

QUALITY EDUCATION ACADEMY OF DURHAM

APPLICATION FOR A CHARTER SCHOOL

Opening in the fall of 2012

**Respectfully Submitted By:
Board of Directors
Quality Education Academy of Durham
800 Elmira Avenue
Durham, North Carolina 27707**

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

Due Date: November 10, 2011 (Noon)

Mailing Address:
6303 Mail Service Center
Raleigh, North Carolina 27699-6303

QUALITY EDUCATION ACADEMY OF DURHAM

APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: Quality Education Academy of Durham (QEA-Durham)

NAME OF NONPROFIT ORGANIZATION UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Quality Education Academy of Durham, Inc.

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

NAME OF CONTACT PERSON: Alethea Bell

TITLE/RELATIONSHIP TO NON-PROFIT: Board Chairperson

MAILING ADDRESS: 800 Elmira Avenue, Durham, NC 27707

PRIMARY TELEPHONE: (919) 680-6544 **ALTERNATE TELEPHONE:** (919) 368-8729

E-MAIL ADDRESS: alethea.bell@durhamnc.gov

Location of Proposed Charter School (LEA): Durham, NC

Conversion:

No:

Yes: If so, Public or Private

If a private school, give the name of the school being converted: Quality Education Institute of Durham

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

Description of Targeted Population: Any student that meets the criteria for admission to a North Carolina Public School is qualified for admission to QEA-Durham.

Proposed Grades Served: K-6 (2012-13); K-7 (2013-14); K-7 (2014-15); K-8 (2015-16); K-8 (2016-17)

Proposed Total Enrollment: 120 (2012-13); 140 (2013-14); 160 (2014-15); 180 (2015-16); 200 (2016-17)

Projected School Opening Year: 2012 **Month:** August

QUALITY EDUCATION ACADEMY OF DURHAM

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			Yes	No
First Year	K-6	120		x
Second Year	K-7	140		x
Third Year	K-7	160		x
Fourth Year	K-8	180		x
Fifth Year	K-8	200		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

QUALITY EDUCATION ACADEMY OF DURHAM

TABLE OF CONTENTS

MISSION, PURPOSES and EDUCATIONAL FOCUS (G.S.115C-238.29A).....6

 Mission6

 Evidence for Need of the Proposed School with the Selected Mission6

 Purposes of Proposed Charter School.....8

 Educational Focus 11

GOVERNANCE 12

 A. Private Nonprofit Organization..... 12

 B. TAX-EXEMPT STATUS (501 (c)(3)..... 12

 C. ORGANIZATIONAL STRUCTURE OF PRIVATE NONPROFIT 14

 D. PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CSO.....54

 E. ADMISSIONS POLICY 54

EDUCATION PLAN..... 55

 Instructional Program.....55

 Special Education61

 Student Conduct and Discipline62

 Timelines.....63

BUSINESS PLAN..... 64

 Projected Staff64

 Qualifications Required for Individual Positions64

 Enrollment.....71

 Budget: Revenues 2012-13 through 2016-1774

 Budget: Revenues Calculations - 2012-13 through 2016-1775

 Budget (cont'd): Expenditure Projections - 2012-13 through 2016-1776

 Budget (cont'd): Expenditure Projections - 2012-13 through 2016-1777

 WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION78

MARKETING PLAN 78

SCHOOL AUDITS 83

 Program Audits:.....83

 Financial Audits:85

HEALTH AND SAFETY REQUIREMENTS85

CIVIL LIABILITY AND INSURANCE87

QUALITY EDUCATION ACADEMY OF DURHAM

TRANSPORTATION..... 88

FACILITY..... 88

 LEA Impact Statement..... 91

APPENDICES 92

 Appendix 1: QEA-Durham Application..... 93

 Appendix 2: Uniform Requirements 96

 Appendix 3: Sample Parent/Teacher Contract 97

 Appendix 4: Parent Reviews/Comments..... 98

SIGNATURE PAGE 100

QUALITY EDUCATION ACADEMY OF DURHAM

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

Mission

The mission of the proposed charter school is as follows:

Quality Education Academy of Durham (QEA-Durham) provides a top quality education alternative for parents who feel strongly about the academic and ethical development of their children. QEA-Durham's purpose is to provide a supportive and stimulating environment for children that will enable them to realize their fullest academic and personal potential. Small group settings are paramount to achieving this mission and serve to enhance the various aspects of the child's learning process. The multifaceted curriculum focuses on the intellectual, emotional, social and physical needs of each student.

Core Value Statement - Children are our windows of the future. For this reason, QEA-Durham will only function on the pillars of truth, respect and discipline - all built on the foundation of love. Children will be honored and taught with the utmost integrity, also founded on love. It is our belief that if we are able to attain this value statement each day of operation, we will be successful in teaching and guiding our students. We believe every human being deserves the opportunity to learn and grow by developing good self-esteem. QEA-Durham students learn respect for themselves and for others.

Evidence for Need of the Proposed School with the Selected Mission

QEA-Durham's predecessor school, Quality Education Institute of Durham (QEI), has been operating with a similar mission for many years and has been successful in preparing students for continuing their academic pursuits after leaving QEI. Because QEI operates as a privately-funded school, its enrollment has been limited by the ability of some families to afford the school's tuition rate (\$600/month). Nevertheless, the school's reputation in the Durham community as well as parental interest in the school and its teaching methods is high. It is believed that translating the school's mission and teaching methods into a charter school setting will allow QEA-Durham to prepare even greater numbers of students for academic success.

The following text provides information from academia which speaks to the importance of QEA-Durham's three key "success" values – strong differentiated academics, character development based on self-esteem and love, and supportive parental involvement – to academic success.

Strong Differentiated Academics

Since its inception, QEA-Durham's predecessor private school, Quality Education Institute of Durham (QEI), has used differentiated instruction as a tool to successfully address the unique academic needs of each student, as seen by student performance while at QEI and when students

QUALITY EDUCATION ACADEMY OF DURHAM

matriculated to other schools. The connection between differentiated instruction and increased academic performance has been known and studied for many years. For example, Carol Tomlinson is one of the foremost researchers on differentiated learning. Her central argument, backed by research findings, is that students are able to demonstrate learning more efficiently and effectively when they are allowed to use diverse modes and methods to acquire knowledge, and when the assessment methods used to evaluate learning are also diverse and aligned with individual strengths.¹ Differentiated learning allows for teachers to individualize instruction according to each student's unique learning style and needs.

Other researchers have agreed with her argument, adding that students are more interested, engaged, and motivated in the learning process when they are taught using methods that address their individual interests, abilities and needs.² Theories of multiple intelligences gel nicely with the differentiated approach to instruction. According to these theories, every individual has a variety of strengths in different types of intelligences (e.g., linguistic, logical/mathematical, spatial, kinesthetic, musical, interpersonal, intrapersonal, and naturalist). Differentiation of instruction allows and encourages students to use their particular strengths to demonstrate learning and mastery of a given concept or skill.³

A differentiated classroom supports student achievement because it allows each student to work and demonstrate learning according to his or her individual strengths and unique learning style. Effective differentiated classrooms are those in which there is a broad diversity of learning materials to address many learning styles; students have a voice in helping to determine curriculum content and activities; and the classroom functions as a community in which all students feel safe and supported enough to take the risks required to advance in their learning process.

Character-Building Based of Self-Esteem and Love

QEA-Durham believes that focusing on building a student's self-esteem will lead to the student performing better in school. This belief is supported by numerous studies, including a 2004 study which found that students who exhibited high levels and self-esteem and racial identity performed better academically than students who showed low levels of self-esteem and racial identity.⁴ Also,

¹ Tomlinson, Carol (2001). *How to Differentiate Instruction in Mixed-Ability Differentiated Instructions provides access for all students to the general education curriculum. The method of assessment may look different for each child, however the skill / concepts taught will be the same. Classrooms* (2 ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

² Allan, S. D., & Tomlinson, C. A. (2000). *Leadership for differentiating schools and classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.

³ Armstrong, T. (1994). *Multiple Intelligences in the classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.

⁴ Bonvillian, Jocelyn Freeman and Honora, Detris (2004). *Racial Identity Attitudes, Self-Esteem, and Academic Achievement among African-American Adolescents*. Online Submission.

QUALITY EDUCATION ACADEMY OF DURHAM

in his 1989 study, Dr. Martin Covington concluded that as the level of self-esteem increases, so do achievement scores; and as self-esteem decreases, so does achievement. Furthermore, and perhaps most important, he concluded that self-esteem can be modified through direct instruction and that such instruction can lead to achievement gains.⁵

Supportive Parental Involvement

QEI, the predecessor to QEA-Durham, has emphasized parental involvement since its inception. The school believes that strong parental involvement will lead to improved student performance and a stronger school overall. Academic studies support this notion. For example, a 2011 study tested the impact of racial/ethnic socialization and parental involvement in education on cognitive ability and achievement in a sample of African American youth. The study revealed that greater cultural exposure and more parental involvement in education predicted better reading passage comprehension scores over time.⁶

Purposes of Proposed Charter School

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

The predecessor of QEA-Durham, Quality Education Institute of Durham, was established in July 1998 and has, from its inception, sought to fulfill the following goals:

- To create an environment in which each student is recognized as an individual with specific needs and abilities;
- To develop in the student an understanding and respect for ethics and values;
- To develop in the student an understanding of himself/herself, thus promoting good character traits;
- To enhance each student's awareness of the correlation of all academic subjects;
- To assist the student in mastering skills for functioning in a highly technological society;
- To encourage each student to think critically and creatively; and
- To help the student become responsible for his/her own learning process.

To further realize these goals as a charter school, QEA-Durham shall operate the school in accordance to the following six legislated purposes as addressed in the NC charter school statute GS 115C-238.29A:

⁵ Covington, Martin (1992). *Making the Grade: A Self-Worth Perspective on Motivation and School Reform*. Cambridge Press.

⁶ Banerjee, Meeta, Harrell, Zaje A. T., and Johnson, Deborah J. (2011). *Racial/Ethnic Socialization and Parental Involvement in Education as Predictors of Cognitive Ability and Achievement in African American Children*. *Journal of Youth and Adolescence*, v40 n5, pp 595-605.

QUALITY EDUCATION ACADEMY OF DURHAM

(1) Improve student learning;

Through the use of project-based and problem-focused methodologies, students will move through Bloom's Taxonomy of learning in an individualized and scaffolded manner, progressing from basic levels of inquiry and understanding to higher level thinking, processing, evaluative, and reasoning skills, including cross-disciplinary connections. Heterogeneous grouping of students will enhance the effectiveness of this model. In addition, students will build 21st century skills of group work and collaboration, as they work collectively to develop solutions that most effectively solve the problem at hand. By becoming active participants in their learning, students will increase their knowledge and skill base, build relevant skills for the future, and demonstrate ownership and responsibility for their educational process.

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

At the beginning of each school year, all students will take part in a benchmark assessment. This assessment will help identify students who may be deemed at risk for academic failure as well as academically gifted.

Students deemed at risk of academic failure will then become a part of the Vmath and/or Voyager Passport Intervention Solutions. These two scientifically-proven methods of approach will guide the teacher, child, and parent through the special needs of individual groups. Teachers will be able to provide parents with proof of academic achievement and a plan to help their child succeed. Students will be able to utilize this plan in the classroom as well as at home. Students will be assessed routinely to determine if the plan is meeting their individual needs.

The needs of students who are identified as academically gifted will also be addressed by scientifically proven teaching models. Teachers, parents, and students will be able to identify the student's individual talents and develop a plan to help the child continue growing academically. Students in this program will continue to work on problem-based instruction within heterogeneous groups and they will also be paired or grouped with other students who have shown great academic promise homogeneously.

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

Teachers at QEA-Durham will be encouraged and required to use innovative teaching methods which will include the use of technology to teach skills within their classrooms. At the end of a unit, students should have a product (e.g., tri-fold poster board, PowerPoint

QUALITY EDUCATION ACADEMY OF DURHAM

presentation, video, etc.) that can be used by the students to discuss and explain the processes that they used to determine the problem, the steps they used to identify possible solutions, and finally explaining what the final solution is and why it is best used for a given scenario.

Another innovative teaching method that will be used by QEA-Durham is called "Parent Nights". Each quarterly meeting of Parent Nights will have a primary focus that will assist parents in ways to enhance their children's academic success. These events will be more than homework help, but rather parents will learn about research based interventions that are being used in the classroom. Parents will also learn how to use these interventions at home. Based upon information provided by their child's classroom teachers, parents will be able to determine which mini-classes (informational sessions) would best suit their individual family's needs. Working as a team, the child, parents, and teacher will help to increase the opportunity for student learning.

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

QEA-Durham supports the continuing education of its teachers in three distinct ways:

1. Teachers and administrators hold staff meetings twice per month to discuss student progress, to share classroom management best practices and to plan for upcoming school and community-wide events;
2. Information on continuing education and training opportunities being held locally and regionally is communicated to teachers during staff meetings as well as on the school's website; and
3. Members of the school's parent/teacher association (PTA) will be asked (not required) to contribute \$100 annually toward the cost associated with teachers' on-going professional training, including assisting teachers obtain their certification.

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

QEA-Durham shall ensure that information on a wide variety of educational opportunities shall be disseminated through student handouts, at PTA meetings and through the school's website and newsletter.

- (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.)

QUALITY EDUCATION ACADEMY OF DURHAM

From its inception, QEA-Durham will adhere to the performance standards and benchmarks set forth by the North Carolina ABCs Accountability Program. As part of the ABCs Accountability Program, QEA-Durham will administer the End of Grade Tests in reading and mathematics for students in grades 3-8, and additionally, will administer the End of Grade Test in science for students in grades 5 and 8. In addition to the mandated statewide testing program, QEA-Durham will also administer the Iowa Tests of Basic Skills as an added tool for measuring students' academic growth and progress throughout the year, and to provide teachers with a diagnostic tool for identifying student strengths and needs on an ongoing basis.

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.

Quality Education Academy of Durham (QEA-Durham) believes in the development of the whole child by emphasizing the importance of three key "success" values – strong differentiated academics, character development based on self-esteem and respect, and supportive parental involvement.

Strong differentiated academics - Students are instructed based on their academic abilities.

Through project-based and problem-focused teaching methods, students are able to use their strengths to help them build in areas where they are weak.

- High academic expectations: Teachers provide an environment that is conducive to attaining goals that are developed in conjunction with individual students. Goals are created based on teacher and student input. The student is involved in their own instructional management (i.e., use of integrated and differentiated curriculum). When students are allowed to take ownership of their learning, they tend to set higher goals for themselves.
- Strong academic results (testing at or above grade level): Students test at least one grade level above their actual grade level. Continued growth is documented through the use of longitudinal data. For example, in the most recent ITBS testing period, a vast majority of students at QEA-Durham (the predecessor to QEA-Durham) performed at or above grade level in reading (84%) and math (76%) compared to 54.8 – 58.5% and 67.1 – 73.8%, respectively, for students attending DPS schools in grades 3 through 6.
- Low student/teacher ratios ($\leq 18:1$): Small group settings make project-based learning an important tool in the classroom. Through project-based and problem-focused learning, students understand that there is more than one way to solve an issue. They will work in

QUALITY EDUCATION ACADEMY OF DURHAM

cooperating learning groups to brainstorm the best way or ways to identify a problem, create a plan to solve the problem, and implement their solution (e.g., active learning). Through this type of instruction, students are able to bring their academic strengths to the group setting.

- Phonics: Beginning reading skills are taught using the phonics based approach. The use of phonics continues through the upper grades as writing and spelling lessons become increasingly more difficult. Due to differentiated instruction, teachers are able to determine if a student needs beginning or advanced phonetic skills lessons.

Character development based on self-esteem and respect - Students receive, review, and discuss a core value on a monthly basis. Through the use of the learned core value, students are able to apply the value through discussions, direct lessons, and hands-on-activities.

Supportive parental involvement - Parental involvement is key to student success. Parents receive weekly progress reports detailing the goals and objectives that will be taught during the next week. Parents also receive samples of student work in order to monitor student progress. In addition to the weekly progress report, parents receive midterm progress reports and report cards at the end of each grading period that detail mid-point and final averages for each academic subject. Parents are provided a time to conference with their child's teacher at the end of each grading period. In addition to being encouraged to participate in school/classroom activities, parents also have an option to schedule other meetings/appointments as they deem necessary.

GOVERNANCE

A. Private Nonprofit Organization (G.S.115C-238.29E)

Name of Private Nonprofit: Quality Education Academy of Durham, Inc.
Mailing Address: 800 Elmira Avenue
City/State/Zip: Durham, North Carolina 27707
Street Address: 800 Elmira Avenue
E-mail: gea.durham@gmail.com
Phone: (919) 680-6544
Fax: (919) 688-9595
Name of registered agent and address: Richard C. Fuqua, 800 Elmira Avenue, Durham, NC 27707

FEDERAL TAX ID: 45-3586153

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

QUALITY EDUCATION ACADEMY OF DURHAM

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 [*Application to be submitted*]

QUALITY EDUCATION ACADEMY OF DURHAM

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.*

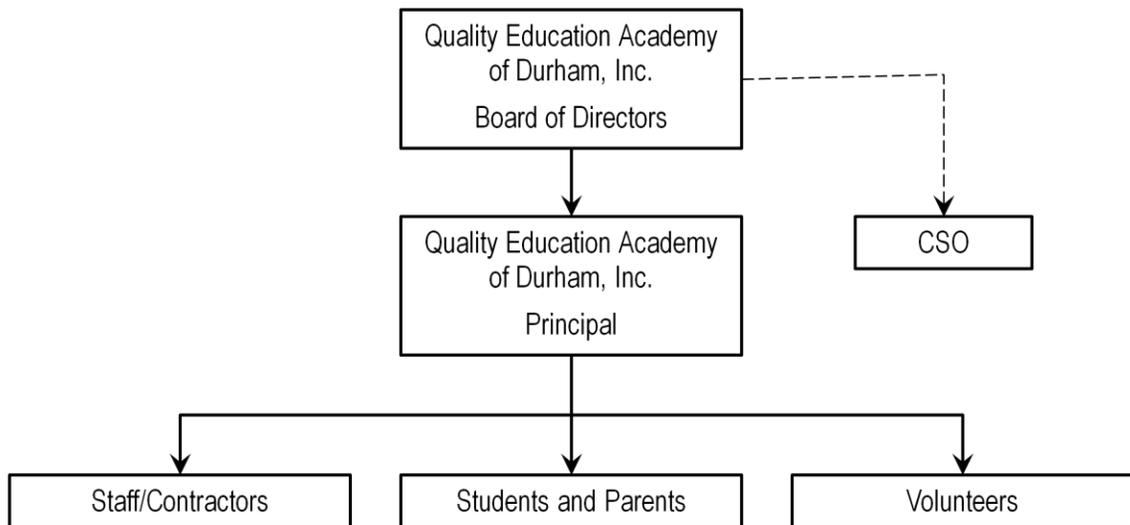


Figure 1: QEA-Durham Organization Chart

Quality Education Academy of Durham (QEA-Durham) shall be governed by a Board of Directors with representation from the academic and business communities as well as the Durham community at large. The school's principal will be responsible for day-to-day operations, including hiring of staff and independent contractors, community relations and parent/student/volunteer interactions. Figure 1 shows an organizational/relationship chart of QEA-Durham.

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.*

Alethea C. Bell – Chairperson

QUALITY EDUCATION ACADEMY OF DURHAM

PROFESSIONAL EXPERIENCE

City of Durham **1975 – Present** **Durham, NC**

Director of Human Resources *1998 – Present*

Administer HR system including workplan and budget development, staffing and support services, benefits, classification and compensation, employee training and development; employee relations; personnel policy development. Provide guidance to city management personnel regarding policy implementation, and recommend policy modifications where warranted.

Asst. Director of Human Resources *1975 – 1998*

Developed and recommended various personnel policies; supervised operations of specified divisions; taught supervisory classes and participated in the new employee orientation program; served as a resource for personnel information; performed special projects on request.

Personnel Analyst *1978 – 1981*

Responsible for classification and pay analysis, and for employment application analysis.

Administrative Assistant *1976 – 1977*

Clerical/Technical Assistant in Personnel *1975 – 1976*

North Carolina Central University **1991 – 1992** **Durham, NC**

Adjunct Instructor

Taught undergraduate class in public personnel administration

EDUCATION

Master of Public Administration, University of North Carolina at Chapel Hill, 1979

B.A., English, University of North Carolina at Chapel Hill, 1974

HONORS/CERTIFICATIONS

Woman of History Award, City of Durham

Member, International Personnel Management Association, earned IPMA-CP designation
IPMA NC Lifetime Achievement Award

Member, Society for Human Resources Management, earned SPHR designation

Member, Organization of Municipal Personnel Officers

Housing and Urban Development Fellowship

National Achievement Scholar

Ricki Fuller – Vice-Chairperson (General)

QUALITY EDUCATION ACADEMY OF DURHAM

PROFESSIONAL EXPERIENCE

The Fuller Institute

1995 – Present

Durham, NC

Founder/CEO

Nonprofit organization dedicated to helping individuals and families break the cycle of adverse behaviors and negative circumstances that frequently result from having limited resources. Services include individual counseling, personal coaching, workshops/seminars, and motivational group presentations.

Southside Church of Christ

1994 – Present

Durham, NC

Women's Counselor

Provide biblical and psychospiritual counseling for women in the congregation, assessing psychological characteristics, as well as strengths and talents from a biblical and spiritual perspective. Oversee numerous women's ministries within the congregation. Provide overall guidance for women's classes.

Executive Director, QEI of Durham

1998 - 2002

Identified, hired and supervised school personnel; administered policies, curriculum, programs and budget and ensured compliance with standards set by Board and the State of North Carolina; evaluated students' progress and instructors' performance; represented the school to Board, PTSA and general public. Instrumental in facilitating establishment of QEI between 1996-1998.

Union Christian Bible Institute

1980 – 1983

Durham, NC

Instructor: Taught night classes on Christian Education and on Evangelism to adult students seeking ministerial work or appointments.

Dean of Women: Assisted female students in study habits, a listening ear to help them overcome problems/hindrances to their studies, advised on courses of study to best suit them for their future work(s) in ministry.

EDUCATION/TRAINING

B.A., Sociology, concentration in sociological research; minor in Psychology, NC Central University, Durham, NC, 1972

B.Th., Union Christian Bible Institute, Durham, NC, 1980

HONORS/ACHIEVEMENTS

Who's Who, The Heritage Registry, 2007-2008

Authored two books: Praying Women, Stay, 2000; In One Ear (and Out the Other), 2002

Recognized for outstanding volunteerism, Federal Bureau of Prisons, 1995

Lucera Parker – Vice-Chairperson (Marketing)

QUALITY EDUCATION ACADEMY OF DURHAM

PROFESSIONAL EXPERIENCE

MOVE Marketing Management LLC **2008 – Present** **Raleigh, NC**

Owner/Managing Principal: Consultant supporting micro- to medium sized businesses in planning and implementing effective and cost-efficient marketing strategies, including: marketing communications; public relations; marketing research; and enhancing brand positioning.

Mechanics and Farmers Bank **2001 – 2008** **Durham, NC**

Marketing Director: Planned and managed all aspects of marketing, including: product and service promotions; corporate communications; public relations; advertising and media; marketing research; special events; development and management of website content.

Webb Patterson Communications **1995 – 2001** **Durham, NC**

Webb Communications **1994 – 1995** **Durham, NC**

Account Supervisor: Managed account relations for major accounts, including financial services institutions, private nonprofit organizations, health services agencies, higher education institutions and pharmaceutical companies. Managed agency marketing research function. Managed production of broadcast advertisements. Developed proposals in support of agency business development efforts.

The Horace Mann Companies **1993-1994** **Durham, NC**

Account Representative: Managed sales territory that included 34 public schools, community colleges and universities in Durham and Person counties for multiple –line insurance company specializing in products for educators and educational administrators.

Roses Stores Inc. **1985 – 1992** **Henderson, NC**

Buyer: Developed and managed financial, product assortment and promotional plans for \$20 million merchandise segment for a 232-store retail chain.

EDUCATION

University of North Carolina, 1973-1975 (General college coursework)

ACTIVITIES

Board of Directors, Quality Education Institute of Raleigh

Morehead-Cain Scholarship Selection Committee

NC Teaching Fellows Selection Committee

Previous: Member, Durham Public Education Network Board of Directors; Member, Triangle

United Way Marketing Roundtable

Queen Bass-Scarborough – Vice Chairperson (Academics)

QUALITY EDUCATION ACADEMY OF DURHAM

PROFESSIONAL EXPERIENCE

Vice President, Funeral Director

Guide families through the process of planning and implementing funeral arrangements with discretion and respect.

Durham Public Schools

1974 – 2008

Durham, NC

Principal, Fayetteville St. Elementary School 1997 – 2008

Was instrumental in development and launch of then-new Lab School elementary program. School earned “Exemplary School” designation and was named “One of NC’s Most Improved Schools” during tenure. Administered policies and procedures, and annual budget. Hired and supervised faculty and staff. Managed student recruitment, parent-teacher relations, and community involvement.

Principal, James E. Shepard Middle School 1992 – 1997

Had primary responsibility for maintaining the academic standards of then-new and highly visible International Baccalaureate magnet program. Was instrumental in the design and implementation of Moot Courtroom (only such middle school program in the U.S. at that time). Served as Co-Interim Principal briefly in 1992; served as Asst. Principal for Instruction 1986-1992.

Teacher/Coordinator, Hillside High School 1977 - 1986

Taught Business Education before becoming teacher/coordinator for Office Occupations program (later incorporated into Career & Technical Education program). Worked to develop joint effort between DPS and NC Central University to provide students opportunities to learn high level computer programming skills.

EDUCATION/CERTIFICATIONS

M.S., Business Administration, North Carolina Central University, 1975

B.S., Business Administration, North Carolina Central University, 1972

Completed thirty-three hours of course work towards M.S in Business Education, NC State University, Raleigh, NC

Alumni, Principal Executive Program, University of North Carolina, Chapel Hill, NC

Certified, International Baccalaureate Middle Years Programme, Montezuma, Mexico

Licensed Funeral Director, NC Board of Funeral Service

HONORS

Principal of the Year 2000 - 2001, awarded by Wachovia Bank

National Council of Negro Women, Inc. honoree, 2001

The Order of the Long Leaf Pine Award 2001, by Governor of North Carolina Mike Easley

QUALITY EDUCATION ACADEMY OF DURHAM

Valerie Anderson – Secretary

PROFESSIONAL EXPERIENCE

Hopewell Academy

2007 – Present

Cary, NC

Dean of Academic Affairs: Responsible for oversight of: teacher performance and accountability; curriculum; individualization of instruction for gifted students and students with special needs; student assessment and promotion; school policies; professional development for faculty; collaboration with PTO and community stakeholders; and development and coordination of special events.

Community Bridge, Inc.

2005 – Present

Durham, NC

Executive Director: Responsible for all aspects of design, implementation, and evaluation of programs and services aimed at fostering children's achievement and socio-emotional adjustment, enhancing parenting skills and family processes, and convening collaborating researchers and practitioners to address adult and youth needs

Innovation Research and Training

2005 – 2006

RTP, NC

Research Associate: Project Director for small business innovation research (SBIR) grant project to develop a software package to assess social information processing skills. Also Team Leader for: process evaluation of NC Adult Drug Treatment Courts, Fetal Alcohol Spectrum Disorders prevention initiative in western North Carolina.

City of Durham

2000 – 2002

Durham, NC

Grants Administrator: Responsible for all aspects of grant development, management and evaluation for Durham Police Department.

RESEARCH AND TEACHING EXPERIENCE

Hopewell Academy

2007 – 2009

Taught all core subjects areas for fourth and fifth grade students. Taught "Research Methods for the Social Sciences" elective for high school juniors and seniors.

Project PASS (Promoting Academic Success for Students)

1996 – 1999, 2002 – 2004

Research Assistant: Study on parenting, family and school predictors of children's academic success and mental health. Assisted in data analysis, grant-writing, preparation of manuscripts for publication, recruitment of study participants, and supervision of undergraduate work-study students.

Project RAPP (Reaching Adolescents, Parents and Peers)

1997 – 1998

Research Assistant: Study on parent and peer correlates of adolescent substance use and abuse, sexual activity, and violence. Prepared data for analysis, wrote grants, and prepared manuscripts for publication.

QUALITY EDUCATION ACADEMY OF DURHAM

EDUCATION

Ph.D., Developmental Psychology, Duke University, Durham, NC, 2005

M.A., Developmental Psychology, Duke University, Durham, NC, 1999

B.A., Psychology, Yale University, New Haven, CT, 1993

AWARDS AND FELLOWSHIPS

Aleane Webb Dissertation Research Award, 2004

Competitive award from Duke University Graduate School for outstanding dissertation research

Preparing Future Faculty Fellow, 2003 - 2005

Competitive fellowship and mentorship opportunity for advanced graduate students at Duke

Center for Developmental Science, 1999

Predocctoral fellow of the Carolina Consortium on Human Development

Ford Foundation Fellowship for Predocctoral Study, 1996 - 1999

Awarded through the National Research Council for predocctoral research in Social Science

James B. Duke Fellowship, 1996 - 1999

Awarded by Duke University

NOTE: The Board of Directors shall continue to attract and recruit board members that believe in the mission of the school as well as represent diverse skill sets, including legal expertise.

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

BYLAWS OF THE QUALITY EDUCATION ACADEMY OF DURHAM, INC.

[PROPOSED]

ARTICLE I

(Name, Incorporation, Purpose, and General Powers)

1. **Name:** The corporation shall be non-profit and shall be known as the "Quality Education Academy of Durham, Inc." ("QEA-Durham").
2. **Incorporation:** On October 6, 2011, QEA-Durham was incorporated and organized as an independent non-profit private corporation pursuant to Section 55A-2-02 of the North Carolina General Statutes ("N.C. Gen. Stat.").
3. **Principal Place of Business:** QEA-Durham maintains its principal place of business at 800 Elmira Street, Durham, North Carolina 27707.

QUALITY EDUCATION ACADEMY OF DURHAM

4. **Statement of Purpose:** The purposes for which QEA-Durham was organized are: (i) to operate a charter school in Durham County, North Carolina; and (ii) to engage in activities related to the operation of such school, program and/or facility 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, and other applicable laws.

5. **Powers:** QEA-Durham shall have the power to acquire, purchase, operate, manage, maintain, improve, hold, own, sell, convey, assign, mortgage and/or lease any real or personal property whatsoever and without limitation except as necessary or incident to the provision and/or operation of a charter school in Durham County, North Carolina. QEA-Durham may retain, hire, contract and/or employ persons or business entities for any service or professional service that QEA-Durham may need in promoting, performing, conducting and/or operating a charter school in Durham County, North Carolina. QEA-Durham shall have all other powers granted to it pursuant to the laws of the State of North Carolina and the United States consistent with the organization and/or operation of a charter school in Durham County, North Carolina.

QEA-Durham shall not engage in any business or transaction in which the sole purpose is to realize a profit, and no educational or charitable purpose is involved with the business or transaction. QEA-Durham shall at all times maintain its exemption under Section 501(C)(3) of the Internal Revenue Code of the United States, as from time to time amended.

ARTICLE II **(Membership)**

QEA-Durham will not have members per Paragraph 7.b of the Articles of Incorporation.

ARTICLE III **(Board of Directors)**

1. **General Power and Authority:** QEA-Durham's Board of Directors (hereinafter the "Board") shall have general control, management and supervision over all matters pertaining to QEA-Durham and shall have the authority to enforce all laws, regulations, ordinances, rules and policies of Durham County, State of North Carolina and the United States applicable to the operation and administration of QEA-Durham as a charter school under North Carolina law. The Board shall be vested with all authority and general powers to set the educational, administrative and financial policies and standards for QEA-Durham, which are consistent with all applicable federal, state, county and municipal laws and regulations.

2. **Constitution of the Board and Election of Its Members:** QEA-Durham's Board shall consist of at least three (3) board members, but no more than nineteen (19) board members.

A. **Eligibility:** Individuals who are eligible to serve on the board shall be limited to those who: desire to serve on the Board; are committed to QEA-Durham's vision, mission and purpose; have experience, knowledge and/or academic degree, license and/or certification in education, management, finance, accounting, law, administration, and any other experience, training, knowledge, skills and/or services that will be of further assistance and/or benefit to QEA-Durham and

QUALITY EDUCATION ACADEMY OF DURHAM

its vision, mission, purpose, goals, objectives, academic studies/standards; and/or any person that has expressed a desire to any of the board members, principal and/or teacher and is willing to perform the duties of a board member without violating QEA-Durham's conflict of interest policy and duties board members shall owe to QEA-Durham.

B. Representative Board Members: The Board may also appoint one representative board member from QEA-Durham's parent-teacher association or it may appoint two representative board members—one from QEA-Durham's teachers and one from the parents of all actively enrolled QEA-Durham students. Representative board members may only participate in academic matters and decisions such as academic curriculum, academic standards, teacher performance/training, student performance, student discipline and/or such other subjects as the Board may determine at any meeting of the Board. Representative board members shall not participate in and/or have access to: any personnel, financial, student health, business, accounting, licensing matters, decisions, files and/or records.

C. Terms of Board Members: Board members shall serve staggered terms for a period of three (3) years. Except as provided otherwise in these bylaws, the initial term shall begin at the effective date of these bylaws and shall end on the final day of the corporation's fiscal year. Each Director shall hold office until his/her term expires, death, resignation, disqualification, or his/her successor has been elected or appointed. Directors need not be residents of the State of North Carolina. Any board member may resign from the Board at any time during his or her term, but such resignation shall not be effective with respect to his or her duties and liabilities until the resignation is received in writing by the Board Chair, Board Secretary or Principal. Board may remove any board member with or without cause upon a super-majority vote of the board members.

3. **Board's Duties:** The duties of the Board include, but are not limited to, the following:

- a. Appoint the Principal and support the Principal in the discharge of his/her duties.
- b. Approve the hiring or termination of QEA-Durham's personnel upon the recommendation of the Principal.
- c. Establish policies and academic standards affecting the school program and performance of students and teachers.
- d. Establish school attendance policies.
- e. Consider and act on appeals of administrative decisions regarding students and teachers.
- f. Consider and act on recommendations from the Principal with regard to the building needs of the school.
- g. Consider and adopt an annual budget upon the recommendation of QEA-Durham's Treasurer and administrative staff.
- h. Consider and act on recommendations from the Principal concerning all other needs of the school and assist in interpreting these needs to the community.
- i. Exert leadership and direction in reaching the highest educational goals.

QUALITY EDUCATION ACADEMY OF DURHAM

- j. Review and approve proposed contracts, leases and business transactions pertaining to the operation of QEA-Durham.
 - k. Approve QEA-Durham's hiring of any professional including but not limited to certified public accountants, attorneys, and/or educational consultants.
4. **General Duties of Members to the Board and QEA-Durham:** Each board member shall owe the following duties to QEA-Durham:
- a. **Duty of Care:** Each board member owes the duty to exercise reasonable care when he or she makes any decision as a steward of QEA-Durham, when he or she represents QEA-Durham to regulatory bodies/officials, parents, students, and general public and, shall take action, or refrain from taking action if doing so will be in the best interest of QEA-Durham and/or in accomplishing the goals, objectives and/or mission of QEA-Durham.
 - b. **Duty of Loyalty:** Each board member must give undivided allegiance when making decisions affecting QEA-Durham and he/she should never use information obtained as a board member for personal gain.
 - c. **Duty of Obedience:** Each board member is to be faithful to QEA-Durham's purpose, mission, goals and objectives. Each board member is not permitted to act in a way that is inconsistent with the central goals of QEA-Durham and/or to the laws, regulations, rules and policies of the State, county, municipality, local education authorities ("LEAs") and federal government applicable to QEA-Durham. Each board member shall manage and administer the finances received by QEA-Durham to fulfill the organization's purpose, mission, goals and objectives.
5. **Board Leadership:** The leadership of the Board shall consist of at least a Board Chair, Board Treasurer and Board Secretary. The Board may elect one or more Vice-Chairs who may have expertise or skills (e.g., Vice-Chair of Operations, Vice-Chair of Facilities Management, Vice-Chair Legal, Vice-Chair in Regulatory Compliance, etc.). The roles of the required leadership are as follows:
- A. **Board Chair:** The Board shall elect one of their numbers to serve as Board Chair and the election shall be by a majority vote of the board members in attendance at a regular meeting. The Board Chair's term shall be one year, and he/she may serve successive terms. The role of the Board Chair is to advance the mission of QEA-Durham. In general, the Board Chair presides over meetings, proposes policies and practices, sits on various committees, monitors the performance of board members and QEA-Durham staff members, submits various reports to the Board, to lenders and to other stakeholders, proposes the creation of committees, and performs other duties as the need arises and/or as defined in the bylaws. The Board Chair shall only hold one office on the Board. The Board Chair may serve as chairperson of any Board committee and may serve on multiple Board Committees. The Board Chair shall have the following qualifications, duties, responsibilities and obligations:
 - 1. He/she is a member of the Board and has demonstrated his/her commitment and support for QEA-Durham's vision, mission, purpose, goals and objectives.

QUALITY EDUCATION ACADEMY OF DURHAM

2. Shall serve as a volunteer of QEA-Durham.
3. Is a partner with the Principal in achieving QEA-Durham's mission.
4. Provides leadership to the Board and is the person to whom the Principal is accountable. He/she is responsible for ensuring that the Board and its members: (i) are aware of and fulfill their governance responsibilities; (ii) comply with applicable laws and bylaws; (iii) conduct Board business effectively and efficiently; and are accountable for their performance.
5. Chairs meetings of the Board after developing the agenda with the Principal.
6. Encourages Board's role in strategic planning.
7. Discusses issues confronting QEA-Durham with the Principal.
8. Helps guide and mediate Board actions with respect to organizational priorities and governance concerns.
9. Reviews with the Principal any issues of concern to the Board.
10. Monitors financial planning and financial reports.
11. Informally evaluates the effectiveness of the Board members.
12. Evaluates annually the performance of QEA-Durham in achieving its mission.
13. Performs other responsibilities assigned by the Board.
14. **Accountability**-The Board Chair is accountable to the Board as specified in the bylaws. The Board Chair may delegate specific duties to the Principal, board members and/or committees as appropriate; however, the accountability for them remains with the Board Chair.
15. **Meetings**-The Board Chair ensures that an agenda is planned for board meetings. This may involve periodic meetings with committee chairpersons and the Principal to draft meeting agendas and reporting schedules. The Board Chair presides over meetings of the Board. In this capacity, the Board Chair: (i) chairs meetings according to accepted rules of order for the purposes of encouraging all members to participate in discussion and arriving at decisions in an orderly, timely and democratic manner; and (ii) votes as prescribed in the bylaws.
16. **Board Committees**-The Board Chair serves as an *ex-officio* member of board committees specified in the bylaws. In this capacity, the Board Chair's role is: (i) to serve as a voting member of the committee (specified in the bylaws); (ii) to negotiate reporting schedules; and (iii) to identify problems and assist the committee chairperson to resolve them, and if necessary, to bring them to the attention of the Board.
17. **Board-Staff Relations**-The Board Chair is the primary liaison between the Board and Principal. In this capacity, the Board Chair: (i) meets periodically with the Principal; (ii) ensures that periodic performance reviews of the Principal are conducted; and (iii) participates in the hiring and evaluation of the Principal.

QUALITY EDUCATION ACADEMY OF DURHAM

18. **Community Relations**-The Board Chair ensures that QEA-Durham maintains positive and productive relationships within the community, donors, and other organizations. In this capacity, the Board Chair serves as primary spokesperson for QEA-Durham and the duties may include: representing QEA-Durham to the media; representing QEA-Durham to governmental or non-governmental organizations, donors, businesses and the public.
19. **Signing Officer**-The Board Chair is normally designated by the Board and/or bylaws as one of the signing officers for certain documents. In this capacity, the Board Chair may be authorized or required to sign or countersign checks, correspondence, applications, reports, contracts or other documents on behalf of QEA-Durham.
20. **Board Development**-The Board Chair ensures that structures and procedures are in place for effective recruitment, training, and evaluation of board members.
21. **Fundraising**-The Board Chair ensures that structures and procedures are in place for securing the resources required by QEA-Durham depending upon the organization's needs. This may require the Board Chair to play a leadership role in fundraising campaigns through personal contributions of services and money.

Although the Board Chair is accountable to the Board in terms of fulfilling the above responsibilities, it is not necessarily the intent of these bylaws that Board Chair directly carryout each of the foregoing responsibilities and that QEA-Durham expects the Board Chair delegate many of these responsibilities and tasks will be delegated to board committees, school staff (including the Principal) or others who be retained or consulted for specific purposes.

B. Board Treasurer: The Board shall elect one of their numbers to serve as Treasurer of the Board and the election shall be by a majority vote of the board members in attendance at a regular meeting. The Treasurer shall hold office for one year, he/she may serve successive terms, or until his/her term shall last until a successor is elected or he/she has been removed from office for cause at the recommendation of the Board. The Treasurer may hold more than one office on the Board. The Treasurer may serve as chairperson of any Board committee and may serve on multiple Board committees. The Treasurer shall be bonded or insured in an amount to be determined by the Board in consultation with the Principal.

The Treasurer shall perform the following: (i) manage, prepare and/or oversee QEA-Durham's finances; (ii) prepare QEA-Durham's annual budget for the Board's approval; and (iii) ensure development and Board review of financial policies, procedures and internal controls. The Treasurer shall have the care and custody of and be responsible for the funds and financial records of QEA-Durham and shall deposit all such funds in the name of QEA-Durham in such bank or banks as the Board may designate. All checks, notes or orders for payment of money by QEA-Durham shall be signed by the Treasurer. The Treasurer shall report on the financial condition of QEA-Durham at meetings of the Board. All contracts and agreements in the name of QEA-Durham shall be signed by the President, Secretary and/or Treasurer as determined by the financial policies and internal controls approved by the Board. The Treasurer shall responsible for preparing and/or overseeing the

QUALITY EDUCATION ACADEMY OF DURHAM

preparation of financial statements, accounting reports and audit reports required by these bylaws, North Carolina law, federal law and/or financing agreements.

C. **Secretary:** The Board shall elect one of their numbers to serve as Secretary of the Board by a majority vote of the board members in attendance at a regular meeting. The Secretary shall hold office for one year, he/she may serve successive terms, or until his/her term shall last until a successor is elected or he/she has been removed from office for cause at the recommendation of the Board. The Secretary may hold more than one office on the Board. The Secretary may serve as chairperson of any Board committee and may serve on multiple Board committees.

The Secretary shall make entries of all votes, keep minutes of all regular and special meetings of the Board. The Secretary shall perform the duties of the Board Chair when the Board Chair or Vice Chair is unable to attend any meeting. The Secretary shall prepare an annual report of all matters reported to the Board on an annual basis, which may consist of a table of contents, a copy of the minutes of the annual meeting and copies of all written reports presented to the Board. The Secretary shall be responsible for providing all notices required by these Bylaws, North Carolina law or laws of the United States. The Secretary shall be custodian of records of QEA-Durham and shall seal the records subject to the direction of the Board, Board Chair and/or Principal, and shall attend to correspondence of QEA-Durham and other duties normally exercised by the Secretary of a corporation. The Secretary shall: maintains records of the Board and ensures effective management of organization's records; ensures minutes are distributed to members shortly after each meeting; and is sufficiently familiar with legal documents (articles, by-laws, IRS letters, etc.) to note their applicability during meetings.

D. **Vice Chair:** If there are sufficient board members, the Board shall elect one of their numbers to serve as Vice Chair of the Board by a majority vote of the board members in attendance at a regular meeting. The Vice Chair shall hold office for one year, he/she may serve successive terms, or until his/her term shall last until a successor is elected or he/she has been removed from office for cause at the recommendation of the Board. The Vice Chair may hold more than one office on the Board. The Vice Chair may serve as chairperson of any Board committee and may serve on multiple Board committees. The Vice Chair is typically successor to the Board Chair position, has the responsibilities as a board member and will usually serve as a committee chairperson.

In addition to the responsibilities outlined in the board member job description, this position: (i) performs Chair responsibilities when the Chair cannot be available (*see* Board Chair Job Description); (ii) reports to the Board Chair; (iii) works closely with the Board Chair and other staff; (iv) participates closely with the Board Chair to develop and implement officer transition plans; and (v) performs other responsibilities as assigned by the Board or delegated to the Vice Chair from the Board Chair.

E. **Board Members (At-Large):** On an annual basis, the Board shall determine the number of board members who shall serve on the board for the following year. However, QEA-Durham shall have at a minimum three (3) board members (at least one serving as Board Chair, Treasurer, and Secretary). A board member may serve as chairperson of any Board committee and may serve on multiple Board committees.

QUALITY EDUCATION ACADEMY OF DURHAM

Board members shall: (i) regularly attend board meetings; (ii) make serious commitment to participate actively in committee work; (iii) volunteer for and willingly accept assignments and complete them thoroughly and on time; (iv) stay informed about Board matters, prepare themselves well for meetings, review and comment on minutes and reports; (v) get to know other board members and build collegial working relationships with each other that contributes to consensus building in addressing issues pertaining to QEA-Durham's operations and business; (vi) act as an active participant in the Board's annual evaluation and planning efforts; and (vii) participate in fundraising for QEA-Durham.

6. **Board Member Visits to QEA-Durham's School Facilities:** Board members are encouraged to visit QEA-Durham in order to be better informed and to gain a clearer understanding of the daily operation of the school. Board members wishing to visit a school should generally inform the Principal or designee of the desire to visit. Policy questions, problems, complaints and/or issues raised by the Board Member arising from such visits should be directed to the Principal.

7. **Board Members with Children Enrolled at QEA-Durham:** In matters concerning the education of their own children, board members shall conduct themselves as parents, rather than as board members, and have the same rights and responsibilities as other parents in accordance with QEA-Durham's policies and procedures. Board members shall confer with the individual teacher or Principal about matters growing out of their children's participation in the school in the same manner as other parents.

8. **Role of Members of the Board in Handling Complaints:** Parents, students, teachers, any other person affiliated with QEA-Durham and/or any person of the general public having complaints about school matters shall be referred by individual board members to the school employees most directly concerned. Board members shall direct such complainants to utilize the normal administrative procedures, practices and/or channels set forth in QEA-Durham's policies and/or teacher/parent/student manual(s). When it becomes necessary for any individual board member to become directly involved in such complaint (problem or issue), he/she shall channel such complaint to QEA-Durham's Principal. The Principal is responsible for advising the remaining board members of the complaint and its proposed disposition/disposition. Individual board members shall refrain from taking any action outside the policies, practices and/or procedures set forth in QEA-Durham's policies and/or teacher/parent/student manuals, unless the board member has been authorized to dispose of the complaint by the Principal and/or resolution by the Board.

9. **Meetings of the Board of Directors:**

A. **Annual Meeting:** Prior to the start of the academic year, the Board shall set a date to conduct an annual meeting. At the annual meeting, the Board, Principal, Lead Teacher and Treasurer shall give end of the academic year reports covering all operations, finances and performances (academic (students) and personnel (teachers and Principal)) of QEA-Durham. The Board shall also make all elections to the Board for the following academic year and set a schedule for developing the following academic year's strategic plan, goals, objectives and performance targets. The Board Chair, at his/her discretion and/or in consultation with the other board members, may excuse QEA-Durham's staff from the remainder of the annual meeting in order to discuss personnel issues, performance of teachers and/or Principal, staff compensation, retention, benefits, discipline of staff and/or QEA-Durham's finances.

QUALITY EDUCATION ACADEMY OF DURHAM

B. Regular Meetings: Regular meetings of the Board shall be called by the Board Chair monthly during the academic year, and as needed when the school is not in operation. There shall be at least one-week notice of all meetings and such notice shall either be in writing and/or electronic and such notice shall be given by the Board Chair or Board Secretary. The notices for all meetings shall give all board members reasonable notice of the place, date and time for each meeting noticed by the Board Chair or Board Secretary. Any board member may waive the service of the notice to him/her if the waiver is provided to the Board Chair or Secretary in writing before the meeting in question is conducted. The notice for a regularly scheduled monthly meeting shall include an agenda of the meetings proposed business and the location of the meeting.

1. **Monthly Status Reports:** The Board shall conduct the affairs of QEA-Durham as directed by the Bylaws, Policies, Manuals and/or applicable laws. At the regularly scheduled monthly meeting, the Principal shall provide the Board with monthly status reports of the operations, performance, finances (revenue and expenses), personnel matters and/or any complaints, issues or problems (and dispositions/proposed dispositions) that occurred since the previous status reports delivered to the Boards.

2. **Quorum Requirements & Voting at Meetings:** Unless otherwise agreed to in writing by the board members, all business matters that require action by the Board shall require a minimum of three (3) board members to be present at a properly noticed meeting. Unless prohibited or limited by the articles of incorporation, bylaws and/or prior resolution of the Board, voting by board members may be done by proxy provided the absent board member has provided his/her proxy in writing to the Board Chair and/or Board Secretary prior to the start of the subject meeting for which the proxy is tendered. Unless otherwise specified in the bylaws or resolution of the Board, all voting on QEA-Durham's business before the Board at a regularly scheduled meeting shall be by majority vote.

3. **Breaking Tie Votes:** In the event of a tie vote, the Board Chair shall first open debate on the motion that was subject of the tie vote in an effort to foster a consensus and a revote; if after a revote a tie remains, then the Board Chair may request that the Principal or other board member to cast a tie breaking vote because of the Principal or other board member's experience or expertise in the subject matter of the motion at issue (e.g., if the issue concerns the QEA-Durham's curriculum or academic performance, the Board Chair may have the Principal break the tie; or if the subject is QEA-Durham's accounting practices, the Board Chair may request an accountant serving on the Board to cast the decisive vote; a legal issue, the Board Chair may request a lawyer serving on the Board to cast the tie breaking vote, etc.); Board Chair may cast the decisive vote. The Board Chair and Secretary shall include a statement for the record as to why it was in the best interest of QEA-Durham to give the tie-breaking vote to the Principal, Board Chair or other board member selected by the Board Chair.

C. Special or Emergency Meetings: The Board Chair may call special or emergency meetings of the Board at any time and notice may be written and/or electronic. The amount of notice shall be at the discretion of the Board Chair depending on the special nature of the issue to be addressed at the meeting or the nature of the emergency. Any board member can call a special or emergency meeting if approved by the Board Chair or at least one other board member join in that board member's request for a special meeting and the member requesting the special or emergency meeting shall cause the Board's Secretary to issue notice to the rest of the Board and Board Chair.

QUALITY EDUCATION ACADEMY OF DURHAM

1. Location of Meeting: The location of a special or emergency meeting may take place at any location deemed appropriated by the person calling the meeting and/or the meeting may be conducted via teleconference.

2. Matters Involving the Principal: If the subject matter of the special or emergency meeting concerns the performance, conduct, discipline, employment and/or compensation of the Principal, then it shall be at the discretion of the Board Chair or the board members calling meeting as to whether notice of such meeting given to the Principal and/or the extent of the Principal's participation at such a meeting.

3. Voting: Shall be the same as in a regular meeting, unless the majority of board members in attendance at the special or emergency meeting determine that voting to resolve the subject matter that necessitated the subject meeting shall be substantial majority (more than 66%), super-majority (more than 75%) or unanimous agreement (100%).

10. Board Meeting Attendance Policy: In order for it to realize its vision, mission, purpose, goals and objectives, QEA-Durham must have effective commitment, participation and leadership from its Board. Therefore, attendance at board meetings and full contribution by all board members will play an important role in making QEA-Durham a success and it shall be a requirement of all board members to make every effort to attend all formal regularly scheduled meetings of the Board to which the board members have received at least one week prior notice by way of letter or electronic notification with confirmation of delivery. All board members shall receive a copy of these bylaws and shall review the attendance policy (below) before the start of the academic year. If able, it is expected that all board members attend each meeting in person, but members may participate via teleconference if QEA-Durham and/or attending board members have the capability of conducting a teleconference. Board members who will participate in a meeting via teleconference shall be responsible for making the arrangements for such participation well in advance of the meeting and such participation shall not in any way interrupt, prevent, hinder and/or disrupt the participation of those physically attending the meeting.

A. Board Attendance Problem: A board-attendance problem occurs if any of the following conditions exist concerning a board member's attendance at board meetings:

1. The member has two unexcused or un-notified absences in a row ("un-notified" means the board member did not advise the Board Chair and/or Secretary that he/she will not be able to attend a properly noticed Board meeting).
2. The member has three notified or excused absences in a row.
3. The member misses one third of the total number of board meetings for any reason in a twelve-month period.

B. Resolution of Board-Attendance Problems: If a board-attendance problem exists regarding a member, the Board Chair will promptly contact the board member to discuss the problem. The Board Chair will promptly share the board member's response with the entire Board at the next Board meeting. In that meeting, the Board will decide what actions to take regarding the board member's future service on the Board. If the Board decides to terminate the service of the absentee board member, termination will be conducted per this policy. The Board will promptly initiate a process to begin recruiting a new board member. Should the Board decided to remove an absentee

QUALITY EDUCATION ACADEMY OF DURHAM

board member, then the Board Chair will contact the absentee board member and notify him/her of the Board's decision to terminate his/her services per the terms of this Board Attendance Policy. The Board Chair will request a letter of resignation from the absentee member and all documents, materials and/or property of the Board and/or QEA-Durham, which shall be delivered by the absentee board member within the two weeks from the date of the request. If the letter of resignation is not received within two weeks, then the Board shall formally move to terminate the services and remaining term of the absentee board member at the next regularly scheduled board meeting or at a special meeting called by the Board Chair upon proper notice to the Board.

11. Board Members' Participation in Informal Meetings not Authorized by the Board Or Principal: The Board encourages community participation in the school. Individual board members should inform any community member or organization with whom they meet that in such meetings they act only as individuals and not for or on behalf of the Board or QEA-Durham, unless they have been authorized by official Board action or have obtained prior approval from the Principal to represent QEA-Durham's interests at the informal meeting. In addition, board members should avoid situations in which their presence could be inferred by citizens as being an official representative of the Board. Individual board members should refrain from meeting with groups of QEA-Durham teachers or employees to discuss matters relating to employment or conditions of work without specific authorization by official Board action. When a board member receives a request to meet with any informal community group about school matters, the individual board member should inform the Board Chair and the Principal of the request.

12. Compensation of Board Members: No board member shall receive compensation, except for actual expenses required in the performance of his/her duties provided such expenses are incurred with the approval of the Board, QEA-Durham reimbursement policies, procedures, guidelines and/or State and Federal Tax laws.

13. Board Committees: The organization of the Board of Directors may be divided into permanent committees and/or temporary committees created by the Board. However, all committees must serve the needs of QEA-Durham and each committee's work must be in furtherance of and consistent with the organization's vision, mission, purpose, goals and objectives. The Board shall also have the power to dissolve permanent or temporary committees. The Board shall appoint the chairpersons for all committees and shall have the power to remove all chairpersons. The Board may impose qualifications for any chairperson for any committee in order to accomplish that committee's work, task, purpose, and/or function in the time-period(s) that may be set for the committee by the Board. A committee's meetings, their frequency, location, and method of participation in committee meetings shall be set at the discretion of the chairperson in consultation with the other board members serving on the committee. The Board and/or committee chairperson may require QEA-Durham's Principal, Lead Teacher, and any of the school's teachers or employees to serve on, attend, report to and/or participate in any committee meeting.

A. **Permanent Committees:** to the extent QEA-Durham has sufficient resources, personnel and board members, the Board may establish and delegate its powers and authority to the following permanent committees:

QUALITY EDUCATION ACADEMY OF DURHAM

1. **Executive Committee:** If established, the Executive Committee shall consist of the Board Chair, Board Vice-Chair, Board Treasurer, and Board Secretary. The Board Chair shall be the chairperson and shall preside over all meetings of the Executive Committee.

2. **Finance Committee:** If established, the Finance Committee shall consist of the Board's Treasurer and all QEA-Durham employees responsible for overseeing management, financing, fundraising, accounting and/or auditing for QEA-Durham's revenue, expenses, payroll, taxes, banking, investments, purchasing and all other fiscal matters. The Board may assign other board members to the Finance Committee who have experience or education in finance, business, accounting, banking, investing/financial services, fundraising, grants, employment law, corporate law, real estate or other relevant experience. Other board members who desire to serve on the Finance Committee but do not have the requisite experience or education may serve on the Finance Committee if other members on the Finance Committee are willing to train such a member.

The Finance Committee will assist the Board's Treasurer in the preparing of budgets, financial statements, payroll, accounting standards and statements, internal controls, auditing standards, tax filings, financial reporting to government agencies, investment strategies, fundraising strategies and goals, grant proposals, employee benefit plans, and any financially related reports required by these bylaws, North Carolina law or federal law. The Finance Committee shall also make recommendations to the Board on hiring all independent certified public accountants and/or auditors. The Finance Committee shall serve only in advisory capacity and only recommend policies, standards, internal controls or actions to the Executive Committee and Board. Finance Committee shall not have any authority to make decisions that affect the day-to-day management over QEA-Durham's accounts, finances, assets, investments, bank accounts, grants, expenses, debts, liabilities and property. All members serving on the Finance Committee shall treat and keep confidential all financial information, records, statements and reports they receive, review and/or create in the course of their work on the Finance Committee, unless the financial information has been published to QEA-Durham's teachers, employees, parents, and/or the Finance Committee has obtained prior approval from the Board and/or Treasurer to disclose the information to an approved party.

3. **Academic Committee:** If established, the Academic Committee shall consist of the members of the Board with educator experience. The Academic Committee shall be responsible for creating, developing, maintaining, improving and/or overseeing the implementation of all QEA-Durham's academic policies, curriculum, standards, testing, student honor code, teacher performance, student performance, teacher training and/or all other similar or related policies. However, the Board and Principal must give written final approval before any of the foregoing is implemented by QEA-Durham's Principal, teachers and employees.

B. **Committee Chairpersons:** Persons serving as the primary leader/chairperson of a committee shall be a member of the Board. The chairperson shall: (i) set the tone for the committee's work; (ii) ensure that board members, QEA-Durham officers and/or school staff have the information needed to do their assigned committee work or tasks; (iii) oversee the logistics of committee's operations; (iv) status reports to the Board Chair and/or Board of the committee's work; (v) report to the full Board on committee's decisions/recommendations; (vi) work closely with the

QUALITY EDUCATION ACADEMY OF DURHAM

Principal and other school staff as authorized by the Board Chair, Board and/or Principal; (vii) assign work to the committee members, set the agenda, run the meetings, and ensure distribution of meeting minutes; and (viii) initiates and leads the committee's annual evaluation.

ARTICLE IV **(Officers and Staff)**

1. **General Authority.** The Board shall have the authority to approved personnel actions for QEA-Durham including hiring, promotion, discipline and termination of all staff. The Board shall hire the following management/supervisory staff in rank order of authority: (i) Principal. QEA-Durham's Board and the Principal shall work together in hiring, retaining, promoting, disciplining and/or terminating teachers, teachers' assistants and other school staff. Principal shall hire, retain, promote, discipline and/or terminate QEA-Durham's clerical, janitorial, cafeteria and administrative staff.

2. **Compensation of Officers and Staff.** Board shall determine the compensation and benefits to be paid or given to the Principal. Board shall approve the compensation and benefits to be paid or given to QEA-Durham's staff. QEA-Durham staff shall be reimbursed all school-related expenses and academic materials he/she incurs in furtherance of the business of QEA-Durham that was incurred within their scope of work or which is authorized by the Board and/or Principal and as permitted by State and Federal laws and regulations.

ARTICLE V **(Standards of Conduct; Conflict of Interest; Indemnification; Insurance; and Immunity)**

1. **General Standards for Directors:**

A. **Reasonable Care:** A board member or officer shall discharge his/her duties in accordance with these bylaws and all applicable laws and regulation applicable to QEA-Durham's business as a charter school: (1) in good faith; (2) with the care and ordinarily prudent person in a like position would exercise under similar circumstances; and (3) in a manner he/she reasonably believes to be in the best interests of QEA-Durham. A board member or officer will not be liable for any action taken as a board member or officer, or any failure to take any action, if he or she performed the duties of his or her office in compliance with this section. A board member or officer is not acting in good faith if he/she has knowledge concerning the matter in question that makes reliance, otherwise permitted by section 1.B of this Article (below), unwarranted.

B. **Good Faith & Due Diligence:** Board members and QEA-Durham officers shall discharge his/her duties in good faith and make decisions that are in the best interests of QEA-Durham. In discharging his/her duties, a board member or officer shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, if prepared or presented by: (1) Board, Officer, Principal, Lead Teacher, and/or other QEA-Durham employee whom the board member or officer reasonably believes to be reliable and competent in the matters presented; (2) legal counsel, public accountants or other persons as to matters the board member or officer reasonably believes are within that person's professional or expert competence; or (3) a Board committee of which he/she is not a member, if the board member or officer reasonably

QUALITY EDUCATION ACADEMY OF DURHAM

believes the committee merits confidence. A board member or officer is not entitled to the benefit of the foregoing, if he/she has actual knowledge concerning the matter in question that makes reliance otherwise permitted above unwarranted.

C. Personal Liability: A board member's personal liability for monetary damages for breach of a duty as a director may be limited or eliminated only to the extent provided in N.C. Gen. Stat. 55A-8-60 or permitted in N.C. Gen. Stat. 55A-2-02(b)(4), and a board member may be entitled to indemnification against liability and expenses as set forth below. A board member shall not be deemed to be a trustee with respect to QEA-Durham or with respect to any property held or administered by QEA-Durham, including without limitation, property that may be subject to restrictions imposed by the donor or transferor of such property.

D. Conflict of Interest Policy:

1. **Purpose:** QEA-Durham is a nonprofit, tax-exempt organization and it is imperative that it maintain its tax-exempt status both for its continued financial stability and for public support. As a tax-exempt organization, QEA-Durham's finances are subject to governmental regulation and reporting requirements under the U.S. Internal Revenue Code and related regulations. The public is entitled to inspect copies of QEA-Durham's Forms 990 and/or 990-EZ filed with the IRS.

The Board, officers, and management employees have the responsibility of administering the affairs of QEA-Durham honestly and prudently, and of exercising their best care, skill, and judgment for the sole benefit of QEA-Durham. The Board, officers, and management/supervisory employees shall exercise the utmost good faith in all transactions involved in their duties, and they shall not use their positions with QEA-Durham, or knowledge gained therefrom, for their personal benefit. The interests of QEA-Durham must be the first priority in all decisions and actions involving QEA-Durham's business, finances and/or accounting.

2. **Person Concerned:** This statement is directed not only to directors and officers, but to all employees who can influence the actions of QEA-Durham. For example, this would include all who make purchasing decisions, all persons who might be described as "management" or "supervisory" personnel, and anyone who has proprietary information concerning QEA-Durham.

3. **Areas Where Conflict May Arise:** Conflicts of interest may arise in the relations of directors, officers, and management/supervisory employees with any of the following third parties:

- a. Persons and firms supplying goods and services to QEA-Durham.
- b. Persons and firms from whom QEA-Durham leases real property, equipment, computers and/or other personal property.
- c. Persons and firms with whom QEA-Durham is dealing or planning to deal with in connection with: gifts; grants; loans; purchase, sale or rental of real estate; banking, investing, financial services; securities; purchase, sale or rental of personal property; and/or suppliers of all other types of goods and services.
- d. Competing or affinity organizations.
- e. Donors and others supporting QEA-Durham.

QUALITY EDUCATION ACADEMY OF DURHAM

- f. Agencies, organizations, and associations that affect the operations of QEA-Durham family members, friends, and other employees.
- g. Personnel matters, transactions and/or inappropriate relationships between QEA-Durham employees and QEA-Durham management/supervisory employees (including board members).
- h. Parents and students.

4. **Nature of Conflicting Interest:** A conflicting interest may be defined as an interest, direct or indirect, with any persons or firms mentioned in Section 3.D above. Such an interest might arise through:

- a. Owning stock or holding debt or other proprietary interests in any third-party dealing with QEA-Durham.
- b. Holding office, serving on the board, participating in management, or being otherwise employed (or formerly employed) with any third-party dealing with QEA-Durham.
- c. Receiving remuneration for services with respect to individual transactions involving QEA-Durham.
- d. Using QEA-Durham's time, personnel, equipment, supplies, or good-will for other than approved activities, programs, and purposes.
- e. Receiving personal gifts or loans from third-parties dealing or competing with QEA-Durham. Receipt of any gift is disapproved, except gifts of a value less than \$50, which could not be refused without discourtesy. No personal gift of money or gift cards should ever be accepted, unless it is to any teacher from students/parents for school supplies or teacher appreciation.
- f. QEA-Durham management/supervisory should not receive personal gifts, loans, goods, services, gift cards from QEA-Durham staff that exceeds \$25.00 (unless the individuals are members of the same family).
- g. QEA-Durham officers and staff shall not enter into or engage in any inappropriate relationship with any parent or student of QEA-Durham.
- h. Absent prior written/email approval by the Principal or Treasurer, QEA-Durham officers and staff shall not purchase goods or services from businesses owned, operated or which employs (i) any parent of any QEA-Durham or (ii) any board member.

5. Interpretation of this Statement: The areas of conflicting interest listed in Section 3, and the relations in those areas, which may give rise to conflict, as listed in Section 4, are not exhaustive. Conflicts might arise in other areas or through other relations. It is assumed that the directors, officers, and management/supervisory employees will recognize such areas and relation by analogy.

The fact that one of the interests described in Section 4 exists does not necessarily mean that a conflict exists, or that the conflict, if it exists, is material enough to be of practical importance, or if material, that upon full disclosure of all relevant facts and circumstances it is necessarily adverse to

QUALITY EDUCATION ACADEMY OF DURHAM

the interests of QEA-Durham.

However, it is the policy of the board that the existence of any of the interests described in Section 4 shall be disclosed before any transaction is consummated. It shall be the continuing responsibility of the board, officers, and management/supervisory employees to scrutinize their transactions and outside business interests and relationships for potential conflicts and to immediately make such disclosures. If any QEA-Durham officer or employee violates the foregoing conflict of interest policy he/she may be subject to discipline, including termination of employment or dismissal from the Board.

6. Disclosure Policy and Procedure: Transactions with parties with whom a conflicting interest exists may be undertaken only if all of the following are observed:

- a. The conflicting interest is fully disclosed;
- b. The person with the conflict of interest is excluded from the discussion and approval of such transaction
- c. A competitive bid or comparable valuation exists; and
- d. The Board, or a committee thereof, has determined that the transaction is in the best interest of the organization. Disclosure in the organization should be made to the Principal (or if he/she is the one with the conflict, then to the Board Chair), who shall bring the matter to the attention of the Board, or a committee thereof. Disclosure involving board members should be made to the Board Chair (or if he/she is the one with the conflict, then to the Vice-Chair, Treasurer and/or Secretary), who shall bring these matters to the Board. The Board shall determine whether a conflict exists and in the case of an existing conflict, whether the contemplated transaction may be authorized as just, fair, and reasonable to QEA-Durham. The decision of the Board on these matters will rest in their sole discretion, and their concern must be the welfare of QEA-Durham and the advancement of its purpose.

E. Indemnification of Directors and Officers: It is the policy of QEA-Durham and the State to attract and maintain responsible, qualified board members, officers, employees, and agents for non-profit corporations and, to that end, to permit QEA-Durham to allocate the risk of personal liability of board members, officers, employees, and agents through indemnification and insurance.

1. Definitions: the following definitions apply to this Section of the bylaws:

- a. **“Board Member”** means an individual who is or was a member of board of directors or an individual who, while a director of a corporation, is or was serving at the corporation’s request as a director, officer, partner, trustee, employee, or agent of another foreign or domestic business or nonprofit corporation, partnership, joint venture, trust, employee benefit plan, or other enterprise. “Director” includes, unless the context requires otherwise, the estate or personal representative of a director.
- b. **“Expenses”** means expenses of every kind incurred in defending a proceeding, including attorneys’ fees.

QUALITY EDUCATION ACADEMY OF DURHAM

- c. **“Liability”** means the obligation to pay a judgment, settlement, penalty, fine (including an excise tax assessed with respect to an employee benefit plan), or reasonable expenses actually incurred with respect to a proceeding.
- d. **“Officer,” “employee,” or “agent”** includes, unless the context requires otherwise, the estate or personal representative of a person who acted in that capacity.
- e. **“Official capacity”** means: (i) when used with respect to a board member/director, the office of any member of the board directors of QEA-Durham; and (ii) when used with respect to an individual other than a director, as contemplated in N.C. Gen. Stat. 55A-8-56, the office held by the officer or the employment or agency relationship undertaken by the employee or agent on behalf of QEA-Durham. “Official capacity” does not include service for any other foreign or domestic business or nonprofit corporation or any partnership, joint venture, trust, employee benefit plan, or other enterprise.
- f. **“Party”** includes an individual who was, is, or is threatened to be made a named defendant or respondent in a proceeding.
- g. **“Proceeding”** means any threatened, pending, or completed action, suit, or proceeding whether civil, criminal, administrative, or investigative and whether formal or informal.

2. **Authority to indemnify (N.C. Gen. Stat. § 55A-8-51:** Except as provided in subsection E.5 in this Article (below), QEA-Durham may indemnify an individual made a party to a proceeding because the individual is or was a director/board member against liability incurred in the proceeding if the individual:

- a. Conducted himself or herself in good faith;
- b. Reasonably believed that: (i) in the case of conduct in his/her official QEA-Durham capacity, his/her conduct was in its best interests of QEA-Durham; and (ii) in all other cases, his/her conduct was at least not opposed to its best interests of QEA-Durham; and
- c. In the case of any criminal proceeding, had no reasonable cause to believe his conduct was unlawful.

3. A board member’s/director’s conduct with respect to an employee benefit plan for a purpose the board member/director reasonably believed to be in the interests of the participants in and beneficiaries of the plan is conduct that satisfies the requirement of E.2.b(ii) above.

4. The termination of a proceeding by judgment, order, settlement, conviction, or upon a plea of no contest or its equivalent is not, of itself, determinative that the board member/director did not meet the standard of conduct described in this Article.

5. QEA-Durham shall not indemnify a board member/director under this section:

- a. In connection with a proceeding by or in the right of QEA-Durham in which the board member/director was adjudged liable to QEA-Durham; or

QUALITY EDUCATION ACADEMY OF DURHAM

- b. In connection with any other proceeding charging improper personal benefit to the board member/director, whether or not involving action in his official capacity, in which the board member/director was adjudged liable on the basis that personal benefit was improperly received by the board member/director.

6. Indemnification permitted under this section in connection with a proceeding by or in the right of QEA-Durham that is concluded without a final adjudication on the issue of liability is limited to reasonable expenses incurred in connection with the proceeding.

7. The authorization, approval, or favorable recommendation of indemnification by QEA-Durham's Board, as permitted by this Article, shall not be deemed an act or corporate transaction in which a board member/director has a conflict of interest, and no such indemnification shall be void or voidable on such ground.

8. **Mandatory indemnification (N.C. Gen. Stat. § 55A-8-52):** Unless limited by its articles of incorporation, QEA-Durham shall indemnify a board member/director who was wholly successful, on the merits or otherwise, in the defense of any proceedings to which the director was a party because he/she is or was a board member/director of QEA-Durham against reasonable expenses actually incurred by the board member/director in connection with the proceeding.

9. **Advance for expenses (N.C. Gen. Stat. § 55A-8-53):** Expenses incurred by a board member/director in defending a proceeding may be paid by QEA-Durham in advance of the final disposition of such proceeding as authorized by the Board in the specific case or as authorized or required under any provision in the articles of incorporation or bylaws or by any applicable resolution or contract upon receipt of an undertaking by or on behalf of the board member/director to repay such amount, unless it shall ultimately be determined that the board member/director is entitled to be indemnified by QEA-Durham against such expenses.

QEA-Durham's Board may authorize the payment or reimbursement of expenses incurred by a board member/director in connection with appearing as a witness in a proceeding at a time when the board member/director has not been made a named defendant or respondent to the proceeding.

10. **Determination and authorization of indemnification (N.C. Gen. Stat. § 55A-8-55):** QEA-Durham shall not indemnify a board member/director under G.S. 55A-8-51, unless authorized in the specific case after a determination has been made that indemnification of the board member/director is permissible in the circumstances, because the board member/director has met the standard of conduct set forth in G.S. 55A-8-51. The determination shall be made:

- a. By the Board by majority vote of a quorum consisting of board member/director not, at the time, parties to the proceeding;
- b. If a quorum cannot be obtained under subdivision (a) of this subsection (above), by a majority vote of a committee duly designated by the Board (in which designation board member/director who are parties may participate), consisting solely of two or more board member/director not, at the time, parties to the proceeding;
- c. By special legal counsel (i) selected by the Board or its committee in the manner prescribed in subdivision (a) or (b) of this subsection (above); or (ii) if a quorum of

QUALITY EDUCATION ACADEMY OF DURHAM

the Board cannot be obtained under subdivision (a) of this subsection and a committee cannot be designated under subdivision (b) of this subsection, selected by majority vote of the full Board (in which selection board members/directors who are parties may participate); or

- d. Board members/directors who are at the time parties to the proceeding shall not vote on the determination.

Authorization of indemnification and evaluation as to reasonableness of expenses shall be made in the same manner as the determination that indemnification is permissible, except that if the determination is made by special legal counsel, authorization of indemnification and evaluation as to reasonableness of expenses shall be made by those entitled under subdivision 10.c of this section (above) to select counsel.

11. Indemnification of officers, employees, and agents (N.C. Gen. Stat. § 55A-8-56):

Unless QEA-Durham's articles of incorporation provide otherwise, QEA-Durham may also indemnify its officers, employees and agents as follow:

- a. An officer of QEA-Durham is entitled to mandatory indemnification under G.S. 55A-8-52, and is entitled to apply for court ordered indemnification under G.S. 55A-8-54, in each case to the same extent as a board member/director;
- b. QEA-Durham may indemnify and advance expenses under this Article to an officer, employee, or agent of the corporation to the same extent as to a board member/director; and
- c. QEA-Durham may also indemnify and advance expenses to an officer, employee, or agent to the extent, consistent with public policy, which may be provided by its articles of incorporation, bylaws, general or specific action of its Board, or contract.

12. Additional indemnification (N.C. Gen. Stat. § 55A-8-57): QEA-Durham may, by contract or resolution, indemnify or agree to indemnify any one or more of its board members/directors, officers, employees, agents and/or third parties against liability and expenses in any proceeding, including without limitation a proceeding brought by or on behalf of QEA-Durham, arising out of their status as such or their activities in any of the foregoing capacities. QEA-Durham shall not indemnify or agree to indemnify a person against liability or expenses the person may incur on account of his activities which were at the time taken, known, or believed by the person to be clearly in conflict with the best interests of QEA-Durham or if the person received an improper personal benefit. Any provision in any contract or resolution permitted under this section may include provisions for recovery from QEA-Durham of reasonable costs, expenses, and/or attorneys' fees in connection with the enforcement of rights to indemnification granted therein and may further include provisions establishing reasonable procedures for determining and enforcing the rights granted therein.

13. Insurance (N.C. Gen. Stat. § 55A-8-57): QEA-Durham may purchase and maintain insurance on behalf of an individual who is or was a board member/director, officer, employee, or agent of QEA-Durham who, while a board member/director, officer, employee, or agent of another corporation, is or was serving at the request of QEA-Durham as a board member/director, officer, partner, trustee, employee, or agent of another foreign or domestic corporation, partnership, joint

QUALITY EDUCATION ACADEMY OF DURHAM

venture, trust, employee benefit plan, or other enterprise, against liability asserted against or incurred by him in that capacity, whether or not QEA-Durham would have power to indemnify him/her against the same liability under any provision of this Article.

14. **Immunity:** a person serving as a board member/director or officer of QEA-Durham shall be immune individually from civil liability for monetary damages, except to the extent covered by insurance, for any act or failure to act arising out of this service, except where the person:

- a. Is compensated for his/her services beyond reimbursement for expenses;
- b. Was not acting within the scope of his/her official duties;
- c. Was not acting in good faith;
- d. Committed gross negligence or willful or wanton misconduct that resulted in the damage or injury;
- e. Derived an improper personal financial benefit from the transaction;
- f. Incurred the liability from the operation of a motor vehicle; or
- g. Is a defendant in an action brought under N.C. Gen. Stat. § 55A-8-33.

The immunity in this subsection may be limited or eliminated by a provision in the articles of incorporation, but only with respect to acts or omissions occurring on or after the effective date of such provision.

The immunity in subsection is personal to the board members/directors and officers, and does not immunize QEA-Durham against liability for the acts or omissions of the board members/directors or officers.

ARTICLE VI **(Reports & Records)**

1. **Corporate Records** (NC. GEN. STAT. Sec. 55A-16-01): QEA-Durham shall keep as permanent records minutes of all meetings of its Board, a record of all actions taken by the board members, and a record of all actions taken by all committees of the Board. QEA-Durham shall maintain appropriate business, financial, academic, tax, and accounting records as more fully described below. QEA-Durham shall maintain its records in written form or in another form capable of conversion into written form within a reasonable time. QEA-Durham shall keep a copy of the following records at its principal office: (1) its certificate of incorporation or restated certificate of incorporation and all amendments to it currently in effect; (2) its bylaws, restated bylaws and all amendments to thereto currently in effect; (3) the minutes of all Board meetings and records of all action taken by board members, if any, without a meeting for the past seven years; (4) the financial statements prepared for the past seven years; (5) a list of the names and addresses of QEA-Durham's current and former board members and officers; and (6) any annual report filed with the North Carolina Secretary of the State.

2. **Business Records:** QEA-Durham shall maintain all documents, records and emails created and/or received in furtherance and/or during the course of its business and finances (excluding student academic records) for a minimum of seven years or longer, depending on the document type

QUALITY EDUCATION ACADEMY OF DURHAM

and statute of limitations.

A. Document Requests From QEA-Durham's Principal: QEA-Durham's Principal shall have access to all business records created, received and/or maintained as necessary to effectively manage the day-to-day operations of QEA-Durham.

B. Document Requests From QEA-Durham's Board Members: A board member must make a written request to the Board or Principal to inspect any business record and the request shall state the purpose for the request and how the board member will use the requested information.

C. Document Requests From QEA-Durham's Employees: QEA-Durham employees do not have a right to inspect all QEA-Durham's business records, but such employees may inspect and copy QEA-Durham records pertaining to requesting employee's personnel file and any business record the requesting employee created, received and/or maintained during his or her employment.

D. Business Records Requests From QEA-Durham's Parents and Students: Unless otherwise required by law or an order from a court, parents and students shall not have access to or the right to inspect QEA-Durham's corporate and business records, except for records relating to: the academic performance of QEA-Durham; general background information about QEA-Durham and its teachers; such tax/financial information required under federal tax laws and regulations applicable to non-profit corporations; any public filing submitted to and/or document received from the State of North Carolina, Durham County, City of Durham, and/or the federal agency pertaining to any QEA-Durham operation, academic standard, certification, accreditation, health and safety of staff and students, cafeteria/food service and/or teacher certifications, licensing, training and/or qualifications; QEA-Durham records required to be disclosed under North Carolina laws and regulations applicable to charter schools; QEA-Durham records required to be disclosed under rules, regulations and/or ordinances of the local education authorities of the City of Durham and Durham County applicable to charter schools; and such other records authorized by the Board and/or Principal. QEA-Durham should comply with such requests within a reasonable time or explain to the parents the amount of time it will take to provide the documents.

E. Student Records: Only the Principal, teachers, parent(s) and student(s) shall access to that student's academic and health records in possession of QEA-Durham. The Board or Board committee may use student records for QEA-Durham's business purposes, but must keep the content of the records confidential or the Principal/Lead Teacher shall copy the student files and redact them so that any identifying information for any student is removed from the copies. QEA-Durham shall retain all student files and grades for twenty (20) years. QEA-Durham may digitize these records and dispose of the paper copies after seven (7) years provided sufficient measures are taken to back-up these records electronically. If QEA-Durham desires to destroy or delete these types of records, QEA-Durham must first notify the parents and students of QEA-Durham's intent to destroy or delete these records on a date certain in the notice and offer to transmit or mail the originals or copies. If QEA-Durham cannot transfer the student's records to the parents and/or student, then it shall retain electronic copies and provide those electronic files to QEA-Durham's

QUALITY EDUCATION ACADEMY OF DURHAM

successor, assignee, business entity or person acquiring the assets of QEA-Durham.

3. **N.C. Open Meetings Law:** QEA-Durham shall adhere to the rules and regulations of the N.C. Open Meetings Law as given in G.S.143-318.9 et seq.

ARTICLE VII

(Fiscal Year)

The fiscal year for QEA-Durham shall begin on July 1st and end on June 30th.

ARTICLE VIII

(Special Corporate Acts)

1. **Execution Of Deeds, Contracts, etc.:** Subject to the specific directions of Board, all leases, deeds and mortgages made by QEA-Durham and all other written contracts, agreements and undertakings to which QEA-Durham shall be a party shall be executed in its name by the Board Chair or his/her designee and, when requested, the Board Secretary shall attest to such signatures and affix QEA-Durham's corporate seal to the instruments.

2. **Execution of Negotiable Instruments:** All checks, drafts, notes, bonds, loan agreements, bills of exchange and orders for the payment of money shall only be signed on behalf of QEA-Durham by the Treasurer, Board Chair, and/or Principal. Principal has the authority to sign payroll checks up to the amount of the salaries/compensation approved by the Board for the academic year and make payments or purchases under \$1,000. All checks, drafts, notes, bonds, bills of exchange, orders for money and/or purchase orders over \$1,000 must be signed by two of the following: the Board Chair, Treasurer and/or Principal. The Board may appoint or elect another board member to serve as an Assistant Treasurer who may also be authorized to sign checks on behalf of QEA-Durham. The Board may authorize the use of facsimile signatures of any Officer in lieu of manual signatures. Board members and officers executing negotiable instruments, loan documents, checks, drafts and/or purchase orders shall not become personally liable for any amounts QEA-Durham shall become obligated to pay under such instruments if the transactions were authorized by the Board, bylaws, policies, and/or internal controls. Board members and officers are not required to guarantee payment of any of QEA-Durham's financial obligations. However, board members and officer may be personally liable for any unauthorized transaction and which is not subsequently ratified by the Board or Principal.

ARTICLE IX

(Investment)

The property, assets and funds of QEA-Durham may be invested in support of the vision, mission, purpose, goals and objectives of QEA-Durham, as set forth in the Articles of Incorporation. The Treasurer, with approval from the Board, may invest any funds in excess of QEA-Durham's operational expenses in shares of publicly traded securities (stocks (common or preferred)), bonds, notes, mutual funds, mortgages, commodities (e.g., gold, silver, oil, etc.), personal property or real estate. However, such investments shall be low risk in nature.

QUALITY EDUCATION ACADEMY OF DURHAM

ARTICLE X
(Dissolution)

QEA-Durham may be dissolved at any time by the written consent of not less than two-thirds (2/3) of the board members, provided, however, that the Board Secretary shall have mailed to notice of the intent to dissolve QEA-Durham to all board members at their last known address reflected in the most list of board members at least (14) business days prior to such meeting where the board members will vote on dissolution. Upon the dissolution or termination of the existence of QEA-Durham, all of its funds, property and assets, after payment of the lawful debts of QEA-Durham and the expenses of its dissolution or termination, shall be delivered, conveyed and paid over (subject to any restrictions imposed by any applicable will, deed, grant, conveyance, agreement, memorandum, writing or other governing document) to eligible organizations as described in the organization's articles of incorporation.

ARTICLE XI
(Amendments)

These bylaws may be altered, amended or repealed by an affirmative vote of two-thirds of the board members present at a meeting duly called for such purpose, provided (1) the notice of such meeting shall clearly state the proposed alterations, amendments or changes, and (2) such alterations, amendments or changes shall be consistent with the QEA-Durham's vision, purpose, goals and objectives. Only such changes as have been specified in said notice shall be made.

The foregoing is a true copy of the Bylaws of the Quality Education Academy of Durham, Inc., duly adopted at a meeting of the members by a two-thirds vote on November __, 2011.

Attest: _____
Secretary

QUALITY EDUCATION ACADEMY OF DURHAM

4. *A copy of the articles of incorporation*

The organization's articles of incorporation are given on the next few pages.



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

QUALITY EDUCATION ACADEMY OF DURHAM, INC

the original of which was filed in this office on the 6th day of October, 2011.



IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 6th day of October, 2011

Elaine F. Marshall
Secretary of State

Document Id: C201127800064

QUALITY EDUCATION ACADEMY OF DURHAM

C201127800064

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Elaine F. Marshall
North Carolina Secretary of State
C201127800064

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

1. The name of the corporation is: Quality Education Academy of Durham, Inc
2. (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).
3. The street address and county of the initial registered office of the corporation is:
 Number and Street 800 Elmira Avenue
 City, State, Zip Code Durham, NC 27707 County Durham
4. The mailing address *if different from the street address* of the initial registered office is:
800 Elmira Avenue, Durham, NC 27707
5. The name of the initial registered agent is:
Richard C. Fugua
6. The name and address of each incorporator is as follows: Richard C. Fugua, 3911 Inwood Drive, Durham, NC 27705
7. (Check either a or b below.)
 a. The corporation will have members.
 b. The corporation will not have members.
8. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.
9. Any other provisions which the corporation elects to include are attached.
10. The street address and county of the principal office of the corporation is:
 Number and Street 800 Elmira Avenue
 City, State, Zip Code Durham, NC 27707 County Durham
11. The mailing address *if different from the street address* of the principal office is:

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

Revised January 2000

Form N-01

CORPORATIONS DIVISION

P. O. BOX 29622

RALEIGH, NC 27626-0622

QUALITY EDUCATION ACADEMY OF DURHAM

C201127800064

This is the 3rd day of October, 2011.

Quality Education Academy of Durham, Inc.

Richard C. Figue
Signature of Incorporator

Richard C. Figue
Type or print Incorporator's name and title, if any

NOTES:

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

Revised January 2000

Form N-01

CORPORATIONS DIVISION

P. O. BOX 29622

RALEIGH, NC 27626-0622

QUALITY EDUCATION ACADEMY OF DURHAM

C201127800064

Purpose of Corporation

This corporation is organized for the following purpose(s) (*check as applicable*):

- religious,
- charitable,
- educational,
- testing for public safety,
- scientific,
- literary,
- fostering national or international amateur sports competition, and/or
- prevention of cruelty to children or animals,

including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 (herein the "Code") (or the corresponding provisions of any future United States Internal Revenue Code).

Prohibited Activities

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to its members, directors, officers or other private persons except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of purposes set forth in these articles of incorporation. No substantive part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in or intervene in (including the publishing and distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any 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 Code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

Distribution Upon Dissolution

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for the religious, charitable, educational, scientific or literary purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code as the Board of Directors shall determine, or to Federal, State or local governments to be used exclusively for public purposes. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusive for such purposes or to such organizations, such as the court shall determine, which are organized and operated exclusively for such purposes, or to such governments for such purposes.

QUALITY EDUCATION ACADEMY OF DURHAM

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

The organization's board of directors shall be responsible for developing and updating the school's governance policy, hiring and evaluating the school's principal and fundraising activities. The board shall establish standing committees to work on issues between board meetings and recommend policy for approval by the overall board. Each committee may have participants who are not board members (e.g., members of the community); however, each committee shall be led by a member of the board of directors. The roles and responsibilities of the board's standing committees are as follows:

Executive

The Executive Committee shall oversee operations of the board and shall act on behalf of the board during on-demand activities that occur between meetings, with these acts to be later presented for full board review. The committee is comprised of the board chair, vice-chair, treasurer and secretary. The specific duties of each Executive Committee member are given below.

- Chair — The Chair shall preside at the meetings of the Board of Directors. The Chair shall play a major role in resource development and in representing the organization within and outside the community. The Chair, as well as any other proper officer or staff person of QEA-Durham authorized by the Board of Directors, may sign any deeds, bond, mortgages, or other instruments and enter into agreements necessary to carry out the missions and programs of the organization, except where these Bylaws or policies adopted by the Board require the signature of some other officer or agent of the Corporation. The Chair, subject to the supervision of the Board of Directors, shall perform all duties customary to that office.
- General Vice-Chair — In case of the absence of the Chair, or of her/his inability from any cause to act, the Vice-Chair shall perform the duties of that office. Like the Chair, the Vice-Chair shall play a major role in resource development and in representing the organization within and outside the community.
- Treasurer — The Treasurer shall be responsible for financial oversight, including ensuring that appropriate fiscal records are kept and ensuring that all funds are recorded, spent, and monitored.
- Secretary — The Secretary shall be responsible for keeping an accurate record of all meetings of the Board of Directors, see that all notices are duly given in accordance with these Bylaws or as required by law, and in general perform all duties customary to the office of Secretary and such other duties as from time to time may be assigned by the Chair or by the Board.

QUALITY EDUCATION ACADEMY OF DURHAM

Finance

The Finance Committee, chaired by the Board Treasurer, shall: oversee development of the organization's budget; ensure accurate tracking, monitoring, and accountability for funds; ensure adequate financial controls; and review major grants and associated terms.

Fundraising

The Fundraising Committee shall oversee development and implementation of the Fundraising Plan as well as identify and solicit funds from external sources of support.

Marketing/Public Relations

This committee shall oversee the development and implementation of the organization's Marketing Plan as well as enhancement the organization's image in the community, including communications with the press.

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

QEA-Durham's Board of Directors shall have general control, management and supervision over all matters pertaining to QEA-Durham and shall have the authority to enforce all laws, regulations, ordinances, rules and policies of Durham County, State of North Carolina and the United States applicable to the operation and administration of QEA-Durham as a charter school under North Carolina law. The Board shall be vested with all authority and general powers to set the educational, administrative and financial policies and standards for QEA-Durham, which are consistent with all applicable federal, state, county and municipal laws and regulations. The Board shall review policies annually, taking into account feedback from QEA-Durham administration, teachers, parents and the community.

To the extent QEA-Durham has sufficient resources, personnel and board members, the Board may establish and delegate its powers and authority to the permanent committees as given in #5 above.

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

Quality Education Academy of Durham (QEA-Durham) will adhere to the performance standards and benchmarks set forth by the North Carolina ABCs Accountability Program. As part of the ABCs Accountability Program, QEA-Durham will administer the End of Grade Tests in reading and mathematics for students in grades 3-8, and additionally, will administer the End of Grade Test in science for students in grades 5 and 8. QEA-Durham will use the North Carolina Standard Course of Study as a guide for ensuring that students are receiving the curriculum content required by the state. It is the goal of QEA-Durham for its students to

QUALITY EDUCATION ACADEMY OF DURHAM

perform at a level that is at least a 10% improvement over the average performance of DPS students overall.

QEA-Durham's curriculum will align with the competency goals and objectives set forth in the North Carolina Standard Course of Study to ensure the school's instructional program aligns with the ABCs Accountability Program.

In addition to the mandated statewide testing program, QEA-Durham will also administer the Iowa Tests of Basic Skills as an additional tool for measuring students' academic growth and progress throughout the year, and to provide teachers with a diagnostic tool for identifying student strengths and needs on an ongoing basis.

Throughout the academic year, process evaluations will also be conducted to determine whether QEA-Durham is meeting its stated goals and objectives in terms of fostering the qualities and characteristics in our student body that we see as vital to the success of the school as a whole, and to the success and productivity of individual students. Both quantitative and qualitative data will be collected and analyzed by school personnel and the QEA Board, including parent satisfaction surveys and performance ratings.

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

Each returning board member shall review and sign the board of directors' conflict of interest statement (see below) on an annual basis. New board members shall be made aware of the organization's conflict of interest statement during the board application process and will be required to sign the board's statement before or during their first board meeting.

QUALITY EDUCATION ACADEMY OF DURHAM

Conflict of Interest Statement for Board Members of Quality Education Academy of Durham, Inc.

No board member or board committee member, or any member of his/her family should accept any gift, entertainment, service, loan, or promise of future benefits from any person who either personally or whose employees might benefit or appear to benefit from such board or committee member's connection with Quality Education Academy of Durham, Inc., unless the facts of such benefit, gift, service, or loan are disclosed in good faith and are authorized by the board. Board and committee members are expected to work out for themselves the most gracious method of declining gifts, entertainment, and benefits that do not meet this standard.

No board or committee members should perform, for any personal gain, services to any Quality Education Academy of Durham, Inc. supplier of goods or services, as employee, consultant, or in any other capacity which promises compensation of any kind, unless the fact of such transaction or contracts are disclosed in good faith, and the board or committee authorizes such a transaction. Similar association by a family member of the board or committee member or by any other close relative may be inappropriate.

No board or committee member or any member of his/her family should have any beneficial interest in, or substantial obligation to any Quality Education Academy of Durham, Inc. supplier of goods or services or any other organization that is engaged in doing business with or serving Quality Education Academy of Durham, Inc., unless it has been determined by the board, on the basis of full disclosure of facts, that such interest does not give rise to a conflict of interest.

This policy statement is not intended to apply to gifts and/or similar entertainment of nominal value that clearly are in keeping with good business ethics and do not obligate the recipient.

Any matter of question or interpretation that arises relating to this policy should be referred to the board chair for decision and/or for referral to the board of directors for decision, where appropriate.

I have received, read and understand fully the Conflict of Interest Statement and will comply with the statement by bringing any potential conflict of interest situations to the board for consideration.

Signature

Print Name

Date

QUALITY EDUCATION ACADEMY OF DURHAM

D. **PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CSO)**

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:

QEA-Durham will contract with the following organization to assist with the school’s fiscal management and compliance:

Acadia NorthStar, LLC
5029 Falls of Neuse, #218
Raleigh, North Carolina 27609
Contact: Tom Williams
Phone: (919) 954-7040; Fax: (919) 954-7065
Email: twilliams@anscharter.com
Website: <http://www.anscharter.com>

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.

Enrollment Process

Any student that meets the criteria for admission to a North Carolina Public School is qualified for admission to QEA-Durham. Parent/guardians must follow the requirements given below for a child to be eligible to become a student in QEA-Durham:

- Complete and submit an application form (copy provided in the Appendix section), and
- Sign and submit the agreement ensuring that your child will wear the specified uniform as described in the Student Handbook (see Appendix).

If the number of applications received exceeds the number of slots available, a “blind” lottery process will be instituted. All applications will be assigned a number (e.g., 1-150), each lottery number will be placed into a box and numbers will be drawn one at a time by the Principal and/or Board Chair. Once classes have been filled (e.g., 20 students for 1st grade), we will continue drawing the numbers and place them on the waiting list until all numbers have been drawn.

Once prospective students are accepted into QEA-Durham, parent/guardians must complete the following requirements:

- Submit a recent health assessment with immunization record, and
- Sign a Parent/Teacher Agreement specifying their commitment to work with their child(ren) over the course of the academic year (see Appendix).

QUALITY EDUCATION ACADEMY OF DURHAM

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 description of the overall instructional program, including the following:

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

The use of individualized and project-based learning is supported by the theory of brain-based learning. Brain-based learning involves conscious and unconscious processes. Students are able to use the environment around them as well as direct instruction to help the student understand the steps they need to follow in order to solve a problem. Students are able to use their different senses when solving a problem. Also, students are able to solve problems where they are given whole or partial information about a particular subject matter. The students are the individuals in charge of identifying the problem, clarifying the problem, and formulating possible solutions for the problem. The teacher is a catalyst to get the students moving in a given direction towards solving the problem and completing their project. For additional information, please visit the following website: <http://www4.uwsp.edu/education/lwilson/brain/bboverview.htm>.

2. *Teaching approach and curriculum design and instructional methods, courses of study, etc.*

QEA-Durham, through its predecessor private school, has always been focused on meeting each individual child where they are cognitively. Through this belief, we are able to provide a more focused and individualized learning environment for children. Through the project-based portion of learning, teachers are able to identify the strengths of individual students and place them in groups that would help support the needs of a team.

With the new common core standards (NCSCoS) being implemented next school year, QEA-Durham is already implementing the standards in individual classrooms. Having our teachers become aware of these standards early helps us to become one of the best 21st Century Schools in our state. We will continue to employ individualized instruction, especially with our children with varied needs.

How primary curriculum will be taught (subjects, technologies used, and assessment):

QUALITY EDUCATION ACADEMY OF DURHAM

- Math — Math will be taught through traditional, hands-on, and problem solving approaches. Students will be able to utilize the information that they are taught and apply them to real-world problems.
- Science — Students in each grade will investigate a different discipline within the science model. Through project-based instruction, students will be able to discover how science makes a difference in our world.
- Social Studies (geography, history) — Being able to identify where we live on a map is a dying skill. Students will use their geography skills to help plan field trips based on GPS coordinates. History will come alive for students through various field trips based on the historical information taught in the classroom. An example of one such trip is the upper elementary grades three-day trip to our nation's capital.
- Communications/Language Arts (language, reading/phonics, spelling, and writing) — Students will use their communication skills to further enhance their use in other academic areas. Through the study of various genres, students will create a portfolio of their own work samples that demonstrate their understanding of a given genre. Writing samples will also be taken periodically. Students and teachers will work together in order to create the portfolio. At the end of each marking period, students will present their portfolios to their parents. Portfolios may be collected samples of a student's writing on paper, or in the form of an electronic journal.

In each of the above-mentioned areas, students and teachers will use technology to continue to enhance what the children are learning. Students will be involved in creating Power Point presentations, videos, commercials, etc. when creating a final product that displays their understanding of a particular unit.

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

QEA-Durham has developed and will strictly follows its policies and procedures to ensure that all children with disabilities—regardless of the severity—who are in need of special education and related services are identified, located and evaluated in accordance with NC Procedures Governing Programs and Services for Children with Disabilities.

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

Any student that meets the criteria for admission to a North Carolina Public School is qualified for admission to QEA-Durham. To ensure a fair process of selecting new students, a lottery will be conducted each year based on applications received along with supporting documentation. Students and parents will be required to sign and submit the contract page of the School Handbook to certify their commitment to follow the rules and procedures and uphold the standards set by

QUALITY EDUCATION ACADEMY OF DURHAM

QEA-Durham. Each incoming student is assessed before starting school to ensure proper subject placement. At the end of each school year, each potential exiting student must fulfill State-regulated testing requirements before the student is recommended to progress to the next grade. For students that withdraw and/or transfer to another school during the academic year, QEA-Durham shall develop procedures that will support an orderly transition before the beginning of the first year of operations.

In the future, QEA-Durham may consider adding high school grades in its offering. At that time, QEA-Durham shall develop graduation requirements that adhere to existing State rules and regulations.

5. *The school calendar (must provide instruction for a minimum of 180 instructional days); (G.S.115C-238.29F(d)(1))*

QEA-Durham will follow a traditional calendar and provide educational programming for a minimum of 180 school days. The times for each school day are from 8:30 a.m. to 3:30 p.m. (may be modified to opening late or closing early due to inclement weather conditions). The proposed academic calendar for the 2012-13 school year is as follows:

Month	Date	Day	Event
June 2012	1	F	Teacher work day – School closed
July	23-27	M-F	Teacher work day – School closed
	26	TH	Welcome Back to School Night (7:00 pm)
	30	M	FIRST DAY OF SCHOOL – 2012
August	10	F	QEA-Durham Golf Tournament
	24	F	<i>Assembly (10:30 am)</i>
September	3	M	Labor Day – School closed
	10-14	M-F	Book Fair
	28	F	<i>Assembly (10:30 am)</i>
October	3	W	1 st Quarter Ends
	4-5, 8	TH-F, M	Fall Break – School closed
	9	T	Students return to school 2ND QUARTER BEGINS
	15	M	Report cards go home – 1 st quarter
	26	F	<i>Assembly (10:30 am)</i>
November	12	M	Veterans' Day Holiday – School closed
	16	F	Thanksgiving Luncheon – Early dismissal
	21-23	W-F	Thanksgiving Holiday – School closed
	30	F	Teacher work day – School closed
December 2012	14	F	2 nd Quarter Ends
	17	M	Teacher work day – School closed
	18-28	T-F, M-F	Winter Break – School closed
	31	M	Teacher work day – School closed
January 2013	2	W	3RD QUARTER BEGINS
	7	M	Report cards go home – 2 nd quarter
	21	M	Martin Luther King, Jr. Holiday – School closed

QUALITY EDUCATION ACADEMY OF DURHAM

	25	F	<i>Last Assembly (10:30 am)</i>
February	18	M	Teacher work day – School closed
March	1	F	Open House (pick up students 12:30 pm)
	7	TH	3 rd Quarter Ends
	8	F	Teacher work day – School closed
	11	M	Students return to school 4TH QUARTER BEGINS
	11	M	Report cards go home – 3 rd quarter
April	5, 8-12	F, M-F	Spring Break – School closed
May	20	M	Teacher work day – School closed
	23	TH	GRADUATION – ½ day school
	24	F	Last day of school – fun day
			Report cards go home – 4 th quarter
	28-30	T-TH	Teacher work day – School closed
June	3	M	Teacher work day – School closed
July	29-31	M-W	Teacher work day – School closed
August	1-2	TH-F	Teacher work day – School closed
	1	TH	Welcome Back to School Night (7:00 pm)
	5	M	FIRST DAY OF SCHOOL – 2013

6. *A concise description of any evaluation tool or test that the proposed charter school will use in addition to any state or federally mandated tests.*

QEA-Durham will participate in the ABC Accountability Model and North Carolina-required End-of-Grade tests administered beginning in Grade 3. In addition, QEA-Durham will utilize the Iowa Test of Basic Skills (ITBS) to assess and evaluate students' progress and understanding. ITBS are standardized tests provided as a service to schools by the College of Education of the University of Iowa. The tests are administered to students in kindergarten through eighth grade as part of the Iowa Statewide Testing Programs, a division of the Iowa Testing Programs (ITP).⁷

ITBS are written in levels 5-14, which generally correspond with grade levels (K-8). Each test level consists of a series of tests administered in content sections with each section designed to measure specific skills. Test levels 5-8 are administered to students from kindergarten through second grade (K-2). School districts employ the series of tests in primary grades to gain information about classes and students for instructional planning, to supplement teacher observations regarding student abilities, and to establish a basis for subsequent annual evaluation of student progress. Sections for levels 5-8 include: Vocabulary, Word Analysis, Reading Comprehension, Listening, Language, Mathematics, Social Studies (Levels 7 and 8 only), Science (Levels 7 and 8 only), and Sources of Information (Levels 7 and 8).

Test levels 9-14 are administered to students from third grade through eighth grade. Like test levels 5-8, the primary purpose of levels 9-14 is instructional development. School districts use the standardized achievement battery to learn supplementary information useful in choosing

⁷ University of Iowa College of Education, Iowa Testing Program: Iowa Tests of Basic Skills.

QUALITY EDUCATION ACADEMY OF DURHAM

curriculum and lesson planning. Teachers may use ITBS testing batteries to suggest areas where the skills of individual students are most and least developed. Sections for levels 9-14 include: Vocabulary, Reading Comprehension, Spelling, Capitalization, Punctuation, Usage and Expression, Math Concepts and Estimation, Math Problem Solving and Data Interpretation, Math Computation, Social Studies, Maps and Diagrams, Reference Materials, Word Analysis (Level 9 only), and Listening (Level 9 only).

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.*

It is the goal of QEA-Durham for its students to perform at a level that is at least a 10% improvement over the average performance of DPS students overall.

At the beginning of each school year, each student will take part in a benchmark assessment. This assessment will help teachers gauge where individual students are on a continuum. Working with parents, teachers will identify obtainable goals and create a plan to help individual students to reach those goals.

Students who are identified as at risk for failure will also be a part of the Vmath and Voyager Passport Intervention Solutions courses in reading and math. Students are given benchmarks based on when they complete a unit. Data on growth or lack thereof will be collected and analyzed. Teachers, students, and parents will continue to work together to determine what new course of action needs to take place.

All information provided for benchmark assessments will be collected through a data portal and will be accessible by building management and teachers only. Teachers will be able to create parent reports to share with parents during scheduled conferences.

At the end of the first semester, students will complete the IOWA Test of Basic Skills inventory assessment. This is another guide that will help teachers identify areas of growth and weaknesses. At the end of the school year, students in grades three and above will complete the NC EOG. Students in kindergarten through second grade will complete the IOWA Test of Basic Skills. Longitudinal data for each student will be kept on file throughout their attendance period at QEA-Durham. Teachers, parents, and students will be able to look at past successes in order to continue to improve a student's academic promise.

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.*

QUALITY EDUCATION ACADEMY OF DURHAM

Upon completion of the benchmark, students identified as at-risk for failure will be placed appropriately in the Vmath and Voyager Passport Intervention Solutions program. If a student has only a deficit in reading, they will be included in the Voyager Passport program. If there is a deficit in mathematics, the student will be placed in the Vmath program. If there is a deficit in both reading and mathematics, the student will be placed in both programs. Both programs are scientifically proven with a positive track record with helping students who are at-risk for failure. Teachers will be trained by company staff developers in order to ensure the integrity of the program is being met. Upon the completion of a given unit, the student will complete an assessment to determine the level of mastery the student has obtained. If the student has not responded to the intervention, the teacher will re-teach the information with more emphasis placed on identified problem areas based on the assessment. As students progress through the program, the data collected from each assessment will be used to identify the next step in the child's course of education.

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

Parents are an integral part of the child's education. Parents will be required to attend parent-teacher conferences in order to discuss each individual child's academic plan. These meetings are for parents of students no matter what their child's achievement level.

Other activities outside of academics that the school community are involved in are:

- Interfaith Food Bank
- Ronald McDonald House
- Annual Thanksgiving luncheon for QEA-Durham families
- Toiletries for children and their families in need (Mission-Durham County)
- Care packages for our military and their families
- Participation in community fairs to introduce the community to QEA-Durham
- Monthly academic assemblies
- Open house to introduce ourselves to new families
- Annual Welcome Back to School Night

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.*

Vmath and Voyager Passport is a research based intervention support that has multifaceted components that will assist students at-risk for failure as well as students that are classified as English Language Learners. At the beginning of the school year, each student will complete a benchmark assessment to determine their achievement level. Previous school records, if available, will also be used to determine a student's achievement level. If a child is identified as an

QUALITY EDUCATION ACADEMY OF DURHAM

English Language Learner for or being at-risk for failure they will begin the appropriate Vmath and/or Voyager Passport intervention solution.

This same benchmark assessment will also determine the eligibility of students to be identified as academically gifted. Along with previous school records, this information will be used to determine the pathway that the student identified as academically gifted should take. Students will be referred to the AIG program based upon benchmark assessments administered by the school as well as referrals from teachers. Students will be provided differentiated instruction based upon their gifted abilities. The NCSCoS will be modified to fit the individual's specific learning interests and abilities.

Rtl will be employed to help identify students at-risk for failure in the classroom. The multi-tiered intervention process will include an Rtl team that will help facilitate classroom interventions. The classroom teacher will be included on this team. As the student moves through the tiered program, the team will continuously meet in order to determine if a student is responding to set interventions.

Special Education (G.S.115C-106)

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

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

Provide an explanation of the procedures the proposed charter will follow to insure compliance of the above laws.

QEA-Durham educators will attend professional development seminars that will increase their knowledge of Rtl (Responsiveness to Instruction). Teachers will learn how to utilize scientifically proven interventions to assist their students with their learning needs. This type of professional development will ensure that teachers have an understanding of children with disabilities. Teachers will also learn how to identify students that need intervention, and the steps that they should follow in order for the interventions and for the Rtl model to work. With the use of the Rtl model and inclusionary education, students will be ensured of a fair and appropriate education based upon their individual needs.

QUALITY EDUCATION ACADEMY OF DURHAM

Students that require an individualized education plan (IEP) will have documented evidence of such needs. Parents will be made aware of this need, and the process for creating an IEP will begin. Parents, teachers, and students, when necessary, will meet every six to eight weeks to discuss the previous goals that were set for the student. New goals will be created with target dates for success also will be listed. It is a strong belief at QEA-Durham that students should play an integral part in the educational process. Students will participate in team meetings to discuss how they feel about their education as well as their growth and areas where they may feel concern. Students will be able to share their learning portfolios with their parents and explain the evidence that is provided.

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.

All QEA-Durham students will be expected to conduct themselves in a manner to maintain safety and enhance the learning process. It is critical that parents and teachers work closely to maintain a high level of student behavior.

Any behavior that threatens the safety of students, staff or disrupts classroom instruction shall be corrected immediately. Written notification will be given to parents detailing the disruptive behavior. If a teacher is not successful in curtailing the behavior then the teacher must notify parents to schedule a conference, also inform school administrators. If a parent/teacher conference does not bring about the correction of student behavior, then the matter will be escalated to the School Board for resolution.

Every reasonable effort will be made to keep students in school. However, for continuous serious infractions, out-of-school suspension may have to be used as an immediate measure to curtail behavior.

The following are serious infractions that can result in out-of-school suspension:

1. Fighting or assaulting another person resulting in injury
2. Malicious destruction of school property or stealing
3. Profanity directed at staff or other students
4. Arson or possession of a weapon

Violations of QEA-Durham's Board policies that require out-of-school suspension will be explained and given in writing to the parent. If the student is suspended, a written notice stating the reason and length of suspension will be given to the parent. The parent will also have an

QUALITY EDUCATION ACADEMY OF DURHAM

opportunity to appeal the suspension with the school board. Before any out-of-school suspension is administered, the Principal and the School Board will investigate each incident and consult with the parents.

QEA-Durham utilizes discipline in a positive manner in order to teach and reinforce the principles of self-control and cooperative living. The School operates by official discipline plans. Classroom rules and activities are stated in positive terms based on age-level/grade-level expectations. Methodology is based upon positive reinforcement and role modeling on the part of staff members. Children will not be slapped, verbally demeaned, do extra exercises as a form of punishment, left in the hallway unattended for disciplinary problems or denied food as a means of discipline under any circumstances. Our disciplinary objectives concern the enhancement of children's self-esteem, the development of self-control, self-direction, and a spirit of cooperation and teamwork.

Praise and positive reinforcement are effective methods of behavior management for children. As a result of receiving positive, nonviolent, non-coercive, and understanding interactions with adults and peers, children develop healthy self-concepts, problem-solving skills, and self-discipline. This process leads children to construct their own personal approaches to sound behavior management.

For students with special needs, discipline issues will be addressed with special care in partnership with the lead teacher, one of the teachers of exceptional students (if different) and the student's parents/guardian, including the following: recommendation of an additional therapist that would assist the student in the classroom, securing special aids/equipment to support the child's learning experience, etc.

Timelines

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

Major Tasks	Timeline	Person(s) Responsible
Hire principal	Winter/Spring 2012	Board of Directors
Hire additional staff as needed	Spring/Summer 2012	Principal
Implement marketing strategy	Spring/Summer 2012	Board Marketing Committee/Principal
Implement application and lottery process	Spring 2012	Principal
Complete and submit 501(c)(3)/tax-exempt application	Fall 2012	Designee of Board of Directors

QUALITY EDUCATION ACADEMY OF DURHAM

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.)

Quality Education Academy of Durham List of Projected Staff for 2012-2013		
Position	Full-Time/ Part-Time	Number of Persons
Principal	FT	1
Lead Teacher	FT	1
Master Teachers	FT	6
Assistant Teachers	FT	5
Administrative Assistant	FT	1
Special Teachers	PT	2
Exceptional Children's Teacher	PT	1*
Cafeteria Manager	PT	1
Facilities Manager	PT	1

** Independent contractor in Years 1 and 2. Two teachers are presently securing a Masters degree in Special Education and will serve as Exceptional Children's teachers starting in Year 3.*

Qualifications Required for Individual Positions (G.S.115C-238.29F(e))

List the qualifications and 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.

Each staff member must have:

- *A pre-employment exam.*
- *A negative TB test (repeated annually).*
- *An annual physical.*
- *A criminal history report.*
- *Teachers must take First Aid and CPR classes. The State of North Carolina requires 20 clock hours per year.*

QEA-Durham will ensure and document that each staff member adheres to the requirements as listed above and as prescribed in G.S. 115C-238.29F(e). Specifically, QEA-Durham will require that at least seventy-five percent (75%) of teachers in grades kindergarten through five and at least fifty percent (50%) of teachers in grades six through eight shall hold teacher certificates. All teachers in grades six and higher

QUALITY EDUCATION ACADEMY OF DURHAM

who are teaching in the core subject areas of mathematics, science, social studies, and language arts shall be college graduates.

The following text highlights the proposed purpose, duties & responsibilities and qualifications for each key staff member.

Principal

Purpose

- To represent and to speak on behalf of the QEA-Durham.
- The Principal will work diligently with public and private agencies to guarantee educational excellence at the QEA-Durham.
- To serve as the on-site administrator.
- The Principal will implement policies and guidelines specified by the Board of Directors.
- To supervise the Lead Teacher in the development and execution of the curriculum consistent with Board directives.
- To create an educational atmosphere which is both nurturing and holistic for the overall (moral, social and intellectual) development of the students.
- To establish a learning atmosphere which is conducive to positive creativity and critical (and integrative) thinking in the students.

Duties/Responsibilities

- Reports to Board of Directors
- Supervises all school personnel, directly and/or indirectly
- Serves as the chief administrator of the charter school in developing and implementing policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member.
- Conceptualizes the broad goals of the school and plans accordingly to ensure that procedures and schedules are implemented to carry out the total school program.
- Ensures that the charter school program is compatible with the legal, financial and organizational structure of the charter school. The principal defines the responsibilities and accountability of staff members and develops plans for interpreting the school program to the community.
- Provides activities which facilitate the professional growth of the school staff and enhance the quality of the instructional program.
- Leads efforts in evaluating and providing feedback to teachers on an annual basis in which the teacher shall actively participate through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstration(s).
- Identifies the annual objectives for the instructional, extracurricular, and athletic programs of the charter school (as necessary).

QUALITY EDUCATION ACADEMY OF DURHAM

- Ensures that instructional objectives for a given subject and/or classroom are developed, and involves the faculty and others in the development of specific curricular objectives to meet the needs of the school program. The principal provides opportunities for staff participation in the school program.
- Evaluates student progress in the instructional program by means that include the maintaining of up-to-date student data. The principal supervises and appraises the performance of the school staff.
- Maintains intra-school system communication and seeks assistance. The principal maintains good relationships with students, staff, and parents. The principal complies with established lines of authority.
- Orients and assists new staff and new students and provides opportunities for their input in the charter school program.
- Encourages the use of community resources, interprets the charter school program for the community, and maintains communication with community members.
- Manages, directs, and maintains records on the materials, supplies and equipment which are necessary to carry out the daily school routine. The principal involves the staff in determining priorities for instructional purposes.
- Organizes, oversees, and provides support to the various services, supplies, material, and equipment provided to carry out the school program. The principal makes use of community resources.

Qualifications (minimum)

- Possesses a Standard Professional 2 (SP2) Professional Educator's License.
- Has completed an approved program in school administration at the master's level or above.
- Meets the required score on the School Leaders Licensure Assessment test administered by Educational Testing Service.

Lead Teacher

Purpose

- To serve as the on-site supervisor and classroom teacher.
- To develop and execute the curriculum consistent with Board directives.
- To create an educational atmosphere which is both nurturing and holistic for the overall (moral, social and intellectual) development of the students.
- To establish a learning atmosphere which is conducive to positive creativity and critical (and integrative) thinking in the students.

Duties and Responsibilities

QUALITY EDUCATION ACADEMY OF DURHAM

1. To develop a comprehensive instructional plan for the school including extra curricular activities.
2. To implement the comprehensive instructional program.
3. To engage in supervising staff members insuring the appropriate delivery of the comprehensive instructional program.
4. To receive written reports and staff evaluations from the Teachers.
5. To meet regularly with Principal regarding staff reports and assessments
6. To report to the Principal regarding issues with staff members.
7. To observe classrooms for teaching quality and effectiveness as well as for appearance (e.g., does class design engage students' learning capabilities).
8. To coordinate with Senior Teachers, work schedules of entire staff
 - a. Lunch preparation and serving days.
 - b. Time off, etc.
9. To submit written budget requests to the Principal.
10. Other duties as directed by the Principal.

Qualifications

- Completion of an approved program for a curriculum instructional specialist at the master's degree level or above.
 - NTE/Praxis Educational Leadership: Administrative and Supervision. Educational Testing Service (ETS).
-

Master Teacher

Purpose

- To serve as a classroom teacher.
- To develop and execute curriculum consistent with directives from Board of Directors.
- To create an educational atmosphere which is both nurturing and holistic for the overall development of the students.
- To establish a learning atmosphere which is conducive to positive creativity and critical (and integrative) thinking in the students.

Duties and Responsibilities

1. Develop instructional plan consistent with curriculum
*NOTE: Lesson plans are due every week as determined by the Lead Teacher. **No exceptions.***
2. Oversee instructional program plan for class.
3. Manage daily instructional program for class.
4. To maintain and enhance the distinction of instructional program.
5. Exercise human relations (students and parents).

QUALITY EDUCATION ACADEMY OF DURHAM

6. Provide a calendar to the Administrative Assistant of available times to speak with parents, or to attend continuing education classes or teachers' conferences.

Qualifications (minimum)⁸

- Is fully certified and/or licensed by the state;
 - Holds at least a bachelor's degree from a four-year institution; and
 - Demonstrates competence in each core academic subject area in which the teacher teaches.
-

Assistant Teacher

Purpose

- To serve as an assistant to the classroom Teacher.
- To carry out duties and responsibilities as defined by the Teacher.
- To assist the classroom Teacher in creating a nurturing and holistic educational atmosphere for the students.
- To perform clerical and other duties as deemed necessary by the classroom Teacher for the overall enhancement of the students.

Duties and Responsibilities

1. Assist classroom Teacher in overseeing instructional program plan.
2. Assist classroom Teacher in executing daily instructional program plan.
3. Make necessary copies per classroom Teacher's directions.
4. Write pertinent reports per classroom Teacher's instructions.
5. Report any abnormalities to classroom Teacher regarding students.
6. Please note that it is not the authorized duty or responsibility of the Teacher Assistant to exercise any form of punishment on a student.

Qualifications

- Possesses a secondary high school diploma or its equivalent.⁹
- Possesses an associate's degree or two years (48 semester hours) of study at an institute of higher education. For teacher assistants who do not have an associate's degree or two years of study at an institution of higher education or may not be interested in pursuing either of these options, there are other assessment options, which include various combinations of staff development, community college course work, and passage of written test(s)

⁸ These requirements do not apply to non-core academic subject area teachers or physical education teachers. Core academic subject areas include: English, reading, language arts, mathematics, science, foreign languages, civics and government, social studies, economics, arts, history, geography, and kindergarten through Grade 6 (K-6).

⁹ A teacher assistant who is not assigned instructional duties, such as someone who primarily acts as a translator or whose duties consist solely of conducting parental involvement activities, will not have to meet the associate's degree or two years of study requirement.

QUALITY EDUCATION ACADEMY OF DURHAM

Special Teacher (e.g., physical education)

Purpose

- To serve as an assistant to classroom Teachers (as needed).
- To carry out duties and responsibilities as defined by the area being taught.
- To assist the staff in creating a nurturing and holistic educational atmosphere for the students.
- To perform other duties as deemed necessary by the Principal for the overall enhancement of the students.

Duties

1. Develop instructional plan consistent with curriculum
*NOTE: Lesson plans are due every week as determined by the Lead Teacher. **No exceptions.***
2. Oversee instructional program plan for class.
3. Manage daily/periodic instructional program for class.
4. To maintain and enhance the distinction of instructional program.
5. Exercise human relations (students and parents).
6. Provide a calendar to the Administrative Assistant of available times to speak with parents, or to attend continuing education classes or teachers' conferences.

Qualifications

- Is fully certified and/or licensed by the state;
 - Holds at least a bachelor's degree from a four-year institution; and
 - Demonstrates competence in each core academic subject area in which the teacher teaches.
-

Exceptional Children's Teacher

Purpose

- To plan, organize, and present instruction and instructional environments which help students learn subject matter and skills that will contribute to their educational and social development. May coordinate and direct the activities of the teacher assistant, as necessary.

Duties

1. Maintains a high level of student time-on-task.

QUALITY EDUCATION ACADEMY OF DURHAM

2. Has established a set of rules and procedures that govern the handling of routine administrative matters, including student verbal participation, student movement in the classroom during different types of instructional and non-instructional activities. Stops inappropriate behavior promptly and consistently, yet maintains the dignity of the student.
3. Maintains clear, firm, and reasonable work standards and due dates.
4. Provides feedback on the correctness or incorrectness of in-class and out of class work to encourage student growth.
5. Has instructional plan that matches/aligns objectives, learning strategies, assessment, and student needs at the appropriate level of difficulty. Maintains accurate records to document student performance.
6. Treats all students in a fair and equitable manner.
7. Performs other related duties and responsibilities as assigned by the Principal and Lead Teacher and carries out non-instructional duties as assigned and/or need is perceived.

Qualifications

- A master's degree in an exceptional children area or an advanced (sixth year) degree in school psychology or equivalent experience.
- Is fully certified and/or licensed by the state;
- Holds at least a bachelor's degree from a four-year institution; and
- Demonstrates competence in each core academic subject area in which the teacher teaches.

Administrative Assistant

Purpose

- To assist with all administrative duties pertaining to the School.
- To serve as liaison between parents and teachers.
- To assist administration and staff in day-to-day operations.

Duties and Responsibilities

1. To coordinate calendars for teachers and Principal regarding important meetings (especially with parents).
2. To answer phone during School hours.
3. To coordinate staff meetings with Lead Teacher and Senior Teachers.
4. To interface with Principal, parents, sales people and other visitors.
5. To provide a written report (weekly) to the Executive Board regarding parents, staff contacts (concerns, issues, reservations etc.), and other public contact.
6. To keep a log of parent contacts and concerns.
7. To enforce regular fire and tornado drills, first aid training etc. as coordinated by the Principal.
8. To maintain central file of all student records and School data.

QUALITY EDUCATION ACADEMY OF DURHAM

9. To assure proper minutes are recorded at each staff meeting. Provide such minutes to the Principal.
10. To interface with the teaching staff, the Principal, and vendors regarding supplies and other needs.

Qualifications:

- High school diploma or equivalent. College Degree Preferred
- Minimum of two years experience in general secretarial and office operations.
- Demonstrated experience in a school setting preferred.
- Computer experience in word processing as well as data processing (Microsoft Office preferred).
- Experience in report generating (through computer applications), electronic mail, student registration, scheduling and attendance preferred.

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.”

QEA-Durham seeks to reflect the demographic composition of the Durham LEA district by using traditional (e.g., flyers at local grocery stores) and social media (e.g., Facebook page, website, etc.) marketing methods to inform the broader Durham community about available student openings at the school. Marketing materials will include statements which encourage all students to apply, regardless of ethnicity, national origin, gender or disability. To further ensure unbiased decision-making, demographic information as described above will not be required on the initial application for enrollment, but can be provided on a volunteer basis. Demographic diversity within the student body will be evaluated on an annual basis to ensure that marketing efforts are effective in its efforts to attract students that reflect the demographic composition of the Durham LEA district.

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.

QUALITY EDUCATION ACADEMY OF DURHAM

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 10% per year based on the previous year's enrollment. Any increase above 10% must be approved by the State Board of Education in accordance with G.S. 115C-238D(d).

QUALITY EDUCATION ACADEMY OF DURHAM

Quality Education Academy of Durham
Projected Enrollment – 2012-13 through 2016-17

LEA: Durham Public School System

		<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>
<u>Grades</u>						
Kindergarten	K	17	17	17	17	17
First	1	17	17	17	17	17
Second	2	17	17	18	18	20
Third	3	17	17	18	18	22
Fourth	4	17	18	22	22	22
Fifth	5	17	18	22	22	24
Sixth	6	18	18	22	22	26
Seventh	7		18	24	22	26
Eighth	8				22	26
LEA Total		120	140	160	180	200
Overall TOTAL		120	140	160	180	200

QUALITY EDUCATION ACADEMY OF DURHAM

Quality Education Academy of Durham
Budget: Revenues 2012-13 through 2016-17

INCOME: REVENUE PROJECTIONS	2012-13	2013-14	2014-15	2015-16	2016-17
State ADM Funds	\$675,267.96	\$787,812.62	\$900,357.28	\$1,012,901.94	\$1,125,446.60
Local Per Pupil Funds	\$342,422.40	\$399,492.80	\$456,563.20	\$513,633.60	\$570,704.00
Federal Funds					
Grants					
Foundations					
Private Funds					
Other Funds*	\$8,000.00	\$9,400.00	\$10,700.00	\$12,000.00	\$13,400.00
TOTAL INCOME	\$1,025,690.36	\$1,196,705.42	\$1,367,620.48	\$1,538,535.54	\$1,709,550.60

* Contributions from parents for on-going teacher professional training.

QUALITY EDUCATION ACADEMY OF DURHAM

Quality Education Academy of Durham
Budget: Revenues Calculations - 2012-13 through 2016-17

INCOME: REVENUE PROJECTIONS	2012-13	2013-14	2014-15	2015-16	2016-17
State ADM Funds					
<i>State Funds-Durham x # of students [1]</i>	<i>\$4,532.77 x 120</i>	<i>\$4,532.77 x 140</i>	<i>\$4,532.77 x 160</i>	<i>\$4,532.77 x 180</i>	<i>\$4,532.77 x 200</i>
<i>Special Education Funds x # of students [2]</i>	<i>\$3,648.21 x 36</i>	<i>\$3,648.21 x 42</i>	<i>\$3,648.21 x 48</i>	<i>\$3,648.21 x 54</i>	<i>\$3,648.21 x 60</i>
Local Per Pupil Funds					
<i>Durham Funds x # of students [3]</i>	<i>\$2,853.52 x 120</i>	<i>\$2,853.52 x 140</i>	<i>\$2,853.52 x 160</i>	<i>\$2,853.52 x 160</i>	<i>\$2,853.52 x 200</i>
Federal Funds					
Grants					
Foundations					
Private Funds					
Other Funds	<i>\$100 x 80</i>	<i>\$100 x 94</i>	<i>\$100 x 107</i>	<i>\$100 x 120</i>	<i>\$100 x 134</i>
TOTAL INCOME	\$1,025,690.36	\$1,196,705.42	\$1,367,620.48	\$1,538,535.54	\$1,709,550.60

[1] Dollars per ADM Based on Planning Allotment FY 2011-12
 [2] Planning Allotment Formula: Children with Disabilities (School Aged) FY 2011-12
 [3] Dollars per ADM Based on Planning Allotment FY 2010-11

QUALITY EDUCATION ACADEMY OF DURHAM

Quality Education Academy of Durham

Budget (cont'd): Expenditure Projections - 2012-13 through 2016-17

(NOTE: May be amended as school needs dictate.)

	2012-13		2013-14		2014-15		2015-16		2016-17	
PERSONNEL	Total # of Staff		Total # of Staff							
Principal	1	\$75,000	1	\$77,250	1	\$79,568	1	\$81,955	1	\$56,275
Lead Teacher	1	\$50,000	1	\$51,500	1	\$53,045	1	\$54,636	1	\$47,270
Master Teachers*	5	\$175,000	6	\$210,000	7	\$245,000	8	\$280,000	5	\$194,675
Assistant Teachers	5	\$125,000	6	\$150,000	7	\$175,000	8	\$200,000	5	\$139,000
Administrative Assistant	1	\$30,000	1	\$30,900	1	\$31,827	1	\$32,782	1	\$33,750
Special Teachers	2	\$60,000	2	\$61,800	2	\$63,654	2	\$65,564	2	\$67,500
Exceptional Children's Teacher*	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
Cafeteria Manager	1	\$12,000	1	\$12,000	1	\$12,000	1	\$12,000	1	\$12,000
Facilities Manager	1	\$12,000	1	\$12,000	1	\$12,000	1	\$12,000	1	\$12,000
SUBTOTAL Personnel	17	\$539,000	19	\$605,450	17	\$672,094	17	\$738,936	17	\$562,470
Employee Benefits (\$5,000/emp)		\$85,000		\$95,000		\$105,000		\$115,000		\$125,000
Retirement (13.12%)		\$70,717		\$79,435		\$88,179		\$96,948		\$105,745
Employer/SS Taxes		\$53,900		\$60,545		\$67,209		\$73,894		\$80,598
Staff Development		\$8,000		\$9,300		\$10,700		\$12,000		\$13,300
TOTAL Personnel		\$756,617		\$849,730		\$943,182		\$1,036,778		\$1,130,628
CONTRACT SERVICES										
Special Education Teacher*	1	\$35,000	1	\$36,050	0	\$37,132	0	\$38,245	0	\$39,393
Security System		\$1,500		\$1,500		\$1,500		\$1,500		\$1,500
HR/Accounting		\$20,400		\$23,800		\$27,200		\$30,600		\$34,000
Audit		\$7,000		\$7,500		\$8,000		\$8,500		\$9,000
Janitorial/Lawn Service		\$10,000		\$10,000		\$10,000		\$10,000		\$10,000
IT Support		\$20,000		\$12,000		\$12,000		\$12,000		\$12,000
TOTAL Contract Services		\$85,900		\$90,850		\$95,832		\$100,845		\$105,893

* Two of the Master Teachers will also serve as Exceptional Children's Teachers starting in Year 3.

[con'td on next page]

QUALITY EDUCATION ACADEMY OF DURHAM

Quality Education Academy of Durham

Budget (cont'd): Expenditure Projections - 2012-13 through 2016-17

(NOTE: May be amended as school needs dictate.)

	2012-13	2013-14	2014-15	2015-16	2016-17
MATERIALS AND SUPPLIES					
Books and Supplies (est. @ \$250/pupil)	\$30,000	\$35,000	\$40,000	\$45,000	\$50,000
Office Supplies	\$4,000	\$4,500	\$5,500	\$6,000	\$6,500
Office Equipment					
Equipment Leasing	\$4,800	\$4,950	\$5,100	\$5,250	\$5,400
Computer Equipment/Software	\$10,000	\$7,500	\$15,000	\$5,000	\$10,000
Classroom Equipment	\$10,000	\$7,500	\$10,000	\$7,500	\$5,000
Marketing	\$3,000	\$3,090	\$3,183	\$3,278	\$3,377
TOTAL Supplies and Marketing	\$61,800	\$62,540	\$78,783	\$72,028	\$80,277
OTHER EXPENSES					
Building Lease	\$24,000	\$36,000	\$38,000	\$60,000	\$60,000
Water/Sewer	\$0	\$0	\$0	\$0	\$0
Electric	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000
Gas	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Insurance	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
Maintenance & Repair	\$5,000	\$5,000	\$5,000	\$7,500	\$7,500
Food Expenses (net)**	\$20,000	\$25,000	\$27,750	\$32,375	\$34,500
TOTAL Other Expenses	\$86,000	\$103,000	\$117,750	\$136,875	\$139,000
GRAND TOTAL Expenses	\$990,317	\$1,106,120	\$1,235,546	\$1,346,527	\$1,455,797

** 50% covered by Free & Reduced Lunch

QUALITY EDUCATION ACADEMY OF DURHAM

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

Cash on Hand	\$5,000.00
Certificates of Deposit	\$0.00
Bonds	\$0.00
Real Estate	\$0.00
Capital Equipment (1)	\$0.00
Motor Vehicles	\$0.00
Other Assets (2)	<u>\$17,160.00</u>
TOTAL	\$22,160.00

ADDITIONAL NOTES:

- (1) Capital equipment used in school at present is leased.
- (2) Other assets include school furniture/equipment, cafeteria equipment, storage files and gymnasium equipment.

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 you will develop a five year minimum, market plan to specific populations (including various community and ethnic groups, teachers and other employees, and the general public) to ensure that the school fully complies with the State Statute to mirror the diversity of the local education agency.

The following provides a step-by-step analysis of and implementation strategy for the marketing plan for QEA-Durham:

WHAT SETS QEA-DURHAM APART

Environment: secure, nurturing, encouraging environment that enables individual achievement; students become part of a cooperative community

QUALITY EDUCATION ACADEMY OF DURHAM

Expectations: set high standards (achievement, behavior, attitude) and hold all members of the QEA-Durham family accountable for meeting those standards; encourage integrity, honesty and a sound work ethic

Excellence: Goal is for students to not just meet but exceed academic standards, building on track record of approximately 80% of students at or above grade level; foster a sense of purpose in each child as they learn real world-problem solving skills.

MARKETING GOALS

Increase awareness of QEA-Durham in Durham County in order to secure adequate admission applications for achievement of enrollment goals: 120 students for 2012-13; 140 students for 2013-14; 160 students for 2014-15; 180 students for 2015-16; and 200 students for 2016-17.

Identify prospective candidates for faculty, staff and Board positions, and communicate the benefits and value of working with QEA-Durham.

Create marketing partnerships with select retail outlets/business owners to augment access to technology, books, equipment, and to support off-site developmental activities such as field trips, sporting events, etc.

TARGET AUDIENCES

- Durham County parents who live within reasonable driving distance of QEA-Durham:
 - Parents of preschoolers who will be entering Kindergarten in 2012
 - Parents of students who will be entering grades 1-5 in 2012 who require more individualized attention than may be available in public schools
 - Low-income parents, regardless of race or ethnicity
- Durham County businesses that support education and wish to be aligned with a program like QEA-Durham
- Triangle-region administrators and educators interested in supporting QEA's mission as faculty
- Durham County residents interested in staff positions
- Triangle-region individuals who wish to support QEA as Board members

MESSAGES

Value proposition: QEA-Durham provides a nurturing, secure environment that supports and inspires each child's individual achievement

Core message: QEA-Durham treats every child alike: We individually nurture each child's potential in a way that enables them to succeed.

Core message: QEA-Durham treats every child the way grandma would: We protect and guide them, we support their individuality, and we give them that extra "something" they need to get ahead. *And sometimes there are cookies.*

QUALITY EDUCATION ACADEMY OF DURHAM

Value proposition: QEA-Durham sets high standards and high expectations, with accountability for students, teachers, administrators and parents. (I will need supporting facts, figures to make this convincing)

Core message: “Good, better, best. Never let it rest, ‘til your good is better and your better is your best.” St. Jerome may have written this 1,500 years before QEA-Durham was around, but he described our philosophy perfectly. Enough said.

Core message: At QEA-Durham, we set the bar high, and then help students rise to meet the challenge. (on average, approximately 80% of students test at or above grade level in core subjects)

Core message: QEA-Durham teachers aim high. QEA-Durham students reach even higher. (on average, approximately 80% of students test at or above grade level in core subjects)

Value proposition: Our focus on excellence and on fostering a sense of purpose in students prepares and empowers them as they complete their education and become members of society.

Core message: QEA-Durham alumni make an impact in the world. (former student and/or parent testimony)

Core message: QEA-Durham is building a better future for Durham (or expand), one student at a time.

Value proposition: Children build the foundation of their lives on QEA-Durham’s core values of truth, respect and discipline, all of which are based on love.

Core message: QEA makes a difference in children’s lives. Now, you can too. Find out how.

Core message: Everyone stands on someone else’s shoulders. Are your shoulders broad enough? (photo of child on adult’s shoulders)

STRATEGIES

Review/revise messages, strategies and tactical plans to ensure effectiveness, relevance to target markets

Responsibility: Marketing committee

Timeframe: Semiannually, November and April 2012 – 2017

Update School Website: Redesign website to better reflect QEA-Durham philosophy, personality and value propositions, including recruitment “call to action,” and parent and alumni testimonials; enhance SEO and dynamic content to facilitate increased utilization; include access options for

QUALITY EDUCATION ACADEMY OF DURHAM

public, parents, students, and community partners. Include links to school Facebook page, Twitter feed.

Target audience: All
Cost: Videography (testimonials): NA*
Design: \$500
SEO optimization: TBD
Monitor, refresh & update – min quarterly
Responsibility: Marketing committee, QEA-Durham webmaster
Timeframe: Design revision begin 2/15/12, complete 3/15/12
Content development begin 2/15/12, complete 3/15/12
Site testing and launch finalization begin 3/15/12, comp 3/30/12
Review, update - ongoing as necessary

Electronic newsletter: Design & distribute quarterly newsletter to be featured on QEA-Durham website as well as distributed via email blast to parents, students and community partners. Can feature QEA-Durham marketing partnerships. Suggested drop dates 7/30, 10/30, 1/30, 4/30.

Target audience: All
Cost: NA*
Responsibility: Marketing committee with input from QEA-Durham administrators & faculty
Timeframe: Masthead & newsletter template designed by 5/30/12
Editorial content finalized 10 days before drop date

Create/enhance school Facebook page: Post events, class activities, student achievements. Include links to school site, approved student videos, community partner websites, school Twitter feed.

Target audience: All
Cost: Photos: NA*
Design: NA
Monitor, refresh & update: TBD
Responsibility: Marketing committee, designated QEA-Durham staff member
Timeframe: Account & privacy settings complete by Live page date
Update as necessary

Create school Twitter feed: Establish and maintain Twitter feed to publicize latest events, activities, achievements. Include compressed URL for school website, FB page, etc.

Target audience: All

QUALITY EDUCATION ACADEMY OF DURHAM

Cost: NA*
Responsibility: Marketing committee, designated QEA-Durham staff member
Timeframe: Account & privacy settings complete by Live feed date
Update as necessary

Open House: Conduct Open House prior to commencement of 2012-2013 school year. Feature PowerPoint or video that includes parent/alumni testimonials.

Target audience: Durham County parents
Cost: NA*
Responsibility: PTSA, QEA-Durham administration and faculty w/Marketing committee support
Timeframe: Develop & distribute flyers min. 5 weeks prior to event
FB event push beginning 4 weeks prior
Twitter posting beginning 3 weeks prior
Conduct open house 1 week prior to first day of school

Display unit: Design & create small, portable graphic display unit to enable QEA-Durham staff or volunteers to participate in school fairs and to facilitate partnership development. Unit will feature replaceable graphics to enable updates as often as needed.

Target audience: All
Cost: \$500
Responsibility: Marketing committee with input from QEA-Durham administrators & faculty
Timeframe: Display unit selected by 3/1/12
Graphics designed by 3/15/12
Unit completed & delivered by 3/30/12

Develop partnership relationships with retail outlets and businesses in Durham County that can help improve access to technology, books and supplies, etc.:

Target audience: Durham County businesses that support education and wish to be aligned with a program like QEI
Cost: NA
Responsibility: QEA-Durham Board, administration
Timeframe: Identify potential partnerships by 2/15/12
Develop uniform talking points by 3/1/12
Initial contacts to set appointments begin by 3/15/12
In-person contacts begin by 4/2/12; continue as needed

QUALITY EDUCATION ACADEMY OF DURHAM

Distribute PSAs to local media and follow up regarding coverage

Target audience: All
Cost: NA
Responsibility: Marketing committee
Timeframe: PSA content written by 3/1/12; updated 6/1/12
Distributed to media by 3/15/12; 6/15/12
Frequency based on media outlets' policies

Cultivate relationships with local radio to identify opportunity for on-air appearances by QEI principal and/or Board representatives

Target audience: All
Cost: NA
Responsibility: Marketing committee
Timeframe: Identify potential media opportunities, beginning 2/15/12 and ongoing

**Assumes school staff has in-house capacity to manage task.*

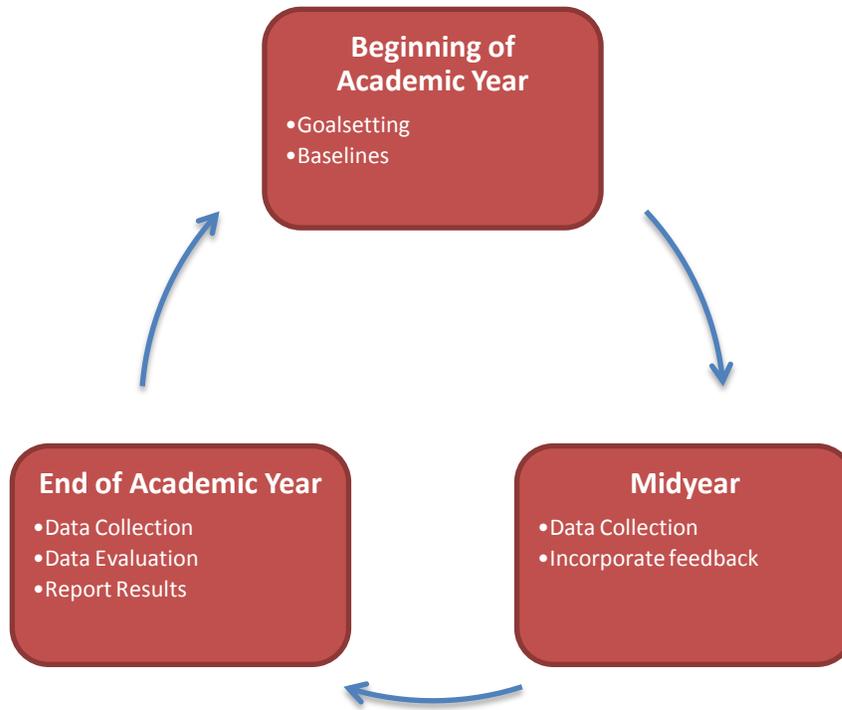
SCHOOL AUDITS

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.

QEA-Durham shall incorporate a closed-loop audit/evaluation process to ensure that the overall charter school's effectiveness is aligned with the school's mission along with the school's annual goals and objectives. A graphical representation of this process is given below.

QUALITY EDUCATION ACADEMY OF DURHAM



Beginning of Academic Year

- Goal-setting
The school's principal will initiate a process of goal-setting for the upcoming academic year in collaboration with the lead teacher and the Board's Academic Committee. Goals will be created in areas such as academic performance of the students, level of parental involvement and staff professional development. After Year 1, these goals will, also, incorporate feedback based on the previous year's performance measures and surveys of students/parents.
- Determination of baselines
The lead teacher will work with staff to determine baseline academic levels of each student and develop individual academic plans in partnership with student and parents/guardians based on baseline testing results.

Midpoint of Academic Year

At the midpoint of the academic year, QEA-Durham shall survey students, parents and teachers on whether sufficient academic and professional development progress is being made. Data on parental involvement will be evaluated to determine if more focus is needed to improve this important area. Appropriate corrective measures will be implemented based on analysis of surveys and other on-going feedback (e.g., emails, personal conversations, etc.).

End of Academic Year

QEA-Durham will conclude each academic year with a comparison of baseline measures and stated goals. Results of these analyses will be reported as follows:

QUALITY EDUCATION ACADEMY OF DURHAM

- Lead teacher will report academic performance and parental involvement to Principal,
- Principal will present overall results to the QEA-Durham Board of Directors,
- High level results shall be provided on the school's website, and
- Appropriate results shall be submitted to DPI as required.

QEA-Durham shall use these results to provide guidance in the school's planning for subsequent academic years.

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 that will conduct the audit (must be approved by the State of North Carolina). Include the complete mailing address, telephone number and fax number.

QEA-Durham's financial audits will be conducted in accordance with auditing standards generally accepted in the United States of America. Audits will include tests of accounting records and other procedures necessary to express an opinion as to whether the basic financial statements are presented in accordance with generally accepted accounting principles.

Independent audits shall be performed on an annual basis by:

Thomas & Gibbs CPAs, PLLC
6114 Fayetteville Road, Suite 101
Durham, North Carolina 27713
(919) 544-0555 (phone)
(919) 544-0556 (fax)

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

Address how the proposed charter school will meet the requirements for the following:

- Safety

The safety of students, staff, parents and guests are of utmost importance to QEA-Durham. With this in mind, the following safety standards shall be implemented:

- QEA-Durham shall be in compliance with the safety rules and regulations of the N.C. Department of Labor, which administers the Occupational and Health Act of 1970 (OSHA) as amended. QEA-Durham employees shall comply with all Durham Public School health and safety policies, regulations and procedures, and all applicable federal and state safety and health laws, regulations, and agency orders.

QUALITY EDUCATION ACADEMY OF DURHAM

- QEA-Durham will comply with all policies set forth for Local Safe School Plans under GS 115C-105.47.
- QEA-Durham shall operate as a tobacco-free location as prescribed in GS 115C-407.
- QEA-Durham shall comply with regulations regarding school violence prevention as given in GS 115C-407.15 through 407.18.

– ***Immunization of Students***

QEA-Durham will require that all students be immunized prior to the beginning of classes. To verify appropriate immunizations, parents will be asked to provide records of completed immunizations at the time of enrollment. QEA-Durham will outline all required immunizations and provide local health department resources as needed or requested.

– ***Fire and Safety Regulations***

QEA-Durham will comply with regulations set forth under GS 115C-525. In addition, school administration shall facilitate periodic fire drills as a part of our school safety plan.

– ***Food Inspections***

QEA-Durham shall comply with guidelines and directives from the local board of health. Food handling areas shall be available for inspection as needed.

– ***Hazardous Chemicals***

QEA-Durham will ensure that all hazardous chemicals will be clearly labeled and safely stored in a locked cabinet or as recommended. In addition, the school will be guided by state statutes as to the use, handling and disposal of hazardous chemicals.

– ***Bloodborne Pathogens***

All QEA-Durham staff members will be provided with training and printed materials and receive certification regarding bloodborne pathogens in accordance with state statutes.

– ***Diabetes Care Plans***

The guidelines for individual diabetes care plans adopted by the State Board of Education under G.S. 115C-12(31) will be implemented at QEA-Durham for students with diabetes are enrolled and will comply with the provisions of G.S. 115C-375.3.

QUALITY EDUCATION ACADEMY OF DURHAM

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

Not applicable

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

- *Meningococcal meningitis and influenza and their vaccines at the beginning of each year:*

QEA-Durham will provide parents and guardians with information on meningococcal and influenza and its vaccines, in accordance with GS 115C-238.29F(a). This information will be provided at the beginning of each school year and shall include the causes, symptoms, and how meningococcal meningitis and influenza are spread and the places where parents and guardians may obtain additional information and vaccinations for their children.

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

QEA-Durham will provide parents and guardians with information about cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent these diseases, in accordance with GS 115C-238.29F(a). This information will be provided at the beginning of each school year to parents of children entering grades five and higher. This information will include the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and the places where parents and guardians may obtain additional information and vaccinations for their children.

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

State the proposed coverage for:

Comprehensive General Liability - \$1,000,000 per occurrence

Officers and Directors/Errors and Omissions - \$1,000,000 per claim

Property Insurance – The greater of the appraised value of the building and its contents or \$750,000

Motor Vehicle Liability - \$1,000,000 per occurrence

Bonding

Minimum amount: \$250,000

Maximum amount:

Other –

Workers' Compensation: QEA-Durham shall adhere to provisions as specified by Chapter 97 of the N.C. General Statutes regarding workers' compensation.

QUALITY EDUCATION ACADEMY OF DURHAM

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.

Except as prescribed by law, QEA-Durham will not provide transportation.

However, QEA-Durham is located in central Durham, within minutes of downtown Durham and Research Triangle Park, with easy access to major thoroughfares (e.g., Fayetteville Street, Highway 55 (S. Alston), Cornwallis Road, etc.) and numerous bus routes.

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): Southside church of Christ Multi-Purpose Building

Address: 800 Elmira Avenue

City/State/Zip: Durham, NC 27707

Description of the Facility:

Total square feet: 15,600

Number of Classrooms: 13

Number of Restrooms: 4 (2 male, 2 female)

Other Rooms: Computer/audio lab

Auditorium: Yes

Gymnasium: Yes

Music Room: Yes

Art Room: Yes

Laboratory: No

Ownership: Fee Simple or Lease

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

- a) Term of the Lease: 5 years, with four 5-year renewable options
- b) Type of Lease: Gross
- c) Rent: \$2,000/mo in Year 1; \$3,000/mo in Year 2; \$4,000/mo in Year 3; \$5,000/mo in Years 4 - 5

QUALITY EDUCATION ACADEMY OF DURHAM

Name of Landlord: Southside church of Christ

Address: 800 Elmira Avenue

City/State/Zip: Durham, NC 27707

Phone: (919) 688-3535; Fax: (919) 688-1795

Document inspections for the following:

- a) Fire: Last inspection done by Durham Fire Department on 9/22/11. Fire drills are held monthly.
- b) Safety: Last inspection done by NC Dept. of Environmental and Natural Resources on 10/3/11—98-A.
- c) Handicapped accessibility? Yes (first floor)

Describe how the maintenance will be provided for the facility.

QEA-Durham will contract with an independent facility maintenance contractor to maintain the facility.

Describe the method of finding a facility if one is not readily available at this time.

Not applicable – building already identified.

QUALITY EDUCATION ACADEMY OF DURHAM

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.

QUALITY EDUCATION ACADEMY OF DURHAM

APPENDICES

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.

QUALITY EDUCATION ACADEMY OF DURHAM

Appendix 1: QEA-Durham Application



Quality Education Academy of Durham

800 Elmira Avenue, Durham, NC 27707

Phone: (919) 688-6544, **Fax:** (919) 688-9595

APPLICATION FOR ADMISSION

(Please type or print)

Date of Application: _____

STUDENT INFORMATION:

Last Name First Name MI Grade Level for Upcoming Term Sex

Date of Birth Social Security Number Student Telephone

Student Address City State Zip Code

FAMILY INFORMATION:

Mother's Name Mobile Telephone Home Telephone

Street Address (if different from student) City State Zip Code

Employer's Name Job Title Work Telephone

Primary Email Address Secondary Email Address

Father's Name Mobile Telephone Home Telephone

Street Address (if different from student) City State Zip Code

Employer's Name Job Title Work Telephone

QUALITY EDUCATION ACADEMY OF DURHAM

Name of Previous School

Address

City

State

Zip Code

Signature of Parent/Grandparent(s) or Legal Guardian

**Please Return To:
OFFICE OF ADMISSIONS
QUALITY EDUCATION ACADEMY OF DURHAM
800 Elmira Avenue
Durham, NC 27707**

Appendix 2: Uniform Requirements



YOUNG MEN: Dress Uniform

Fridays and first day of new school year

Black Shoes (lace-ups or loafer style)

Navy Blue Pants

White Dress Shirt

Plain Navy Blue or Burgundy Tie



YOUNG LADIES: Dress Uniform

Fridays and first day of new school year

Navy Blue Jumper or Skirt

White Blouse with Rounded Collar

Black Shoes (lace-up, clasp, or loafer style)



ALL STUDENTS



Monday through Thursday (Physical Education Days)

Navy Blue or Khaki Pants

Light Blue or White oxford Shirts

White Tennis Shoes

White Socks

QUALITY EDUCATION ACADEMY OF DURHAM

Appendix 3: Sample Parent/Teacher Contract

We are very proud of how we have consistently been able to work together as a team. As parents you are our greatest allies when it comes to what's best for your child(ren). We want to make sure that at all times as a team we are striving for excellence when it comes to educating and motivating our children. Therefore, "**Team _____**" has created this contract that we as a team must agree to follow in order for this to be a successful school year. Please take time to read the contract carefully before signing and returning. Our 2012-2013 Parent/Teacher Contract is as follows:

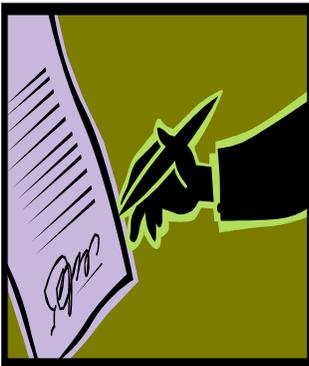
In order to make sure that my child is reaching his/her highest level of achievement and success I will:

1. Check and Sign my child's planner and communication log daily.
2. Make sure my child has all necessary materials to complete daily assignments in class.
3. Review homework (*including spelling words and any class notes taken*) nightly and initial my child's homework so his/her teachers will know that we did our daily review.
4. Review, sign, and return Progress Reports and Report Cards promptly.
5. Make sure my child completes and returns his/her Weekly/Monthly Core Challenges on time
 - a. Math Minutes
 - b. Math Calendar
 - c. Book Reports
 - d. State/Nation/Canadian Province Notebook
 - e. Science Notebook
6. Make sure my child has a morning and an afternoon snack each day.
7. Participate in quarterly meetings with teachers when necessary.

Please circle *yes* or *no* to the following:

Will your child participate in the after school program? Yes No

If yes, will your child complete his/her homework in after school? Yes No



Your signature verifies that you have read the contract and agree with all terms.

Date: _____

Parent's Signature: _____

Student's Signature: _____

Teachers' Signatures: _____

QUALITY EDUCATION ACADEMY OF DURHAM

Appendix 4: Parent Reviews/Comments

The following are comments from parents of current and former students of Quality Education Institute of Durham, the predecessor to QEA-Durham:

Friday, October 14, 2011

Ms. Brooks,

I just wanted to let you and the QEI staff know that after only four weeks in her new school, Chloe's first grade teacher has nominated her for the AIG program. I contribute this success to God, and to the staff at QEI. Please be sure to pass the great news on to Mrs. Stephens and Ms. Gambrell. I just want them to know that their work with her has not been in vain.

Take good care,

Iris Pounds



What QEI Has Meant to Our Family

By: Tina Bryant-Allen (Bethany's Mom)

I learned, years ago, about QEI from friends whose children attended the school. I participated in open house and graduation events and was blown away by the academic achievement and high confidence levels of the children. In my mind, there wasn't any doubt that when I became a mom, my child was going to be a student at QEI!

Shortly after giving birth to my daughter, I had a friend pick up an application for me so I could be the first person to submit it for the k-4 class the year Bethany was to start school. I was adamant about getting her into the famous Mrs. Stephens' class. It worked.

As Bethany progressed, we discovered that she has a developmental learning delay and did not grasp the skill of reading as quickly as we had hoped. Mrs. Stephens worked with us (over the summer) to provide additional assistance to Bethany in this area. COMMITMENT to learning and making sure "no child was left behind" is what we experienced (via Mrs. Stephens) during this time in Bethany's academic journey.

As Bethany entered the first grade, more obstacles became apparent in the areas of math, reading comprehension, and language skills. As a mother, who wanted to see her child achieve like the other children (if not more), it was heart-breaking to witness my child struggle in school.

QUALITY EDUCATION ACADEMY OF DURHAM

Then enters Mrs. Porsch! Words can't describe the commitment, patience, and dedication this teacher has when it comes to reaching her students, no matter how they learn! Mrs. Porsch sought out alternative teaching modalities because she recognized that Bethany had a different learning style (in addition to the delay) than the other children. Her tactical approach to learning is what helped Bethany grasp the ideas and concepts she needed to learn in order to begin developing the confidence she needed to become more independent and proficient in the skills she was being taught.

This year – second grade, Bethany has soared! Not only has she become proficient in working in the appropriate grade level in all of her subjects (despite the learning delay), she has progressed into third grade course work in vocabulary and language skills! She made all A's and B's on her 1st quarter report card and continues to make excellent strides in academics! Mrs. Porsch is truly a QEI champion and we are blessed to have her as Bethany's teacher for 2 years (1st & 2nd grade)!

QEI is more than a school to us, it's our family. Thank God for the caring and dedicated teachers and staff at QEI!

QUALITY EDUCATION ACADEMY OF DURHAM

SIGNATURE PAGE

The foregoing application is submitted on behalf of *Quality Education Academy of Durham*. 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 and other applicable laws.

Print/Type Name: Alethea Bell

Position: Board Chair

Signature: _____ Date: _____

Sworn to and subscribed before me this
_____ day of _____, 20____.

Notary Public Official Seal

My commission expires _____, 20____.