

“FAST TRACK” CHARTER SCHOOL APPLICATION

Schools opening in the fall of 2012

Due by 12:00 Noon Thursday, November 10, 2011

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

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

FAST TRACK CHARTER SCHOOL 2012 Application Process

To open a charter school in the 2012-2013 school year

TIMELINE

APPLICATION DUE DATE/TIME:

NOVEMBER 10, 2011	Application must be received in the Office of Charter Schools by 12:00 Noon on Thursday, November 10, 2011 . If the preliminary chartering entity is other than the State Board of Education (SBE), please contact the Office of Charter Schools for guidance.
NOVEMBER 17, 2011	Copy of the application due to the Local LEA
DECEMBER 2, 2011	LEA Impact Statements due to the Office of Charter Schools
DECEMBER, 2011	NC Public Charter School Advisory Council receives applications and discusses process, guidelines and procedures for review of documents and subcommittee work.
FEBRUARY 1-2, 2012	SBE votes for applicants which will immediately begin their planning year in order to open in August 2012.

*The Office of Charter Schools must receive the application no later than **12:00 noon on Thursday, November 10, 2011**. A copy must be submitted to the LOCAL Board pursuant to G.S. 115C-238.29B(d) within 7 days.*

I. APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: High Point College Preparatory Academy

NAME OF NONPROFIT ORGANIZATION UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Sprouts for Success

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: Dr. Michelle T. Johnson

TITLE/RELATIONSHIP TO NONPROFIT: Principal

MAILING ADDRESS: 379 Shady Grove Ct, Winston-Salem, NC 27103

PRIMARY TELEPHONE: 336-264-5573 **ALTERNATE TELEPHONE:** 336-880-4457

E-MAIL ADDRESS: michelletjohnson@gmail.com

Location of Proposed Charter School (LEA): Guilford County

Conversion:

No:

Yes: If so, Public or Private:

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

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

Description of Targeted Population: Underserved minority parents and students who lack the economic, community, and educational resources to adequately prepare students for college.

Proposed Grades Served: K – 12 Proposed Total Enrollment: 604

Projected School Opening Year 2012 Month August

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	K - 4	250	x	
Second Year	K- 5	350	x	
Third Year	K- 7	420	x	
Fourth Year	K - 8	504	x	
Fifth Year	K - 12	604	x	

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

Signature

Title

Printed Name

Date

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

MISSION:

The mission of the proposed charter school is as follows:

The mission of High Point College Preparatory Academy (HPCP) is to graduate students who are prepared academically, socially, and morally to succeed in college. Our vision is to create learning communities for students and parents that foster: 1) discipline and focus; 2) engagement and investment; and 3) exposure and adventure. HPCP seeks to create a culture of achievement and higher learning that will give students more opportunities in life, specifically through education.

EVIDENCE FOR NEED OF THE PROPOSED SCHOOL WITH THE SELECTED MISSION:

Lower income and minority parents in High Point, North Carolina have few options in terms of educating their children: 1) private school, 2) one charter school, Phoenix Academy, which serves grades K-5, and 3) traditional public schools. Among the traditional public schools, the schools that serve predominately minority populations perform the worst in the county. According to the Alliance for Excellent Education, only 56% percent of Latino students and 54% of African American students who begin the ninth grade graduate from high school four years later, compared to 77% of whites. On the 2007 National Assessment of Educational Progress, also known as The Nation's Report Card, just 14% of Hispanic eighth graders, and 12% of African American eighth graders scored at or above proficient in reading, compared to 38 percent of whites.

Our targeted population is minority students and parents who think college is not an option due to economic, social, and educational disadvantages. According to NCDPI, 73% of students in High Point high schools are minorities; however, only 57% of minorities passed the End of Course tests whereas 86% of whites. This means High Point schools are under serving the majority of its minority population. In 2009-2010, the gap between black and white middle school students is staggering, with 82% of white middle school students passing the ABC end-of-grade tests compared to only 42% of blacks. Across the State of NC, a significant number of African Americans and Hispanics fail to meet graduation requirements. In 2010 the statistics for graduation were Asian 85%, Whites 80%, African Americans 67%, and Hispanics %61. We plan to target students who have underperformed in traditional public schools and are in need of alternative learning strategies and environment to help them succeed. Furthermore, if the majority of the students in High Point schools are minorities yet only half of them pass yearly state assessments, this illustrates a breakdown in the system to address the specific needs of the majority. Furthermore, this means that the majority minority population in High Point area schools is not prepared to attend or to do well in college.

High Point only has one public charter school, Phoenix Academy, which serves K-5. It has been recognized as an honor school of excellence, which proves that quality education can take place in the city of High Point. However, there is a need for more a charter school to target minority students from grades K – 12 in order to provide them with the quality education and college readiness that they need to be successful. High Point College Preparatory Academy would be the only charter school in the city to target minority students, beginning in kindergarten, and to prepare them not only to graduate but also to be admitted to and succeed in college.

PURPOSES OF PROPOSED CHARTER SCHOOL:

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

(1) Improve student learning

To improve student learning, HPCP Academy will engage students in the learning process so they see the relevance of what they learning to their life. With a learning community/theme-based curriculum, students will be more engaged in reading, writing, and math because they will see the relevance of these skills in real-life situations. The targeted population of future minority college students will receive the critical thinking and practical skills necessary to be successful in college level courses, once they have graduated from HPCP Academy.

(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:

HPCP Academy will provide students with a structured curriculum that permits more collaborative learning and real-word projects that emphasize college readiness. Students will benefit from a favorable student-teacher ratio, group meeting schedules, community-based learning opportunities, and remediation. The integration of community resources will improve student motivation and attention to learning.

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

HPCP instructors will receive training on the most effective classroom practices for its target population, some of which include: collaborative learning, community field trips, real-world projects, Socratic dialogue, role-play, and media integration. Working within learning communities, students will have the opportunity to design their own methods for relaying information and demonstrating knowledge acquisition.

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

HPCP instructors will work in theme-based learning communities and will be responsible for the design and implementation of the day-to-day learning program. Instructors will be encouraged to teach to their strengths, to attend professional development workshops, and to assess and revise the learning program as needed to improve student achievement.

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

HPCP will be the only option within the public school system that targets the city of High Point to emphasize college readiness. In particular, minority parents will have the option to begin planning for their child's college education once the student enrolls in kindergarten. For disadvantaged and minority populations, this type of forward thinking and pre-planning is critical to education, social, and financial empowerment.

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

As a charter school, HPCP recognizes that it will be held accountable for meeting measurable achievement goals. Student performance from K-12 will be assessed according to the NC required standardized tests. Performance accountability measures of HPCP will include teacher evaluations, student test scores, parent feedback, formative and summative assessments, and college entrance data.

EDUCATIONAL FOCUS:

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

High Point College Preparatory Academy believes that in today's society a college education is key to economic, social, and political empowerment. HPCP's mission is to prepare students and parents, beginning in kindergarten, to graduate high school with the academic, social, and moral aptitude necessary to succeed in college. Our vision is to create learning communities for students and parents that foster: 1) discipline and focus; 2) engagement and investment; and 3) exposure and adventure. Traditional teaching techniques are replaced with learning community projects and real-world experiences that mirror the type of experiences students will have in college. We believe if you change the educational culture in the home and community and increase the earning potential, you improve an entire family's life chances. To do this, we promote a college-bound culture beginning in kindergarten that emphasizes HPCP's 5W's of a college education.

Who is college material?

HPCP believes all students, regardless of race/ethnicity, economic status, gender, or ability, can be successful in college, whether a community college or four-year university. Higher education is possible for all.

What is the purpose of college?

HPCP believes the purpose of college is to help students explore their personal interests, to broaden their exposure to career fields, global knowledge, and cultural diversity, and to further develop students' intellectual aptitude. College also teaches students to be contributing members of society through social, economic, and political empowerment.

When should students and parents prepare for college?

HPCP believes students and parents should begin preparing for college when a child is born. Once a child enters kindergarten at HPCP, the entire community –parents, students, faculty, staff, and community personnel – will work together to design short-term and long-term individualized college preparedness plan (ICPP) .

Where should a student attend college?

HPCP believes that neighborhood, region and/or country should not be a barrier to college attendance. HPCP students will be exposed to community colleges and four-year universities across the nation.

Why is a college preparatory school important?

HPCP believes that a college preparatory school is important because many students, parents, and communities do not have economic, social, and academic resources available to them that promote higher education. HPCP closes the gap between the have's and the have not's by giving all students an opportunity to attend college.

III. GOVERNANCE

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

A. 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: Sprouts for Success

Mailing Address: 3296 Kittering Lane

City/State/Zip: Winston Salem, NC 27105

Street Address: 3296 Kittering Lane, Winston-Salem, NC 27105

Email: michelletjohnson@gmail.com

Phone: 336-264-5573

Fax: 336-770-5515

Name of registered agent and address: Simon S. Johnson
3296 Kittering Ln
Winston Salem, NC 27105

FEDERAL TAX ID: 30-0445969

B. 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:

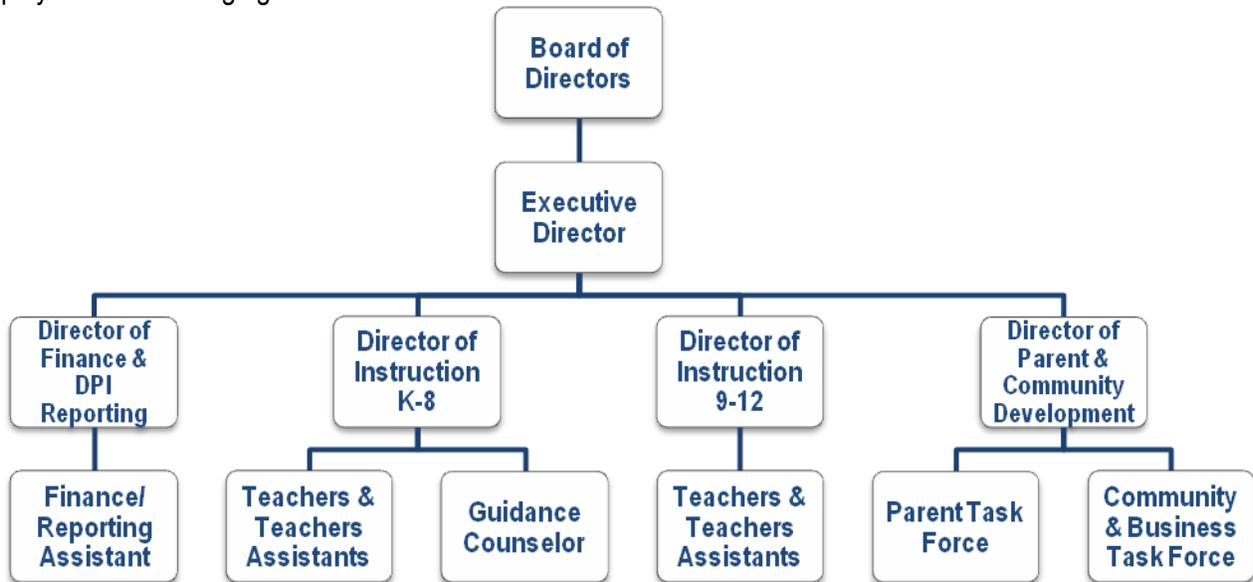
- Yes (copy of letter from federal government attached)
 No

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))

- C. 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.)

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



2. A one-page resume for each member of the board of directors highlighting his or her experiences over the past ten or more years.

Board of Directors:

Simon S. Johnson (Chairperson); CEO of Quality Education Schools
 Rev. Tacuma S. Johnson, M.Div., Pastor and community leader in High Point, North Carolina
 Rep. Marcus Brandon, State Legislator NC State Representative, High Point resident
 Channel Reynolds, M.Ed., retired teacher and elementary school principal in High Point
 Kevin Grier, Sr., Senior Vice President, Bank of America, community leader and resident of High Point
 Dr. Evelyn Varnado, M.D. parent and High Point native; practicing physician in the community
 Tamara Turner, M.Ed. Chief Academic Officer of Quality Education Schools (K-12)
 Tammi Sutton, M.Ed. Co-Founder and Executive Director of HPCP Gaston, North Carolina (K-12)
 Dr. Michelle T. Johnson, PhD., Former college professor, administrator, and public school teacher

Simon Johnson, M.Ed.

3296 Kittering Lane
Winston-Salem, NC 27105
336.744.7138

sjohnson@qeschools.org

PROFESSIONAL EXPERIENCE

- | | |
|---|--------------|
| Quality Education Academy, Winston-Salem, NC
Founder & Executive Director | 1997-present |
| <ul style="list-style-type: none">• Founded school as a part of the first class of NC public charter schools.• Responsible for the academic and financial direction and well-being of this K-12 NC public charter school.• Responsible for recruiting and hiring faculty and staff, and recruiting students.• Helped to organize and train the Board of Directors, attends all Board meetings.• Achieved NC's highest designation of NC Honor School of Excellence.• Spearheaded \$2 million capital campaign to build a high school facility.• Served on the NC Charter School Advisory Council. | |
| Quality Education Institute, Winston-Salem, NC
Founder & Executive Director | 1992-1997 |
| <ul style="list-style-type: none">• Founded as a private elementary school.• Earned a reputation for turning around low-performing students. | |
| AgriJohn Homes, Hollister, NC
Chief-Executive-Officer | 1994-1997 |
| <ul style="list-style-type: none">• Oversaw all aspects of operations and finance for this manufactured homes sales corporation with multi-million dollar sales.• Led the expansion of the business from one to three retail locations. | |
| Sebs Auto Center, Winston-Salem, NC
Owner & Operator | 1979-1997 |
| <ul style="list-style-type: none">• Proprietor of this automotive after-market repair business which still serves the Winston-Salem community after over 30 years.• Sold the business to give more focus to his true passion—education. | |

EDUCATION

Livingstone College
B.S (Biology)

Cambridge University
M.Ed.

Michelle T. Johnson, Ph.D.

379 Shady Grove Ct, Winston Salem, NC 27103

336-264-5573

michelletjohnson@gmail.com

EDUCATION

The University of North Carolina at Greensboro, Greensboro, NC Doctor of Philosophy: English (Rhetoric and Composition Studies)	2009
The University of North Carolina at Greensboro, Greensboro, NC Master of Arts: English (Teaching Composition)	2003
Spelman College, Atlanta, GA Bachelor of Arts: English	1996

PROFESSIONAL EXPERIENCE

Livingstone College • Chair. English and Foreign Language Department	2010-2011
North Carolina Agricultural & Technical State University, • Instructor. University Studies Program	2008-2010
The University of North Carolina at Greensboro • Instructor. • Consultant to the Writing Center (2003-2004) • Assistant to the Director of Composition (2005-2006)	2003-2008
Guilford Technical Community College • Instructor. Composition and Literature.	2001-2004
Quality Education Academy (Middle Grades Charter School), Winston-Salem, NC • English Instructor, 2000-2001 • 8 th Grade Math Instructor, 2001	2000-2001
Gaston Middle School, Gaston, NC • Exceptional Children's Teacher, 1997-1998 • Eighth Grade English/Social Studies Teacher, 1998-2000	1997-2000

PUBLICATIONS

- "Speaking in the Composition Classroom." *Writing Matters: A Guide to Freshman Composition*. Editors David Carithers, Heidi Hanrahan, and Bethany Perkins. UNCG Composition Program, 2004, 2005.
- "Racial Literacy and the Writing Center." *The Other Sides of Silence: Race and Writing Center Discourse*. Eds. Laura Greenfield and Karen Rowan.

HONORS / AWARDS

- The University of North Carolina at Greensboro:
College of Arts and Sciences Graduate Teaching Award, 2005
English Department Outstanding Graduate Student Teaching Award, 2005
Office of Adult Students Teaching Recognition Award, 2004
Graduate Student Association Travel Awards, 2004, 2005
Greensboro Graduate Scholarship, 2003 – 2006
- Guilford Technical Community College
Excellence in Teaching, 2003

EVELYN BENITA WILLIAMS VARNADO, MD

2019 La Dora Drive, High Point, NC 27265

c: 336-905-4511 evelynvarnado@ymail.com o: 336-841-6574

RECENT WORK HISTORY

TRIAD WOMEN'S CENTER, High Point, NC

Associate Physician, October 2008-Present

General Ob/Gyn Private Practice

Privileges at High Point Regional Health System, Moses Cone Health System

A WOMAN'S PLACE, Fayetteville, NC

Associate Physician, October 2006-September 2008

General Ob/Gyn Private Practice

Privileges at Cape Fear Valley Hospital

Supervised Duke Ob/Gyn residents

TULANE UNIVERSITY, New Orleans, LA

Obstetrics and Gynecology 2002-2006

Intern, Obstetrics and Gynecology 2001-2002

Resident Physician,

EDUCATION

EAST CAROLINA UNIVERSITY, Greenville, NC

Doctor of Medicine, 2002

OB-GYN Interest Group, 1998-2002; President 2000-2001; Vice President, 1999-2000

HAMPTON UNIVERSITY, Hampton, VA

BS in Biological Sciences, 1997

OTHER PROFESSIONAL EXPERIENCE

NORTH CAROLINA HEALTY START FOUNDATION

Board of Directors, June 2010- Present

DUKE UNIVERSITY, Durham, NC

Liaison 1997-1998

Community Affairs

BOARD CERTIFICATION

Diplomat of American Board of Obstetrics and Gynecology, November 2008-Present

LICENSURE

North Carolina Medical Board, August 2006-Present

Louisiana Medical Board, 2002-2007, Currently Inactive

MEMBERSHIPS (Current and Former)

Old North State Medical Society, Greensboro Medical Society, American College of Obstetrics and Gynecology, High Point Medical Society.

Rev. Tacuma S. Johnson, M.Div.
(336) 880-4457
tacumajohnson@gmail.com

PROFESSIONAL EXPERIENCE

GREATER FIRST UNITED BAPTIST CHURCH, HIGH POINT, NC

Senior Pastor

Sep 2008 - present

- Spiritual and ministry leader of 280+ member congregation.

CAROLINA DONOR SERVICES, WINSTON-SALEM, NC

Manager of Family Services

Sep 2007 - present

- Hire, train, and manage team of Family Support Coordinators across the state of NC
- Manage aftercare coordinator who provides services to over 800 donor families.

CAROLINA DONOR SERVICES, WINSTON-SALEM, NC

Family Support Coordinator

Jan 2005 - Sep 2008

- Responsible for caring for the families of potential organ donors during the acute hours of receiving terminal diagnoses.

WAKE FOREST UNIVERSITY BAPTIST MEDICAL CENTER, WINSTON-SALEM, NC

Hospital Chaplain Resident

May 2003 - Jan 2005

Provided spiritual support and crisis intervention to patients, family, and staff.

GUILFORD TECHNICAL COMMUNITY COLLEGE, JAMESTOWN, NC

Mathematics Instructor

Aug 2002 - May 2003

Instructed community college students in remedial Pre-Algebra, Algebra, and Advanced Algebra.

MORAVIAN CHURCH IN AMERICA--SOUTHERN PROVINCE, WINSTON-SALEM, NC

Payroll Account Technician

March 2000 - Aug 2001

- Processed and produced paychecks for nearly 500 employees.
- Functioned as the primary liaison to employees, churches, and agencies on question and issues regarding payroll.

AGRIJOHN HOMES, GARYSBURG, NC

Sales Manager

1997-2000

- Sold manufactured homes. Helped customers select homes and features, negotiated costs, and secure financing.
- Trained and supervised salespersons in three locations.

EDUCATION

WAKE FOREST UNIVERSITY DIVINITY SCHOOL, WINSTON-SALEM, NC

Master of Divinity

May 2003

MOREHOUSE COLLEGE, ATLANTA, GA

Bachelor of Arts, (History)

May 1995

Channel M. Reynolds
3353 Tadmor Ct.
Jamestown, North Carolina 27282
(336) 883-7300

Education:

B. A., Elementary Education, 1976
Bennett College, Greensboro, NC

Masters in Early Childhood Education, 1985
North Carolina A & T State University, Greensboro, NC

Masters in Administration, 1993
North Carolina A & T State University, Greensboro, NC

Educational Experience:

K – 5 Teacher, 1976-1993
Shadybrook Elementary School, High Point, NC

Assistant Principal, 1993-1996
Griffin Middle School, High Point, NC

Principal, 1996-1999
Kirkman Park Elementary School, High Point, NC

Principal 1999-2002
Bessemer Elementary School, Greensboro, NC

Principal 2002-2006
SCALE Alternative School, Greensboro, NC

Retired Educator-2006

Other Current Community Involvement

President
High Point Alumnae Chapter of Delta Sigma Theta Sorority, Inc

Tutor
Kirkman Park Elementary School, High Point, NC

Kevin Grier

3206 Forestview Drive, High Point, NC 27260
(336) 454-3979 Home, (336) 805-3648 Work
E-mail Kevin.Grier@bankofamerica.com

Core Competencies: Leadership, Relationship Management, Process Improvement, Budget & Forecasting, Operations Management, Process Analysis & Design, Requirements Gathering, Gap Analysis, Performance Management, Governance and Risk Assessment.

Experience: 25 years experience in Production Management, Process Design, Customer Service and Governance in the financial services industry. He currently leads a virtual team that provides Governance and Oversight support for a business unit which has over 2900 associates and contractors located in 13 sites worldwide.

Bank of America, Greensboro, NC

11/08 – Present

Senior Vice-President

Sr. Group Operations Manager: Home Loans

Manages multiple major operations segment or multiple operations units of a dissimilar nature for a site, region or product line within the company's internal operations activities. Functions managed have high monetary exposure and risk involving the processing of large \$ volumes and regulatory restrictions.. Responsible for budget/expense management, reporting and forecasting for areas managed.

5/03 – 11/08

Sr. Project Consultant: Consumer Real Estate

Accountable for the achievement of breakthrough productivity, customer satisfaction and continuous process improvements.

1/98 – 5/03

Sr. Operations Manager: Consumer Credit Services

Manages a medium-large segment or unit(s) of a product line and/or function of the company's operations activities. Functions managed typically have a high degree of monetary exposure due to transaction size and critical daily production windows which can impact client relationships.

Transamerica Life and Annuity, Charlotte, NC

4/94 - 12/97

Various Positions:

NationsBank, Charlotte, NC

9/83 - 4/96

Various Positions

Certification: Six Sigma Greenbelt with Lean and DFSS Methodology

Education: North Carolina A & T State University, Greensboro NC, 1983 – 1987
Electrical Engineering

Marcus Brandon
808 Glendale Drive, Greensboro, NC 27406
Ph: 336.987.3357
marcus@marcusbrandon.com

May 2010 to Present

NC General Assembly

Greensboro, NC

Representative NC House District 60

Won the General Election with 70% of the vote. The largest margin of victory for any race in Guilford County and second largest for the General Assembly in the state for contested races.

First session in General Assembly was able to pass three bills on education reform

Feb. 2006 to Present

The Young's Peoples Project

Boston, MA

Political Strategist / Development

Develop capacity and strategic practices to young people advocating on their behalf on the principle of "Quality Education as a Constitutional Right". Generate revenue by searching and writing grants applicable to the program. Awarded grants with Kellogg Foundation and Open Society Institute.

April 2008 to May 2010

Transportation Equity Network/Gamaliel

St. Louis, MO

Online Communications Director

Responsible for online communications strategy. Organize webinars that discussed the various legislation issues in Congress concerning transportation, and to organize action alerts. Increased web traffic by more than 150% and social media networks tripled in size.

April 2007 to Feb. 2009

We Are America Alliance

National Online Communications Director

An organization of the TIDES foundation was formed from various immigrant rights organization to join forces to mobilize the Immigrant vote in the 2008 election. Managed all aspects of the Online Program. Grew list to 200,000 emails and contacts and raised over 75k online from small donations.

Related Work Experience spanning over 20 years

Progressive Majority
Equality Virginia
NGP/VAN Software
Hewlett Packard

Major Gifts
Deputy Director
National Account Executive
Regional Account Representative

Washington, DC
Richmond, VA
Washington, DC
Greensboro, NC

Education

NC A&T State University, Greensboro, NC
Bachelor of Science

Tammi E. Sutton
1602 Chase Circle, Roanoke Rapids, NC 27870
252.578.6716
tsutton@HPCPgcp.org

EDUCATION

National Louis University, Chicago, IL 2004 – 2005
Masters of Education in Curriculum and Instruction
University of North Carolina at Greensboro, Greensboro, NC 1992 – 1996
Bachelor of Arts in English and Political Science

PROFESSIONAL EXPERIENCE

HPCP Gaston College Preparatory School, Gaston, NC

- *Co- Founder and Executive Director* 2011- present
- Co- Founder, Principal and Teacher 2001 – 2011
 - Responsibilities –
 - Recruit, interview, and hire teachers for grades 5th through 12th
 - Evaluate teaching and build professional development of faculty
 - Design and manage student and teacher schedules
 - Plan, coordinate, and lead academically-focused field lessons for 300 students
 - Accomplishments –
 - State Board of Education School of Excellence 2002- 2011
 - One of Washington's Post Best High Schools in America 2010
 - One of News Weeks Best High Schools in America 2009
 - Increased students passing rate on the N.C. Grade Level Tests
 - 53% passing reading to 100% 2003
 - 75% passing math to 100% 2003

Gaston Middle School, Gaston, NC 1996 - 2001

- Teacher
 - Eighth Grade Language Arts/Social Studies 2000 - 2001
 - Seventh Grade Language Arts/Social Studies 1996 - 2000
 - English Department Chair 1997 - 2001
 - Basketball Coach 1996 - 2001

ACCOMPLISHMENTS AND AWARDS

- Featured in The New York Times 2009
- Appointed to the North Carolina Blue Ribbon Commission on Charter Schools 2005
- Recipient of the Kinder Excellence in Teaching Award 2003
- Featured in The New York Times 2003
- Featured in Wendy Kopp's Book, One Day, All Children 2001
- Teacher of the Year Salutatorian for Northampton County, North Carolina 1999
- Gaston Middle School Teacher of the Year, Gaston, North Carolina 1998
- Sallie Mae New Teacher of the Year, Gaston, North Carolina 1997

Tamara Turner, M.S.

10 Apsley Court, McLeansville, NC 27301

336-744-7138

tturner@geschools.org

PROFESSIONAL EXPERIENCE

Chief Academic Officer

Quality Education Academy; Winston-Salem, NC

2005-present

- Coordinate K-12 curricula for this NC Public Charter School and supervise staff resulting in improved student achievement.
- School now designated a NC Honor School of Excellence.
- Shaped policy resulting in more effective and efficient school operations

Instructional Services Manager

Quality Education Academy; Winston-Salem, NC

2004-2005

- Coordinated K-5 curricula and staff resulting in improved student achievement Facilitated the development of effective school-wide discipline plan
- Conducted best-practices action research resulting in more effective teacher evaluation tools

Elementary Teacher

Quality Education Academy; Winston-Salem, NC

2003-2004

- Demonstrated effective leadership as school improvement team member Effectively communicated with parents and staff
- Collaborated with staff to produce improved school learning culture and climate

Elementary Teacher

Rankin Elementary School; Greensboro, NC

1999-2003

- Demonstrated exemplary leadership as school leadership team member
- Communicated effectively with parents and increase volunteerism
- Provided inclusive instruction for diverse learners

Substitute English as a Second or Other Language Instructor

Greensboro Technical Community College; Greensboro, NC

2002

- Instructed culturally diverse adult groups in English I, II, and III

EDUCATION

North Carolina Agricultural and Technical State University; Greensboro, NC

Master of Science in School Administration

2006

Bachelor of Science in Elementary Education

1999

PROFESSIONAL DEVELOPMENT & CONTRIBUTIONS

- National and NC Charter Schools Conference 2011
- NC Alliance for Public Charter School Conference 2011
- Leadership and Learning Center Common Core Strategies U.S. Tour 2011
- Collaborative Conference for Student Achievement-Admin. Session 2010
- Statewide Meeting/Community Forum on Student Achievement 2008
- Raising Achievement Closing the Gap Presenter 2006, 2008
- Principal's Executive Program-Center for School Leadership Development 2008

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)

3. A copy of the articles of incorporation. While the statute does not require the applicant to have acquired corporate status in order to apply, that status must be acquired prior to receive a charter. Accordingly, if the applicant does not yet have corporate documents filed with the Secretary of State, it should demonstrate that it is prepared to do so in the near future.

**BYLAWS
OF
SPROUTS FOR SUCCESS, INCORPORATED
A North Carolina Non-Profit Corporation**

ARTICLE I OFFICES

Section 1. Principal Office. The principal office of Sprouts for Success, a North Carolina non-profit corporation (the "Corporation") shall be in Forsyth County, North Carolina. The Corporation may have such other offices either within or without the State of North Carolina as the Board of Directors may determine or as the affairs of the Corporation may require from time to time.

Section 2. Registered Office. The Corporation shall have and continuously maintain in the State of North Carolina a registered office and a registered agent whose office is identical with such registered office. The registered office may be but need not be identical with the principal office, and the Board of Directors may change the address of the registered office from time to time.

**ARTICLE II
PURPOSE**

Section 1. This corporation is organized exclusively for one or more purposes as specified in Section 501 (c)(3) of the Internal Revenue Code, including for such purposes, distributions to organization that qualify as exempt organizations under Section 501 (c)(3) of the Internal Revenue code.

Section 2. The organization purpose of the Corporation is to be a public charity that can engage in activities and provide various services that are beneficial to the public interest in the advancement of literacy, numeracy, and education of children and families.

Section 3. The purpose of the Corporation shall be to (a) operate on or more charter schools in North Carolina if and when one or more charter applications of this corporation are approved in accordance with and pursuant to the Charter Schools Act of 1996, Chapter 731, House Bill 955, § 115C-238.29A et seq. of the North Carolina General Statutes (herein the "Act"); (b) to engage in activities related to the operation of such charter schools that are permitted to be carried on by a non-profit corporation pursuant to Chapter 55A of the North Carolina General Statutes, consistent with those portions of section 501(c)(3) of the Internal Revenue Code of 1986, as amended, relating to educational organizations, the provisions of the Act, and other applicable laws; and (c) to expand our charitable educational program from time to time as necessary to meet the continuing challenge of our purposes.

**ARTICLE III
BOARD OF DIRECTORS**

Section 1. General Powers. The Board and such committees as it may establish, ratify, and or approve in its sole discretion actions promulgated by the Board pursuant to these Bylaws, shall have full power and authority to set policy and procedures and to govern the affairs of the Corporation.

Section 2. Number of Directors The Corporation shall maintain a minimum of five (5) and no more than fifteen (15) directors with a cross-section of backgrounds, professions, and experiences that will assist in operations as well as instructional issues.

Section 3. Qualifications of Directors. Directors shall be at least twenty-one (21) years of age. Directors are selected through a weighted rubric that determines the potential value a candidate will be to the organization. Current Directors then calculate the weighted value of each new candidate. A quantitative analysis of each candidate is performed and after careful consideration and through discussion, a final selection is made by the votes of the existing Board.

Section 4. Election of Directors. The Directors shall be elected at a regular meeting of the Board in the fourth quarter of each calendar year.

- (a) Election of Directors: Those persons who receive the highest number of votes at such regular meeting shall be elected as Directors. The then current Directors shall elect the Directors who shall serve for a period of three (3) years or until their successors have been duly elected and qualified.
- (b) Vacancies: In the event any Director shall resign, die or be removed as herein provided, his or her successor may be appointed by the Chairman and shall serve the remainder of the unexpired term of the Director being replaced.
- (c) Term of Office of Directors. Except for founding directors, Directors may serve up to three (3) successive terms. Exiting Directors will be rotated one-third of the board off each year leaving two-thirds of the board experienced.

Section 5. Removal. Any Director may be removed from the Board with or without cause by the affirmative vote of two-thirds of the entire Board (excluding the Director sought to be removed). If any Directors so removed, a replacement may be appointed at the same meeting.

Section 6. Compensation. Directors shall serve without compensation, but will be eligible for reimbursement of reasonable expenses incurred in fulfilling their responsibilities of Board duties.

ARTICLE IV MEETINGS OF BOARD DIRECTORS

Section 1. Regular Meetings. Regular meetings of the Directors shall be held according to a schedule determined by the Board, consistent with any applicable requirements of the Act. The Directors shall establish the time and place of the meetings. The Board will observe the NC Open Meetings Law by giving proper public notices of all meetings and keeping accurate minutes of those meetings in accordance with NC Statutes: Chapter 143, Article 33C; G.S. 143:318. Upon a motion made, seconded, and a majority of vote of those present, the Board may go into closed executive session to discuss the following matters: grievances; personnel decisions; real property negotiations; legal claims or lawsuits; and to consult with an attorney to the extent confidentiality is required in order for the attorney to exercise his or her ethical duties as a lawyer. The Board shall not vote on the matter under deliberation while in executive session, but shall vote in an open session following discussion by those parties present and requesting to be heard.

Section 2. Special Meetings. Special meetings may be called at any time by the Chairperson or on the written petition of a majority of the Directors.

Section 3. Conduct of Meetings. At any regular or special meeting of the Board the Chairperson shall preside over the meeting. A Secretary shall be appointed by the Chairperson, subject to the approval of the Directors for each regular or special meeting for purposes of preparing the minutes of the meeting.

Section 4. Notice of Meetings. Notice of special meetings shall be given by mail, telephone, electronic or facsimile transmission to each Directors no less than three (3) days prior to such meeting.

Section 5. Quorum. A quorum shall consist of a majority of the Directors and the affirmative vote of a majority of those Directors present shall decide all matters, except as otherwise provided herein.

Section 6. Voting Rights. Each Director shall have one vote. Voting by proxy shall not be permitted.

Section 7. Director Non-Attendance. If any Director is absent for any four (4) regular meetings during year, the Board of Directors shall, at any regular meeting upon due notice and hearing, determine the reasonableness of such absences and, by at least a two-third's (2/3) vote of the Directors present, may declare a vacancy.

ARTICLE V COMMITTEES

Section 1. Standing Committees. The Directors by resolution adopted by a majority of the Board, may designate one or more standing committees, consisting of one (1) or more Directors, to address various issues relating to the operation of the Corporation. Except as otherwise provided below, such standing committees shall meet as necessary and shall report their recommendations to the Board for approval.

Section 2. Removal. Any Director of a committee may be removed at any time with or without cause by the affirmative vote of two-thirds of the whole Board of Directors (excluding the Director of the committee sought to be removed).

Section 3. Minutes. All committees shall keep regular minutes of their proceedings and report the same to the Board of Directors at the next succeeding regular or special meeting of the Board.

Section 4. Procedures. The provisions of Article IV that govern conduct of meetings, notice, quorum, voting rights and action without a meeting of the Board shall apply to committees and their directors in the same manner.

Section 5. Reversal of Committee by the Board. Any action of a committee may be reversed, amended or nullified by the Directors or by vote of a majority of all Directors at any regular or special meeting of the Board; provided, however, that no rights of third-parties shall be affected by such revision or amendment or nullification.

ARTICLE VI OFFICERS

Section 1. Officers. The officers of the corporation shall be a Chairperson, Secretary and Treasurer.

Section 2. Election and Term of Office. Each of the officers of the Corporation will be elected and appointed annually by their respective governing bodies at the regular meeting of the Directors during the fourth quarter of each calendar year. The term of each officer will commence on January 1 of the calendar year following the officer's election and each officer shall serve their respective term until death, resignation, or removal, or until a successor to such office has been elected and qualified. An individual may hold an office for as many 3 consecutive terms as he or she is elected and qualified.

Section 3. Chairperson. The Chairperson shall preside at all meetings of the Board subject and shall in general supervise and control the business and affairs of the Corporation.

Section 4. Secretary. The secretary shall certify and keep at the principal office of the corporation the original, or a copy of these Bylaws as amended or otherwise altered to date; see that all notices to the Board are given in accordance with the provisions of these Bylaws or as required by law, a book of the minutes of all meetings of the Directors, and, if applicable, meeting so committees appointed by the Directors.

Section 5. Executive Director, Executive Director or Fiscal Administrator. (Title to be determined) This person shall have charge and custody of all funds of the Corporation, shall have authority to open bank accounts in the name of the Corporation and together with such other person or persons as may be designated by the Board of Directors to sign checks and drafts and other papers requiring the payment of money; shall cause all debts and obligations of the Corporation to be paid upon verification by the person or persons authorizing the indebtedness; shall keep an accounting of all receipts and disbursements which shall be open for inspection by the Board of Directors and auditors at all times; shall give a report of accounts at such meetings as the Board of Directors may designate; shall furnish an annual statement of all receipts and disbursements of the Corporation and shall perform such other duties as may be authorized and directed by the Board of Directors. Transactions in excess of a certain amount may require additional authorization as prescribed by the Board in policies and procedures.

Section 6. Treasurer The Treasurer shall be in charge of receiving and distributing to the Directors an accounting of all receipts and disbursements regularly, an annual statement of all receipts and disbursements, and the annual financial audit.

**ARTICLE VII
FISCAL MATTERS**

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

Section 2. Funds. All funds and property received by or coming into the custody of the Corporation belong to and are funds and property of the Corporation to be expended only for the purposes authorized and in accordance with regulations prescribed by the Corporation.

Section 3. Annual Audit. The accounts of the Corporation shall be audited on an annual basis by an independent, duly licensed certified public accountant and the report shall be submitted to the Chairman and Board of Directors.

**ARTICLE VIII
INDEMNIFICATION**

The Corporation shall indemnify its officers, directors, employees, and agents arising out of their status as officers, directors, employees or agents of the Corporation, or their activities in any of the foregoing capacities in accordance with and to the fullest extent allowable under the provisions of the North Carolina Nonprofit Corporation Act, as same may be amended from time to time, and the Act.

**ARTICLE IX
DISSOLUTION**

In the event of dissolution of the Corporation, all assets shall be distributed in accordance with the provisions of the Corporation's Articles of Incorporation.

**ARTICLE X
PARLIAMENTARY AUTHORITY**

Roberts Rules of Order, Revised shall constitute the ruling authority in all cases in which they are not inconsistent with these bylaws or with any statute of the State of North Carolina. All meetings should be conducted using appropriate board meeting protocol. The work of the board should always keep the mission and vision of the corporation in focus. The board must be well informed regarding Charter School Law, State Board Policy, and operating procedures established by the SBE and implemented by the Department of Public Instruction.

**ARTICLE XI
NON-DISCRIMINATION**

This Corporation shall operate entirely on a non-discriminatory basis with respect to age, sex, race, religion, national origin or disability. This policy shall apply to boards, committees, staff and services.

**ARTICLE XII
CONFLICT OF INTEREST**

Directors must represent unconflicted loyalty to the interests of the organization. A board Director should not participate in any discussions or vote on matters that would affect the transactions between the organization and another party that would benefit them or their personal/professional affiliations. Directors who have an actual or potential conflict should not be involved in decision-making affecting such transactions. Should a Director be considered for employment, he or she must temporarily withdraw from board deliberation and voting on the matter. There must be no self-dealing or any conduct of private business or personal services between any Director and the Corporation except as procedurally controlled to assure openness, competitive opportunity and equal access to otherwise "inside" information. Directors shall deal with outside entities or individuals, with clients and staff and with each other in a manner reflecting fair play, ethics and straightforward communication.

**ARTICLE XII
AMENDMENTS**

Except as otherwise provided herein, these bylaws may be amended or repealed and new bylaws may be adopted by the affirmative vote of two-thirds of the Directors at any regular or special meeting of the Board of Directors.

These Amended Bylaws of Sprout for Success were adopted by the Board of Directors effective November 1, 2011

Signature

Simon S. Johnson

Print Name

Chairperson

Title



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

SPROUTS FOR SUCCESS, INC.

the original of which was filed in this office on the 29th day of October, 2007.



IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 29th day of October, 2007

Elaine F. Marshall
Secretary of State

Document Id: C20072990005

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**PROVISIONS OF THE ARTICLES
Sprouts For Success, Inc.**

PURPOSE: Said organization is organized exclusively for charitable, religious, educational, and scientific 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 corresponding section of any future federal code. This will be accomplished through providing technical assistance to other organizations under section 501(c)(3) by (a) the presentation of educational programs and conduction of seminars, (b) the publication and distribution of literature to promote the mission of the 501 (c)(3), and (3) grant writing and activities related to proper fiscal management.

NONPROFIT CAPITALIZATION: No part of the income of the corporation shall inure to the benefit of any member, trustee, officer or director of the Corporation, or any private individual (except that reasonable compensation may be paid for services rendered to or for the Corporation in connection with furtherance of its purposes and no member trustee, director of officer of the Corporation or any private person shall be entitled to share in the distribution of any of the Corporate assets on dissolution of the Corporation.

MEMBER LIABILITY: The private property of this Corporation's members, directors or officers shall not be subject to the payment of corporate debts to any extent whatsoever. No director or officer shall be liable for relying in good faith upon the books or account or reports made to the Corporation by any of its officials, members or by an independent accountant selected by the Board of Directors or by any committee so designated by the Corporation, or in relying in good faith upon any other records of the Corporation.

ACTIVITIES PROHIBITED: No substantial part of the activities of the Corporation shall be carrying on of propaganda, or otherwise attempting to influence legislation. 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 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 of 1986 (or corresponding section of any future federal tax code) or (b) by a corporation, contributions to which are deductible under section 170(c)(3) of the Internal Revenue Code of 1986 (or corresponding section of any future federal tax code).

DISSOLUTION: Upon dissolution of the Corporation, the Corporation shall, after paying or making provision for the payment of the debts and obligations of the Corporation, distribute the remaining assets and property (after necessary expenses thereof) to such organizations as shall qualify as an exempt organization or organizations under section 501 (c)(3) of the Internal Revenue Code of 1986, as named. Any such assets not disposed of shall be disposed by the Superior Court of the county in which the principal office of the Corporation is located, exclusively for such purposes or to such organizations as said Court shall determine, which are organized for such purposes as qualify them as exempt organizations.

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

The governing board’s function, duties, roles and responsibilities as it relates to overseeing the charter school and its mission are as follows:

- The Board must ultimately control the long-term interests and values of the charter school.
- The board must delegate powerfully and safely to those who must carry out the work of the charter school.
- Management and staff must be empowered to the maximum extent while maintaining the board’s own accountability.
- The Board must always hold its vision in the primary position.
- The focus of the Governing Board and thus the organization must have an outward focus (Mission Statement).
- The Board will ensure for a results driven organization towards the end of student achievement, student behavior, staff behavior and qualifications, fiscal soundness and accountability.

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

The board will lead through four policy categories that are designed to store Board values:

A. End results-What “people” needs are met, whose needs are met and what is the cost to meet those needs.

B. Executive limitations – Boundaries will be set that provide choice limitations. What will be defined is not what the Executive Director can do, but rather what the Executive Director cannot do.

C. Board delegation and governance policy.—Authority will be delegated to the Executive Director. The Board will determine how the Executive Director reports to the board and how the Executive Director is evaluated.

D. Governance Policy-The board will manage and discipline itself.

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

Improving student achievement is the goal of public education in North Carolina, and thus is the goal of the High Point College Preparatory Academy, in addition to preparing students to succeed in college. The success of a charter school includes accountability of academic achievement for students on state tests and other mandated evaluations, fiscal responsibility in the use of public funds, and compliance with all applicable laws and regulations including the NC Charter School statutes and State Board of Education Policies regarding charter schools. Additionally, High Point College Preparatory Academy will assure that students are prepared academically, socially and morally to succeed in college. Our vision is to create learning communities for students and parents that foster (1) discipline and focus; (2) engagement and investment; and (3) exposure and adventure.

High Point College Preparatory Academy will implement assessments as required by the ABC’s Accountability Model and any other state assessments as mandated by the State of North Carolina. The school will conduct the statewide testing as would all public schools in North Carolina. The results of these tests will be used to provide information about the progress of each student so that early interventions can be started, provide teachers with

information about the needs of incoming students, and inform the parents and guardians on the status of their children at the end of the school year. The school will use this feedback information to discover trends and make necessary adjustments in the instruction and delivery of the content information. The school will adhere to all required tests.

HPCPA will also use Study Island, Easy Curric, based Measurements (online) K-2 assessments in math, literacy and writing created by NCDPI, and Dibels (reading/literacy assessment) are diagnostic tests of reading, math, language arts and writing skills, and Failure Free Reading as means of making preliminary, formative and summative assessments on the educational gains being made by the scholars. These assessments have proven to be successful. They provide benchmarks in preparation for the NC State tests. In addition, the assessments will be used to develop Individual Educational Plans for all HPCPA scholars and set both individual and school achievement goals.

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

The Board has included a conflict of interest policy in its By-laws. The policy will be adhered to for current and future board members. Directors must represent unconflicted loyalty to the interests of the organization. A board Director should not participate in any discussions or vote on matters that would affect the transactions between the organization and another party that would benefit them or their personal/professional affiliations. Directors who have an actual or potential conflict should not be involved in decision-making affecting such transactions. Should a Director be considered for employment, he or she must temporarily withdraw from board deliberation and voting on the matter. There must be no self-dealing or any conduct of private business or personal services between any Director and the Corporation except as procedurally controlled to assure openness, competitive opportunity and equal access to otherwise “inside” information. Directors shall deal with outside entities or individuals, with clients and staff and with each other in a manner reflecting fair play, ethics and straightforward communication

D. PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CSO) – Not Applicable

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

1. Please include a copy of the proposed management agreement of the specified EMO and explain how the contract will be in the best educational and financial interests of the charter school.
2. What other EMO/CMOs were pursued and why did the applicant select this particular one?
3. Describe how the governance structure will be affected; if at all, by the EMO/CMO and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO.
4. Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO, and if necessary, terminate the contract without significant obstacles.

E. 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.

Students will be admitted according to (G.S.115C-238.29B(b)(4); G.S. 115C-238.29F(d)(1)). HPCP will not discriminate against any student on the basis of gender, race, creed, color, religion, national origin, age, achievement or aptitude or athletic ability in its admissions or education programs. Tuition or admission fees shall not be charged to any student.

Admission to the school will be based on a first come, first served basis until all slots are filled. When all slots are filled, applicants will be put on a waiting list and their names will be entered into the lottery.

HPCP will give enrollment priority to siblings of currently enrolled students who were admitted to the charter school in a previous year and to children of the school's principal, teachers, and teacher assistants. In addition, and only for its first year of operation, HPCP will give enrollment priority to children of the initial members of the charter school's board of directors, so long as (i) these children are limited to no more than ten percent (10%) of the school's total enrollment or to 20 students, whichever is less, and (ii) the charter school is not a former public or private school. If multiple birth siblings apply for admission to HPCP and a lottery is needed under G.S. 115C-238.29F(g)(6), HPCP 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.

During each period of enrollment, HPCP shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, students shall be accepted by lot. Once enrolled, students are not required to reapply in subsequent enrollment periods. Notwithstanding any law to the contrary, HPCP may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C-391 until the period of suspension or expulsion has expired.

POLICY: LOTTERY

1. HPCP shall determine a period of enrollment during which time the school will accept applications from eligible students. All students are eligible for attendance if they meet the NC residency requirements unless the State Board of Education has allowed the chartering of the school for a specified population identified in the charter application. HPCP will open enrollment in January of the year prior to school opening in August.
2. If the number of applicants does not exceed the school or grade level capacity, all eligible applicants will be accepted. For any grade levels that have openings after the application period has ended, registrants will be admitted on a "first come, first served" basis. For those grades that do not have openings, applicants will be added to the waiting lists in the order the applications are received.
3. If the number of eligible applicants received during the period of enrollment exceeds the grade level or school capacity, applications will be placed in a lottery.
4. HPCP will give enrollment priority to siblings of currently enrolled students who were admitted to the charter school and to children of the school's principal, teachers, and teacher assistants. In addition, and only for its first year of operation, the charter school may give enrollment priority to children of the initial members of HPCP's board of directors. If multiple birth siblings apply for admission to a charter school and a lottery is needed under G.S. 115C-238.29F(g)(6), the charter school shall enter one surname into the lottery to represent all of the multiple birth siblings. If that surname of the multiple birth siblings is selected, then all of the multiple birth siblings shall be admitted.
5. The lottery procedures will include the following:
 - a. The date, time and place of the lottery will be communicated to all applicants.
 - b. The lottery will be open to the public.
 - c. Lotteries will be held for any grade in which the number of applications exceeds the number of openings.
 - d. Names will be randomly drawn and applicants admitted based on the order they are selected.
 - e. The lottery will continue until all names are drawn.

- f. Applicants not accepted will be placed on either a Sibling Priority Waiting List or a regular Waiting List in the order their names were drawn.
- g. If a child is selected during a lottery, that child's sibling will be offered the first available seat in their respective grade or placed on a Sibling Priority Waiting List. Siblings are defined as children who have at least one common parent/legal guardian AND are living in the same household at least 50% of the time.
- h. When an opening becomes available at a grade level, students will be admitted first from the Sibling Priority Waiting List and then from the regular Waiting List if there are no siblings waiting at that grade level.

IV. EDUCATION PLAN

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

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

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

High Point College Preparatory Academy Education Theory

HPCP's educational philosophy is based in the theory of constructivism, which is founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world we live in. Each of us generates our own "rules" and "mental models," which we use to make sense of our experiences. Learning, therefore, is simply the process of adjusting our mental models to accommodate new experiences. At HPCP teachers and students will come to understand how learning is a search for meaning. Therefore, learning must start with the issues around which students are actively trying to construct meaning. Meaning requires understanding wholes as well as parts. And parts must be understood in the context of wholes. Therefore, the learning process focuses on primary concepts, not isolated facts; In order to teach well, we must understand the mental models that students use to perceive the world and the assumptions they make to support those models. The purpose of learning is for an individual to construct his or her own meaning, not just memorize the "right" answers and regurgitate someone else's meaning. Since education is inherently interdisciplinary, the only valuable way to measure learning is to make assessment part of the learning process, ensuring it provides students with information on the quality of their learning.

Under the theory of constructivism, students and teachers will form learning communities that emphasize prior-knowledge and hands-on problem solving. HPCP teachers will tailor their teaching strategies to student responses and encourage students to analyze, interpret, and predict information. Teachers also rely heavily on open-ended questions and promote extensive dialogue among students. In terms of assessment, HPCP will adhere to state mandated tests; however, it will also use other means for assessing student learning, such as portfolios, collaborative group projects, and peer, parent, and community feedback.

2. Teaching approach, class structure, curriculum design, and instructional methodology, courses of study, etc.

Class structure designed around learning communities because when we learn together we succeed together. Traditional lecture based classroom will be replaced by learning community projects that students help design. Students learn from each other, not just from the teacher. Small and large group projects will be the focus. The learning community structure will also integrate community resources inside and outside of the classroom. Students will construct knowledge by having real-world experiences and doing hands-on projects with the support of community experts, parents, and volunteers. Instructional methodology will include student-led research, community surveys, integration of technology and media, and problem-solving activities. HPCP will use the NC Standard Course of Study as the foundation for teaching core subjects and objectives.

Academic Program

All HPCP students participate in an academic program that seeks to build the academic skills, intellectual habits, and content knowledge necessary for all students to be prepared to succeed in the college of their choice. This curriculum builds on the North Carolina Standard Course of Study, but is supplemented with more rigorous, college-preparatory standards. Some key points about our curriculum:

- We believe that truly college ready literacy means learning how to think, read, write, speak, and listen.
- We believe and have demonstrated that students can grow and achieve at extraordinary levels on the North Carolina End of Grade and End of Course Tests without spending every moment on test preparation.
- All of our students will be prepared to master all material on state tests while being pushed to think and write critically.
- All of our students will graduate with the skills necessary to succeed in the college of their choice.

Curriculum Overview

HPCP’s curriculum is driven by clear performance standards for what students should know and be able to do at each grade level to be successful in the college of his or her choice. For each grade level, standards are based on national and state curriculum frameworks. Teachers will use regular assessments to measure how well students are mastering the standards. Teachers use knowledge about student skills to shape whole class instruction, small group work, and one-on-one tutoring. Using individual student data, instruction can be targeted to better meet individual student needs. Teachers will give students and parents/guardians ongoing feedback about student performance. Teachers will often send work home for parents/guardians to sign, and teachers will contact parents/guardians if they see a significant slip in academic performance or a special skill that needs extra practice at school and home. Parents/guardians will also regularly receive progress reports and report cards. Parents/guardians should feel free to contact any of their child’s teachers regarding his/her progress at any time.

Grade Level	Foundation	College Preparedness
Kindergarten - 2	NC Core Competencies	HPCP’s 5 W’s of College Learning from Community Instilling College Culture in the Home Discipline and Focus
Grades 3 - 5	NC Core Competencies	HPCP’s 5 W’s of College Learning from Community; Collaborative Projects Instilling College Culture in the Home Discipline and Focus; Engagement and Investment
Grades 6 - 8	NC Core Competencies	HPCP’s 5 W’s of College Learning from Community Instilling College Culture in the Home

		Discipline and Focus; Exposure and Adventure
Grades 9 -12	NC Core Competencies	HPCP's 5 W's of College Investment & Engagement; Exposure and Adventure Career Exploration Learning from College Communities

Achievement and Grades at HPCP

Achievement reflects the student's mastery of the material. In order to demonstrate mastery a student has successfully shown that the student understands, knows, and can show the skills that indicate readiness for a college preparatory track at his or her grade level. 60-90% (depending on the course) of a student's grade will be determined by their achievement.

Work habit grades indicate the quality of a student's effort. Work habits include, but are not limited to, following directions, timely completion of work, neatness and organization. 10-40% of a student's grade (depending on the course) will be determined by their work habits. Completing assignments and meeting deadlines are important work habits that students need to develop in order to be ready for success in college and life. If work is not completed on time, it will not receive full credit.

Students receiving an **A** show deep mastery of the knowledge and skills that have been taught; they demonstrate an ability to go beyond the basic requirements of assignments to produce creative, thorough work.

Although students receiving a **B** may still have some areas to work on, they demonstrate a solid mastery of the knowledge and skills that have been taught.

Students receiving a **C** have skill deficits. The quality of their work meets minimum requirements.

Students receiving an **F** produced work of unacceptable quality. They have major skill deficits that require additional instructional resources and student effort

Students must earn a 70 or higher in a course in order to pass the class and earn credit.

3. Compliance with Federal and State regulations for serving exceptional children.

HPCP will 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. HPCP will have an exceptional children's teacher on staff who will be monitored closely to be sure students' needs are met according to State law.

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

The High School of division of HPCP will open in 2016. The State high school graduation requirements might change over the course of four years. The high school curriculum and policies will be developed prior to 2016. HPCP will use the NC high school graduation requirements as the guide for its high school curriculum.

High School Graduation Requirements (subject to modification once the High School opens in 2016)

Department					
English	<p>Four credits:</p> <ul style="list-style-type: none"> English I, II, III, and IV 				
Mathematics	<p>Four credits:</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 50%;"><i>Plan 1</i></td> <td style="text-align: center; width: 50%;"><i>Plan 2</i></td> </tr> <tr> <td> <ul style="list-style-type: none"> Algebra I Geometry Algebra II Pre-Calculus </td> <td> <ul style="list-style-type: none"> Geometry Algebra II Pre-Calculus AP Calculus or AP Statistics </td> </tr> </table>	<i>Plan 1</i>	<i>Plan 2</i>	<ul style="list-style-type: none"> Algebra I Geometry Algebra II Pre-Calculus 	<ul style="list-style-type: none"> Geometry Algebra II Pre-Calculus AP Calculus or AP Statistics
<i>Plan 1</i>	<i>Plan 2</i>				
<ul style="list-style-type: none"> Algebra I Geometry Algebra II Pre-Calculus 	<ul style="list-style-type: none"> Geometry Algebra II Pre-Calculus AP Calculus or AP Statistics 				
Science	<p>Four credits:</p> <ul style="list-style-type: none"> Environmental Science Biology Chemistry Physics 				
History	<p>Four credits:</p> <ul style="list-style-type: none"> Social Justice World History United States History Civics and Economics 				
Physical Education	<p>One credit:</p> <ul style="list-style-type: none"> Physical Education and Health 				
Spanish	<p>Three credits:</p> <ul style="list-style-type: none"> Spanish I Spanish II Spanish III 				
Life Skills	<p>Two credits:</p> <ul style="list-style-type: none"> Public Speaking (one credit) Senior Seminar (one credit) 				
Fine Arts	<p>One credit:</p> <ul style="list-style-type: none"> Band, Art, Chorus or Drama 				

In addition to passing the courses above, students must meet the following requirements:

- Completing and defending a Senior Project
- Participating in a summer program
- Completing at least 60 hours of community service
- Meeting or exceeding school-wide expectations in all courses
- Meeting or exceeding state requirements on End of Course Tests

5. The school calendar (must provide instruction for a minimum of 185 instructional days)
(G.S.115C-238.29F(d)(1))

**High Point College Preparatory Academy
School Calendar 2012-2013**

Official School Year Begins	Monday, August 6, 2012
1 st Day of Class for Students	Monday, August 20, 2012
Last Day of Class for Students	Friday, June 21, 2013
Official School Year Ends	Wednesday, July 3, 2013

Days School Will Be Closed (with 185 days of instruction)

Labor Day Holiday	Monday, Sept. 3, 2012
Fall Recess Begins	End of day, Friday, Sept. 14
School Resumes	Monday, Oct. 1
Optional Teacher Workday	Friday, Oct. 26
Thanksgiving Holiday	Wednesday - Friday, Nov. 21-23, 2012
Winter Recess Begins	End of day, Friday, Dec. 21, 2012
Mandatory Teacher Workday	Monday, Jan. 7, 2013
School resumes	Tuesday, Jan. 8, 2013
Dr. Martin Luther King Jr. Holiday	Monday, Jan. 21, 2013
Optional Teacher Workday	Friday, Feb. 22, 2013
Spring Recess Begins	End of day, Monday, March 22
School Resumes	Monday, April 8, 2013
Optional Teacher Workday	Friday, May 3, 2013
Memorial Day Holiday	Monday, May 27, 2013

6. 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.

High Point College Preparatory Academy will implement assessments as required by the ABC's Accountability Model and any other state assessments as mandated by the State of North Carolina. The school will conduct the statewide testing as would all public schools in North Carolina. The results of these tests will be used to provide information about the progress of each student so that early interventions can be started, provide teachers with information about the needs of incoming students, and inform the parents and guardians on the status of their children at the end of the school year. The school will use this feedback information to discover trends and make

necessary adjustments in the instruction and delivery of the content information. The school will adhere to all required tests.

HPCPA will also use Study Island, Easy Curric, based Measurements (online) K-2 assessments in math, literacy and writing created by NCDPI, and Dibels (reading/literacy assessment) are diagnostic tests of reading, math, language arts and writing skills, and Failure Free Reading as means of making preliminary, formative and summative assessments on the educational gains being made by the scholars. These assessments have proven to be successful. They provide benchmarks in preparation for the NC State tests. In addition, the assessments will be used to develop Individual Educational Plans for all HPCPA scholars and set both individual and school achievement goals.

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

The NC Curriculum Standards Course of Study will form the foundation of the curriculum. HPCP will expand upon the Standards by exploring the specific interests of students, parents, teachers and the community to meet the changing needs of society. The curriculum will focus on college readiness. The performance objectives are aligned with the NC Course of Study, but will also include college readiness objectives.

Timeline:

Informal assessments administered daily

Formal assessments administered once per quarter

Parents will be given quarterly progress reports

The Board of Directors will also be given a progress report on how the school is progressing to accomplish its goals

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

Students not performing at expected levels of growth are those whose informal and formal assessments indicate below average aptitude. HPCP will provide tutorial services, remediation, and modified instruction techniques to assist these students.

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

HPCP will have an administrative position that focuses on parent and community development. This person will oversee the Parent Task Force and the Community and Business Task Force. When students are recruited for the school, their parents will be recruited to serve on a task force or another school-wide committee. The Director of Parent and Community Development will submit a quarterly report to the Board of Directors.

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

HPCP will address the needs of all students, first by getting parental and student feedback about student behavioral, emotional, and intellectual aptitude. Parents will be able to indicate in the enrollment application and at any subsequent time if they believe their child has special needs. Second, HPCP's guidance counselor will look at

student records and do a needs assessment on each student. Depending on student needs, HPCP's counselor, exceptional children's teacher, and other faculty will make then necessary modifications to ensure that every child receives a quality education.

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.).

Provide a clear and thorough explanation of the procedures the proposed charter will follow to ensure compliance of the above laws.

HPCP will hire an exceptional needs teacher to address the needs of students who fall under IDEA. Resources will be set aside to ensure that students' needs are met according to the law.

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 (do not include as an appendices), 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.

High Point College Preparatory Draft of Student Handbook with Discipline Policy

Positive Incentive Program

Teachers will use various incentives, depending on personal preference and grade level, in the classrooms for daily, weekly, and monthly rewards. Some of these items may include: verbal praise, edible treats, stickers, special privileges, awards, positive phone calls, supplies, gift bags, coupons, pizza parties, etc.

HPCP Safe Schools Policy

All employees will take the necessary steps to ensure that students, parents, and volunteers are safe while on school premises.

Harassment

No one should be subjected to harassment at school for any reason. Therefore, it is the policy of HPCP that all employees, volunteers, parents and students will treat all persons in ways that convey respect and consideration for individuals regardless of race, color, national origin, gender, disability, sexual orientation, family situation, religion, or political affiliation. Acts of harassment, hostility, or defamation, whether verbal, written, or physical, will not be tolerated and constitute grounds for disciplinary action including dismissal and/or expulsion from school. Legal agencies may be contacted.

Sexual harassment includes all unwanted, uninvited, and non-reciprocal sexual attention as well as the creation of an intimidating, hostile, or offensive school or work environment. Harassment can include, but is not limited to, the following:

- Sexually suggestive looks or gestures

- Sexual jokes, pictures, or teasing
- Pressure for dates or sex
- Sexually demeaning comments
- Deliberate touching, cornering, or picking
- Attempts to kiss or fondle
- Threats, demands, or suggestions that favors will be granted in exchange for sex or tolerance of sexual advances.

Discrimination

State and federal law prohibits discrimination. HPCP complies with all non-discrimination rules and regulations and does not permit discrimination against students on the basis of race, color, national origin, gender, disability, sexual orientation, family situation, religion, or political affiliation. This holds true for all students who are participating in educational programs and extended day school activities. Inquiries regarding compliance procedures may be directed to the Principal.

Abuse

All school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment *immediately* when they have “reasonable cause to believe that a child who is 17 years of age or younger and known to them in a professional or official capacity has been harmed or is in danger of being harmed – physically, sexually, or through neglect – and that a caregiver either committed the harm or should have taken steps to prevent the child from harm.”

No one in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation, and commits a misdemeanor. Falsely reporting information to the hotline is also a misdemeanor.

Student Management

Our school’s student management system is designed to identify and correct misconduct, to encourage all students to adhere to their responsibilities as citizens of the HPCP community, to protect students, employees and property, and to maintain essential order and discipline. HPCP students are expected to conduct themselves in accordance to the standards set by the Board. Any behavior detrimental to the learning environment will be addressed and redirected. If a student chooses to show disrespect toward himself/herself or others, including interference with another’s access to a quality education in a safe environment, he/she will be subject to disciplinary action.

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet school standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other staff and

- volunteers.
- Respect the property of others, including school property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Student Code of Conduct.

Dress Code

The HPCP dress code requires student uniforms: casual uniform and dress uniform (Wednesdays only).

Casual Dress Code:

Khaki or navy shorts, pants, skirts

Orange, white, or navy polo uniform shirt

Dress Uniform Code (Wednesdays only):

Boys: Black slacks with belt, white dress shirt, tie, dark dress shoes

Girls: Black or navy skirts, jumpers, white dress shirt, dark dress shoes

The school's dress code is established to teach grooming and hygiene, prevent disruption, minimize safety hazards and teach respect for authority. Student dress reflects the quality of the school and affects students' conduct. Students shall be dressed and groomed in a manner that is clean and neat and that will not be a health or safety hazard to themselves or others. Any article of clothing, jewelry, body decoration or hair style extreme enough to create a distraction or disturb the normal routine of the school shall be deemed inappropriate. The school prohibits any clothing, jewelry or grooming that, in the principal's judgment, may reasonably be expected to cause disruption of or interference with normal school operations.

Final decisions on the appropriateness of school dress rests with the campus administrator.

If the principal determines that a student's grooming violates the dress code, the students shall be given an opportunity to correct the problem. If not corrected, the students shall be assigned to in-school suspension for the remainder of the day or until the problem is resolved.

Student Management Techniques

We believe in excellent teaching. Excellent teachers match the consequences to the behavior in order to teach the child about consequences and encourage his or her character development while ensuring the safety and sanctity of the school environment. The staff may implement, but are not limited to, the following student management techniques:

- loss of privileges and incentives
- mandatory study hall
- parent meetings
- peer presentations
- written apology
- referral to social services
- referral to honor council (high school)
- silent lunch
- separate classroom seating
- loss of paycheck dollars (middle school)
- removal from the classroom
- lunch detention
- public ownership of the misbehavior
- nonverbal reprimand
- verbal reprimand
- bench (middle school)
- after school detention
- academic probation (high school)

- disciplinary probation (high school)
- short-term suspension
- long-term suspension
- expulsion

Disciplinary Probation

Students who consistently or repeatedly fail to adhere to the HPCP Student Standards Policies will be placed on disciplinary probation and face more substantial consequences for their actions.

Disciplinary

Probation will commence with a parent meeting in which all parties (student, parents, and teachers) will

revisit the policies and determine consequences in place until behaviors have been corrected.

These may include, but are not limited to, the following:

- Lunch or after school detention
- Daily check-ins with the Principal or Counselor
- Parent check-ins
- Loss of privileges

Students and their families will receive a formal, written warning stating that a future disciplinary infraction will result in dismissal from HPCP.

Short-Term Suspension

The purpose of suspension is to prevent and correct discipline problems. Suspension is used when other forms of disciplinary action have failed to correct the student's behavior. In addition, serious offenses such as, but not limited to, the following offenses will result in out of school suspension.

- Leaving school property without permission
- Skipping a class
- Disrespect to teammates or teachers
- Classroom misbehavior that interferes with the learning environment
- Use of, or possession of, alcoholic beverages or tobacco
- Intimidation, harassment or physical harm (sexual, physical or emotional) or the threat thereof

The Principal's decisions regarding short-term suspensions are final and may not be appealed.

Long-Term Suspension

Before a student is suspended in excess of 10 days for repeated misconduct or lack of commitment, the school tries several strategies to help the student recommit. If a student does not show notable improvement regarding misconduct or commitment the Principal may resort to long term suspension in excess of 10 days. Parents must be notified in writing of the incident(s) resulting in the long term suspension by the Principal. The parents of the student may appeal the decision of the Principal to the Executive Director in writing within 10 days of the incident following

the procedures outlined in the Grievance Policy below. Upon receipt of the Executive Director's decision, further appeal may be made to the Board of Directors pursuant to the Grievance Policy. If space permits, students may be readmitted following year at the discretion of the Board of Directors.

Expulsion

Expulsion is reserved for students committing egregious violations to the community. For safety reasons, expulsion may be immediate and without prior warning for any act that causes an immediate threat or danger to others. The following acts may constitute grounds for expulsion. Please note that this is not an exhaustive list and that HPCP reserves the right to expel a student for offenses not included on this list.

- commission of a felony
- possession or use of any dangerous weapon or object (including BB guns or any other items that resembles a gun or dangerous weapon)
- assault of another student or teacher
- extortion or intimidation of another student or teacher
- possession of drugs or narcotics not prescribed by a physician
- destruction or defacing of property
- repeated or egregious defiance to school staff
- repeated suspensions

The Principal will provide written notification to the parents of the incident(s) resulting in recommendation for expulsion no later than the end of the first workday following day of the incident(s). The parents of the dismissed student may appeal in writing to the Executive Director within 30 days of the incident following the procedures outlined in the Grievance Policy. Further appeal may be made to the Board of Directors following those same procedures.

Grievance Policy

HPCP is committed to a positive learning environment and has established the following grievance protocol to solve disputes or complaints in a fair and prompt manner. Notably, the formal procedures described below may be implemented only *after* the parties have engaged in an earnest attempt to resolve matter(s) informally. Complaints are taken seriously by HPCP and should proceed as follows:

1. Complainants should first schedule a conference with the immediately-involved teacher, grade level chair, bus driver, coach or Principal to discuss the issue. The school reserves the right to redirect complainant(s) to the appropriate personnel if this step has not been followed.
2. If complainant(s) conclude that the initial response/course of action was insufficient, a meeting may then be scheduled with the Principal. Prior to the scheduling of any such meeting, complaint(s) must first provide to the Principal a Grievance Letter that identifies: (a) the issue/concern/complaint; (b) what steps have been taken to resolve the situation; and (c) proposed solutions. The Principal will acknowledge the receipt of a Grievance Letter within

three calendar days and attempt to respond to all Grievance Letters within 10 calendar days of their receipt.

3. If a resolution cannot be reached through a discussion with the Principal, complainant(s) may submit a formal Grievance Packet to the Executive Director. The Executive Director will review the complaint to determine whether the Principal has fairly complied with School policies and/or the law. This packet must include the information and materials outlined below. The Executive Director will issue a response within 10 school days of receiving the packet.
4. The HPCP GCP Board of Directors will consider appeals that it is required to consider under N.C. Gen Stat. Sec. 115C-45(c). In order for the Board of Directors to consider an appeal of the Executive Director's decision an updated Grievance Packet must be submitted to the Board of Directors within 10 days of the Executive Director's Decision. The appeal must be submitted to the Executive Director. The Board of Director will respond to the appeal within 30 days of the receipt of a complete Grievance Packet. The HPCP GCP Board of Directors or its designee shall:
 - Research the nature of the complaint;
 - Interview the concerned parties; and
 - The Board of Directors shall render a final ruling on the Grievance within 30 days or at its next regularly scheduled Board of Director's meeting, whichever is later.
5. Anonymous complaints may receive an acknowledgement but not a resolution from the Board.

A Grievance Packet must be submitted in writing to the Executive Director within 10 days of the conduct that triggered the grievance and must specify:

1. The nature and date of the grievance, the related School policies or laws which have been violated, and any related or supporting documents;
2. The results of previous discussions to resolve the conflict, including any correspondence;
3. The reason for the complainant(s)' dissatisfaction with the decisions previously rendered; and
4. A description of the relief sought.

Expulsion and Suspension of Exceptional Children

The Principal will follow the IDEA guidelines in discipline of Exceptional Children. An intervention team will be in place to ensure compliance of all IDEA regulations.

TIMELINES

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

Month	Action Item	Responsible Individual
February 2012	Board Training Facilities Preparation Begins Grant Development Solicit Corporate Sponsorship	Board Executive Director Executive Director & Board

March 2012	Curriculum Development Operational Logistics Faculty and Staff Marketing & Hiring	Principal Executive Director & Principal Board, Executive Director & Principal
April	Continued Marketing, Facilities Management Finalized Curriculum and School/Parent Handbooks	Board, Executive Director & Principal
May 2012	Continued Marketing, Facilities Management Educational Resources Secured	Board & Executive Director Principal
June 2012	Continued Marketing and Recruiting Educational Resources Secured Facilities Walk Through	Board, Executive Director & Principal
July 2012	Open House Staff Development Team Building	Executive Director & Principal
August 2012	School Orientation Student Assignment	Principal

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.)

List of Anticipated Positions 2012-2013

1 Executive Director
1 Principal
1 Director of Finance & DPI Reporting
12 K-5 Teachers
1 Exceptional Education Teacher
2 Teacher Assistants
1 Office Associate
1 Guidance Counselor
1 Maintenance Person
1 Custodian
1 Bus Driver

List of Positions 2013-2014

1 Executive Director
1 Principal
1 Director of Finance & DPI Reporting
1 Director of Parenting & Community Development
20 K-5 Teachers
1 Exceptional Education Teacher
2 Teacher Assistants
1 Office Associate
1 Finance/Reporting Assistant
1 Guidance Counselor
1 Maintenance Person
1 Custodian
1 Bus Driver

List of Positions 2014-2015

1 Executive Director
1 Principal
1 Director of Finance & DPI Reporting
30 K-8 Teachers
1 Exceptional Education Teacher
2 Teacher Assistants
2 Office Associates
1 Finance/Reporting Assistant
2 Guidance Counselors
1 Maintenance Person
1 Custodian

1 Bus Driver

List of Positions 2015-2016

1 Executive Director
1 Principal
1 Director of Finance & DPI Reporting
36 K-8 Teachers
1 Exceptional Education Teacher
2 Teacher Assistants
2 Office Associates
2 Finance/Reporting Assistants
2 Guidance Counselors
1 Maintenance Person
1 Custodian
2 Bus Drivers

List of Positions 2016-2017

1 Executive Director
2 Principals
1 Director of Finance & DPI Reporting
45 K-12 Teachers
1 Exceptional Education Teacher
2 Teacher Assistants
2 Office Associates
2 Finance/Reporting Assistants
2 Guidance Counselors
1 Maintenance Person
1 Custodian
2 Bus Drivers

Also include the following information for the proposed charter school:

- Process to advertise for and employ staff of the school

High Point College Preparatory Academy will hire employees using the following sources of advertising and solicitation of qualified personnel to fill its positions:

Local newspaper, radio and television media, Teacher/Teacher.com, Employment Security Commission, Word of Mouth, and Professional Employment Agencies. HPCPA is an equal opportunity employer and will not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or disability.

- Handbooks governing standards of conduct, grounds for termination, policies and procedures, etc.

**High Point College Preparation Academy
2012/2013 Teacher/Staff Handbook—Draft
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High Point College Preparatory 2012/2013 Teacher/Staff Handbook

GUIDELINES FOR TEACHERS/STAFF

I. School Day

A. Communication

Mailboxes and e-mails should be checked each morning before beginning the workday. Each person should check his/her mailbox at least twice daily.

B. School Day: Teacher

1. High Point College Preparatory, its Board and Chief Executive Officer, believe that teachers and other certified instructional personnel are capable of monitoring themselves in the conduct of their workday.

2. **(Workday: 7:30 a.m. – 4:15 p.m.)**

3. Within the teacher's 8-hour professional day, the school expects teachers to take the time before and/or after the minimum school day referred to above, in order to meet the needs of the students they teach and their professional responsibilities to this school system. The teacher's professional responsibilities include but are not necessarily limited to:

a. Attendance of school-based faculty meetings, parent-teacher conferences and parent meetings. Anyone unable to attend should notify the Chief Academic Officer in writing prior to the meetings.

b. Campus supervision such as breakfast duty, hall duty, and afternoon duty.

c. Sponsorship of extracurricular activities and the supervision of such activities.

d. Attendance at program development and staff development activities.

4. Teachers will be expected to attend, building faculty meetings, parent/teacher

conferences, and other school or professional activities scheduled outside the minimum workday. If the Chief Academic Officer determines that the administrative and support staff of a school is not adequate to provide for proper supervision of students outside of the minimum workday, the s/he may submit a plan to the Resource/Business Manager. Teachers may be used on a rotating basis to assist in supervision of students while students are on campus.

5. The attire of the staff reflects the quality of the school. Faculty will wear professional uniform attire which reflects the colors of the respective schools while students and parents are in the building. High School staff will wear business attire.

6. **Children of staff are not permitted at school on workdays.**

C. Cumulative Folders

While it is necessary that cumulative (CUM) folders be removed from the Guidance office in order to update and add information to them, we are accountable for the security of student records. There is a check-out sheet in the CUM folder cabinet which has to be completed before removing files from the Counselor's office. Checked out files must be returned by the end of the workday.

D. Supervision

If you leave your classroom while students are present, you are still responsible for the well being and safety of your students. Use the "buddy system" in emergencies only. A "dereliction of duties" write-up will be placed in your file at any time your students are found unattended!

E. Attendance Reporting

Follow the procedures outlined in the NC WISE system.

F. Student Release

Parents should be urged to send a written request for early dismissal. The parent or guardian picking up the child must sign the Sign In/Out book in the office. Students are released on the bell schedule, at class transitions only. **Under no condition should a teacher release a student to an adult directly from a classroom.** The office will call the classroom when student is to be dismissed. (Pre-K uses STAR-Rated Licensure sign-out policy.)

G. Parent Meetings

Staff members will be expected to attend all Parent Empowerment Meetings. Staff

members who cannot attend parent meetings must make prior request to the Chief Academic Officer in writing.

H. Staff Development Meetings

Staff Meetings will be held at 4:15 p.m. on the first Tuesday of each month, unless otherwise called or cancelled. All staff members should be present and on time. Staff members unable to attend should give the Chief Academic Officer prior notice and is responsible for obtaining the information missed.

I. Evaluation

Each teacher will have a minimum of 2 formal observations and several informal observations. There will be one formal observation per semester; one announced observation and one unannounced observation. Anytime a teacher is ready for his/her announced evaluation, please see the Chief Academic Officer with date and time. For announced observations, teachers will include the introduction and summary in addition to the lesson presentation. A student seating chart and the identification of any students with exceptional needs should also be included. Each teacher will follow the IGP given for school wide goals. Individual goals must be completed by teachers. Teachers should have (two) individualized goals. Any areas of need from previous evaluations may be addressed in one's IGP. IGP's must be completed by **TBD** Teachers will submit an electronic portfolio as part of their evaluation on or before **June 1, 2013**. Initially licensed and tenured teachers will follow the evaluation cycle that corresponds with their respective years of experience. (See ILT "Great Beginnings" handbook.)

J. Extension Cords

No personal extension cords are to be used in the building. The office will provide a regulation cord if one is needed. Extension cords are for temporary use only. No equipment is to be permanently connected using an extension cord.

K. Refrigerators/Microwaves

Refrigerators and microwaves must not be located in areas occupied by children unless approved by the Fire Marshal and Health Inspector.

L. Tardy Policy/Clocking In and Out

Parents entrust their children to our staff believing we will be ready to receive them each morning. If a teacher is tardy, it damages this trust, and undermines our vision of great parent relations. Further, students entering unsupervised areas is very dangerous and opens our staff up to liability issues. In the event of a tardy arrival, staff

are to follow the call-in procedures. The following consequences are set up to deter repeat tardiness: Three Tardies in 3 weeks will result in 1 day suspension without pay.

(Administration will select day for convenience of school operation.) Six tardies per quarter shall result in 2 days suspension without pay. 9 tardies in one quarter will result in termination. Tardiness will be based upon time clock punch-in only. All staff must clock out any time they leave the campus. Being off campus without clocking out may or use of inappropriate entrances and/or exits may also be grounds for dismissal.

II. PROFESSIONAL RESPONSIBILITY

A. Lesson Plans

Each teacher is expected to have daily lesson plans. All plans must be thorough so that a substitute is able to understand and carry out the instructional program. **Lesson plans should be left on the teacher's desk daily.** Completed plans need to be complete along with any duplicated materials necessary for implementation. Lesson plans for the quarter must be turned in **before** the first workday of each month. All lesson plans should, among other elements, reflect the North Carolina Standard Course of Study, Multiple Intelligences, Thinking Maps, Problem-Solvers, and Backwards Design. .

D. Assigned Duties

All staff members have assigned duties to supervise students to ensure the proper behavior and safety of students. **Each staff member is responsible for being at assigned duty on time and to actively supervise students in each area.** If a staff member cannot be at his/her assigned duty, it is his/her responsibility to obtain a substitute. **All teachers should stand in the halls, at their classroom doors, to welcome students daily.**

E. Correcting Inappropriate Behavior

Any time or place that a staff member observes a student displaying inappropriate behavior at school, that staff member should take the responsibility for appropriate action to stop/correct that behavior. The "Seraphim Way" or "Way of the Pharaoh" should be the reference when correction is carried out.

F. Telephone Use

1. If you determine that a student needs to use the phone, send him/her to the front office with a note briefly explaining the need. Please remember phone usage is

for

emergencies only. Forgetting homework or P.E. uniforms is not an emergency.

2. **Staff members will not be called away from responsibilities for phone calls** unless there is an emergency. Teachers will check and retrieve their messages from their voice mail boxes. Please inform family members and others of the phone policy.
3. **Teachers are to keep the “speaker” feature activated on classroom phones.** Drill, emergencies, and other communication require this feature.
4. There is no personal cell phone use during instructional time.

III. GENERAL INFORMATION:

A. School Telephone Number

Office (336) ----- Fax (336) -----

B. Invoices and Packing Slips

When you receive a package or shipment is received that is to be paid with school funds, please follow these procedures:

1. Receive prior approval from Chief Academic Officer or designee before ordering.
2. Use shipping list/packing slip to check off what was received.
3. Note any partial shipments or back orders.
4. Sign and date the packing slip and/or invoice signifying that you reviewed and verified the contents.
5. Give all invoices and packing slips to the business office or designee.

C. Office Machines and Duplicating

Duplicated pages consume a large part of our materials budget. The copy machine is very expensive to operate. **Please conserve copies.** Use both sides of paper, when possible. Also, lighten copies, whenever possible, to conserve ink. Copy codes are private and are not to be shared. Complete copy request forms when needed.

D. Supplies

Supplies will be ordered once each semester. Please turn in your orders to the Office Associate on a completed and totaled requisition form. The budget is extremely tight and supplies will be limited. Commonly used items, i.e., paper clips, transparent tape, white out, chart paper, etc. will be kept in the supply areas in the teachers' workroom and mail room. Pre-K to 1st grades - \$50/semester, 2nd to 3rd grades \$45/semester, 4th to

6th grades \$40/semester, 7th to 12th grades \$35/semester, specialists \$30/semester.

E. Laminating

Laminate only the items that will be used permanently in your classroom. Never laminate anything for short-term use. Laminating film is very costly. Do not waste. Take care of the laminating machine and follow the labeled instructions for tear-offs to avoid expensive repairs.

F. Room Appearance

The classroom should reflect each teacher's character and personality. It should be one where students and staff are proud to work as well as one that is inviting to anyone who comes to visit. Some things, which should be considered, are:

1. Display student's work at all times (avoid "store-bought" cut-outs and materials).
2. Bulletin boards should be covered with attractive displays that reflect current instruction.
3. Your desk, as well as the students' desk, should be free of clutter.
4. Bulletin boards outside of classrooms should be changed once per quarter, minimally.

G. Parent/Teacher Communications

We must keep parents continuously informed about their child and his/her progress in school. With the availability of computers, all communication to parents should be neat and professional. **The Office Associate should review all correspondence before dispersing. All communications must be on Schools' letterhead before disseminating.**

During Open House and the first day of school, teachers must inform parents of what supplies students will need. Be very clear about required materials, homework, and procedures. **Copies of this information must be turned in to team leaders prior to Open House. These lists may be distributed to local stores for posting, once reviewed.**

Regularly and frequently, student work and/or communication items will be sent home to all parents. Teachers should have some method of documenting parent inspection of student's work. Include any necessary personal correspondence concerning individual student progress.

Monthly reports will be sent home with all students beginning August 25th.

High school progress reports will be sent monthly. All grades from specialists should be sent to homeroom teachers. One completed copy goes home to parents. Bi-monthly reports will be used until a student demonstrates 80% proficiency. All reports should be turned in to Chief Academic Officer or designee before being sent home (see teacher calendar).

On the first school day of each month, teacher teams will supply parents with a monthly newsletter information. It will include reminders, notes, upcoming events, and major projects. This will allow parents the opportunity to work with their children and thus create a partnership between school and home. The information for this newsletter is to be compiled in time for it to be reviewed and edited BEFORE dissemination.

Teachers are to NEVER let more than two weeks of poor performance pass without attempting to have a conference with a parent/guardian. We must make all possible efforts to get parents in for conferences. Plan conferences with examples of student work and be positive about the child. If parents will not come to the school, see the Relationship Development Coordinator (R.D.C.), Office Associate, or Administrators and they will be glad to plan a conference and notify the parents. Take notes during the conference to document what was said and the results. Keep records of parental notification in a log.

H. Class Whereabouts

When your class is out of the room; use your door sign to denote your whereabouts so that you can be located if needed.

I. Reading & Writing

Reading is the most important subject we teach. It is taught daily in all subjects.

Let's begin the year with the following school-wide goals:

- 1. Each child should read or be read to daily. 3-8 teachers will read aloud at least twice weekly.**
- 2. Each student should write/type daily. (e.g. Journal entries, essays, letter, etc.). Children not yet writing can be lead through the process with "language experiences."**
- 3. Writings should be "published" as often as possible. Each student should publish at least once per semester.**

J. School Parties

Instructional time is to be protected. **There will be no parties allowed during**

instructional time. Teachers must make sure parents understand we do not have birthday parties for students during the school day. Families may provide special snacks during lunch, for birthdays. School-sponsored reward celebrations are the only exception. Teacher reward and celebration must be approved in writing by Chief Academic Officer five days in advance.

K. Snacks

In order to keep the classrooms as clean as possible and free from pests and rodents, no spillable treats or snacks are to be consumed in the classrooms. The playground, cafeteria, or anywhere outside are available for these types of snacks. Pre-K, Kindergarten, and 1st grade classes may have snack in their rooms. Teachers are responsible for the clean up of spills.

L. Employee Appeals

An employee appeal shall lie from the decision of all school personnel to the Chief Executive Officer. In all such appeals it shall be the duty of the Chief Executive Officer to see that a proper notice is given to all parties concerned and that a record of the hearing is properly documented.

IV. **BUILDING AND MATERIALS MAINTENANCE**

A. Classroom Neatness and Cleanliness

Teachers bear some responsibility for the cleanliness of the room. Efforts should be made to instill in students pride in the care of the building. Adhering to the following routine will help to ensure proper care of the classroom:

1. **Report needed repairs to the administrative office promptly (Record repairs on a requisition form and include name and room number.).**
2. Require your students to clean their desks daily and leave no paper on the floor.
3. See that classroom storage areas are kept neat and orderly. Avoid letting newspapers, magazines, etc. collect in the classroom after they are no longer usable. **DO NOT STORE ANY ITEMS ON THE FLOOR.**
4. Nails are not to be driven into the walls and no tape on sheetrock walls. Use “tack and stick” putty or “sticky clips” to adhere notices to walls and glass.
5. Leftover food contributes to bug problems; remind students with lunch boxes to take them home at the end of the day. Food is not to be taken out of the cafeteria at lunch.
6. **Never attach or string items from the light fixtures.**
7. Approved animals are permitted in the classroom for educational purposes as long as they are maintained in a neat, clean, and orderly fashion. **Food for the animals must be kept in closed plastic or metal containers.**
8. **Classroom door windows must remain uncovered.** (see threat procedures)

9. Keep the storage areas neat and organized. The floor, whiteboards, and desks should be clean. It is not the responsibility of the custodian to pick up items from the floor. Please have the floor clutter free so that the custodian can spend his/her time cleaning; not getting ready to clean. Please put student chairs on top of the desks when you leave the room so the floor may be cleaned.
10. At the end of the day, close blinds, close and lock windows, and lock your classroom doors.
11. To conserve energy, lights must be turned off when the classroom or area is not in use.
12. Classroom emergency doors are to remain locked at all times.

B. Books and Materials

All books and materials in this school are here for the use of the students. Teachers are expected to supervise the distribution and care of these materials. When appropriate, students will be held responsible for losses and damages. Teachers should write student's name, condition code (N, G, F or P), and year (2009/2010) in each state adopted textbook. Whenever feasible electronic books and materials should be used.

C. Electrical Appliances

No portable heaters are permitted in the building. No hot plates, microwaves, and ovens may be used in the classrooms. Students that require special food must have a note from the doctor and the teacher may use a microwave for heating their food only if necessary. **Students are not to heat the food themselves and they are not to be allowed to use the microwave in the teacher's lounge.** A fire extinguisher must be present and appliance must be disconnected and stored as soon as it has cooled. **CANDLES ARE NOT PERMITTED BY LAW.**

D. Use Of Commercial Video / AV Materials

With the general public's critical eye on the instructional program of the schools, the Chief Academic Officer or designee will approve all commercial audiovisual materials. Curriculum related AV materials should be chosen with care. Movies or videos shown only for entertainment will be limited and only allowed on special occasions with administrative approval. This is not to discourage teacher creativity, but to protect instructional time with justification and credibility.

E. Contacting Law Enforcement Officials

In an emergency situation, students, teachers/staff, and the school all need to be protected from any undue publicity. To help ensure this, the administration will make all contacts with any and all law enforcement agencies. This includes protective services and juvenile agencies. In case of emergency, contact any member of administration immediately, using the "all call system".

F. Notices/Memo to Parents/Staff

All written communication must have **prior approval** from the Chief Executive Officer, for content and then forwarded to the Office Manager for editing **before** dissemination to staff, parents, or the public. This is to protect everyone concerned in any given situation. The letterhead of the schools must be displayed for all outgoing mail.

G. Collecting Funds

When collecting money from students or staff, a receipt must always be given to avoid any discrepancies. Be sure to record name, date, amount, if it is cash or check, and the occasion. All monies collected should be brought to the office daily for safekeeping by 4:00 p.m. No money should be kept in the classroom or taken home.

H. Furniture

No furniture should be moved from any room without the Chief Academic Officer or designee's permission. Rooms should remain as you find them. Each room should have an overhead projector, electrical cart, TV/VCR, and computer.

I. Classroom temperature

The thermostats control up to three separate classrooms. Any teacher wishing to have temperature adjusted the temperature must complete a requisition and place in the mail box of the Chief Student Services Officer or designee. The requisition should indicate cooler or warmer adjustment and the signature of all three teachers. Temperature will be adjusted in 3 degree increments. Wearing layers of clothing that can be added or removed is recommended.

J. Restricted Kitchen Access

Only designated kitchen workers are permitted to be in the kitchen when food during food preparation or, cooking, and serving. Unnecessary people in the kitchen are prohibited. Necessary persons include: child nutrition kitchen personnel; food service delivery persons following the established delivery protocol; administrators responsible for management and oversight of child nutrition operations; custodian responsible for kitchen; maintenance personnel for purposes of performing their duties in the designated area requiring attention; Executive Director or Executive Leadership Team members.

Pre-kindergarten teachers are only allowed to use the washing machine and dish washing machine to wash toys and linen between 3:00 p.m. and 5:00 p.m. Teacher must check with front desk to obtain the key and is held responsible for the kitchen area during their use. They must sign the attached log to indicate the time in and out for each occurrence.

V. **NORTH CAROLINA PUBLIC SCHOOL LAW I I SC-307**

Duties of Teachers

- To Maintain Order and Discipline: It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers, and teacher assistants when given

authority over some part of the school program by the administration or supervising teacher, to maintain good order and discipline in their respective schools.

- To Provide for General Well-Being of Students: It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers and teacher assistants when given authority over some part of the school program by the principal or supervising teacher, to encourage temperance, morality, industry, neatness, and all other Q.E.S. character traits; to promote the health of all pupils, especially of children in the first three grades, by providing frequent periods of recreation, to supervise the play activities during recess, and to encourage wholesome exercises for all children (See Q.E.S. Nutrition Plan).

- To Provide Some Medical Care to Students: It is within the scope of duty of teachers, including substitute teachers, teacher assistants, student teachers or any other public school employee when such given authority by the school of Education or its designees:
 - (1) To administer any drugs or medication prescribed by a doctor upon written request of the doctor and
parent(s)/guardian(s), through the school office supervision (this will typically be administered by Relationship Development Coordinator or trained designee)
 - (2) To give emergency health care when reasonably apparent circumstances indicate that any delay would seriously worsen the physical condition or endanger the life of the pupil and
 - (3) To perform any other first aid or life saving techniques in which the employee has been trained in a program approved by the State Board of Education.

Any public school employee, authorized by the school of Directors or its designee to act under (i), (ii), or (iii) above, shall not be liable in civil damages for any such authorized act or for any omission relating to such act unless such act or omission amounts to gross negligence, wanton conduct or intentional wrongdoing. Any person, serving in a voluntary position at the request of or with the permission or consent of Board Of Directors or its designee, who has been given the authority by the Board of Directors or its designee to act under (ii) above shall not be liable in civil damages for any such authorized act or for any omission relating to such act unless the act amount to gross negligence, wanton conduct or international wrongdoing. At the commencement of each school year, but prior to the beginning of classes, and thereafter as circumstances require, the administrator of each school shall determine which persons will participate in the medical care program.

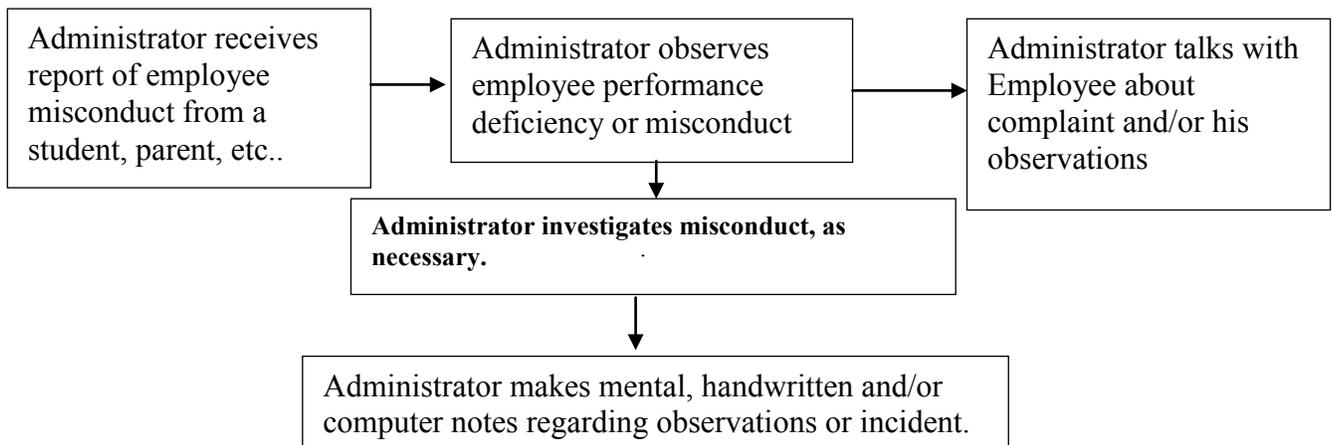
- To Teach the Students: It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers, and teacher assistants, to grow each student academically to the students' full potential.
- To Enter into the Administration's Plan for Professional Growth: It shall be the duty of all

teachers, including student teachers, substitute teachers, voluntary teachers, and teaching assistants when given authority over some part of the school program by an administrator or supervising teacher, to enter actively into the plans of the administration for professional growth of the teachers.

- To Discourage Non-attendance: Teachers shall cooperate with the administration in ascertaining the cause of non-attendance of pupils and that he/she may report all violators of the compulsory attendance law to the school counselor in accordance with rules promulgated by the board.
- To Make Required Reports: Every teacher of a public school shall make such reports as are required by the Board of Directors and the Executive Director. The vouchers for the pay of teachers shall not be approved until the required monthly and annual reports are made. The administration/Executive Director may require teachers to make reports to the administration. Provided further, that any teacher who knowingly and willfully makes or procures another to make any false report or records, requisitions, or payrolls, respecting daily attendance of pupils in the public schools, payroll data sheets, or other reports required to be made to any board or officer in the performance of their duties, shall be guilty of a misdemeanor and upon conviction shall be fined or imprisoned at the discretion of the court and the certificate of such person to teach in the public school of North Carolina shall be revoked by the Executive Director of Public Instruction.
- To Take Care of School Buildings. It shall be the duty of every teacher to instruct children in proper care of property and to exercise due care in the protection of school property and to exercise due care in the protection of school property, in accordance with the provision of G.S. III SC0523. (1955, c. 1372, art. 17, ss. 4, 6; 1959, cc. 10 1 6,1294, 1969, c. 638, ss. 2,3; 1971, c. 434; 1981, c.423, ss 1; 1985, c. 642; c. 686, s.2; 1989, c. 585, s. 4.)

DOCUMENTING EMPLOYEE PERFORMANCE

Stage 1 - Informal Observations -



Stage 2- Placing Documents in the School Personnel File

Administrator asks parent or student to

place complaint in writing.

- Make sure letter is signed and dated
- Date stamp document when received

Administrator drafts memo, which includes, at a minimum:

- Name of Administrator
- Name of employee
- Date memo
- Body of memo should describe incident and refer to any similar incidents in the past that have not been documented previously.

Administrator requires employee to sign and date document to acknowledge its receipt.

- If the employee refuses to sign and date the document, inform the employee that refusal to sign the memo to acknowledge its receipt is an act of insubordination and that recommendation will be made to the board that the employee be suspended without pay pending and investigation into the employee's insubordination.
- The administrator must give the employee notice that the employee has 2 days to submit a written response to the memo/complaint before it is placed in the personnel file.

If the employee's conduct has improved, do not remove a previous memo/complaint letter. Add a new memo praising the employee for improving his/her performance.

Personal notes kept about an employee during the school year should be reviewed with the employee. An appropriate summary of the notes will be placed in a memo and placed in the personnel file along with or as part of the employee's evaluation.

The employee may file a grievance if the employee believes the contents of the memo/complaint letter are invalid, irrelevant, outdated or false as provided by G.S. 115C-325 (b)

During the course of the school year, the administrator shall place important memos and letters in each employee's personnel file.

- Employee must be given a copy of all documents, and
- Two days to submit a response to place in personnel file

The High Point College Preparatory Academy non-instructional team is not hierarchical, but a true **team**. Members of the team have major areas of expertise that correspond with their major areas of responsibility and accountability. The following schematic, though linear in visual representation, is not indicative of a hierarchy, but that of the flow of information.

VII. REGISTRATION OF STUDENTS

Each parent will be asked to complete an updated information sheet on students. It is very important that we have accurate information such as to telephone numbers, addresses, and emergency information so we can reach someone quickly should the student get sick. Please put the teacher name on the information form and turn in to the Office Associate. A copy will be returned to you to keep in the classroom. During the year as you learn of changes, give the changed information to the Office Associate in written form. **ALL CHANGES SHOULD BE WRITTEN IN RED.**

When students are brought to your room, greet them with a smile. Be sure they know you are glad to have them. If you have a question about their placement, ask later in the office, not in front of the student(s).

The R.D.C. will contact the school previously attended for his/her records. If you wish to know about the students, give the R.D.C. two weeks to obtain records.

Note student's first day of attendance in NC WISE using method explained in training.

VIII. WITHDRAWAL

Speak with family regarding the nature of the move. Secure all textbook, supplementary books, and library books before the student leaves. Complete the student's EXIT FORM after 3 unexcused absences. Do NOT drop student from your roll until a formal exit form has been processed.

Send all copies of the report card to the R.D.C. when you learn a student is withdrawing. The counselor will make a copy of the card and return it to your box for you to record grades and attendance thus far for the quarter's work. This becomes particularly important if the child has been in attendance for twenty or more days. After you have recorded this information, who will make a copy and place in the student's permanent record. Be sure cumulative folder includes all information such as health card, test scores, etc.

A. Access To Student Records

- Student's Current Regular Teacher
- School Secretary/Office Administrator, Instructional Assistant Working on Records,
- Guidance Counselor, Social Worker, Psychologist or other support staff and Administrators

- Coordinator of Exceptional Child Program
1. No student's records may be examined or inspected by persons other than parent of student except in the following cases:
 - a. Teachers and school officials of the local administrative unit who have legitimate educational interests.
 - b. Officials of other schools or school systems in which the student intends to enroll upon the condition that the parent or student be notified and given a copy of any portion of the records which are transferred to such other school or school system and have an opportunity for a hearing to challenge the content of the record.
 - c. Authorized representatives of state and federal government who are determining eligibility of children for financial aid and/or monitoring programs.
 - d. When required by a judicial order or any lawfully issued subpoena upon the condition that parents/students are notified in advance of the compliance.
 2. All other persons may gain access to a student's record only with specific written consent of parent.
 3. Student information may not be released to a third party without the consent of the parent/student
 4. The parent or eligible student (18 years old) has the right to read, inspect or copy school records kept on this student. On request these records will be explained, interpreted or analyzed by the school staff.
 5. The parent or eligible student has the right to a hearing to challenge the validity of the contents of school records.
 6. The term "school records" does not include personal notes of teachers or professionals working with the child.

B. Homework

Homework assignments should be geared to the individual needs of students and should be used to cause the student to think creatively, to reinforce classroom instruction, and to complete

unfinished classroom assignments. Homework assignments should be clear. **Homework assignments should never be used for punitive purposes.**

C. Meeting Special Needs Of Students

There are programs in several areas in an attempt to meet the special needs of students.

1. Gifted/ Advanced
3. Hearing Impaired
4. Educable Mentally Disabled
5. Trainable Mentally Disabled
6. Severely and Profoundly Mentally Handicapped
7. Emotionally Handicapped/Educable Mentally Disabled
8. Orthopedically Impaired
9. Seriously Emotionally Disabled
10. Specific Learning Disabilities
11. Language Delayed
12. Visually Impaired
13. Behavioral Emotionally Impaired

It is crucial that students with special needs be identified early in their educational careers. It is also helpful to make the identification as early in the school year as possible in order to facilitate the certification process. Certification takes place after referral, testing, and evaluations. Once identification of a student with special needs has taken place, it is the responsibility of the school personnel to exhaust all resources in meeting those special services.

Responsibilities of the Classroom Teacher

- 1) Awareness of programs for special needs.
- 2) Personalized Education Plan (P.E.P.) for each student.
- 3) Identify students with suspected special needs.
- 4) Seek assistance from support personnel. (Administrators, Special Educators)
- 5) Notify parents in writing that there is a concern with their child.
- 6) Refer student to Chief Federal Programs Officer.
- 7) Meet with IEP Team.
- 8) Try modifications and interventions suggested by Team.
- 9) Team will refer student for testing if necessary.
- 10) If IEP Committee recommends psychological testing, psychological referral should be completed.
- 11) Parental permission must be obtained.

- 12) While waiting for testing, efforts should continue to meet the special needs of the student.
- 13) Review test results with IEP Committee.
- 14) If certification takes place, write the Individual Education Plan (IEP) with the assistance of the special educator or person assigned by the IEP Committee.
- 15) If an exceptional student is placed in the classroom for all or part of the day as the least restrictive environment, the teacher should:
 - a. Work with the special educator in meeting the special needs of the student.
 - b. Conduct periodic conferences with the special educator concerning the student
 - c. Assist students in accepting exceptional student like any other student in the class
 - d. Notify all specialists of EC designation

Responsibilities of School Support Personnel (Administrators, Physical Education Teacher, Arts Teacher, etc.)

1. Awareness of special needs of students
2. Awareness of students identified with special needs
3. Assistance to classroom teacher in identifying students with special needs.
4. Assistance to classroom teacher in meeting special needs in special area, for example, special seating arrangement in music, art, etc.
5. Serve as consultant to classroom teacher using expertise in certified area
6. Assist students in accepting exceptional student like any other student in school.

Responsibilities of School Special Educator

1. Assist School Assistance Team
2. Assist IEP Committee
3. Provide staff awareness of special programs and assist teachers in identification process
4. Serve as consultant to teachers with students having suspected or identified special needs
5. Conduct periodic conferences with classroom teachers working with students with special needs.
6. Assist teachers in writing IEP for students certified

Responsibilities of School Assistance Team (SAT)

1. Receive referral from teacher
2. Notify parents of teacher's concerns
3. Assist teacher with suggestions of intervention and modification
4. Observe student in the classroom
5. Monitor interventions and modifications.

6. Make recommendations to IEP (Individual Education Plan) Committee

Responsibilities of IEP Committee

1. Receive referral information on students with special needs from school referral coordinator
2. Explore in-school and system-wide resources to meet special needs of student
3. Provide suggestions to teacher as how to meet special needs of student
4. Ensure that with parental permission, appropriate evaluations are obtained, interpreted to parents, and discussed by committee within the prescribed time frame
5. Forward IEP Committee's recommendations for compliance review.
6. If special services are recommended, a conference is held with the student's parent(s) to explain the services and an Individual Education Plan (IEP) is developed by appropriate staff before placement. An annual review is accomplished to determine appropriateness of continuation of each student's program.

D. Procedures For Retention Of Students

The school operates to serve the best interest of the individual student. This should be kept in mind in every promotion or retention decision. Although there are certainly times in which retention is called for, much research seems to bear that retaining students often does as much harm as good. For this reason, the school needs to weigh carefully all factors in making a decision to promote or retain.

We believe that the following should be considered in the promotion decision:

1. What is the chronological age of the student?
 2. How mature is the child physically, socially and emotionally?
 3. Has the student ever been retained?
 4. Is he one or more years behind in achievement?
 5. Are we serving the best interests of the student if he/she is already one or more years behind his chronological age group to retain him a second or third time?
 6. Will we tear down the self-image and self-esteem of the child to retain him?
 7. Will the student, if he is promoted, lack the necessary concepts and skills to achieve at the next level or will he/she be more successful if he/she repeats?
 8. Has the student put forth a reasonable amount of effort?
 9. Is truancy a problem?
 10. Has the student gone through Student Assistant Team?
 11. Performance on EOG for 3rd – 8th grade students.
- * SAT referral should occur no later than by 2nd quarter.

Teachers should communicate frequently with parents throughout the year when a problem exists.

At the end of the **SECOND QUARTER** a certified letter is sent to all parents of children who may have difficulty being promoted. At the end of the **THIRD QUARTER** a letter is sent to these parents stating whether the problem has been resolved. During the third and fourth quarters the teacher should keep a record of all parental conversations. During April, a conference between the Chief Academic Officer, parent, and teacher should be held. At that time a review of the categories of the “Light’s Retention Scale” should be submitted.

In the final analysis, the decision rests with the Chief Academic Officer. The Dean will confer with the student’s teachers and parents/guardians in making the decision. The final decision should always be determined by the answer to the question “Is the student going to benefit more by going on to the next level?” An appeal process will also be available for the student and parent(s).

IX. FIELD TRIPS (SEE FIELD TRIP PACKET)

Field trips or other trips will not be scheduled until cleared with the Chief Academic Officer and other administrators. 3rd-12th grade field trips will be planned to take place August -February.

Field trips must be well-planned. There should be class discussions on the place you plan to visit before and after the trip. **Trips should be approved by the Chief Academic Officer before information is given to the students and parents.**

- A. Trip Request: A field trip request form is to be completed and turned in to the Chief Academic Officer for approval. All major field trip requests must be turned in one month prior to occurrence. Request for transportation is included on this form.
- B. Parental permission slips must be signed by a parent or guardian and turned in to the teacher in charge **14 days before** the proposed trip.
- C. When any monies are involved, they should be collected by the teacher and turned in each day for safekeeping. All money should be collected and turned in to the office **14 days before the trip. Requests for checks from the office must be made at least seven (7) days before you need the check. NO EXCEPTIONS!**
- D. In planning for a field trip, teachers will not purchase tickets, theater seats, etc. before receiving the money for these tickets from their students. Teachers will explain to their students when the trip is first proposed that paying his or her share of the costs will constitute a firm commitment. The teacher must explain that **the money cannot be refunded unless**

the refund would not impose an additional burden on the other students and/or the school.

E. An alphabetical list of students participating in the field trip must be turned in to the **office 14 days before the trip along with a list of students not participating and the teacher responsible for those students.** This will be used in case of an emergency. Emergency cell phone numbers should also be left with the office in the event the office needs to contact a teacher or parent.

F. No student will be denied participating in a field trip without approval from Administrators.

X. HEALTH AND SAFETY

A. Chemicals

After the disaster in Hamlet, N.C., the State has become much more stringent concerning safety. We are subject to large fines if any chemical (cleaning agent) is in the classroom. Remember, any product with a label reading “keep out of the reach of children” **should not be kept in your room unless under lock and key. Certain cleaning agents are required in the classroom for Pre-K and K.**

Student Accidents

Report all student injuries to the office immediately. A formal report must be sent to the office.

We do not have the facilities or the time and personnel to monitor sick students. Do not take a student to the office unless you feel they should go home due to suspicious rash, vomiting, diarrhea, and/or fever. If none of these symptoms exist, students should remain in the classroom. **Never send a sick or injured student to the office unescorted. A general first aid supplies bag must be in each classroom. Please take these bags with you on trips away from the school, student activities, and on the playground.**

Medication

Students requiring the use of prescription or non-prescription medication during the school day must have written request from physician on file in the office. We have special forms for parents to use and a log must be kept by the person administering the medication. The request must include the name of the medication, purpose, dosage, and how administered. Never administer or allow a student to administer medication without these requirements being met. **All medication will be stored and administered by the office.**

B. INFORMATION REGARDING SICK STUDENTS

Teachers must accompany students to the office/health room for the following reasons:

1. Suspected elevated temperature.
2. Draining fall sores. (Impetigo)
3. Severe abdominal pain.
4. Nausea, vomiting and diarrhea (if persistent)
5. Pink-eye (Conjunctivitis)
6. Injury where there is swelling, severe pain, or question of sprain or broken bone.
7. Injury where there is bleeding.
8. Injury such as chipped tooth, etc.
9. Eye injury.
10. Rash accompanied with fever.
11. Bee stings.
12. Head lice (contact office for class check)

*Teachers should notify parents if any of the above situations occur.

Consult with school nurse regarding:

- A. Children who make frequent trips to health room.
- B. Children with chronic cough.
- C. A child with many vague complaints, such as headaches, stomach aches, etc.
- D. Any problem in which you are in doubt.

Things **NOT** to do:

1. **Never** give any type of medication including nose drops, eye drops, or aspirin.
2. **Never** squeeze or pick sore or pimple.
_(Copy as needed)

HEALTH REFERRAL FORM

(To be used for extreme emergencies only)

Student's Name _____

Grade _____ Teacher _____

Date _____ Time _____

Reason for referral:

C. SCHOOL FIRE DRILL INSTRUCTIONS

SIGNAL: A continuous sound of the bell and blinking alarm lights.

1. The teacher shall designate at least two (2) ways or plans of exit from their classrooms.
2. The posted fire exits must be followed.
3. Teachers shall check these exits each morning to be sure they are unlocked, not blocked, and are available.
4. Teachers shall explain to their entire class the fire signal used at HPCP.
5. Teachers are to appoint a captain to lead their students outside to a safe distance from the building.
6. Teachers shall appoint a leader to take charge in their absence.
7. Upon arrival outside the building, the teacher is to check the roll of his/her class and account for every student.
8. The teacher shall be the last one to leave the room. He or she shall be sure no one is left in the room and shall close the door as he/she leaves.
9. No one shall stop to close windows when leaving the room.
10. The teacher shall be responsible for the conduct of the class.
11. Students and teachers are to remain silent until the all clear signal.
12. The students shall move quietly and steadily so they may hear any necessary instructions.
13. Students are not to stop to put on coats or clothing for any reason.
14. All personnel not assigned to fire drills are to leave the building. This includes principals, teachers, office workers, cafeteria staff, and maintenance workers.
15. Cafeteria personnel shall turn off all fires, ovens, and appliances before leaving the building.
16. All classes outside the building shall remain outside the building, in designated area, until the **ALL CLEAR** is given.
17. Teachers shall see that these instructions are explained and understood by all students.

D. WEATHER WARNING DEFINITIONS:

In order that actions recommended in this analysis are acted upon the correct time frame, the following storm warnings used by the Weather Bureau are defined in order of severity.

1. Severe Thunder Storm Watch - means that weather conditions are such that a severe thunderstorm may develop.
2. Severe Thunder Storm Warning - means that a severe thunderstorm has developed and will probably affect those areas stated in the weather bulletin.
3. Tornado Watch - means that weather conditions are such that a tornado may develop.
4. Tornado Warning - means that a tornado has been formed and sighted and may affect those

areas stated in the bulletin.

RECOMMENDED ACTIONS

1. Severe Thunder Storm Watch - review severe weather plan of operation.
2. Severe Thunder Storm Warning - relocate all students from portable classrooms to main school building:

The following safety Directions should be observed:

- a. Be cautious, but don't be afraid. Stay indoors and keep informed.
- b. Stay away from electrical appliances while the storm is overhead.
- c. If lightning catches you outside, remember that it seeks the easiest not necessarily the shortest - distance between positive and negative centers. Keep yourself lower than the nearest highly conductive object, and maintain a safe distance from it.

3. Tornado Watch means that weather conditions are such that a tornado may develop. A **tornado warning** means that a tornado has been formed and sighted. Action should be taken immediately. Once the administrator has received the signal, it will be her duty to notify the teachers, students, and others of appropriate action to take. If there is a tornado watch, the administrator should notify all teachers by visiting them personally or by handing them notes, so that they can be alerted to the situation and ready to act immediately. If the watch should be changed to warning, there is no need at this time for the administrator or the teacher to inform students of the situation. However, there is a need for the principal to post lookouts.

TORNADO DRILL PROCEDURES

1. WATCH: Weather Conditions are such that a tornado may develop

Office staff notifies teachers through phone speaker. Check your roll book and note where any child is if he/she is not with you. Calmly tell your students that there is to be a Tornado Drill and review procedures with them.

2. WARNING: A tornado has been sighted in the area

Designated alarm sound through P.A. system will notifies staff. Take your class to the assigned area (SILENTLY). Students should take only coats that they have at their desks. When the class reaches its designed shelter area,

Students should be instructed to assume position - with hands covering the back of the head. They should be positioned with the head toward the wall and back to the corridor. If available, coats and jackets can be used to cover heads, arms, and legs as a means of protection. There will be no talking. Teachers check roll and account for each child.

Position of body:

- on knees
- bottoms as low as possible
- hands covering head
- heads toward the wall

If a class is in a special (music, art, etc.) at the time of the drill, the Specialist will stay with the class and the classroom teacher should also go to the location of his/her students.

E. IN CASE OF BOMB THREAT (CONFIDENTIAL)- (SEE SAFE SCHOOLS PLAN)

The purpose of most bomb threats is to disrupt normal activity. The less excitement involved will probably help lessen the chances of reoccurrence.

This is confidential for teachers and for personnel information only. The following procedures will be followed in the event we receive a bomb threat:

1. To minimize alarm and confusion, a color coded message will be used to communicate emergency situations. When the message cannot be given safely via the school phone system, a laminated card will be placed in classroom door windows by fulltime staff to signify a "Civil Defense Practice Evacuation Drill. During inclement weather, staff will have students put on coats before leaving the building (provided coats are easily accessible within the room they are in). The card codes are: **Red-bomb threat, Purple-armed person on campus, Blue-biological threat, Green-Caution-lock doors, and Black-all clear.** The corresponding actions are delineated in the Safe Schools Plan.
2. Teachers should make a quick check of their assigned rooms or areas and report all unusual packages, boxes, bags, etc., to a member of administration.
3. Each teacher should select one or more students to lead the class to a safe area on far side of the church building (Lansing Drive side). The teacher should bring up the rear of the class. A minimum of 300 feet away from the building is considered a safe distance. In the event of code Blue (biological threat), the school must reconvene at safe site (see Safe Schools Plan)

4. If his/her classroom is next to a restroom or other vacant room, make sure these areas are checked for students.
5. The teacher should take the roll book and check attendance to make sure that no student is missing. If someone is missing, the Chief Academic Officer or designee should be informed immediately.
6. The Chief Academic Officer and/or designee(s) will check restrooms, hallways, closets, boiler room, etc. The secretary will check the office area.
7. An administrator will assist in checking empty rooms. Then they will go to the parking lot and assist in the supervision of students.
8. Cafeteria staff members will be responsible for checking their area and moving to a safe area.
9. Specialist will check their area and move to a safe area.
10. The Administrator or designee will telephone the proper authorities.
11. Do not return to your class in the building until you have been notified to do so.

TEACHER CHECKLIST - FOR USE IN CASE OF BOMB THREAT

To be completed upon request, detached and returned to the office within five (5) minutes.

Room No. _____

Teacher _____

Time _____

Date _____

DO NOT ANNOUNCE A BOMB THREAT TO YOUR CLASS.

SURVEY YOUR ROOM CAREFULLY, then respond to each question on the list. This checklist is designed to assist the teacher in checking the classroom for explosives. Your search will assist authorities in determining the explosives. Your search will assist authorities in determining the necessity of evacuating the building. If you feel your room and its contents are free from any foreign or suspicious objects, check the YES column. If a suspicious object is found, REPORT IT. DO NOT TOUCH, MOVE, OR JAR THE OBJECT or anything attached to it.

YES	NO	Did I check my room for any:
_____	_____	Extraneous wires, or strings?
_____	_____	Packages?
_____	_____	Ticking sounds?
_____	_____	Lengths of pipe?
_____	_____	Dynamite caps or sticks?
_____	_____	Unexplained objects?
_____	_____	Did I Look: On the floor, around the baseboard?
_____	_____	On the walls, behind pictures, etc.?
_____	_____	On the ceiling, from suspended objects, etc.?
_____	_____	In the student and teacher desk?
_____	_____	Among the books, bookshelves, etc.?
_____	_____	In the closets, storage areas, etc.?
_____	_____	Among the packages?
_____	_____	To the best of my knowledge, this room is free from any foreign articles that could contain explosives

Fold checklist, send to office AND call 101, 102, 103, and 104 to alert the office (messenger must remain in office until released to classroom)

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

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

Qualifications for Staff

Executive Director: Qualifications: This person will have the ability to effectively manage the overall oversight of the financial and academic operations of the school. Must have experience in the operation of Elementary and/or Secondary Schools and/or demonstrated ability to effectively manage systems and people. Person must have a Masters Degree or above. A demonstration of leadership qualities is required. Experience in business management is preferred. They shall not have been convicted of a felony.

Director of Instruction (Principal): Qualifications: Will be required to have a Masters Degree (or above) in Elementary, Secondary Education or a related field and a minimum of 3 years teaching experience. They must possess leadership qualities, patience and understanding for staff, knowledge in diverse curriculum, excellent communication skills, a love for children and parents, and a love for their community. They shall not have been convicted of a felony.

Office Associate: Qualifications: Will be able to adequately use a computer word procession program, EXCEL and be willing to train and learn and learn other computer programs as needed for record keeping. Must be polite and able to talk with the public in a pleasant manner. High school diploma.

Director of Finance & DPI Reporting: Qualifications: Must have experience in operating a business office. Responsible for maintaining records and processing reports as required by the various reporting agencies, including Dept. of Public Instruction and the taxing entities, to name a few. Handles all purchasing and balances the school's budget. Grant writing experience preferred, be willing to receive training in NC accounting principles for schools. Will not have been convicted of any felonies.

Director of Parent & Community Development: Qualifications: Will demonstrate related experience in community organizing and grassroots community marketing. Strong ties to the High Point community preferred. College degree required, Masters degree preferred.

Financial Reporting Assistant: Qualifications: Will be able to adequately use a computer word procession program, EXCEL and be willing to train and learn and learn other computer programs as needed for record keeping. Person must be polite and able to talk with the public in a pleasant manner. Must demonstrate the ability to process accounting activities. Two year of college needed and must not have been convicted of a felony.

Teachers: Qualifications: The full time teachers shall be North Carolina licensed teachers, be Highly Qualified and shall have a knowledge and understanding of the curriculum and demonstrate the ability to teach the curriculum to all learners. They shall not have been convicted of a felony.

Teachers Aide: Qualifications: At least a two-year degree. Criminal check required.

Guidance Counselor: Masters degree in school counseling. Criminal check required.

Custodial/Maintenance—Related experience required. High School diploma or GED. Criminal check required.

ENROLLMENT

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

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.

The marketing plan to recruit students to the school will be community-specific, beginning in the communities immediately surrounding the location of the school and expanding across the city and county.

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school. Explain the analysis utilized to determine these specific enrollment figures

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

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

**PROJECTED ENROLLMENT
2012-13 through 2016-2017**

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY COME
Guilford County Schools

List LEA #1 – High Point College Preparatory Academy

List LEA #2 – _____

List LEA #3 – _____

<u>GRADES</u>	2012-2013			2013-2014			2014-2015			2015-2016			2016-2017			
	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>50</u>		_____	<u>58</u>		_____	<u>52</u>		_____	<u>56</u>		_____	<u>47</u>		_____
First	1	<u>50</u>		_____	<u>58</u>		_____	<u>52</u>		_____	<u>56</u>		_____	<u>47</u>		_____
Second	2	<u>50</u>		_____	<u>58</u>		_____	<u>52</u>		_____	<u>56</u>		_____	<u>47</u>		_____
Third	3	<u>50</u>		_____	<u>58</u>		_____	<u>52</u>		_____	<u>56</u>		_____	<u>47</u>		_____
Fourth	4	<u>50</u>		_____	<u>59</u>		_____	<u>52</u>		_____	<u>56</u>		_____	<u>47</u>		_____
Fifth	5	_____		_____	<u>59</u>		_____	<u>52</u>		_____	<u>56</u>		_____	<u>47</u>		_____
Sixth	6	_____	_____	_____	_____			<u>54</u>		_____	<u>56</u>		_____	<u>46</u>		_____

PROJECTED ENROLLMENT 2012-13 through 2016-2017 (continued)

		2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
		LEA	LEA	LEA	LEA	LEA										
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Seventh	7	—	—	—	—	—	—	54	—	—	56	—	—	46	—	—
Eighth	8	—	—	—	—	—	—	—	—	—	56	—	—	46	—	—
Ninth	9	—	—	—	—	—	—	—	—	—	—	—	—	46	—	—
Tenth	10	—	—	—	—	—	—	—	—	—	—	—	—	46	—	—
Eleventh	11	—	—	—	—	—	—	—	—	—	—	—	—	46	—	—
Twelfth	12	—	—	—	—	—	—	—	—	—	—	—	—	46	—	—
LEA Totals		250	—	—	350	—	—	420	—	—	504	—	—	604	—	—
Overall Total Enrollment		250			350			420			504			604		

Budget: Revenue Projections 2012-13 through 2016-2017

INCOME: REVENUE PROJECTIONS	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
--State ADM Funds	\$1,106,822.50	\$1,549,551.50	\$1,859,461.80	\$2,231,354.16	\$2,674,083.16
--Local Per Pupil Funds	\$630,482.50	\$882,675.50	\$1,059,210.60	\$1,271,052.72	\$1,523,245.72
--Federal Funds	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Grants*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Foundations*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Private Funds*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Other Funds*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
TOTAL INCOME	<u>\$1,737,555.00</u>	<u>\$2,432,577.00</u>	<u>\$2,919,092.40</u>	<u>\$3,502,910.88</u>	<u>\$4,197,932.88</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 2012-13 through 2016-2017

**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.

**Figuring State Dollars: The Adjusted \$/ADM for Guilford County in FY 2011-12 is \$4,427.29.
The Adjusted State \$/ADM times the Projected Enrollment each year equals the State Income.**

Fiscal Year

2012/2013 = \$4,427.29 X 250 students = \$1,106,822.50

2013/2014 = \$4,427.29 X 350 students = \$1,549,551.50

2014/2015 = \$4,427.29 X 420 students = \$1,859,461.80

2015/2016 = \$4,427.29 X 504 students = \$2,231,354.16

2016/2017 = \$4,427.29 X 604 students = \$2,674,083.16

**Figuring Local Dollars---The \$ADM Local For Guilford County in FY 2011-2012 is \$2,521.93.
The Adjusted Local \$/ADM times the Projected Enrollment each year equals the Local Income.**

2012/2013 = \$2,521.93 X 250 students = \$630,482.50

2013/2014 = \$2,521.93 X 350 students = \$882,675.50

2014/2015 = \$2,521.93 X 420 students = \$1,059,210.60

2015/2016 = \$2,521.93 X 504 students = \$1,271,052.72

2016/2017 = \$2,521.93 X 604 students = \$1,523,245.72

Budget (continued): Expenditure Projections 2012-13 through 2016-2017

MAY BE AMENDED AS THE NEEDS OF THE SCHOOL DICTATES.

BUDGET EXPENDITURE PROJECTIONS	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
GS 115C-238.B(b)(5)					
<i>PERSONNEL</i>					
Total # of staff (2012-13) 22	\$ 772,840	\$ 1,213,840	\$ 1,654,792	\$ 1,888,792	\$ 2,259,392
--Administrator(s) # 3	\$ 185,000	\$ 234,000	\$ 241,000	\$ 241,000	\$ 298,600
--Clerical #1	\$ 28,800	\$ 28,800	\$ 59,330	\$ 59,330	\$ 59,330
--Teachers #13	\$ 455,000	\$ 735,000	\$ 1,086,050	\$ 1,296,050	\$ 1,611,050
--Librarians #0	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Guidance #1	\$ 35,000	\$ 35,000	\$ 70,000	\$ 70,000	\$ 70,000
--Teacher Assistants #2	\$ 44,040	\$ 44,040	\$ 45,362	\$ 45,362	\$ 45,362
--Custodian #1	\$ 25,000	\$ 25,000	\$ 35,000	\$ 35,000	\$ 35,000
--Maintenance #1	\$ 25,000	\$ 30,000	\$ 35,000	\$ 35,000	\$ 35,000
--Food Service #0	\$ _____	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000
--Bus Driver #0	\$ 22,000	\$ 22,000	\$ 22,000	\$ 44,000	\$ 44,000
--Other					
Finance/Reporting Assistant	\$ _____	\$ 35,000	\$ 36,050	\$ 36,050	\$ 36,050
	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
		\$ _____	\$ _____	\$ _____	\$ _____
<i>EMPLOYEE BENEFITS</i>	\$ 118,000	\$ 157,000	\$ 172,000	\$ 225,000	\$ 350,000
<i>STAFF DEVELOPMENT</i>	\$ 44,000	\$ 54,000	\$ 58,000	\$ 64,000	\$ 74,000
<i>MATERIALS AND SUPPLIES</i>	\$ 65,000	\$ 70,000	\$ 74,000	\$ 81,000	\$ 89,000
<i>OFFICE SUPPLIES</i>	\$ 25,000	\$ 40,000	\$ 42,000	\$ 52,000	\$ 58,000
<i>INSTRUCTIONAL EQUIPMENT</i>	\$ 45,000	\$ 52,000	\$ 59,000	\$ 66,000	\$ 76,000
<i>OFFICE EQUIPMENT</i>	\$ 20,000	\$ 25,000	\$ 28,000	\$ 36,000	\$ 44,000

Budget (continued): Expenditure Projections 2012-13 through 2016-2017

BUDGET EXPENDITURE PROJECTIONS	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<i>TESTING MATERIALS</i>	<u>\$16,000</u>	<u>\$28,000</u>	<u>\$33,000</u>	<u>\$38,000</u>	<u>\$43,000</u>
<i>INSURANCE</i>	<u>\$90,000</u>	<u>\$144,000</u>	<u>\$164,640</u>	<u>\$199,000</u>	<u>\$238,000</u>
<i>UTILITIES</i>	<u>\$30,000</u>	<u>\$36,000</u>	<u>\$42,000</u>	<u>\$48,000</u>	<u>\$54,000</u>
<i>RENT</i>	<u>\$144,000</u>	<u>\$144,000</u>	<u>\$144,000</u>	<u>\$250,000</u>	<u>\$250,000</u>
<i>MAINTENANCE & REPAIR</i>	<u>\$80,000</u>	<u>\$80,000</u>	<u>\$15,000</u>	<u>\$25,000</u>	<u>\$25,000</u>
<i>TRANSPORTATION</i>	<u>\$60,000</u>	<u>\$130,000</u>	<u>\$150,000</u>	<u>\$220,000</u>	<u>\$290,000</u>
<i>MARKETING</i>	<u>\$12,000</u>	<u>\$15,000</u>	<u>\$20,000</u>	<u>\$25,000</u>	<u>\$35,000</u>
<i>FOOD/CAFETERIA</i>	<u>\$98,000</u>	<u>\$142,000</u>	<u>\$155,000</u>	<u>\$175,000</u>	<u>\$195,000</u>
<i>SUPPLIES</i>	<u>\$59,000</u>	<u>\$64,000</u>	<u>\$69,000</u>	<u>\$74,000</u>	<u>\$79,000</u>
TOTALS	<u>\$1,735,840</u>	<u>\$2,431,340</u>	<u>\$2,917,452</u>	<u>\$3,501,842</u>	<u>\$4,196,442</u>

SCHOOL AUDITS:

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

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

The program will be evaluated through the achievement of its major objectives of fiscal accountability, sound governance and instructional accountability.

Fiscal Accountability: The school will maintain accurate financial records following general accounting rules of operation and will maintain a positive cash flow while remaining financially sound. This will be demonstrated through regular and timely reporting to DPI and other regulating and assessing authorities.

Sound Governance: The board will exercise proper delegation of authority, monitoring end results, and executive limitations.

Instructional Accountability: This will be reflected in student achievement. All students will perform and 80% or above grade level on the End of Grade assessments. The results of weekly student assessments will be used to drive instruction services.

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.

The school will participate in an independent financial audit annually in accordance with existing regulations. The independent auditor that the school will use is: Phyllis M. Pearson, CPA Partner

PETWAY MILLS & PEARSON, PA
Certified Public Accountants
PO Box 1036
1014 North Arendell Avenue
Zebulon, North Carolina 27597
919-269-7405
Fax 919-269-8728
ppearson@pmpcpa.com

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

Cash on Hand	\$_____
Certificates of Deposit	\$_____
Bonds	\$_____
Real Estate	\$_____
Capital Equipment	\$_____
Motor Vehicles	\$_____

Other Assets \$ _____

TOTAL \$ _____

ADDITIONAL NOTES:

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

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

Reaching our target population of students each school year is mandatory to our operation. The aim of the marketing strategies is to demonstrate to this community the benefits that it gains by sending their children to our school. To get the word out in the community will require a variety of sources to assure that the target population is reached. HPCPA will:

- Maintain a continual conversation with stakeholders on marketing strategies.
- Target the community by placing ads in the local newspaper.
- Place flyers in Target, Walmart, Dry cleaners, Mall, Hair and Nail Salons, Gymnastics, Karate Studios, Grocery Stores etc.
- Create the school’s website for parents to get information and guidelines for school tours orientations, lotteries, schedules and questions.
- Chamber of Commerce offices throughout the Piedmont area will be contacted and invited to get involved with launching the Academy
- Upon receipt of the Certificate of Occupancy of the building, different orientation/ application meetings will be held draw give the community an opportunity to visit our school and hear of the state of the art program that we offer.
- Prior to orientation/application meetings, we will invite one of the local News Teams, like WXII to come tour the campus and see what we have to offer as well as notify the community of upcoming meetings and openings.
- We will hold an enrollment picnic on the lawn of the school and invite the neighborhood to the picnic.

- Banners will be made to hang around neighborhoods, advertising our program.

- We will visit neighborhoods and distribute flyers and talk with parents about the advantages of enrolling their children in our school.

- We will also be doing extensive advertising for staff during this periods.

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** HPCPA recognizes that all those involved in schools have certain rights. They are assured to be a safe, orderly environment in which to work, learn, or entrust their child. Teachers and students are both responsible to ensure that classes are orderly and conducive to learning. Teachers will make every effort to keep all students in the classroom engaged in active, motivating learning activities. Because no student has the right to disrupt the learning process of other students or each teacher will post individual rules that may adhere to the setting of the subject or situation at hand. Visitors to the campus will be required to get clearance from the office prior to going in the main building or remaining on the grounds. Violators will be referred to the local police department. No sex offenders will be allowed on campus and any time. Criminal checks will be run on all school personnel and volunteers.
- **Immunization of Students** High Point College Preparatory Academy will adhere to public school law. At enrollment, parents/guardians will be provided to submit the required written verification of immunization before the student can attend. If necessary, upon proper permissions, HPCPA will assist students in obtaining proper immunizations and records.
- **Fire and Safety Regulations** HPCPA will meet all local and state codes regulating school facilities. Facilities will be inspected by appropriate agencies before occupancy and periodically as regulations and codes require.
- **Food Inspections** HPCPA will comply with Federal, State and Local Health Department requirements related to hygiene, food storage, and food preparation.
- **Hazardous Chemicals** HPCPA will comply with North Carolina Department of Labor, Occupational Safety and Health Administration regulations relating to hazardous chemicals.
- **Bloodborne Pathogens** HPCPA will ensure that all employees are in compliance with Blood borne Pathogens Standard. A written plan will be developed exposure assessment will be conducted, and training with all employees, the hepatitis B vaccination will also be offered. Once the plan has been set up HPCPA will contact NCDOL OSHA Beaureau of consultative services for an audit of their program.
- **Diabetes care plans**
HPCPA will follow all appropriate procedures as suggested by DPI and health authorities.
- **Providing students in grades 9-12 with information on how a parent may lawfully abandon a newborn**
HPCPA will follow all appropriate procedures as suggested by DPI and health authorities to insure that all students receive and understand this information.
- **Providing parents and guardians with information about:**
 - **Meningococcal meningitis and influenza and their vaccines at the beginning of each year**
 - **Cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent diseases**

HPCPA will follow all appropriate procedures as suggested by DPI and health authorities to insure that all students receive and understand this information.

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

State the proposed coverage for:

Comprehensive General Liability	\$2,000,000.00
Officers and Directors/Errors and Omissions	1,000,000.00
Property Insurance	Full Replacement Cost
Motor Vehicle Liability	\$1,000,000.00
Bonding	
Minimum amount:	\$1,000,000.00
Maximum amount:	\$1,000,000.00
Other	
Sexual Harassment	\$1,000,000.00
Professional Liability	\$1,000,000.00

See Resource Manual for Minimums required by SBE Policy.

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

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

The school will provide transportation using the method that is most feasible for the student. Some parents will bring their children. For those who do not bring their children, the school will provide bus passes, contract with local school system for pick-up and delivery on its regular routes, and parent carpools. The purchase of a school bus is included in the projected budget. Once the school obtains its bus, students will be picked up and delivered back to their homes. HPCP will not allow the lack of transportation to prohibit any student from attending.

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

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

Name of the facility (if known): Evergreens

Address: 206 Greensboro Road

City/State/Zip: High Point, NC 27265

Description of the Facility:

Total square feet:	<u>43,944</u>
Number of Classrooms:	<u>27</u>
Number of Restrooms:	<u>8</u>
Other Rooms:	_____
Auditorium:	_____
Gymnasium:	_____
Music Room:	<u>1</u>
Art Room:	_____
Laboratory:	_____

Ownership: Fee Simple or Lease

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

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

Name of Landlord: _____

Address: _____

City/State/Zip: _____

Phone: _____

Fax: _____

Document inspections for the following:

- (a) Fire: in process
- (b) Safety: in process
- (c) Handicapped accessibility? In process

Describe how the maintenance will be provided for the facility:

Maintenance will be provided by a combination of an in-house maintenance/janitor for light repairs and contract work for more substantial needs.

ZONING

The subject property is zoned PI (Public and Institutional) by the City of High Point. The PI district is “intended to accommodate mid- and large-sized public, quasipublic, and institutional uses which have a substantial land use impact or traffic generation potential. It is not intended for public and institutional uses customarily found within residential areas.” Uses “by right” include, but are not limited to: agricultural production; group care facilities; congregate care facilities; common area recreation and service facilities; multiple recreational uses (swim and tennis clubs, athletic fields, golf courses, public parks, etc.); churches; day care centers; colleges and universities; hospitals; libraries; nursing and convalescent homes; and medial office uses.



LEA IMPACT STATEMENT

Pursuant to G.S. 115C-238.29B(d), the charter school applicant must submit a copy of the application to the LEA in which the school will locate within seven days of the submission of the application to the Office of Charter Schools. The LEA may then submit information or comment directly to the Office of Charter Schools.

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

VII. APPENDICES (OPTIONAL)

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

VIII. SIGNATURE PAGE

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

Print/Type Name:

Position:

Signature: _____

Date:

Sworn to and subscribed before me this

_____ day of _____, 20_____.

Notary Public

Official Seal

My commission expires _____, 20_____.