter schools in Chatham and Alamance County regarding start-up transportation. Because students must be transported between home and school on an official school bus and because of the initial enrollment/budget projections, our transportation plan will initially consist primarily of facilitation of carpool solutions among enrolled families. There are ample on-line resources that can assist with this task, in addition to on-site information that can help families connect.

Willow Oak Montessori does anticipate adding limited bus service to its offerings, similar to other area charter schools, as enrollment, budgetary allowances, and levels of fundraising increase. In the meantime, we have discussed potential bus-sharing scenarios with Woods Charter School. There may be an opportunity for us to purchase seats on one or more of their existing school bus routes to allow us to offer transportation to families in targeted areas of potential diversity, while helping Woods maximize the efficiency of their bus service.

An additional component related to transportation and the socioeconomic diversity sought by the school is after-school programming. Transportation challenges will be dramatically reduced by the offering of an after-school program for all ages. Other schools in the area have found it effective to contract with the local YMCA to provide this service. We will assess the feasibility of offering an after-school program in-house versus outsourcing the program.

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 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.

Name of the facility (if known): Not known prior to application submission.

Describe how the maintenance will be provided for the facility.

Willow Oak Montessori plans to contract with an independent contractor for regular maintenance services.

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?

Once Willow Oak Montessori has received preliminary approval from the State Board of Education in September 2012, Realtor Lisa Norman Sparrow will actively assist the Board in securing a suitable facility. The Board has an established relationship with Ms. Sparrow from previous real estate searches conducted on behalf of Pittsboro Montessori School.

In addition, the Board of Pittsboro Montessori School is in contract negotiations to acquire 15 acres of land that is ideal as a permanent location for both the existing private preschool through kindergarten program and the proposed charter school program. However, based on the timing constraints related to not receiving final charter approval until March 2013, the Willow Oak Montessori Board recognizes that a temporary location will be necessary to allow adequate time for financing to be secured and building to occur on the new property.

Our spatial needs for the first year include approximately 5,000 to 6,000 square feet, including three 1,200 square foot classrooms, a reception area, administrative offices, a faculty work/lounge room, restrooms, and storage space. We also require an adequate outdoor learning environment and playground.

Our spatial needs will increase by at least 1,200 square feet each school year as we add grades and classrooms. In certain years, we will need to add additional office space as well. Ultimately, we will require approximately 20,000 square feet to accommodate the entire charter school program.

If our initial efforts to secure a suitable leased location are unsuccessful, we will also consider the leasing of modular units on our own property as a temporary solution.

Regardless of the solution identified, we are aware of and will ensure that the property complies with all building and fire code requirements for a facility with Educational occupancy.

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

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

- **Safety**

Willow Oak Montessori is committed to creating a safe learning environment for all students. The School recognizes the possibility of a crisis resulting from fire, other natural causes, or acts of violence. As a result, the Board will adopt a comprehensive School Safety Plan, which will provide a framework for planning for and reacting to school crisis situations. School staff members will be trained on the plan at least annually. Students will participate in drills to practice key procedures on a periodic basis. Regardless of the prescribed procedures, training, and instruction, however, we acknowledge that the sound judgment of the administration and staff is an integral part of effective safety management.

Topics that will be included in the School Safety Plan include:

- ✓ School Floor Plan
- ✓ Emergency Contact Information
- ✓ Emergency Supplies and Locations
- ✓ Building and Grounds Security
- ✓ Supervision of Students
- ✓ Communications
- ✓ Crisis Management Plan
- ✓ Lockdown Procedures
- ✓ Evacuation Procedures
- ✓ Power Failure/Utility Emergency Procedures
- ✓ Hazardous Chemical/Hazardous Waste Spill Procedures
- ✓ Fire Safety Procedures and Drills
- ✓ Tornado Safety Procedures and Drills
- ✓ Inclement Weather/School Closings
- ✓ Emergency First Aid and CPR
- ✓ Field Trip Safety
- ✓ Abuse and Neglect

- **Immunization of Students**

No child may attend School unless a certificate of immunization is provided to the School indicating that the child has received the immunizations required by state law. If on the first day of attendance, the child does not present such a certificate, the child's parent shall be notified. The parent shall normally have thirty calendar days from the date of first attendance to obtain the required immunizations for the child. If a vaccine reasonably requires more than thirty calendar days to complete, and a suitable physician reliably verifies this fact, a reasonable extension of time may be granted. At the end of the thirty calendar days or extended period, if the student has not received the required

immunizations, or written documentation to support a medical (G.S. 130A-156) or religious (G.S. 130A-157) exemption, the School shall release the student from the School.

The School shall maintain, in a separate medical file for each student, the student's immunization records. These records may be inspected by officials of the county or state health departments upon request and without notification to parents. When a child transfers from or to another School, arrangements will be made to transfer the immunization records. The School will file an immunization report with the Department of Environment, Health and Natural Resources within sixty calendar days after the commencement of a new School year.

- **Fire and Safety Regulations**

Fire and safety procedures will be documented in the School Safety Plan mentioned above. The Head of School will conduct a fire drill during the first week after the opening of School and at least one fire drill each month thereafter. The route of egress and alternate routes will be posted in each classroom in each building. Evacuation, tornado, and lock-down drills will also be conducted routinely.

- **Food Inspections**

Willow Oak Montessori will not have a cafeteria. Children will be required to bring their lunches in suitable containers to ensure food safety. Classroom snacks and other food stored at the school will be stored appropriately to ensure food safety. Allergy plans will be maintained in the classroom for any student with a food allergy.

- **Hazardous Chemicals**

The School will limit its use of hazardous chemicals to the extent possible. Any hazardous chemicals used will be stored in a secure location with a corresponding Material Safety Data Sheet. Procedures for responding to hazardous chemical accidents will be included in the School Safety Plan.

- **Bloodborne Pathogens**

In order to prevent the spread of communicable diseases, universal health and safety precautions, which include regulations regarding the cleanup of all bodily fluids (including blood), shall be distributed by the Head of School or his or her designee and shall be followed by all School employees.

- **Diabetes care plans**

The School will implement rules and procedures for students with diabetes in accordance with State Board of Education requirements and G.S. 115C 375.3. This includes making available necessary information and staff development to teachers and school personnel in order to appropriately support and assist students with diabetes in accordance with their individual diabetes care plans. The Board will annually report to the State Board of

Education the number of students at the School on such plans and the Board's compliance with state law.

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

Not applicable. We will not have students in grades 9-12.

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

The School will provide information about the causes, symptoms, and transmission of meningococcal meningitis and influenza at the beginning of each school year. Parents will be provided with information about vaccinations and where they can obtain more information.

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

The School will provide information regarding the causes, symptoms, and transmission of these diseases to the parents of children entering grades 5 and above. Parents will be provided with information about vaccinations available to prevent these diseases, as well as where they can obtain more information.

VII. LEA IMPACT STATEMENT

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

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

A copy of this application has been delivered to Chatham County Schools. The signed acknowledgement from the LEA is included in Appendix D on page 200.

VIII. APPENDICES

Appendix A. Resume for Pete Rubinas, Proposed Head of School

Peter J. Rubinas

232 Cedar Grove Road
Pittsboro, NC 27312

(919) 302-7054
Pete@pittsboromontessori.org

WORK EXPERIENCE

Head of School

Pittsboro, NC

Pittsboro Montessori School, July 2009-Present

- *Managed growth of school from one classroom to two.*
- *Streamlined financial operations to achieve efficiency and effectiveness objectives.*
- *Led team of faculty members that consistently exceeded budgeted enrollment figures.*

Senior Manager, Systems and Process Assurance

Chicago, IL and Raleigh, NC

PricewaterhouseCoopers LLP, August 1997-September 2006

- *Managed all aspects of delivering high-quality audit and consulting services to clients.*
- *Led local teams of client service professionals in achieving aggressive team goals.*
- *Contributed significantly to global thought leadership and training initiatives in the areas of internal control, governance, and financial reporting.*

EDUCATION

University of Notre Dame

Notre Dame, IN

Bachelor of Business Administration, *cum laude*, May 1997

Management Information Systems (MIS) and Sociology

VOLUNTEER LEADERSHIP EXPERIENCE

Perry W. Harrison School PTA

Pittsboro, NC

Treasurer, July 2010-Present

Chatham Education Foundation

Pittsboro, NC

Treasurer, March 2009-Present

Pittsboro Montessori Preschool Corporation

Pittsboro, NC

Board Member and Treasurer, February 2008-June 2009

Chatham Citizens for Effective Communities

Pittsboro, NC

Board Member, January 2007-February 2008

Information Systems Audit and Control Association

Chicago, IL

Chicago Chapter President, 2005; Vice President, 2004

Appendix B. Tri-Fold marketing piece used by Pittsboro Montessori School to communicate with the public about our existing school and our proposed charter school plans.



Outside of tri-fold

Inside of tri-fold

What is Montessori?

A: Montessori is an educational philosophy, rooted in the observations and research of Dr. Maria Montessori, whereby a child is awarded the opportunity to choose and repeat various projects/tasks that are both academic and pragmatic in application.

Does Montessori have structure?

A: Yes. A common misperception is that the Montessori philosophy advocates a "free for all" environment. In fact, while Montessori children are empowered to choose their projects within a specific work cycle, they abide by detailed guidelines for when and how they engage in each project. This practical application translates to their daily routines both in and out of the classroom.

Does Montessori push children to excel too quickly?

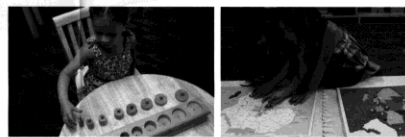
A: Fundamental to the Montessori philosophy is allowing each child to develop at his or her own pace. With a scientifically prepared environment from which children can choose their tasks, each child can advance through a work cycle at stages that are natural to their learning curve. As such, children often do learn concepts (reading, writing, math) more quickly because they are doing so at their own pace rather than a standardized rate of learning.



Architectural renderings supplied by Hobbs Architects

As we look to the future, I am excited by the prospect of sharing the uniqueness of a Montessori education with more families in the Triangle area. We are making great strides in growing the school at a new location—a truly special environment that blends nature, the Montessori philosophy, a close-knit community of dedicated families and the hopes and dreams we share for the next generation.

— Pete Rubinas, Head of School



NURTURING. TRANSFORMING. EVOLVING.

Pittsboro Montessori School has a rich history in serving the Chatham and Orange County communities.

In recent years, more and more families from all over the Triangle area have joined the school, and even more still are seeking enrollment.

In response to this growing interest, Pittsboro Montessori School is seeking out a new location in North Chatham

that offers an amazing setting for educational and personal growth.

The journey to this new location is an exciting step in the ongoing success of Montessori at large, and more specifically, with the Pittsboro Montessori School in the Triangle community.

Our goal is to make the opportunity of a Montessori education available to more children in Chatham County

and surrounding areas. While growing our Pre-school and Kindergarten programs, we plan to begin serving children in the elementary grades when we move to our new location. In addition, we are actively working to prepare an application for a charter from the State of North Carolina to operate as a tuition-free public charter school for elementary through middle school children.

Appendix C. 2011 issue of annual Metamorphosis newsletter used to communicate updates with current families, alumni families, and general community members.



Following My Own Montessori Journey

Kathleen Hughes

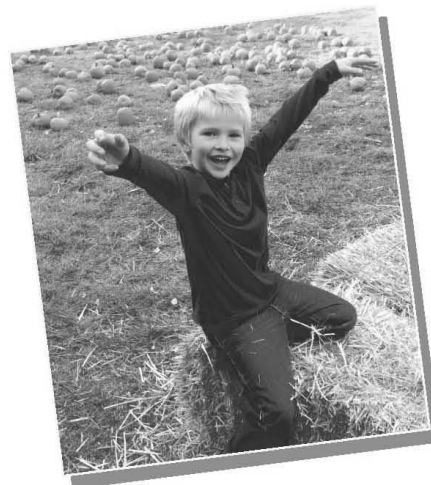
I first came to Montessori through my children. As a former traditional school teacher and a parent of three boys I have first-hand experience with a broad range of schools. My two youngest children attended Pittsboro Montessori School and it was through volunteering and substituting in their classrooms that I became aware of the joyful learning experience that was possible in a Montessori classroom.

When I was at PBOM, I saw children treating each other with kindness and empathy. I saw an older child caringly teaching a lesson to a younger child. I saw children creating beautiful maps of the world, building thousand blocks to solve math problems and using a moveable alphabet to learn word families. I saw how my own children were actively and happily engaged in learning during their time at PBOM. They gained a global view through studying the world and its cultures and service projects such as saving the rain forest and helping needy families at Christmas.

After observing the independence, happiness and love of learning created in a Montessori environment, I decided to receive my training to become a Montessori teacher. I started my training this past June through The Center for Guided Montessori Studies. It has been fascinating learning the philosophy behind Maria Montessori's methods.

Once I began pursuing Montessori professionally, I knew Pittsboro Montessori was where I wanted to be. Having been involved with it for the past four years as a parent, board member and now a teacher, I know the school well. The families are a committed group and value education. Parents are involved in the school in many ways and are happy to share their many talents; pottery making, cooking, woodworking, gardening, etc. I can't imagine working with more incredible teachers. They are supportive, collaborative and positive. It is obvious they love what they do.

I am enjoying this year so much being in the classroom with the children, learning from wonderful mentors, and getting to know the families better. I feel fortunate to have found such a welcoming, positive community which allows me to be part of the lives of such amazing children.





*From The Desk
of The Prez*

Luanne Bannan

Welcome to the second edition of Metamorphosis!

Recently, my husband and I attended our son's "walk around the sun" ceremony at Pittsboro Montessori to celebrate his 6th birthday. We watched him call the class to circle by ringing the bell, walk around the sun 6 times, share stories about growing up and pass out foot long carrots to everyone (except to those who politely said, "no, thank you"). What a noticeable difference from his first year in Montessori, my son is indeed maturing into a confident child with grace and courtesy. It has been a joy to see my child and other children growing up in such a caring community.

This is the sort of educational environment the Board dreams of being able to offer to more children. This past June, we were thrilled to see the NC legislature do away with a cap on the number of charter schools allowed in the state. As this was an issue we were watching closely, we immediately sprung into action. Our Charter Application Committee has an ambitious plan that we are following in order to complete our application by mid- February 2012. We will have a response in May 2012. Schools who receive a charter will have a planning year and are expected to welcome students in August 2013. We are delighted to have the insight of charter school veteran Janice Bonham West advising us in this tremendous undertaking (see article from Janice on page 4).

The Board has also pursued numerous options this past year to secure additional space to lease and land to purchase. Our aim is to reach a resolution on this issue by January, 2012.

We welcome your input and support as our community continues its journey of growth.

Our Commitment To Diversity

One of our challenges has been finding ways for our school, staff and Board to reflect the diversity of Chatham County. We are eager to welcome all members of the broader community regardless of race, color, gender, age, religion, creed, disability, sexual orientation or family structure to join us in celebrating our differences and similarities. Pittsboro Montessori admits students of any race, color, or national and ethnic origin. The School does not discriminate on the basis of race, color, religion, sexual orientation, family structure, or national and ethnic origin in the administration of its policies and programs. If you or someone you know would be willing to assist us strengthen our internal capacity and diversity, please contact us at info@pittsboromontessori.org



Spanish at Pittsboro Montessori

Elizabeth Garcia

In our morning Spanish classes the children have been happy to discover that their old friends "Monstruo" and "Puerco Espin" are back to lead them through songs, games and read-alouds once again. We've learned words for greetings, numbers, colors, and household pets, and we often finish with a fiesta and a siesta at the end of class.

Elders (five- and six-year olds) have also added shapes to their repertoire of Spanish words, and are just beginning a fun game that challenges them to describe a combination of blocks to a blindfolded partner – all in Spanish! Next, we'll move on to words for different parts of our body, and that means the Spanish version of Hokey-Pokey is just around the corner!



From Montessori Skeptic to True Believer

Liz Sullivan

I have to admit I was wary about the Montessori concept at first. Everything I knew came from a friend whose child had attended a different Montessori school, and his conclusion? "They don't have enough toys." A preschool without toys?! I thought maybe I was sentencing my 4-year-old to a year of hard labor! But before the first week of school was over, I knew we had made the right choice -- our son loved every minute of it. Of course, there WERE some toys, but more important were the people -- the amazing teachers and friends - and the experiences that surrounded our son at Pittsboro Montessori.

The school offered our son the chance to explore his own abilities and gain much-needed confidence as he learned to master new activities one by one. He learned to trust his own ideas, solve problems for himself, and work together with his friends and teachers when he needed help. And though I will freely admit that I am no expert about the Montessori method (there is, it turns out, a lot to know), even I could see how effective a classroom can be when a child is allowed, under the talented direction of his teachers, to work at his own pace in order to truly master each lesson. I could see from watching the children work with the materials that there is no better way to learn than to simply get down on the floor and experiment.

Thanks to Pittsboro Montessori our son had a fantastic preschool experience. We only wish that more children could have this kind of opportunity, and that it could have lasted longer!



Strengthening Our Parent Association

Tammy Triglianos

It has been a pleasure helping to lead the Pittsboro Montessori Parents Association this past year. I have witnessed it evolve in supporting our teachers with fundraising events such as the Fly Leaf Book Fair in Chapel Hill. This year our focus is to raise money to support our teacher's professional development and their attendance at the American Montessori Society's annual conference. We have set a goal of raising \$2000 to help defray some of the teacher's expenses. I also see The Parents Association strengthening the parent community through events like parent-organized picnics. We continue to witness the benefits of the Montessori philosophy and its positive impact on our children through community events such as the Pittsboro Street Fair. The collaboration of all involved truly defines "community" and fosters the environment I continue to want my child a part of. I am grateful and proud of all we have done so far, but there is much more to do and we need your help! To participate, you can donate time, money or fundraising ideas, volunteer at our fall or spring picnic, help collect box tops, sync up your Harris Teeter VIC card, attend our monthly meetings and keep spreading the word about our school.

PS. The PMPA meets every 1st Wednesday of the month. We would love to have you join us.

Connecting With Chatham

We love Chatham County and wish to be as connected to the wonderful community around us as possible. We welcome partnerships that will help our community of students and families connect with local farms, artists, businesses, etc. Please contact us if you can help make these connections happen.



Reflections

Pete Rubinas, Head of School

As the changing leaves begin to transform Chatham County, I am reminded of one of my favorite quotes from Dr. Maria Montessori. "Free the child's potential, and you will transform him into the world," she said. That one quote captures so many things about the Montessori philosophy that I find compelling – the idea that every child has unique potential; that education is about more than transferring knowledge from teacher to student; that we are connected to the world and its other inhabitants. It is a beautiful thing to watch children transform during their three years with us, as they establish their independent selves, while recognizing their interdependence with others and the world around them.

That transformation is so compelling to watch that two parents in our community decided to pursue certification as Montessori teachers. We are excited to welcome these two women to our team during their training – Kathleen Hughes as an Intern Teacher and Sheldon Bae as a Teacher Assistant.

This school year represents a real milestone for our school, in that we have ten children who are with us for their third year, eight of whom are kindergarten age. It makes such a big difference to have these leaders remain in our classrooms to help mentor the younger students. What's more, we get to enjoy watching those students during their final year in the primary classroom, as so much of what they learned over the first two years comes together for them in a flurry of learning that is incredible to behold!

Finally, we are very close to being able to share more details about our facility plans for the future. I know that we can count on you – our community of alumni families, current parents, and friends – to help make our vision a reality when the time comes.

Thank you for all that you do and have done to make Pittsboro Montessori School an extraordinary learning community!



Chartering and "Authentic Montessori"

Janice Bonham West

I am so proud to partner with the Pittsboro Montessori community during its charter school grant application process. As a co-founder of Casa Esperanza Montessori Charter School in Raleigh, this is my second charter school grant process and the third charter school I have partnered with in North Carolina.

As we dive into this application process, I ask you to take a moment to think about two differences.

Opening a charter school is exciting and intimidating. You are widening every aspect of your school -- who you serve, how many students you serve, the programs with which you serve them, and how long you serve each child. As primary children say, "It's a big work!"

Fortunately, Pittsboro Montessori is ready for that work. The preparation this vibrant, courageous community undertook before starting the application process is evident to a relative "newcomer." Although a project plan is underway and important questions are being asked and answered, something less tangible is happening, too-- something I initially found puzzling when considering time constraints, deadlines and the size of the project.

This difference, I believe, is HOW the charter committee members are going about their work--thoughtfully, deliberately, and authentically. Simply put, at PBOM, there is a commitment to practice as authentic a Montessori education as is possible. The commitment to this philosophy as the charter group continues its work makes it possible for all children and families (even those who have not traditionally had access to Montessori in the United States) to benefit from Montessori education. This commitment emulates Dr. Montessori's first casa dei bambini--"home of the children"-- in Rome, but more importantly, authentic Montessori is an innovative educational approach for North Carolina children in the 21st century. The community support that makes this commitment to the heart of Montessori is rare--and deeply needed in today's educational offerings. So...well done Pittsboro Montessori, for working thoughtfully to make an authentic, Montessori charter school a reality for the children of Chatham County!

Psssst....PASS IT ON.

Please forward this e-newsletter to anyone you think would like to know more about the exciting developments at Pittsboro Montessori. If you received this from someone else and would like to receive further updates, please send a request to info@pittsboromontessori.org

Metamorphosis is publication of the Pittsboro Montessori School.
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919-542-0091 www.pittsboromontessori.org

Appendix D. Proof of Submission to LEA

The undersigned acknowledges that a copy of Willow Oak Montessori’s Charter School Application was hand delivered to Chatham County Schools on April 4, 2012. This acknowledgement will be included in Willow Oak Montessori’s Charter School Application when it is submitted to the Office of Charter Schools at the North Carolina Department of Public Instruction. Chatham County Schools may submit comments or information directly to the Office of Charter Schools by May 11, 2012.

Print Name: _____

Print Title: _____

Signature: _____

Date: _____

