



410 Berkley Drive, Raleigh, NC 27610

919-529-5190

CHARTER SCHOOL APPLICATION

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

Submitted by: Anthony Pendleton, CEO, GPS Management Services
Anthony@globalpsychology.net
(248) 254-3445 (work); (313) 717-6098 (cell)

Prepared by: GPS Management Services for Wisdom Academy

OCS November 2011

III. BASIC INFORMATION

Name of proposed charter school: Wisdom Academy

Name of nonprofit organization under which charter will be organized or operated: Wisdom Academy

Has the organization applied for 501(c)(3) non-profit status: Yes No

Name of contact person: Craig James

Title/relationship to nonprofit: Chair/Board of Directors

Mailing address: 1327 North Brightleaf Blvd., Smithfield, NC 27577

Primary telephone: 919-539-5190 Alternate telephone:

E-mail address: Craigjameslaw@gmail.com

Location of Proposed Charter School (LEA): 410 Berkley Drive, Raleigh, NC 27610

Conversion:

No: Yes: If so, Public or Private:

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

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

Description of Targeted Population:

Wisdom Academy targets the Southeast Raleigh corridor. The demographic makeup of this neighborhood is 78.7% African American, 10.3 % White, 7.6 % Hispanic, 3.4% Other, with a median household income of \$21,842. Almost 80% of the households are renters, while most residents work part-time instead of full-time. The area has the highest unemployment rate in Raleigh, with a total crime rate that is twice the crime rate of North Carolina and almost 2.5 times the national rate.

Free and reduced lunch percentage in Wake County public schools = 33.9%; Wake County charter schools = 17%; 67.1% of free- and reduced-lunch-eligible charter students are in the 3 charter schools in the Southeast Raleigh corridor (Hope Academy, PreEminent Academy, and Torchlight Academy).

Graduation and dropout rates. North Carolina grad rate = 77.9, dropout rate = 3.76; Wake County public school graduation rate = 81.6, dropout rate = 3.53; Wake County charter schools graduation rate = 81.5, dropout rate = 2.42; SE Raleigh graduation rate =78.2, dropout rate = 1.5. (www.ncpublicschools.org, 2011)

North Carolina Public Schools. (2011). Graduation cohort data [Data file]. Retrieved October 8, 2011 from ncpublicschools.org/accountability/reporting/cohortgradrate.

Proposed Grades Served: K-12 Proposed Total Enrollment: 720

Projected School Opening Year 2012 Month August

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	K-2	120		X
Second Year	K-3	180	X	
Third Year	K-4	240	X	
Fourth Year	K-5	300	X	
Fifth Year	K-6	360	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

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

IV.A. MISSION:

The mission of the proposed charter school is as follows:

"We, the Wisdom Academy community, will provide all students with a foundation in academic excellence, strong character, productive citizenship, and a passion for life, learning and quality through the arts."

IV.B. EVIDENCE FOR NEED OF THE PROPOSED SCHOOL WITH THE SELECTED MISSION:

The mission of Wisdom Academy is to serve the needs of the targeted population by refocusing on academic excellence, strong character, productive citizenship, and a passion for life, learning and quality through arts. Currently, Southeast Raleigh corridor is underserved by alternative sources of education, specifically charter schools.

The school-aged children in our targeted neighborhoods are exposed to high rates of poverty, crime, school dropout, unemployment, and other socio-economic challenges. Through our innovative, multi-disciplinary paradigm, we will prepare are students to be successful, productive members of society.

IV.C. 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 established purpose of Wisdom Academy is to improve learning experiences for traditionally underserved students while establishing a college-bound trajectory for every student through the implementation of an academically rigorous and thought-provoking curriculum. Student learning will be continuously monitored using scientific data collection and analysis. Curriculum and instruction will be driven by results and calibrated to college readiness academic benchmarks.

Wisdom Academy provides an extensive intervention system of supports for students who are not maintaining academic proficiency or who are at risk of failure. Services are implemented on a continuum based on student need. Tier I interventions implemented by the classroom teacher include differentiating instruction, re-teaching and centers. Academic data is captured by the teacher and informs the intervention team on supports that are progressive, diagnostic, and individualized. Further, students who receive intervention services and do not respond based on data and recommendations for instructional support teams will receive comprehensive support services. The Wisdom Academy will consistently work toward least restrictive environment in all of its academic programs and intervention support systems. Likewise, students who present with strong competency in any given subject area will be supported by a progressive continuum of supports including projects and explorations of increasing difficulty, independent work through blended on-line programs and advanced topics, and high achievers classes in the older grades.

Effective instruction across a continuum of learners involves the art and science of good teaching. Teachers at Wisdom Academy will be trained in effective instruction techniques in the areas of differentiated instruction, project based learning, cooperative grouping, problem-centered learning, self-

directed learning through the use of centers, and data-driven dialogue and instruction. Ongoing professional development is made available to Wisdom Academy teachers as they meet in grade level teams, content teams, and whole faculty professional learning communities. Through these teams, teachers are responsible for the learning and academic success of students in the school. Accountability is shared across stakeholder groups, and data is made available in public ways to inspire discussion and continuous improvement.

Wisdom Academy is based on a stakeholder empowerment model. All stakeholders including students, parents, and teachers are included and fully immersed in the decision-making process. Stakeholders are active participants in hiring, programming, and governance of the school. Stakeholders of Wisdom Academy are able to make choices and generate discussion that directly informs leadership decisions at the local level. Parent Advisory Committees, student government and stakeholder leadership teams review pertinent data along with the leadership team and engage in dialogue and discussion regarding continuous improvement in the school.

Wisdom Academy follows a performance-based model of accountability and evaluation. Building-wide formative assessments provide a growth to proficiency snapshot of student growth monthly, semi-annually, and annually. Each content area in the school maintains an established trajectory toward standards mastery and college-readiness attainment. Students identified as not meeting formative targets are provided with supports immediately to reverse negative trends. Teachers and Administrator evaluation is directly tied to student growth in the school on semi-annual and annual assessments. Teachers and Administrators are deemed “Highly Effective,” “Effective,” “Minimally Effective,” or “Ineffective” based on a hitting student growth, observation, goal attainment and training targets.

IV.D. 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.

Our quality educators utilize a variety of instructional strategies, including direct and differentiated instruction, collaborative groups, thematic teaching, and project-based activities, to deliver instruction. The individual learning styles of students are identified and used to design effective teaching strategies in all content areas.

Wisdom Academy students also complete a technology-integrated project for each core subject area. Federal law mandates that students be certified as technologically literate by the end of the eighth grade year. In addition to the technologically literate requirement, the integrated technology literacy projects meet federal online safety requirements.

Education is the foundation for each child to achieve greatness. The goal is to prepare all students to be great thinkers, learners and productive adults. Our school is different because it caters to the personalities and diverse learning needs of each student. It is believed that all students can and will demonstrate mastery over challenging subjects with individualized attention and guidance from caring, supportive teachers. At the Wisdom Academy, we educate the whole child.

To this end, teachers work very closely with all stakeholders to ensure that students are excelling academically and socially. Specifically, character is stressed throughout the culture of the building. Character traits, positive behavior supports, Honor Level, Restorative Practices and constant reflection are tools that will be used to instruct and inspire good character across stakeholder groups. Students in all grades participate in morning meetings, which build responsibility in the students by requiring them to keep track of all pertinent information shared in morning meeting regarding their grade and classes. The morning meeting also builds community as it allows all students to come together, begin the day on the same page with classmates, and share/hear appreciations and comments for the good of the community. Students in the Wisdom Academy also belong to an Advisory. The Advisory is the student's "family" within the community. The Advisory groups remain the same as students matriculate through grades. This allows students to become connected to a small group that relies on them and expects them to be present and on-task. Research shows that students seek meaningful connections with peers and adults. We believe that we must provide students with safe, organized, means for making these community connections. It is understood that positive, trusting relationships are key to high attendance rates, low discipline referrals, high academic performance, high school graduation and success in college and career.

Finally, by working with fine arts, students will learn to observe the world from different perspectives. The arts will provide unique experiences only gained by viewing, participating, creating, and innovating in an experiential setting. Students will be allowed to be passionate about their work and art in multi-sensory ways that translate across content in the building. Students will habitually work to attain quality work and will be provided time and encouragement to feel successful in the pursuit of quality. Defining what quality "looks like", "feels like", "sounds like" will be a common topic of conversation throughout the building.

V. GOVERNANCE

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

Name of Private Nonprofit: Wisdom Academy
Mailing Address: 410 Berkley Drive
City/State/Zip: Raleigh, NC 27510
Street Address: 410 Berkley Drive
Email: Craigjameslaw@gmail.com
Phone: 919-413-0877
Fax:
Name of registered agent and address: Craig James

FEDERAL TAX ID:

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

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

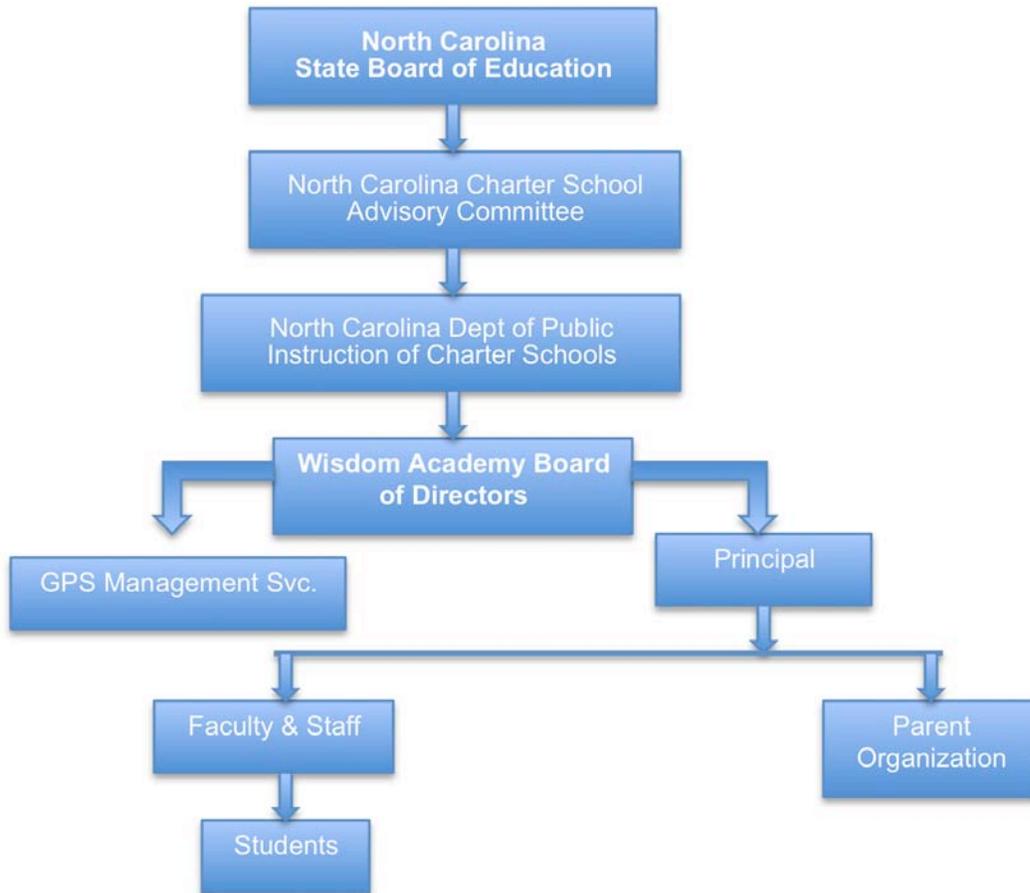
- Yes (copy of letter from federal government attached)
- No

Wisdom Academy does not yet have current a Federal Tax ID nor Federal Tax Exempt Status under 501(c)(3). Upon final approval of the Charter Application, tax-exempt status will be applied for.

V.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.

V.C.1. Organizational chart.



V.C.2. Resumes for the board of directors.

Wanda M. Lassiter

179 Coalyard Drive, Garner, North Carolina 27529
 Cell: 919-961-5467 ▪ Home: 919-661-9058 ▪ E-Mail: Lassiterwanda@bellsouth.net

- PROFILE -

Director of Finance and Operations with extensive, diversified not-for-profit background as part of management team; work closely with the CEO; accounting and financial management experience in the area of advocacy for health care on behalf of members; a results-oriented professional skilled in budget and financial statement preparation, audits, human resources and operations, etc.; seeks a position that fully capitalizes on this background.

- EXPERIENCE -

THE NORTH CAROLINA COMMUNITY HEALTH CENTER ASSOCIATION (NCCHCA), INC., Morrisville, NC,
 (formerly The North Carolina Primary Health Care Association)

<i>Director of Finance and Operations</i>	09/05 to present
<i>Director of Finance and Human Resources</i>	04/03 to 09/05
<i>Finance Director</i>	07/02 to 04/03

LEGAL SERVICES OF NORTH CAROLINA, Raleigh, NC <i>Central Regional Accountant</i>	11/00 to 07/02
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NC PARTNERSHIP FOR CHILDREN (Smart Start): Raleigh, NC 10/99 to 11/00
Accounting Coordinator
 Accounting for the mid-eastern region partnerships (Smart Start) of the state of NC.

COOPER TOOLS, Apex, NC <i>Accounting Associate</i>	06/99 to 10/99
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WAKE COUNTY OPPORTUNITIES, INC., Raleigh, NC <i>Accounting Technician II</i>	12/89 to 12/98
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- EDUCATION / TRAINING -

North Carolina A&T State University, Greensboro, NC
BS Accounting (MAJOR: Accounting) Graduated 1988
School of Leaders for Cell Base Ministry, Solid Rock Ministry International, Garner, NC 2003-2004
Meeting Bootcamp Training, Tucson AZ, 2003 and 2008
 Candidate for Graduate School,
Foundations of Accounting – Meredith College/fall semester 2010-2011
Fundamentals of Financial Accounting – Meredith College/spring semester 2010-2011

Stephanie N. Campbell

24 Deer Lake Trail, Wendell, North Carolina 27591
919-365-0431
Cell 919-539-9321
stcampbell2@yahoo.com

CAREER ADVANCEMENT

Jars of Clay Consulting Services, LLC (JOC); Present: Owner

Siemens Medical Solutions USA, Inc.; Present: Customer Service Support IV (Central Zone Lead)

Siemens Medical Solutions USA, Inc.; March 2008 – Present: Customer Service Support II

Heritage Academy; July 2007 – March 2008: Certified Lead 6th grade Teacher

Wake County Public School System; January 2004 – September 2006; Certified Teacher

City Of Raleigh; November 2001-August 2003; Telecommunicator 1

EDUCATION & TRAINING

Strayer University; Masters of Business Administration with a Concentration in Management
St. Augustine's College; Bachelor of Arts in Elementary Education

CERTIFICATIONS:

- Elementary Education (K-6)
- Middle School Math (6-8)

Proficient in multiple computer applications including Microsoft Excel, Word, Power Point, SAP, Lotus notes, and Outlook.

Kim L. Burke

3126 Hayling Drive Raleigh North Carolina 27616 • 919.906.8429

Employment History

President of the Raleigh African American Chamber of Commerce
May 2011- Present
Owner, The Burke Learning Center
October 2007 -Present

Staffing Consultant
February 2006- Present

Owner, Agent HR
August 2003- January 2006 (relocation & retired)

HR/Recruiter, InterSolutions, Inc.
October 2000 – May 2003

Office Supervisor/Recruiter, Adecco Employment Service
September 1999 - October 2000

Program Director Assistant, National Capital YMCA
August 1995 - August 1999

Education / Professional Development/Skills

Society for Human Resource Management (SHRM) – Degree in HR (Certified HR Generalist)
Eastern Senior High School
Chamberlain Career Center - Certificate in Office Procedures
Adecco Training Sessions - Human Resource Management
Adecco Training Sessions - The Art of Interviewing
Adecco Training Sessions- Payroll Using E Commerce
Padgett Thompson - Human Resources and the Law
Padgett Thompson - Handling Difficult & Demanding Customers: A
Communication Course
Padgett Thompson – Handling Customers with Diplomacy and Tact: A
Communication Course
MS Office Suite, Peopleclick, Acrobat, Coral, Internet, Adecco Payroll System, TR Payroll System, Outlook
and AS 400 based systems.

CRAIG JAMES

1327 North Brightleaf Blvd., Smithfield, NC 27577

919-934-7001 Craigjameslaw@gmail.com

ATTORNEY AND COUNSELOR OF LAW

Accomplished and well-rounded Professional consistently recognized for achievement and performance in the legal field. Highly energetic and successful counselor in navigating complex legal issues. Proven leader with special capabilities in team building, strategizing, and implementing workable plans.

BUSINESS SKILLS

- Owner-operator of a small business since 1998
- Evaluation and hiring of qualified employees
- Fiscal responsibilities related to employee benefits, taxes, etc.
- Training and development of new employees
- Evaluation and assessment of employee work performance
- Drafting of Standard Operating Procedures for work positions and assignments

EDUCATIONAL BACKGROUND

- Bachelor of Arts, Political Science, North Carolina Central University, 1990
- Juris Doctorate, North Carolina Central University School of Law, 1996
- Certification, Emergency Medical Technician, United States Army, 1991
- Medical Specialist School, United States Army, 1990

MILITARY TRAINING

- United States Army, Specialist E-4 1990-1992, Honorable Discharged
- Army Service Ribbon
- Army Achievement Medal
- Non-Commissioned Officer Development Ribbon
- National Defense Service Medal
- Army Commendation Medal

COMMUNITY ACTIVITIES

- Short-term Missionary, Kenya, Africa
- Small-group Leadership Training, Columbia, South America
- Basic Estate Seminars for low-income communities

DR. SAUNDRA WALL WILLIAMS

Personal Contact Information

4909 Knightsbridge Way
 Raleigh, North Carolina 27604
 (919) 250-9837
 (919) 250-9859 FAX
 teachandeducate@nc.rr.com

Office Contact Information

5006 Mail Service Center
 200 West Jones Street
 Caswell Building
 Raleigh, NC 27699-5006
 (919) 807-6796
 (919) 807-7164 FAX
 swilliams@ncccommunitycolleges.edu

EDUCATION

DOCTOR OF EDUCATION

North Carolina State University, Raleigh, NC August 1996
 Degree in Adult and Community College Education with Concentration in Training and Development

MASTER OF SCIENCE

North Carolina State University, Raleigh, NC December 1987
 Degree in Applied Mathematics and Minor in Statistics

BACHELOR OF SCIENCE

North Carolina State University, Raleigh, NC May 1985
 Degree in Mathematics

PROFESSIONAL EXPERIENCE

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM, RALEIGH, NC

Sr. Vice-President May 2008 - Present
 Chief of Technology and Workforce Development

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM, RALEIGH, NC

Vice-President of Administration July 2001 – May 2008

UNIVERSITY SYSTEM

NORTH CAROLINA STATE UNIVERSITY, RALEIGH, NC

Adjunct Assistant Professor August 2002 - Present
 Assistant Professor August 1997 – August 2002
 Department of Adult and Community College Education

V.C.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

WISDOM ACADEMY CHARTER SCHOOL
(A North Carolina nonprofit corporation)

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BYLAWS OF
WISDOM ACADEMY CHARTER SCHOOL

ARTICLE I: OFFICES

Section 1. Principal Office. The principal office of Wisdom Academy Charter School (the “Corporation” or the “School”) shall be located in Raleigh, North Carolina or at such other place as the board of directors shall determine.

Section 2. Registered Office. The registered office of the Corporation required by law to be maintained in the State of North Carolina may be, but need not be, identical to the principal office of the Corporation. The address of the registered office may be changed from time to time by the board of directors.

Section 3. Other Offices. The Corporation may, from time to time, have offices at such places, either within or outside the State of North Carolina, as the board of directors may designate or as the business of the Corporation may require.

ARTICLE II: MEMBERSHIP

The Corporation shall have no members.

ARTICLE III: OBJECTIVES AND PURPOSES

Section 1. General Purpose. The purposes for which the Corporation is organized are to engage in all lawful activities in which nonprofit corporations may engage under the North Carolina Nonprofit Corporation Act (as it may be amended from time to time), including, but not limited to, the following:

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

Section 2. Specific Purposes. The primary function of the board of directors is to set policy and provide general oversight of the School’s operations, rather than manage its day-to-day operations. Specifically, this includes the following:

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

ARTICLE IV: BOARD OF DIRECTORS

Section 1. General Powers. All corporate powers shall be exercised by or under the authority of the board of directors, which shall also direct the management of the Corporation's business and affairs.

Section 2. Number and Voting Rights. The number of directors of the Corporation shall be as determined from time to time by resolution of the directors, with a minimum number of five directors except in cases of emergency or short-term exigencies. Each director is authorized to vote on all matters, subject to the restrictions established by law, the Corporation's Articles of Incorporation, or these bylaws.

Section 3. Terms. Each director shall serve a three (3) year term, except to the extent necessary to implement a system of staggered directorships pursuant to Section 7 of this Article, in which case directors may serve terms of less than three (3) years. Each director may serve successive terms upon approval by a majority vote of the board of directors at its next meeting following the expiration of such director's current term of office.

Section 4. Election. Except as otherwise provided herein, the directors shall be elected at the annual meeting of the board of directors. Each new director shall be elected by a majority vote of the directors then serving.

Section 5. Vacancies. Except as otherwise provided by law or the articles of incorporation of the Corporation, any vacancy occurring in the board of directors shall be filled by the affirmative vote of a majority of the remaining directors (even though less than a quorum) or by the sole remaining director at the next meeting of the board of directors or within sixty (60) days, whichever first occurs.

The term of a director elected to fill a vacancy expires at the next board of directors meeting at which directors are elected.

Section 6. Removal. Any director may be removed at any time for just cause by a majority vote of the directors then in office at a duly called meeting.

Section 7. Staggered Directorships. The terms of directors may be staggered by dividing the total number of directors into two or three groups, with each group containing one-half or one-third of the total, as near as possible. If there are staggered directorships, the terms of directors in the first group expire at the first annual meeting of the board of directors after their election, the terms of the second group expire at the second annual meeting of the board of directors after their election; and the terms of the third group (if any) expire at the third annual meeting of the board of directors after their election.

Section 8. Committees of the Board. In accordance with G.S. §55A-8-25, The Board may create one or more committees and appoint members to serve on them. Each committee shall have two or more members, who serve at the pleasure of the board. The creation of a committee and a appointment of members to it shall be approved by a majority of all the directors in office when the action is taken. Each committee may, if approved by majority vote of the board, may exercise the board's regular authority. A committee shall not, however: (1) authorize distributions; (2) approve dissolution, merger or the sale, pledge, or transfer of all or substantially all of the corporation's assets; (3) elect, appoint or remove directors, or fill vacancies on the board of directors or on any of its committees; or (4) adopt, amend, or repeal the articles of incorporation or bylaws.

Section 9. General Standards of Conduct. Directors shall conduct themselves and the performance of their Board duties in accordance with G.S. 55A-8-30 and as otherwise regulated by Board policy or decision.

- (a) A director shall discharge his duties as a director, including his duties as a member of a committee:
 - 1. In good faith;
 - 2. With the care an ordinarily prudent person in a like position would exercise under similar circumstances; and
 - 3. In a manner the director reasonably believes to be in the best interests of the corporation.
- (b) In discharging his duties, a director is entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, if prepared or presented by:
 - 1. One or more officers or employees of the corporation whom the director reasonably believes to be reliable and competent in the matters presented;
 - 2. Legal counsel, public accountants, or other persons as to matters the director reasonably believes are within their professional or expert competence; or
 - 3. A committee of the board of which he is not a member if the director reasonably believes the committee merits confidence.
- (c) A director is not entitled to the benefit of subsection (b) of this section if he has actual knowledge concerning the matter in question that makes reliance otherwise permitted by subsection (b) of this section unwarranted.
- (d) A director is not liable for any action taken as a director, or any failure to take any action, if he performed the duties of his office in compliance with this section.

- (e) A director's personal liability for monetary damages for breach of a duty as a director may be limited or eliminated only to the extent provided in G.S. 55A-8-60 or permitted in G.S. 55A-2-02(b)(4), and a director may be entitled to indemnification against liability and expenses pursuant to Part 5 of Article 8 of Chapter 55A of the General Statutes
- (f) A director shall not be deemed to be a trustee with respect to the corporation or with respect to any property held or administered by the corporation, including without limit, property that may be subject to restrictions imposed by the donor or transferor of such property.

Section 10. Conflict of Interests. Directors shall avoid improper conduct arising from conflicts of interest and shall abide by all legal requirements governing conflicts of interests, including G.S. 55A-8-31. If any director has or may have a conflict of interest in a matter pending before the Board, such member shall fully disclose to the Board the nature of the conflict or potential conflict. No transaction may be approved if it would constitute self-dealing, prohibited under the Code.

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

- (a) A conflict of interest transaction is a transaction with the corporation in which a director of the corporation has a direct or indirect interest. A conflict of interest transaction is not voidable by the corporation solely because of the director's interest in the transaction if any one of the following is true:
 1. The material facts of the transaction and the director's interest were disclosed or known to the board of directors or a committee of the board and the board or committee authorized, approved, or ratified the transaction;
 2. The material facts of the transaction and the director's interest were disclosed or known to the members entitled to vote and they authorized, approved, or ratified the transaction; or
 3. The transaction was fair to the corporation.
- (b) A director of the corporation has an indirect interest in a transaction if:
 1. Another entity in which he has a material financial interest or in which he is a general partner is a party to the transaction; or
 2. Another entity of which he is a director, officer, or trustee is a party to the transaction and the transaction is or should be considered by the board of directors of the corporation.
- (c) For purposes of subdivision (a) (1) of this section, a conflict of interest transaction is authorized, approved, or ratified if it receives the affirmative vote of a majority of the directors on the board of directors (or on the committee) who have no direct or indirect interest in the transaction, but a transaction shall not be authorized, approved, or ratified under this section by a single director. If a majority of the directors who have no direct or indirect interest in the transaction vote to authorize, approve, or ratify the transaction, a quorum is present for the purpose of taking action under this section. The presence of, or a vote cast by, a director with a direct or indirect interest in the transaction does not affect the validity of any action taken

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

ARTICLE V: MEETINGS OF DIRECTORS

Section 1. Regular Meetings. Unless otherwise specified in the schedule or changed in a manner allowed by law, the Board's regular meetings shall be held regularly on the dates that will be publicized by the Board in accordance with state open meetings laws (*G.S.143.318.9 et seq*).

Section 2. Special Meetings. In accordance with state open meetings law, special meetings may be called by the Board Chairperson on the request of three or more Board members. Legally required notice of special meetings shall be given in compliance with open meetings laws.

Section 3. Emergency Meetings. When urgent circumstances arise, the board of directors may meet on less than 24 hours' notice. Board members and the public shall be given notice in compliance with open meetings laws.

Section 4. Notice to Directors and Waivers. Notice to Board members may be by telephone, e-mail, fax or other reasonable means. A director's attendance at or participation in a meeting waives any required notice to such director of the meeting unless the director at the beginning of the meeting (or promptly upon such director's arrival) objects to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to action taken at the meeting.

Section 5. Quorum. Except as otherwise provided by law, the articles of incorporation of the Corporation or these bylaws, a quorum of the board of directors consists of a majority of the directors in office immediately before a meeting begins. In no event may these bylaws or any resolution adopted pursuant to these bylaws authorize a quorum of fewer than one-third of the number of directors then in office, except in emergencies requiring action by a majority of the available board members for the good of the School, only after reasonable efforts to notify and convene all board members.

Section 6. Manner of Action. If a quorum is present when a vote is taken, the affirmative act of a majority of the directors present is the act of the board of directors, except as otherwise provided by law, by the articles of incorporation of the Corporation, or by these bylaws.

Section 7. Presumption of Assent. A director who is present at a meeting of the board of directors or a committee of the board of directors when corporate action is taken is deemed to have assented to the action taken unless such director:

- (a) objects at the beginning of the meeting (or promptly upon such director's arrival) to the holding of the meeting or to the transaction of business at the meeting;
- (b) dissents or abstains from the action taken and the dissent or abstention is entered in the minutes of the meeting; or
- (c) files written notice of his or her dissent or abstention with the presiding officer of the meeting before its adjournment or with the Corporation immediately after adjournment of the meeting. The right of dissent or abstention is not available to a director who votes in favor of the action taken.

Section 8. Action by Directors Without Meeting. In accordance with G.S. §55A-8-21, any action required or permitted by law or these bylaws to be taken at a board of directors meeting may be taken without a meeting if the action is taken by all members of the board. The action must be evidenced by one or more written consents signed by each director before or after such action, describing the action taken, and included in the minutes or filed with the records of the Corporation reflecting the action taken. Action taken under this Section is effective when the last director signs the consent unless the consent specifies a different effective date. A consent signed under this Section has the same effect as a vote at a meeting and may be described as such in any document. Actions taken under this section must conform to state open meetings and public record laws.

Section 9. Meetings by Telephone Conference or Other Electronic Means. Any one or more directors may participate in a meeting of the board or a committee by means of a telephone conference or reasonable electronic means by which all directors participating may simultaneously hear each other during the meeting, and such participation in a meeting shall be deemed presence in person at such meeting. Such meetings shall be conducted in accordance with state open meetings laws.

ARTICLE VI: OFFICERS

Section 1. Officers of the Corporation. The officers of the Corporation shall consist of a Chairperson, a Vice-chairperson, a Secretary, a Treasurer, and other officers or assistant officers as the board of directors deems necessary or desirable. The same individual may simultaneously hold more than one office in the Corporation, but no individual may act in more than one capacity where action of two or more officers is required.

Section 2. Appointment and Term. The officers of the Corporation shall be appointed by the board of directors at its regular annual meeting in September each year. The Board shall organize and elect officers among its own members. Terms of office shall be one year. The Chairperson shall be first elected and, thereafter, shall preside over the election of the remaining officers.

Section 3. Compensation of Officers. The officers of the Corporation shall serve without compensation. The appointment of an officer does not itself create any contractual right.

Section 4. Removal of Officers. The board of directors may remove any officer at any time for just cause. Just cause shall include, but not be limited to, conduct unbecoming of a school director; fraud or deceit; illegal, unethical, or immoral conduct substantially affecting the individual's or board of director's duties or the operation or reputation of the School; neglect of duty; incompetence; and mental or physical incapacity.

Section 5. Resignation. An officer may resign at any time by communicating his or her resignation to the Corporation, orally, in writing, or by reasonably electronic means. A resignation is effective when communicated unless it specifies in writing a later effective date. If a resignation is made effective at a later date that is accepted by the Corporation, the board of directors may fill the pending vacancy before the effective date if the board provides that the successor does not take office until the effective date. An officer's resignation does not affect the Corporation's contract rights, if any, with the officer.

Section 6. Bonds. The board of directors may by resolution require any officer, agent, or employee of the Corporation to give bond to the Corporation, with sufficient sureties, conditioned upon the faithful performance of the duties of his or her respective office or position, and to comply with such other conditions as may from time to time be required by the board of directors.

Section 7. Chairperson. The Chairperson shall be the principal executive officer of the Corporation and, subject to the control of the board of directors, shall in general supervise and control all of the business and affairs of the Corporation and shall perform all duties incident to the office of Chairperson and such other duties as may be prescribed by the board of directors from time to time. The Chairperson shall also be the chairman of the board of directors and shall preside at all meetings of the directors at which he or she is present.

Section 8. Vice-chairperson. The Vice-chairperson shall assist the Chairperson, as needed or determined by the board of directors. In instances where the Chairperson is unable to perform his or her duties, the Vice-chairperson shall fulfill those duties except as otherwise determined by the board of directors. In such instances, the Vice-chairperson shall have all the powers of, and be subject to all the restrictions upon, the president.

Section 9. Secretary. The Secretary shall: (a) attend all meetings of the board of directors, keep the minutes of such meetings in one or more books provided for that purpose, and perform like duties for the standing committees when required; (b) see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; (c) be custodian of the corporate records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all documents, the execution of which on behalf of the Corporation under its seal is duly authorized; and (d) in general perform all duties incident to the office of Secretary and such other duties as the Chairperson or board of directors may assign from time to time.

Section 10. Treasurer. The Treasurer (if any) shall: (a) have charge and custody of and be responsible for all funds and securities of the Corporation; receive and give receipts for money due and payable to the Corporation from any source whatsoever, and deposit all such moneys in the name of the

Corporation in such depositories as shall be selected in accordance with the provisions of these bylaws; and (b) perform all of the duties incident to the office of Treasurer, including preparing, or causing to be prepared, all financial statements required by law, and such other duties as the Chairperson or board of directors may assign from time to time.

Section 11. Reassignment of Officer Duties. Should an office become vacant or should an officer of the Corporation be absent, or for any other reason the Board deems sufficient, the Board may reassign the duties of such officer to any other officer or to any member of the Board.

ARTICLE VII: CONTRACTS, LOANS, CHECKS, DEPOSITS, TRANSACTIONS, ETC.

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

Section 2. Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the board of directors. Such authority may be general or confined to specific instances.

In accordance with G.S. 55A-8-32, no loan, guaranty, or other form of security shall be made or provided by the School to or for the benefit of its directors or officers, except that loans, guaranties, or other forms of security may be made to full-time employees of the corporation who are also directors or officers by action of the board of directors in accordance with G.S. 55A-8-31 (a) (1).

Section 3. Checks and Drafts. All notes, drafts, acceptances, checks and endorsements or other evidences of indebtedness shall be signed by:

- (a) any two Board members, or
- (b) any Board member and the School Principal, or
- (c) the School Principal for expenses not exceeding \$5,000, or
- (d) in such other manner as the Board may determine.

Endorsements for deposit to the credit of the Corporation in any of its duly authorized depositories will be made by the Principal or Treasurer or by any officer or agent who may be authorized by the Board to do so.

Section 4. Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such depositories as the board of directors may select.

Section 5. Gifts and Donations. The Board or a board member may accept on behalf of the Corporation any contribution, gift, bequest, or devise granted for the benefit or perpetuation of the general educational or special educational purposes of the Corporation.

Section 6. Electronic Transactions. Any legal transactions authorized by law, these bylaws, or other board policy or action, may be conducted by reasonable electronic means.

Section 7. No State Indebtedness by Contract. As long as required by state law, no indebtedness of any kind incurred or created by the School shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the School shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions.

ARTICLE VIII: GENERAL PROVISIONS

Section 1. Seal. The corporate seal of the Corporation shall consist of two concentric circles between which is the name of the Corporation, year of incorporation, and the words "North Carolina," and in the center of which is inscribed SEAL; and such seal, as impressed on the margin hereof, is hereby adopted as the corporate seal of the Corporation.

Section 2. Fiscal Year. The fiscal year of the Corporation will commence on July 1 of each year and conclude on June 30 of each year.

Section 3. Pronouns. Each reference to pronouns herein shall be construed in the masculine, feminine, neuter, singular or plural, as the context may require.

Section 4. Amendments. The board of directors may, by super (2/3) majority vote, amend the articles of incorporation of the Corporation and bylaws. The Corporation shall provide at least twenty (20) business day's written notice of any meeting of directors at which an amendment is to be voted upon. The notice shall state that the purpose, or one of the purposes, of the meeting is to consider a proposed amendment to the articles of incorporation or the bylaws and contain or be accompanied by a copy or summary of the amendment or state the general nature of the amendment; provided, however, that notwithstanding anything herein to the contrary, the board of directors shall not make any amendments to the purposes as set forth in Article III of these bylaws nor any amendment which is prohibited for organizations described in Section 501(c)(3) of the Code.

Section 5. Books and Records. The Corporation shall keep correct and complete books and records of accounts and shall keep minutes of the proceedings of its Board, in accordance with the state Public Records Act (Chapter 132 of the General Statutes). Generally record-keeping shall be governed by Article 16, Part I of the Chapter 55A of the General Statutes as follows.

- (a) The corporation shall keep as permanent records minutes of all meetings of its board of directors, a record of all actions taken by the directors without a meeting pursuant to G.S. 55A-7-04, 55A-7-08, or 55A-8-21, and a record of all actions taken by committees in place of the board of directors on behalf of the corporation.
- (b) The corporation shall maintain appropriate accounting records.
- (c) The corporation or its agent shall maintain a record of its members, in a form that permits preparation of a list of the names and addresses of all members, in alphabetical order by class, showing the number of votes each member is entitled to cast.
- (d) The corporation shall maintain its records in written form or in another form capable of conversion into written form within a reasonable time.

- (e) The corporation shall keep a copy of the following records at its principal office:
1. Its articles of incorporation or restated articles of incorporation and all amendments to them currently in effect;
 2. Its bylaws or restated bylaws and all amendments to them currently in effect;
 3. Resolutions adopted by the board relating to the number or classification of directors or to the characteristics, qualifications, rights, limitations, and obligations of members or any class or category of members;
 4. A list of the names and business or home addresses of current directors and officers.

ARTICLE IX: INDEMNIFICATION OF DIRECTORS, OFFICERS AND OTHERS

Section 1. Definitions. For purposes of this Article, the following definitions shall apply:

- (a) "Act" means the North Carolina Nonprofit Corporation Act, effective July 1, 1994, and all amendments and additions thereto.
- (b) "Corporation" means Wisdom Academy Charter Schools as a corporation; as such term is defined in Section 55A-8-50(b) (1) of the Act.
- (c) "Director" means an individual who is or was a director of the Corporation or an individual who, while a director of the Corporation, is or was serving at the Corporation's request as a director, officer, manager, partner, trustee, employee or agent of another foreign or domestic corporation (whether a business or nonprofit corporation), limited liability company, partnership, joint venture, trust, employee benefit plan, or other enterprise. A director is considered to be serving as a director, officer, manager, partner, trustee, employee or agent of an employee benefit plan at the Corporation's request if such director's duties to the Corporation also impose duties on, or otherwise involve services by, the director to the plan or to participants in or beneficiaries of the plan. "Director" includes, unless the context requires otherwise, the estate or personal representative of a Director.
- (d) "Expenses" means expenses of every kind incurred in defending a Proceeding, including, but not limited to, legal, accounting, expert and investigatory fees and expenses.
- (e) "Indemnified Officer" means an individual who is or was an officer of the Corporation appointed by the board of directors. An Indemnified Officer shall be entitled to indemnification hereunder to the same extent as a Director, including, without limitation, indemnification with respect to service by the Indemnified Officer at the Corporation's request as a director, officer, manager, partner, trustee, employee or agent of another foreign or domestic corporation (whether a business or nonprofit corporation), limited liability company, partnership, joint venture, trust, employee benefit plan or other enterprise. "Indemnified Officer" includes, unless the context requires otherwise, the estate or personal representative of an Indemnified Officer.
- (f) "Liabilities" means any obligation to pay any or all of the following: a judgment, a settlement, a penalty, a fine (including an excise tax assessed with respect to an employee benefit plan) and

expenses, including, but not limited to, attorneys' fees of opposing parties incurred with respect to a Proceeding.

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

Section 2. Statement of Intent. The Corporation shall indemnify the Directors and the Indemnified Officers to the maximum extent permitted by the Act.

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

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

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

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

Section 4. Determination. Any indemnification under Section 3 of this Article shall be paid by the Corporation in a specific case only after a determination that the Director or Indemnified Officer has met the standard of conduct set forth in Section 3 of this Article. Such determination shall be made:

- (a) by the board of directors by a majority vote of a quorum consisting of the members thereof not at the time parties to the Proceeding;
- (b) if a quorum cannot be obtained under Section 4(a), by a majority vote of a committee duly designated by the board of directors (in which designation members of the board of directors who are parties to the Proceeding may participate), consisting solely of two or more members of the board of directors not at the time parties to the Proceeding; or
- (c) by special legal counsel (i) selected by the board of directors or a committee thereof in the manner prescribed in Section 4(a) or (b), or (ii) if a quorum of the board of directors cannot be obtained under Section 4(a) and a committee cannot be designated under Section 4(b), selected by a majority vote of the full board of directors (in which selection members thereof who are parties in the Proceeding may participate).

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

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

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

Section 7. Insurance. The Corporation shall, as required by law, and may, beyond the requirements of the law, purchase and maintain insurance on behalf of its directors, officers, employees and agents and those persons who were or are serving at the request of the Corporation in any capacity with another corporation (whether a business or nonprofit corporation), limited liability company, partnership, joint venture, trust, employee benefit plan or other enterprise against any liability asserted against or incurred by such person in any such capacity, or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify such person against such liability under the

provisions of this Article or otherwise. Any full or partial payment made by an insurance company under any insurance policy covering any director, officer, employee, agent or other person identified above made to or on behalf of a person entitled to indemnification under this Article shall relieve the Corporation of its liability for indemnification provided for in this Article or otherwise to the extent of such payment, and no insurer shall have a right of subrogation against the Corporation with respect to such payment.

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

Section 9. Emergency Bylaws. In accordance with G.S. 55A-2-07,

- (a) the Board may adopt, amend, or repeal bylaws to be effective only in an emergency defined in subsection (d) of this section. The emergency bylaws, which are subject to amendment or repeal by the members, may make all provisions necessary for managing the corporation during the emergency, including:
 - 1. Procedures for calling a meeting of the board of directors;
 - 2. Quorum requirements for the meeting; and
 - 3. Designation of additional or substitute directors.
- (b) All provisions of the regular bylaws consistent with the emergency bylaws remain effective during the emergency. The emergency bylaws are not effective after the emergency ends.
- (c) Board action taken in good faith in accordance with the emergency bylaws binds the School, and the fact that the action was taken pursuant to emergency bylaws shall not be used to impose liability on a director, officer, employee, or agent.
- (d) An emergency exists for purposes of this section if a quorum of the corporation's directors cannot readily be assembled because of some catastrophic event.

ARTICLE X: PROHIBITED ACTIVITIES

Section 1. Purposes. The Corporation is organized exclusively for charitable and educational purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Code.

Section 2. Prohibited Activities. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its director, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in these bylaws. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these bylaws, 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.

ARTICLE XI: DISSOLUTION AND DISTRIBUTION

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation as required by North Carolina law. Specifically and only as long as required by state law pursuant to N.C.G.S. §115C-238.29E(f), all net assets of the charter school purchased with public funds shall be deemed the property of the local school administrative unit in which the charter school is located.

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

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

MEMBERS OF THE INITIAL BOARD OF DIRECTORS

Member _____

Member _____

Member _____

Member _____

Member _____

Date of Adoption: _____

V.C.4. A copy of the articles of incorporation. While the statute does not require the applicant to have acquired corporate status in order to apply, that status must be acquired prior to receive a charter. Accordingly, if the applicant does not yet have corporate documents filed with the Secretary of State, it should demonstrate that it is prepared to do so in the near future.

**ARTICLES OF INCORPORATION:
WISDOM ACADEMY CHARTER SCHOOL
(a nonprofit corporation)**

Pursuant to N.C. Gen. Stat. § 55A-2-02, the undersigned corporation submits these Articles of Incorporation (the “Articles”) for the purpose of forming a nonprofit corporation under the laws of the State of North Carolina.

ARTICLE I

The name of the corporation is Wisdom Academy Charter School (the “Corporation”).

ARTICLE II

The period of duration of the Corporation shall be perpetual.

ARTICLE III

The Corporation is organized as a charitable corporation, as defined in N.C. Gen. Stat. § 55A-1-40(4), exclusively for charitable, educational, scientific or literary purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code (the “Code”). As used in these Articles, references to the Code shall mean the Internal Revenue Code of 1986, as the same may be amended from time to time, and references to a particular Code section shall include the corresponding provisions of any future United States internal revenue law.

The purposes for which the Corporation is organized are:

- (i) To operate the Corporation as a North Carolina charter school, chartered under Section 115C-238.29A *et seq.* of the North Carolina General Statutes (the “North Carolina Charter School Act”).
- (j) To engage in any and all other lawful activities that are appropriate to carry out and fulfill any or all of the foregoing purposes; and
- (k) To carry out the purposes herein above set forth in any state of the United States to the extent that such purposes are permitted by the law of such state.

The foregoing clauses shall be construed as both objects and powers, and such enumeration of specific purposes, objects, and powers shall not be deemed to limit or restrict in any manner the general powers of the Corporation and the Corporation shall have and may exercise all powers conferred on a nonprofit corporation by the laws of the State of North Carolina, now or hereafter in effect.

In furtherance of its purposes, the Corporation shall have the power to receive and allocate contributions, funds, property, or other benefits within the discretion of its Board of Directors to any organization that qualifies as an exempt organization under Section 501(c)(3) of the Code, or the corresponding provisions of any subsequent federal tax laws.

ARTICLE IV

The street address and county of the initial registered office of the Corporation is as follows:

410 Lord Berkley Drive
Raleigh, North Carolina 27610
Wake County

The mailing address of the initial registered office is

410 Lord Berkley Drive
Raleigh, North Carolina 27610

The name of the initial registered agent of the Corporation at such address is Craig James.

ARTICLE V

The name and address of the incorporator are:

David R. Hostetler, Esq.
Lex-is School Law Services
1289 Fordham Blvd., #251
Chapel Hill, North Carolina 27514

ARTICLE VI

The Corporation shall have no members.

ARTICLE VII

The Corporation is intended to qualify as a tax-exempt, charitable, educational, scientific or literary organization within the meaning of Section 501(c) (3) of the Code. The affairs of the Corporation shall be conducted in such manner as to qualify for tax exemption under that Code section and any related Code section. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its trustees, directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in these Articles of Incorporation.

No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation (provided, however, that the Corporation, in this regard, may, but is not required to, elect to be governed by the objective expenditure limits of Section 501(h) of the Code), and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

ARTICLE VIII

Upon the dissolution or final liquidation of the Corporation, after payment or provision for payment of all the liabilities of the Corporation, the Corporation's remaining assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Code, or shall be distributed to the federal government, or to a state or local government, for a public purpose, all as the board of directors of the Corporation may determine, in accordance with the provisions of N.C. Gen. Stat. § 55A-14-03, the North Carolina Charter School Act, and other applicable laws or any successor provisions thereto. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations as such court shall determine, which are organized and operated exclusively for such exempt or public purposes.

ARTICLE IX

The number, manner of election or appointment, the qualifications and the term of the directors of the Corporation shall be as set forth in the bylaws of the Corporation adopted by the directors. Such provisions shall not be in conflict with the provisions and requirements of the North Carolina Nonprofit Corporation Act (as it may be amended from time to time).

ARTICLE X

To the fullest extent permitted by the North Carolina Nonprofit Corporation Act, the

North Carolina Business Corporation Act to the extent that it applies (as they now exist or may hereafter be amended), and the North Carolina Charter School Act, no person who is serving or who has served as a director of the Corporation shall be personally liable to the Corporation for monetary damages for breach of duty as a director. No amendment or repeal of this article, nor the adoption of any provision to these Articles inconsistent with this Article, shall eliminate or reduce the protection granted herein with respect to any matter that occurred prior to such amendment, repeal or adoption (provided, however, that the Corporation, in this regard, may, but is not required to, elect to be governed by the objective expenditure limits of Section 501(h) of the Code), and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

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

ARTICLE XI

In addition to the powers granted to corporations under the laws of the State of North Carolina, the Corporation shall have full authority to adopt bylaws, policies and programs for the regulation of its internal affairs and the conduct of its business in such form and method as are not in conflict with or in violation of such laws, except as prohibited by the provisions of these Articles.

ARTICLE XII

These Articles shall be effective upon filing.

This is the 3rd day of November, 2011.

David R. Hostetler

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

Division of Roles Between Board and EMO
(Adapted from "Building and Managing An Effective Board of Directors,
Center for Nonprofit Management in Southern California)

This chart describes the roles and responsibilities of the board and the charter school administrator in critical areas. Review each entry and revise as based on the specific needs and requirements of

Responsibility	Board Of Directors	Administrator /EMO
Legal	<ul style="list-style-type: none"> • Exercises fiduciary role to ensure that the charter school is properly managed. The board should have a mechanism to validate information from the administrator. • Maintains legal status; insures the proper paperwork is submitted to governmental agencies. • Reviews financial and business dealings and exercises proper judgment in self-dealing transactions - avoidance of conflicts of interest. 	<ul style="list-style-type: none"> • Must provide information to the board to demonstrate that the charter school is well managed. • Compiles information for annual filing requirements. • Signals to the board if either of the situations is likely to occur.
Finance and Accounting	<ul style="list-style-type: none"> • Approves annual budget. • Reviews periodic financial reports (balance sheet, income statement, changes in financial position). • Ensures that proper internal controls are in place. 	<ul style="list-style-type: none"> • Prepares annual budget with input from staff and finance committee • Oversees preparation of periodic financial reports. • Implements proper financial controls.
Planning	<ul style="list-style-type: none"> • Establishes mission and program direction for the charter school and approves goals and objectives designed to achieve those ends. • Reviews strategic plan and progress. • Assesses compliance/progress in achieving educational and other outcomes agreed to in the charter contract. • Assesses program evaluation plan. 	<ul style="list-style-type: none"> • Participates in establishing mission and program direction for the charter school. Contributes to vision of the charter school; and assists the board in maintaining focus and momentum for the charter school • Develops specific program goals and objectives based on the board specific mission. • Develops reports or oversees staff development of reports to demonstrate program progress.
Policy	<ul style="list-style-type: none"> • Develop and adopt written policies • Responsible for reviewing policies periodically 	<ul style="list-style-type: none"> • Identifies need for new policies • Responsible for assuring the implementation of policies and for assisting the board in analyzing policy options
Personnel	<ul style="list-style-type: none"> • Sets and reviews personnel policies. • Hires Charter School Administrator and evaluates the administrator's performance. 	<ul style="list-style-type: none"> • Implements personnel policies. • Recommends changes in personnel policies to the board. • Hires all personnel and evaluates performance of staff members (or delegates to appropriate supervisor).

Resource Development	<ul style="list-style-type: none"> • Responsible for assuring long-range commitments of resources; establishes a fund development plan and participates in its implementation. • Reviews and approves all major grant proposals. 	<ul style="list-style-type: none"> • Conduct research and maintain information database. • Assist in fund development efforts. • Develops grants, and other funding applications, plans fund-raising events, enters business ventures to support mission.
Board Accountability	<ul style="list-style-type: none"> • Establishes and communicates clear expectations of Board directorship • Assures effective participation of Board directors 	<ul style="list-style-type: none"> • Facilitates training and information exchange for members in preparation for selection of Board directors • Facilitates effective communication among Board directors
Decision-making	<ul style="list-style-type: none"> • Defines and communicates the role of Board, administrator in making decisions • Assures appropriate involvement of board directors in charter school decision making 	<ul style="list-style-type: none"> • Makes action decisions within parameters set by the board, collaborates both with the other staff and Board in some decisions
Community Relations	<ul style="list-style-type: none"> • Promotes the charter school to parents and the general public, including serving as an emissary of the charter school to the broader community. • Promotes cooperative action with other charter schools including activities and occasions when the charter school should take part in coalitions, shared programs, joint action, etc.. 	<ul style="list-style-type: none"> • Interprets the mission of the charter school to the community through direct involvement, public relations programs, including personal contact, descriptive program literature, and work with the media; works closely with the board for an effective division of labor.
Contracts	<ul style="list-style-type: none"> • Approves contracts 	<ul style="list-style-type: none"> • Manages contracts
Add Others Here	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

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

Wisdom Academy Charter School as the organizational chart in Item # 1 Outlines will be govern by a Board of Directors, comprised of academic, business and community leaders. The principal will be responsible for education, as well as interfacing with parents, staff, students and volunteers. The EMO will be responsible for the business affairs of the school, including hiring faculty and staff. The Board of Directors and Principal will benefit from ongoing feedback from an external evaluation team who will monitor and evaluate Wisdom Academy education practices.

V.C.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.

ATTAINMENT OF CHARTER CONTRACT GOALS

(Compliance with Federal, State, and Local Laws/Regulations and School District Contractual Requirements)

PSA: _____ Date: _____
 School Year: _____ Completed by: _____

Achievement Levels Components Criteria	MEETS STANDARD	APPROACHING STANDARD	NEEDS IMPROVEMENT	DEFICIENT
1. Federal	Complete with all applicable Federal laws and regulations.	Complete with laws if aware of them. Works to gain knowledge of Federal laws.	Out of compliance with some Federal laws. Makes minimal effort to gain knowledge of some laws.	Unaware of Federal laws, regulations.
2. State	Complies with all applicable State laws and regulations.	Complies with laws if aware of them. Works to gain knowledge of State laws.	Out of compliance with some State laws. Makes minimal effort to gain knowledge of some laws.	Unaware of State laws and regulations.
3. Local	Complies with all applicable local laws and regulations.	Complies with laws if aware of them. Works to gain knowledge of local laws.	Out of compliance with some local laws. Makes minimal effort to gain knowledge of some laws.	Unaware of local laws and regulations.
4. School District Contractual	Complies with all school district contractual requirements.	Complies with school district contract if aware of its requirements. Works to gain knowledge of school district contractual requirements.	Out of compliance with some school district contractual requirements. Makes minimal effort to gain knowledge of some laws.	Unaware of school district contractual requirements.

Adapted from WRESA

GOVERNANCE

PSA: _____
 School Year: _____
 Number of Board Members: _____

Date: _____
 Completed by: _____

Achievement Levels	MEETS STANDARD	APPROACHING STANDARD	NEEDS IMPROVEMENT	DEFICIENT
Components Criteria 1. Board member terms and offices: <ul style="list-style-type: none"> • Annual list • Office held • Terms of office • Changes in Membership 	School District PSA Office is notified in writing, within 30 days, of the status of changes of all Board members.	PSA does not inform School District in a timely manner of Board member status.	PSA does not inform School District of changes: documents missing.	No information on file.
2. Parent on Board	Parent on Board for entire school year.		Parent not on Board for entire school year.	No parent on Board.
3. Board attendance.	Each Board meeting had 100% member attendance.	Each Board meeting had at least 80% Board member attendance.	Each Board meeting had at least a quorum in board member attendance.	One or more Board meetings had to be cancelled due to lack of a quorum.
4. Posting of Meetings/Open Meetings Act Compliance: <ul style="list-style-type: none"> • Regular meetings posted. • Special meetings posted. • Compliance with Open Meeting Act. 	Schedule of Board meetings posted in prominent place in PSA. Special meeting notices prominently posted at PSA. Full compliance with Open Meetings Act at Board meeting.	Board meeting notices posted, but not prominently. Special meeting notices not always posted. Less than full compliance with Open Meetings Act.	Meetings not posted.	Violations of Open Meetings Act.
5. Board Oaths of Office	Signed and on file for all Board members.	Signed and on file for at least 90% of Board members.	Signed and on file for at least 60% of Board members.	60% or less signed/on file.
6. Organization	A. By-laws on file AND B. Articles of		One of A or B.	Neither A or B.

<p>7. Management Company Name: List of Responsibilities: Is there a conflict of interest with the Board?</p>	<p>incorporation renewed. No conflict of interest.</p>	<p>Yes, there is a conflict of interest. Explain:</p>
<p>8. Management Policies: A. District required:</p> <ul style="list-style-type: none"> • Student attendance (Non-discrimination requirements.) • Student conduct & discipline (Prohibition of corporal punishment.) • Student health, safety/welfare (Child abuse reporting procedures.) • Playground safety equipment. • Prohibition against dangerous weapons. • Implementation of state school safety policy. • Student records • Student assignments & homework • Accident prevention • Identifying "at risk" pupils • Enrollment policy • Barrier-free access and non-discrimination • Disaster response • Graduation requirements • Competitive bidding • Procurement of supplies, materials, equipment. • Employee handbook policies including: • Hiring of personnel (criminal activity to disqualify job applicants) • Employee compensation, evaluation & discipline. 	<p>Yes, in compliance. All policies are in writing, are dated, and are current.</p>	<p>There is at least one policy that is not in compliance.</p>

<ul style="list-style-type: none"> • Payroll • Benefits • Equal opportunity employer • Employee records • Employee welfare & safety (including sexual harassment) • Employee conflict of interest- employee's "right to know" privileges) • Prohibitions in Elliot-Larson Civil Rights Act. • Risk for exposure to blood & exposure control plan. • Instruction for communicable diseases. • Safe, disciplined, alcohol & drug free schools. <p>B. Other policies adopted</p>		
<p>9. Reports:</p> <ul style="list-style-type: none"> • Quarterly • Annual 		<p>One or more required reports not submitted.</p>

Adapted from WRESA

SCHOOL CULTURE AND DISCIPLINE

PSA: _____ Date: _____
 School Year: _____ Completed by: _____

Achievement Levels	MEETS STANDARD	APPROACHING STANDARD	NEEDS IMPROVEMENT	DEFICIENT
Components Criteria 1. Welcoming, safe and productive school facility.	Clean, attractive halls-well organized classrooms; receptive and helpful staff/volunteers to parents and visitors. Safe environment. Calm and orderly students.	Clean halls—some well organized classrooms; helpful staff and volunteers to parents and visitors. Safe environment.	Halls need cleaning and upgrading. Classrooms need more organization. Staff generally unavailable for parents and volunteers. Safe environment.	Dirty, unattractive halls. Disorganized classrooms, unavailable staff, and few volunteers. Evidence that parents feel unwelcome. Unsafe environment. Disorderly, undisciplined, unruly, disrespectful students.
2. Environment in which learning occurs.	Bulletin boards and classroom space used effectively to reinforce student learning or display student work. Evidence of diversity in instructional delivery; words and actions that reinforce the learning process; professional development that focuses on school culture, inclusion of conflict resolution management resources, bias-free curriculum, valuing diversity.	Bulletin boards and classroom space used. Evidence of differentiated instruction. Some evidence of word and actions that reinforce the learning process; some professional development focused on school climate. Some conflict management resources, bias-free curriculum, valuing diversity.	Some evidence of bulletin boards and space used to reinforce student learning, but needs improvement. Some teachers providing diverse instructional delivery, but some not. Few words or actions reinforcing the learning process some professional development, conflict management, and bias-free and valuing diversity done on an intermittent basis.	Little or not evidence of bulletin boards and space used to reinforce student learning or to display work. Little or no evidence of diversity in instructional delivery; few or no words or actions that reinforce the learning process, unfocused professional development; no conflict management; bias-free curriculum or valuing diversity.
3. Policies and Procedures that Enforce School Climate	Teacher evaluation feedback and support system in place. School code of conduct published, distributed and regularly reinforced (school	Teachers are evaluated and feel supported – school code of conduct in place. Clear disciplinary practices and sanctions. Clear evidence of	Teachers are evaluated inconsistently. No effective system of feedback. Inconsistent disciplinary practices. Teachers do not feel	Little or no teacher support evident. No code of conduct. Unclear disciplinary practices. Little or no evidence of reinforcement or sanctions of

	rules, expectations, sanctions, disciplinary practices). Evidence that inappropriate behavior is discouraged and appropriate behavior encouraged.	reinforcement or sanctions of behavior.	supported. Code of conduct unclear or incomplete. Little evidence of reinforcement or sanctions of behavior.	behavior.
4. Psychological and Physical Atmosphere	Demonstration of actions and words that reinforce positive learning. Students can clearly articulate school's learning expectations. Student support and referral systems in place. Evidence of effective staff and administrative interactions. Evidence of sense of belonging. Extracurricular activities.	Some demonstration of actions and words that reinforce learning. Students can articulate some of school's learning expectations. Student support and referral system in place. Evidence of staff and administrative interactions. Evidence of sense of belonging. Extracurricular activities.	Little demonstration of reinforcement of learning. Students are not clear on expectations. No student support and referral system. No evidence of staff or administrative interactions. Little evidence of sense of belonging.	Little or no demonstration of reinforcement of positive learning. Students are not clear on expectations. No student support and referral system in place. Ineffective staff and administrative interactions. No sense of belonging. Few or no extracurricular activities.
5. Parent Satisfaction	Parents report satisfaction with the school, its learning environment, and their children's progress.	Most parents report satisfaction with the school, its learning environment, and their children's progress.	Parents' reports on satisfaction with the school, its learning environment, and their children's progress are mixed.	Parents report dissatisfaction with the school, its learning environment, and their children's progress.

Adapted from WRESA

EDUCATIONAL LEADERSHIP

PSA: _____
 School Year: _____

Date: _____
 Completed by: _____

Achievement Levels	MEETS STANDARD	APPROACHING STANDARD	NEEDS IMPROVEMENT	DEFICIENT
Components Criteria				
1. Facilitating the Mission	The principal communicates models, recognizes and reports toward achieving the shared vision of learning to all stakeholders.	The principal models and recognizes the vision but does not report progress on it to all stakeholders.	Does not consistently communicate, model, recognize and report progress toward achieving the shared vision of learning to all stakeholders.	Principal does not facilitate or articulate the school's shared vision of learning.
2. Staff and Student Supervision	Evokes reflection in others. Develops and supports a culture for self-reflection that may include collaborative planning, peer coaching, action research, and reflective writing.	Supervises but does not always model these processes in the school community.	Tends to implement strategies as learned without making adjustments rising from reflective practice.	Rarely evokes reflection to improve staff development.
3. Site Management	Communicates with staff, i.e., instructors, engineer, to create and foster a safe and conducive learning environment.	Effects are being made collaboratively to provide a safe learning environment.	School plant is safe but lacks environment conducive to learning.	Does not create a safe and conducive environment through collaborative efforts.
4. Instructional Leadership	Works with others to construct knowledge through multiple forms of inquiry such as: action research, examination of desegregated school data, insights from others and from the outside research community.	Tries to implement improvement with insufficient research practices.	Occasionally shares information during informal as well formal meetings.	Does not actively seek information or new research.
5. Community Collaboration	Promotes collaborative decision-making that provides options to meet the diverse individual and group needs of the school and community.	Is not consistent in all collaborative efforts.	Collaborates internally but fails to make community linkages.	Decision-making based on individual wants and needs rather than those of the group as a whole.
6. Ethical Role Model	Encourages, models and supports others in being respectful, caring,	Consistently shows respect and concern for	In need of reflective strategies to demonstrate	Can be destructive in public debate and gives little

	trusted members of the school community. Initiates recognition of the ideas and achievements of students and colleagues as part of an overall goal of empowerment.	others. Often validates and respects qualities and opinions of others.	respect and concern for others.	feedback to others.
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Adapted from WRESA

CURRICULUM, INSTRUCTION AND CLASSROOM ASSESSMENT (FOR LEARNING)

PSA: _____
 School Year: _____

Date: _____
 Completed by: _____

Achievement Levels	MEETS STANDARD	APPROACHING STANDARD	NEEDS IMPROVEMENT	DEFICIENT
Components Criteria				
1. Collaborative Academic Goals	A collaborative process involving all principle stakeholders has determined the school's academic goals.	A collaborative process has determined the school's academic goals, but the process did not involve all principal stakeholders.	Academic goals have been determined with little evidence of collaboration of stakeholders.	There is no evidence of collaboration with stakeholders.
2. Written, Aligned Curriculum	Goals are deliverable through a written, aligned curriculum in all four of the core content areas (English/language arts, mathematics, science, social studies.)	Goals have the support of a written, aligned curriculum in three of the core content areas.	Goals have the support of a written aligned curriculum in two of the core content areas.	Goals lack the support of a written aligned curriculum.
3. Data-driven Academic Goals	Data driven goals focus on academic outcomes that challenge all students.	Goals are not expressed as student academic outcomes. Minimal data collection is identified.	Goals are vague and are not expressed as student academic outcomes. No data collection is identified in the plan.	There are no goals identified.
4. Measurable Instructional Strategies	Instructional strategies are supported by a school improvement plan that includes a design for data collection and evaluation that assures periodic measurement of student performance.	Instructional strategies are supported by an implementation plan, but the design for data collection and evaluation does not assure periodic measurement of student performance.	Instructional strategies are not supported by an implementation plan or periodic data collection.	Instructional strategies are not identified.
5. Best Practices in Instruction	Teachers demonstrate competency in best practices evidenced by: a) readily apparent lesson objectives; b) students engaged in instructional activity; c) a high level of inquiry in the class, and d)	Teachers demonstrate competency in best practice as evidenced by readily apparent lesson objectives and two of the other indications.	Teachers demonstrate competency in best practice as evidenced by readily apparent lesson objectives and one of the other	Classroom instruction does not reflect best practice.

	visuals and technology used in instruction.	Technology is integrated in some of the curriculum and infused in some instructional strategies.	Technology is integrated in the curriculum and is minimally infused in some instructional strategies.	indications.	Instruction does not include use of technology.
6. Instructional Technology	Technology is integrated throughout the curriculum and infused in instructional strategies.	Teachers provide students the opportunity to apply concepts taught in real life situations.	Teachers use formal assessments to reinforce learning.	Classroom assessments only measure recall of facts.	Scoring guides are not used to grade performance tasks.
7. Assessment FOR Learning	Teachers demonstrate an understanding of the seven Standards of Assessment (Michigan Curriculum Framework) in the variety of student assessments they develop.	Teachers use rubrics for scoring but do not share them with students to establish standards for work.	Teachers use rubrics for scoring but do not share them with students to establish standards for work.	Teachers use formal assessments to reinforce learning.	Classroom assessments only measure recall of facts.
8. Scoring Guides	Rubrics identifying key elements of instruction and varying performance levels are developed to assess student performance.	Teachers use rubrics for scoring but do not share them with students to establish standards for work.	Teachers use rubrics for scoring but do not share them with students to establish standards for work.	Teacher constructed rubrics are vague and inconsistent.	Scoring guides are not used to grade performance tasks.

Adapted from WRESA

SPECIAL EDUCATION

PSA: _____
 School Year: _____

Date: _____
 Completed by: _____

Achievement Levels _____	MEETS STANDARD	APPROACHING STANDARD	NEEDS IMPROVEMENT	DEFICIENT
Components Criteria 2. Referral procedures <ul style="list-style-type: none"> • Pre-referral • Appropriate form(s) • Staff awareness • Parent notification 	Pre-referral process is documented and utilized by school; parent notified. Special education referral form and procedures are known to all staff, utilized and comply with special education rules.	Pre-referral and special education referral process exists but is inconsistently utilized. Staff awareness of process is not universal. Parents involved.	Uniform, standardized process is not present but evidence of referral activity exists. Staff are uninformed of process. Parents not involved.	Procedures do not exist in any form that complies with State rules.
3. Evaluation procedures <ul style="list-style-type: none"> • Evaluation review • MET process • Parent participation 	Special education evaluation review process and MET procedures are consistently utilized and comply with special education rules; parents are involved.	Special education evaluation review and MET process are in place but evaluation staff are not consistently available. Parents are involved and informed.	Evaluation staff are often unavailable and procedures are inconsistent for evaluation review and MET. Parents are often uninformed of and uninvolved in process.	No evaluation procedures exist which comply with State rules.
4. Qualified staff <ul style="list-style-type: none"> • Proper credentials for staff position • Process for temporary approval/permit. 	Qualified staff are employed or contracted with and utilized in all phases of the special education process.	Qualified staff are utilized or temporary approvals and/or permits obtained or in process.	Some staff are qualified and some are not. Permits or temporary approval requests have not been processed.	Providers of programs and services are unqualified. No evidence of temporary approvals or permits.
4. IEP Procedures <ul style="list-style-type: none"> • Procedures for transfers • Timelines • Standard form 	IEP procedures and transfer provisions consistently comply with Rule. IEP's for students are fully implemented that comply with	IEP procedures are in place but occasionally exceed timeline. Transfer procedures	IEP procedures frequently do not comply with Rule and often exceed timeline. Provisions to handle transfer	IEP procedures that comply with Rule do not exist. Transfer provisions

<ul style="list-style-type: none"> • Full implementation 	<p>special education rules.</p>	<p>exist but are not well documented.</p>	<p>students are not documented or in place.</p>	<p>are non-existent.</p>
<p>5. Programs and services</p> <ul style="list-style-type: none"> • Array of options • Process to access others • Staff awareness • Transition 	<p>Array of on-site placement options in special education programs and services are available and utilized as per IEP. Other placements are accessed as needed. Secondary transition procedures implemented as needed.</p>	<p>On-site placements are available but programs and services are limited in scope. Procedures for transition are being developed but not yet available.</p>	<p>Program and service options are not readily available. Schools in process of developing system and seeking staff.</p>	<p>Placement and service options do not exist and plans are not in place to develop them.</p>
<p>6. Reporting</p> <ul style="list-style-type: none"> • State/Federal student counts • Fiscal reports • Personnel • Monitoring 	<p>Procedures utilized that comply with Federal and State requirements for counting students. Submits all fiscal reports accurately and on time. Grant applications and reports are completed as required. Personnel inventory reports are submitted as requested. Complies with all monitoring procedures on an annual basis.</p>	<p>Procedures are utilized for student counts but timelines are exceeded and reports are inaccurate. Fiscal reports are submitted but are sometimes inaccurate and/or late. Grant and Personnel reports are occasionally late and inaccurate. Complies with monitoring procedures but not in a timely manner.</p>	<p>Procedures for student counts are present but inconsistently implemented and are generally inaccurate. Fiscal reports are often late/inaccurate. Must be reminded one or more times and report does not match known facts. Generally unresponsive to requests for grant and/or monitoring information.</p>	<p>Uniform procedures for student counts are not in evidence. Fiscal reports generally not submitted. Unresponsive to requests for data needed for monitoring Grants or Personnel registry.</p>

Adapted from WRESA

ASSESSMENT (OF LEARNING) / ATTAINMENT OF STUDENT LEARNING GOALS

PSA: _____
 School Year: _____

Date: _____
 Completed by: _____

Achievement Levels _____	MEETS STANDARD	APPROACHING STANDARD	NEEDS IMPROVEMENT	DEFICIENT
Components Criteria				
1. Charter Contract Educational Goals	Clear evidence of student achievement related to all stated educational goals in contract. Successfully achieves and regularly reports on academic progress as stated in the contract.	Some evidence of student achievement related to stated educational goals in contract. Regularly reports on academic progress as stated in contract.	Some evidence of student achievement related to some of the contact goals. Insufficient reporting on academic progress as stated in contract.	Little or no obvious connection between stated contract goals and student achievement. Academic results not related to stated contractual goals.
2. Achievement Assessments	Administered as required or approved alternate assessment to all eligible students. Results used to drive curriculum and instruction. (Gap analysis, AYP, Ed YES!, etc.)	95% of eligible students tested. Some use of results to drive curriculum and instruction.	Less than 95% of eligible students tested. Little use of results to drive curriculum, instruction and subgroup analyses.	Not administered
b. Other Standardized Tests	Administered to all eligible students. Results used to drive curriculum and instruction.	Administered to 95% Some results used to drive curriculum and instruction	Less than 95% of eligible students tested. Little use of results.	Not administered.
c. Triangulation (process of comparing all results)	Routinely compares results among all assessments (standardized common course assessments).	Informally compares results among all assessments.	Little evidence of comparison of results.	Little or no comparison of results.
3. Data Analysis (standardized tests, classroom assessments)	Evidence of effective regular analysis of data to determine how many students are mastering course objectives.	Evidence of analysis of data to determine number of students mastering course objectives.	Informal data analysis used to determine mastery of course objectives.	Little or no data analysis to determine students' mastery of course objectives.
4. Common Course Assessments	Common grade level assessments are administered for the four core	Common grade level assessments are	Common assessments are being developed or	Little or no evidence of common course assessments.

	academic content areas.	administered in one or two of the four academic content areas.	field-tested.	
5. Process Data (ref. P.A. 25, SRSD, School Safety Practices Report, etc.)	Monitors all processes and collects and uses data on important school processes to monitor effectiveness. Evident for review.	Monitors only most important processes.	Some monitoring of processes.	Little or no evidence of processes being monitored.
6. Demographic Data	Sufficient data is collected to allow analysis of other data. Demographic data is used to disaggregate other types of data.	Some data is collected Disaggregation occurs	Demographic data recorded as required. Little disaggregation	Little evidence of data collected. Little disaggregation
7. Storage/Retrieval of Data	School has system for storing achievement, demographic and process data. Available for school wide use accessible to staff.	System for storing and retrieving data, but not easily accessible to staff.	Data not stores systematically. Not easily accessible to staff.	Little or no coherent system for storage of data.

Adapted from WRESA

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

The Board of Directors affirms that the directors, officers, administrators, faculty and other employees of the school have an obligation to exercise their authority and to carry out the duties of their respective positions for the sole benefit of the school. They should avoid placing themselves in positions in which their personal interests are, or may be, in conflict with the interests of the school. Where a potential conflict of interest exists, it shall be the responsibility of the person involved or any other person with knowledge to notify the Board of Directors of the circumstances resulting in the potential conflict so that the Board of Directors can provide such guidance and take such action as it shall deem appropriate.

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

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

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

- (1) The material facts of the transaction and the director's interest were disclosed or known to the board of directors or a committee of the board and the board or committee authorized, approved, or ratified the transaction;
- (2) The material facts of the transaction and the director's interest were disclosed or known to the members entitled to vote and they authorized, approved, or ratified the transaction; or
- (3) The transaction was fair to the corporation.

(b) A director of the corporation has an indirect interest in a transaction if:

- (1) Another entity in which he has a material financial interest or in which he is a general partner is a party to the transaction; or
- (2) Another entity of which he is a director, officer, or trustee is a party to the transaction and the transaction is or should be considered by the board of directors of the corporation.

(c) For purposes of subdivision (a) (1) of this section, a conflict of interest transaction is authorized, approved, or ratified if it receives the affirmative vote of a majority of the directors on the board of directors (or on the committee) who have no direct or indirect interest in the transaction, but a transaction shall not be authorized, approved, or ratified under this section by a single director. If a majority of the directors who have no direct or indirect interest in the transaction vote to authorize, approve, or ratify the transaction, a quorum is present for the purpose of taking action under this section. The presence of, or a vote cast by, a director with a direct or

indirect interest in the transaction does not affect the validity of any action taken under subdivision (a)(1) of this section if the transaction is otherwise authorized, approved, or ratified as provided in that subdivision.

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

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

V.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:

GPS Management Services
30777 Northwestern Highway, Suite 104
Farmington Hills, MI 48334

W: 248-254-3066
F: 248-254-3447

Anthony Pendleton

anthony@globalpsychology.net

V.D.1. Please include a copy of the proposed management agreement of the specified EMO and explain how the contract will be in the best educational and financial interests of the charter school.

EDUCATIONAL MANAGEMENT SERVICES AGREEMENT

This Educational Management Services Agreement (this "Agreement") is made and entered into by and between GPS Educational Services (the "Educational Management Organization" or "EMO") a Michigan corporation (whose address is 30777 Northwestern Highway, Suite 104, Farmington Hills, Michigan 48334 and Wisdom Academy Charter School, a North Carolina non-profit corporation established to become and to operate a North Carolina public charter school (the "School") pursuant to North Carolina Charter School Act (the "Act") in Chapter 115C, Article 6A (G.S. 115C-238.29 *et seq.*) and whose address is 410 Lord Berkley Drive Raleigh, North Carolina 27610

RECITALS

The School is or seeks to become a charter school organized as a North Carolina public school under the Act. The School seeks or has already obtained a charter from the North Carolina State Board of Education (the "SBE") to organize and operate a public charter school. The Act permits a public charter school to contract with persons and entities for its operation and management in compliance with federal, state and local laws governing North Carolina public charter schools.

Among its various purposes, the EMO was established to promote and encourage research into and of systems of instruction and of elementary and secondary education and schools to promote, foster, carry on, sponsor, encourage or participate in any activities designed to investigate, provide, operate, acquire, establish, sponsor, and/or develop instructional and/or educational systems and/or programs; to develop and implement management systems and policies that will carry out and conduct the purposes of the EMO and to work closely with and be operated in connection with the School in such a fashion as is needed so as to enable the School to achieve its statutory purposes and support the corporate goals of the School.

The School and the EMO desire to create an educational partnership whereby the School and the EMO will work together to develop and bring about a system of quality educational innovation and student academic success.

THEREFORE to carry out these purposes in a legal, effective, and efficient manner, the parties agree as follows:

ARTICLE I: CONTRACTUAL RELATIONSHIP

A. Authority. The School represents that it is authorized by law to contract with another entity for the provision of educational services to the School. The School further represents that it is currently seeking or has been granted by the SBE a charter to organize and operate a North Carolina public charter school. The Board of Directors of the School (the "Board"), upon being chartered by the SBE, is authorized by law to supervise and control such School, and is invested with all powers necessary or desirable for carrying out the duties contemplated in this Agreement.

B. Contracts. The parties agree that the EMO, to the extent permitted by law, shall provide all necessary labor, materials and supervision for the provision of educational services to students of the School, and shall provide for the management and operation of the School, in accordance with the law and the School's approved charter, educational purposes, mission, goals, policies and general directives.

C. Status and Independence of the Parties. The EMO is an independent Michigan corporation legally authorized to operate as such. It is not a division, subsidiary, parent or in any way corporately associated with the School. The School is a body corporate and public school authorized under the Act and not a division, subsidiary or a part of the EMO. The relationship between the parties hereto was developed and entered into through arms-length negotiations and is based solely on the terms of this Agreement and those of any other agreements that may exist from time to time between the parties. The parties agree that the EMO shall be an independent contractor in the performance of its duties under this Agreement and shall not act as agent or representative of the School except as provided herein or as specifically authorized by the Board.

ARTICLE II: TERM

This Agreement shall become effective upon the date on which it is fully signed and executed and, unless otherwise renewed or modified, shall terminate on June 30, 2017. Notwithstanding the foregoing, this Agreement may be terminated during its term by either party pursuant to the provisions stated below in Article VIII.

ARTICLE III: FUNCTION OF THE EMO

A. Responsibility. The EMO shall be responsible and accountable to the Board for the administration, operation and performance of the School in accordance with this Agreement, provided, however, that the EMO's responsibility is expressly limited by the budget approved by the Board and agreed upon by the EMO pursuant to the terms of this Agreement and the availability of state funding to pay for said services. Neither the EMO nor the School shall be required to expend School funds on services in excess of the amount set forth in the School budget. The EMO shall provide the School with reports on student performance at the end of each academic quarter and upon request. The EMO shall own all proprietary rights over all educational and operational materials that were previously developed or owned by the EMO prior to this Agreement, and all educational and operational materials that are developed by the EMO from funds obtained from the School that are not dedicated for the specific purpose of developing School educational materials. Provided, however, that the School shall own all proprietary rights to educational and operational materials that are directly developed and paid for by the School or are developed by the EMO at the direction of the Board with School Funds dedicated for the specific purpose of developing such materials.

B. Educational Program. The educational program provided by the EMO at the School shall be as provided for in this Agreement (the "Educational Program"). The Educational Program has been reviewed and approved by the Board, and by resolution of the Board, adopted for use at the School. The Educational Program may be reasonably adapted by the EMO from time to time based on necessary flexibility, adaptability, and capacity to change in the interest of continuous improvement and efficiency, provided that such adaptations satisfy the School's legal and charter obligations. Substantial modification of the Educational Program shall be subject to the prior approval of the Board as required under this Agreement.

C. **Specific Functions.** The EMO shall be responsible for all of the management, operation, administration, and educational instruction at the School. Such functions include, but are not limited to:

1. Implementation and administration of the Educational Program, including the acquisition of instructional materials, equipment and supplies, and the administration of extracurricular and co-curricular activities and programs as approved by the Board and incorporated into the budget. Assets provided, or caused to be provided, to the School by the EMO with funds the EMO has received from sources other than the School or not specifically for the benefit of the School, shall remain the property of the EMO or the providing entity unless otherwise agreed to writing.
2. Management of all personnel functions, including professional development and personnel functions outlined in Article VI of this Agreement.
3. Designated or assigned maintenance of school facilities and installation and support of technology required specifically for the School's operation.
4. All aspects of business administration of the School, including all accounting and reporting functions.
5. Any transportation, food service, or provision of food for the School as approved by the Board; and
6. Any other necessary and proper function for the operation of the School.

D. **Subcontracts.** The EMO reserves the right to subcontract any and all aspects of services it agrees to provide to the School, including but not limited to transportation and/or food service. However, the EMO shall not subcontract the management, oversight or operation of the teaching and instructional program, except as specifically permitted in this Agreement or as authorized by prior approval of the Board.

E. **Place of Performance.** The EMO may, as necessary, perform functions other than instruction, such as purchasing, professional development, and administrative functions, at locations other than at the School, except as prohibited by this Agreement, applicable law or otherwise restricted by written agreement of the parties. Student records, books and records of the School shall normally be maintained at the School site except as otherwise approved by the Board and consistent with record-retention regulations.

F. **Student Recruitment.** The School shall be responsible for establishing reasonable recruitment and admissions policies and the EMO shall implement such policies. Students shall be selected in accordance with the procedures set forth in this Agreement and in compliance with the Act and other applicable law.

G. **Due Process and Special Education Compliance.** The EMO shall provide student and employee due process and special education right in conformity with state and federal laws governing the school. The School shall retain the right to establish reasonable procedures to fulfill its legal obligations.

H. **Other Legal Compliance.** The EMO shall provide educational programs that meet federal, state, and local requirements including those required by the School's charter and this Agreement, unless such requirements are legally waived. The School agrees that to the extent permissible, it shall interpret this Agreement or applicable law liberally to give the EMO flexibility and freedom to implement the School's educational and operational objectives.

The EMO shall recommend reasonable rules, regulations and policies applicable to the School and shall have the authority to enforce such rules, regulations and procedures adopted by the Board. The Board shall retain full authority to adopt, modify or change any rules, regulations and procedures recommended by the EMO.

J. School Academic Year and School Day. The school academic year and the school day shall be as approved by the Board consistent with this Agreement.

K. Reporting. The EMO shall be responsible and accountable to the Board for student academic performance and the performance of the EMO's responsibilities as set forth herein. The EMO shall provide information to the Board at least on a quarterly basis to enable the Board to reasonably monitor students' academic performance and the EMO's performance under this Agreement. The EMO shall provide to the School all financial and other information required to comply with all reporting and operation requirements under this Agreement and applicable law.

L. Operating Authority. The EMO shall have all authority and power necessary to undertake its responsibilities described in this Agreement, except in cases where the Board is prohibited by law from delegating such power.

M. Student and Financial Records. Notwithstanding any provision in Section E, all educational, student, personnel, and financial records relating to the School are School property and shall be kept at the School site or School-retained site and available for public inspection (or inspection by the School's independent auditor) upon reasonable request consistent with this Agreement and applicable law.

ARTICLE IV: OBLIGATIONS OF THE BOARD

A. Good Faith Obligation. The Board shall exercise good faith and due diligence in considering the EMO's recommendations to it, including but not limited to recommendations concerning policies, rules, regulations, procedures, curriculum, and budgets, subject to the requirements of the Law, the Charter, this Agreement, and any subsequent written modification or agreement between the parties. The Board shall retain any authority it may possess to make reasonable regulations relative to anything necessary for the proper establishment, maintenance, management, and carrying on of the School.

B. Office Space, Equipment and Supplies. The Board shall provide the EMO reasonable office space on the School premises and reasonable access to adequate equipment and services, including but not limited to telephones, copiers, basic office supplies and similar equipment and materials. Such office space and use of supplies and equipment shall be without charge to the EMO. The EMO's use thereof shall be limited exclusively to the fulfillment of its obligations under this Agreement.

ARTICLE V: FINANCIAL ARRANGEMENTS

A. Compensation. As consideration for the services provided by the EMO under this Agreement, the School shall pay to the EMO an annual fee. Such annual fee shall be equal to twelve percent (12%) of the Net Revenues received by the School each fiscal year during the Term of this Agreement, but shall not be less than eight percent (8%) for any fiscal year. Net Revenues is defined as the total state school aid that

the School receives from the State of North Carolina and other sources such as governmental and private grants received for general operations and not designated for other non-operational special purposes.

The parties agree that the compensation provided for herein is reasonable for the services rendered. The EMO's compensation shall not be based, in whole or in part, on a share of total net profits from the operation of the School.

B. Payment of Costs.

1. **General Operational Expenses.** The EMO's total reimbursable costs to carry out its obligations under the Agreement shall not exceed the overall total budgeted for such purposes and approved by the Board. The School shall forward to the EMO, in accordance with Article V.D., the funds to pay for the costs of services and educational programs administered by the EMO pursuant to this Agreement and consistent with the approved overall budget for such services and programs, combined.

Subject to Board-approved budgets and any other written agreement between the parties, payments by the School to the EMO shall be made for but not limited to such things as staff compensation, curriculum materials, textbooks, library books, computer and other equipment, software and supplies, and related services. Marketing and development costs paid by or charged to the School shall be limited to those costs specific to the School program, and shall not include any costs for the marketing and development of the EMO.

2. **Reimbursement for Actual Costs Only.** In purchasing of any goods and services on behalf of the School, the EMO shall not charge the School any handling, markup or like fee. Notwithstanding any provision herein to the contrary, School reimbursements to the EMO shall be only for actual and direct expenses paid by the EMO to unrelated parties. If the EMO purchases equipment, materials or supplies on behalf of or as the agent of the School, such equipment, materials, and supplies shall be and remain the property of the School. The obligation of the School to reimburse the EMO for all such actual and direct expenses paid by the EMO to unrelated parties on behalf of the School as provided herein shall survive the termination or expiration of this Agreement.

3. **Legal Fees.** Each party shall pay its own legal expenses related to the pursuit of their respective and separate corporate interests, not involving claims against one another. In the event that one party initiates formal legal action or claim against the other, including litigation or mandatory mediation or arbitration, the prevailing party in such action shall be entitled to reasonable legal fees and costs directly arising from such action except as otherwise agreed to in writing between the parties or required by law.

C. **EMO and School Personnel.** In addition to the other services provided by the EMO to the School, the EMO shall provide the School with professional and curriculum development services performed by EMO employees. Such professional staff employees shall be compensated by the EMO and may perform services to the School on a full-time or part-time basis. All staff – administrative, instructional, and support function-- shall be employees of the EMO unless otherwise agreed to by the parties or required by law.

For each administrator, teacher or support staff employee of the EMO assigned to the School, the EMO shall reasonably provide the Board the following information pertaining to each such employee:

- a. Name, position and employment type (e.g., part-time, interim, full-time)
- b. Dates hired and employed
- c. Education, including highest degree attained
- d. Total compensation
- e. Any other relevant information needed by the board to fulfill its fiduciary duties, including confidential notice of any criminal history or substantially negative employment background history

D. Payment Advances. The EMO shall be advanced funds for its expenses incurred for the benefit of the School concurrently with receipt by the School of its state school funding allotments. The exact date and amount of payments may vary depending upon the timing and amount of the funds received by the School. Notwithstanding any other term or provision in this Agreement, the School may, in its discretion, pay fees and advance funds to pay for costs incurred by the EMO. However, documentation of all expenses paid with advanced funds must be presented to the Board for ratification and approval at its next regularly scheduled Board meeting. Reports submitted to the Board for review and approval shall include but not be limited to a detailed budget of actual revenues and expenditures with an explanation of variances and a detailed schedule of expenditures.

E. Availability of Funds. Notwithstanding any other term or provision in this Agreement, the EMO shall not be directly or indirectly liable to any third party for any cost or expense incurred by the School, and the EMO shall only be required to perform its responsibilities under this Agreement to the extent that the EMO has received such revenues from the School pursuant to the terms of this Agreement to make payments required by the terms of this Agreement.

F. Other Revenue Sources. In order to supplement the School's state allotments and improve the quality of education at the School, the Board and the EMO shall endeavor to obtain revenue from other sources subject to the following.

- a. The School and the EMO shall reasonably solicit grants and donations consistent with the School's mission, and receive such grants subject to Board approval.
- b. The School and/or the EMO may apply for and receive grant money as necessary to further the School's best interests.
- c. To the extent permitted by law, the School may charge fees to students for extra services such as summer and after-school programs, athletics, etc., and charge non-School students who participate in such programs. If requested or directed by the Board, the EMO shall administer the programs as approved by the Board. Any such School programs must be included in the School's approved budget.
- d. All funds received by the EMO or the School that are intended for the School's sole benefit, shall inure to and be the property of the School, except as otherwise agreed to in writing by the parties and allowed by law. Notwithstanding the forgoing, the EMO and the School hereby agree that this section and Section A of this Article are intended to comply with Revenue Procedure *cn-13* of the Internal Revenue Code (the "Code") and any Treasury regulations related thereto. The EMO and the School further agree that any revenue generated for the sole benefit of the EMO pursuant to this section shall be in compliance with the requirements of the Code, and that during the term of this Agreement, neither the EMO nor the School will take or permit any of its respective officers to take any action with respect to this Agreement which

would cause interest to accrue on any School debt that is not includable in gross income of the recipient for federal income tax purposes under the Code; the EMO and the School will take all actions necessary to ensure that such interest remains not includable in gross income of the recipient for federal income tax purposes under the Code, insofar as it has the power and authority to do so.

G. Other Institutions. The School acknowledges that the EMO may enter into similar management agreements with other public or private schools or other educational institutions ("Institutions"). The EMO shall maintain separate accounts for reimbursable expenses incurred on behalf of the School and other Institutions, and only charge the School for expenses incurred on behalf of the School, to the extent permissible by applicable law. If the EMO incurs legally authorized reimbursable expenses on behalf of the School and other Institutions which are incapable of precise allocation among the School and such Institutions, then the EMO shall allocate such expenses among the Institutions and the School, on a pro-rata basis based upon the number of students enrolled at the School and such Institutions, or upon any other more equitable basis acceptable to the parties and Institutions involved.

H. Financial Reporting. The EMO shall timely and reasonably report to the Board the following.

1. A projected annual budget prior to each academic year in accordance with the terms of any applicable law and of this Agreement.
2. Monthly financial statements and reports associated with the management and operation of the School. All financial statements and reports shall be prepared and maintained in accordance with this Agreement, the Act, and any other applicable laws and regulations. All quarterly and yearly financial statements shall be available for approval by the Board at least 30 days prior to the date such financial statements are due.
3. Reports on the School's operations, finances and student performance not less frequently than four (4) times per year, and upon reasonable request.
4. Other information, as necessary or upon reasonable request, to enable the Board to monitor the quality and efficiency of the EMO's performance.
5. Financial records and information concerning any contractual arrangements or agreements entered into by the EMO as agent of the Board.
6. Financial records and information concerning any leases to which the Board is a party, including, but not limited to, leases for equipment, physical facility space or institutional and educational materials.
7. Financial records and information concerning any mortgages and loans to which the board is a party.

L. Access to Records. The EMO shall keep accurate financial records pertaining to its operation of the School, together with all School financial records prepared by or in the possession of the EMO, and retain all such records for a period of at least five (5) years from the close of the fiscal year to which such books, accounts and records relate. The EMO and the School shall preserve the confidentiality of personnel, student and other records as required by law. All School financial records retained by the EMO pertaining to the School shall be available to the School, any authorized regulatory agency, or other persons or entities legally authorized to inspect and/or copy such records. The parties shall exercise due diligence and good faith to uphold all confidentiality, public records and record-retention laws.

J. Review of Budget. The Board shall set the limits for the next year's budget by setting the reserve

amount or the amount to be withdrawn from reserves. Next, the Board must set amounts that must be reserved for direct School expenses, such as oversight, legal representation, consultants, audits, lease of facilities, insurance, board activities, office services and similar expenses. The EMO shall propose an annual budget within those parameters. The Board shall be responsible for reviewing, revising, and approving that budget. The budget may be updated as necessary. Changes to the budget are not effective until the Board approves them.

K. Year-end Reconciliation and Settlement. At the close of the fiscal year, the EMO shall provide a final accounting for School funds advanced to the EMO and the expenditures of these funds by the EMO to pay budgeted Expenses. Based on that reconciliation, excess funds advanced to the EMO shall be returned to the School, and a deficit of advanced funds shall be reimbursed to the EMO by the School within 30 days following the final audit of that fiscal year's budget.

ARTICLE VI: PERSONNEL AND TRAINING

A. Supervisory Authority. Subject to this Agreement, the EMO shall have the responsibility and authority to determine necessary staffing levels and to recruit, screen, select, evaluate, assign, discipline, transfer, and discharge personnel, consistent with state and federal law governing the School, and consistent with the parameters adopted and included within the Educational Program and approved budget.

B. School Principal. Except as otherwise agreed to by the parties, the School Principal, like all other staff, shall be an EMO employee and the EMO will have the authority, consistent with applicable law, to hire and supervise the School Principal and to hold him or her accountable for the success of the School. The employment contract with the School Principal, and the duties and compensation of the School Principal shall be determined by the EMO. The School Principal in coordination with or on behalf of the EMO shall have authority to select and hold accountable the remainder of the School staff.

C. Teachers. Prior to each academic year, the EMO shall recommend to the Board the number and functions of full- and part-time teachers necessary for the effective operation of the School. A part-time teacher may also work at other schools managed by the EMO as long as such arrangement does not interfere with the teacher's duties at the School, create a conflict of interest, or otherwise violate the law or other provisions of this Agreement. The EMO shall have final decision-making authority regarding all aspects of School staffing, subject to the limitations of number and types of positions to be approved by the Board.

D. Support Staff. The EMO shall recommend the number and functions of support staff required for the effective operation of the School. Such support staff may, in the discretion of the EMO, work at the School on a full- or part-time basis. Part-time support staff may also work at other schools managed by the EMO as long as such arrangement does not interfere with such staff members' duties at the School, create a conflict of interest, or otherwise violate the law or other provisions of this Agreement.

E. EMO Personnel Compensation and Benefits. Except as specified in this Agreement or otherwise consented to by the parties, all staff shall be employees or contracted workers of the EMO. Compensation of all staff shall be governed by Article 5, Section C. Unless otherwise required by law, no staff member shall participate, as such, in the North Carolina State Employees Retirement system or State Employees

Health Care Insurance system or any other public retirement or health insurance system.

F. EMO Background and Criminal Checks. The EMO shall, to the extent permitted by law, perform necessary employment background and criminal history checks on prospective and current employees to reasonably assure that all staff hired at and for the School are properly qualified for the duties they are assigned and do not pose a risk of harm to students or other members of the School community.

F. Training. The EMO shall provide training in its methods, curriculum, program and technology, to all teaching personnel, on a regular and continuous basis and in accordance with this Agreement and applicable law. Such ideology shall, at a minimum, encourage the EMO's teaching staff to utilize their own professional abilities to provide in service training to each other. Non-instructional personnel shall receive such training as the EMO determines as reasonable and necessary under the circumstances.

ARTICLE VII: ADDITIONAL PROGRAMS

The services provided by the EMO to the School under this Agreement consist of the implementation of the Educational Program and general management of the School. The EMO may, with prior Board approval, provide additional programs not addressed in this Agreement, including, but not limited to after-school programming, academic camps, and extracurricular activities, as long as such programs enhance, support, and/or promote the School's mission and effectiveness. In such event, the EMO may retain the full amount of any and all revenue collected from or for such additional programs as long as it does not interfere with the School or involve re-allocation of School resources. The EMO shall be responsible for the full cost of providing such additional programs.

ARTICLE VIII: TERMINATION OF AGREEMENT

A. Termination. This agreement may be terminated as follows.

By the EMO. The EMO may terminate this Agreement prior to the end of the term specified in Article II in the event the Board fails to remedy a material breach within 60 days after notice from the EMO. A material breach includes, but is not limited to, the EMO's failure to receive, for any reason attributable to the School, compensation or reimbursement as required by the terms of this Agreement. The EMO may also terminate this Agreement if the School frequently or substantially interferes with or rejects the EMO's operational or curricular recommendations that are reasonably related to fulfilling the School's mission and the purpose of this Agreement. By School. The School may terminate this Agreement at any time, without penalty or cause, by giving 30 days advanced written notice to the EMO. **B. Change in Law.** If any federal, state, or local law or regulation, or court or administrative decision or attorney general opinion has a materially adverse impact on the ability of either party to carry out its obligations under this Agreement and the effect of such legal change cannot be reasonably remedied, then either party, upon written notice may request renegotiation of this Agreement. If a party is unable or unwilling to renegotiate the terms within 60 days after the notice, the party requesting the renegotiation may terminate this Agreement after 30 days of delivering additional written notice of such intent to terminate.

B. Termination by Expiration

1. Effective Date of Termination. The termination of this Agreement by either party shall not become effective until after the last scheduled day of the academic year in which the notice of

termination was provided, unless one or more of the following cause the termination:

- (a) Conditions provided for in Article VIII, Section B immediately above,
- (b) The occurrence of a material breach of the Agreement causing or likely to cause imminent, material and unavoidable harm to the non-breaching party, or
- (c) A materially adverse effect resulting from an act of God, war, riot, embargo, fire, explosion, sabotage, accident, labor strike, or other acts beyond either party's reasonable control

2. **Advances/Out-of-Pocket Expenses.** Upon expiration of this Agreement, or termination for any reason allowed by this Agreement, any advances or future out-of-pocket expenses paid by the EMO shall be immediately repaid by the School, unless otherwise agreed to in writing by the parties.

C. **Transition.** If either party terminates this Agreement for any reason prior to the end of the term, the EMO and the School may mutually agree to the EMO providing reasonable assistance in the transition of the School toward and following the departure of the EMO from the School.

ARTICLE IX: AUTOMATIC TERM RENEWAL

This Agreement shall automatically renew for a term equal to 5 academic years unless notice to terminate this Agreement is given by either party at least 30 days prior to the normal expiration of this Agreement in accordance with its then current terms. Any automatic renewal shall include, without limitation, the right for the School to terminate this Agreement at the end of the third anniversary of the renewal or sooner as provided in Article VIII.A.2. above.

ARTICLE X: INDEMNIFICATION

A. **Indemnification of the EMO.** The School shall indemnify, save, and hold harmless the EMO and all of its employees, officers, directors, subcontractors, and agents against any and all claims, demands, suits, or other forms of liability that might arise out of or by reason of any noncompliance by the School with any agreements, covenants, warranties or undertakings of the School contained in or made pursuant to this Agreement, and any misrepresentations or breach of the representations and warranties of the Board and the School contained in or made pursuant to this Agreement. In addition, the School shall reimburse the EMO for any and all legal expenses and costs associated with the prevailing defense of any such claim, demand or suit. The indemnification requirements of this paragraph may be met by the purchase of insurance pursuant to Article XI.

B. **Indemnification of the School.** The EMO shall indemnify, save, and hold harmless the School and all of its employees, officers, directors, subcontractors, and agents against any and all claims, demands, suits, or other forms of liability that may arise out of, or by reason of any noncompliance by the EMO with any agreements, covenants, warranties, or undertakings of the EMO contained in or made pursuant to this Agreement, and any misrepresentation or breach of the representations and warranties of the EMO contained in or made pursuant to this Agreement. In addition, the EMO shall reimburse the School for any and all legal expenses and costs associated with the defense of any such claim, demand, or suit. The indemnification requirements of this paragraph may be met by the purchase of insurance pursuant to Article XI.

C. Indemnification for Negligence. Each party to this Agreement shall indemnify and hold harmless the other and their respective directors, partners, officers, employees, agents, representatives, and successors from any and all claims and liabilities which *they* may incur and which arise out of the negligence of the other party's trustees, directors, officers, employees, agents, representatives, or successors.

ARTICLE XI: INSURANCE

A. Insurance Coverage. Each party shall maintain general liability insurance in the amount required by this Agreement and by law, with the other party listed as an additional insured. Each party shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this Article. Each party shall comply with any information or reporting requirements required by the other party's insurer(s), to the extent reasonably practicable.

B. Workers' Compensation Insurance. Each party shall maintain workers' compensation insurance to the extent required by law. This provision shall apply to the School to the extent it employs any individuals pursuant to any agreement with the EMO.

ARTICLE XII: WARRANTIES AND REPRESENTATIONS

A. School Warranties and Representations. The School represents that it has the authority under law to execute, deliver, and perform this Agreement and to incur the obligations provided for under this Agreement. The Board warrants that its actions have been duly and validly authorized, and that it will adopt any and all resolutions or expenditure approvals required for execution of and performance under this Agreement.

B. EMO Warranties and Representations. The EMO warrants and represents that it is a corporation in good standing and is authorized to conduct business in the State of Michigan. The EMO represents that it has the authority under law to execute, deliver, and perform this Agreement and to incur the obligations provided for under this Agreement. The EMO warrants that its actions have been duly and validly authorized, and that it will adopt any and all resolutions or expenditure approvals required for execution of and performance under this Agreement.

C. Mutual Warranties. The School and the EMO mutually warrants to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it which, if adversely determined, would have a materially adverse effect on its ability to perform its obligations under this Agreement.

ARTICLE XIII: MISCELLANEOUS

A. Sole Agreement. This Agreement, at the time of its execution, is the sole and entire agreement and understanding between the parties. No other document, oral representation, or other communication or understanding shall be included in this Agreement without express written consent by both parties.

B. Force Majeure. Notwithstanding any other sections of this Agreement, neither party shall be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, embargo, fire, explosion, sabotage, accident, labor strike, or other acts beyond its reasonable control, provided either

Board Chairperson _____
 Title

For GPS Educational Services

 Signature/seal Date

 Printed name

 Title

Studies have shown that self-managed schools can lead to burnout and fatigue, need organization and structure, require more intimate involvement of the board and authorizer in terms of monitoring and analysis of educational program and report submissions, can take the school leader out of the classroom, and run the risk of micro-managing by the board.¹

EMOs, on the other hand, tend to differentiate themselves by their flexibility and focus in a number of areas. For example, EMOs are generally able to provide more unique and distinctive instructional programs, employee contracts, and outsourced services than non-EMO managed schools.²

Another advantage to contracting with an EMO is that the charter's board is relieved of the day-to-day intricacies of managing the school, thereby allowing them to focus on best educational practices. With their constant focus on outperforming their competition, EMOs "aggressively pursue... academic performance, parental satisfaction, and financial management" (Best Practices, pg. 6).

GPS Management (GPSM) is a full-service educational management organization comprised of dedicated professionals. The core management team consists of influential agents of change who have a combined 40 years in charter school administration. GPSM partners with communities, families, and school boards to launch, revitalize, and manage charter schools. GPSM works with each of its school systems to develop high-quality programs and improve services to foster the maximum potential of students. It is this relentless commitment to excellence and success with minority children that gives the company the confidence and faith in knowing it is the right team for this work.

As a forerunner in the Southeastern Michigan charter school industry, the GPS Management team has served over 70 schools and continues to provide sound academic, fiscal, and compliance practices. This powerful team of entrepreneurs brings a strong vision and a commitment to contributing quality services to the Wisdom Academy community.

¹ James Henderson, MAPSA Quality Schools' Facilitator, Legal Compliance and Operations, October 20, 2011

²Gilbert C. Hentschke, Scot Oschman, & Lisa Snell, Trends and Best Practices for Education Management Organizations, || *Policy Perspectives*, San Francisco, CA, WestEd, 16 pp.

V.D.2. What other EMO/CMOs were pursued and why did the applicant select this particular one?

The No Child Left Behind Act of 2001, also known as “NCLB,” funds a number of federal programs aiming at improving the performance of U.S. schools by increasing the standards of accountability for states, school districts, and schools, as well as providing parents more flexibility in choosing which schools their children will attend. The intent of NCLB is that all children will meet state academic achievement standards to reach their full potential through improved programs. It is to this end that the founders of Wisdom Academy selected GPS Management Services to act as its EMO.

The founders and board of Wisdom Academy believe ESPs/EMOs should be led by professional educators with an array of experience in multiple forms of education. The specific school model is not as important as professional leadership and the use of research-based best practices in organizational structure, instructional design, financial accountability, and compliance. Educators in charter schools need a defined mission, succinct strategies for achieving that mission, and autonomy for engagement. GPS Management presented a sound plan with demonstrated experience and expertise that is aligned with the core beliefs of the founding members of the school community.

Additionally, the exemplary accomplishments of the partners of GPS Management, as well as the student-focus paradigm they operate within, set them far and above their competitors (Edison Schools, National Heritage, and ASPIRE). For example, 98% of the schools for which GPSM partners provided administrative services made AYP for the 2010-11 school year.

Furthermore, such innovative programs as their Response to Intervention model have demonstrated their student-centric focus.

V.D.3. Describe how the governance structure will be affected; if at all, by the EMO/CMO and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO.

The charter Authorizer (North Carolina DPI) shall appoint the Board of Directors of Wisdom Academy. The Academy Board is responsible for assuring that Wisdom Academy operates according to the terms and conditions of its contract and the applicable laws. The board

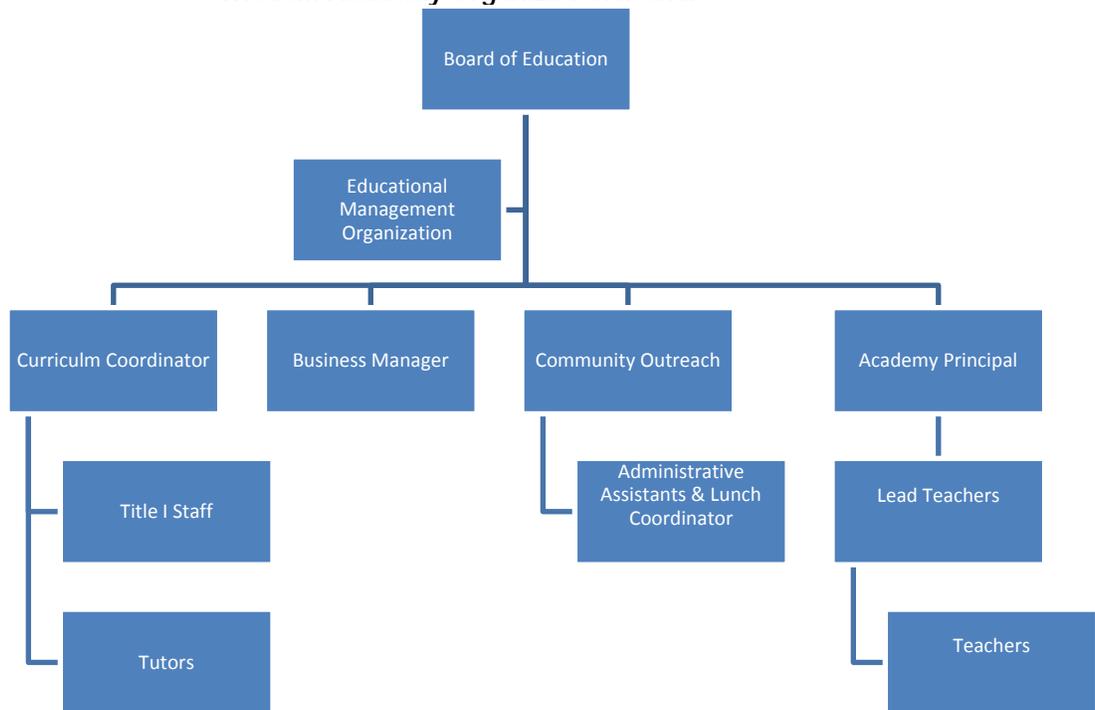
1. Will adopt policies that support the continuous improvement of the academy,
2. Will hold the EMO responsible for the Academy's financial stability and student achievement,
3. Will rely upon its staff and the EMO to discharge its functions.

Though the board will receive monthly reports on the business, property, and affairs of Wisdom Academy, its primary responsibility will be to set educational, fiscal, and administrative policies for Wisdom Academy and to evaluate the functions of the EMO.

The EMO will customize the management of the following operational areas:

- Human Resources
- Academic Services
- Student Services (discipline, campus safety)
- Fiscal Management
- Facilities Management and Technology
- Marketing and Communication

Wisdom Academy Organizational Chart



The Board of Directors and the Educational Management Organization will hold shared accountability and a guarded trust to ensure the success of the students they serve. The EMO will manage the key operational areas of the school and will report to the board.

V.D.4. Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO, and if necessary, terminate the contract without significant obstacles.

Introduction

This instrument is designed to be used by charter schools and other educational organizations to evaluate and provide feedback to school support organizations (SSOs) that provide services to support the school. It can be used for CMOs, EMOs, back office providers, consultants, technology and other operations subcontractors (e.g., foodservice, transportation, custodial). These organizations are referred to as Service Providers in the instrument.

Components

Section 1 addresses how the Service Provider ensures contract compliance with the specific requirements identified in the contract, proposal or authorization.

Section 2 evaluates the quality of service provided in each functional area (if there is more than one) – e.g., professional development, interim assessment, financial management and reporting, human resource management, school operations management and support, student information management, strategic planning and implementation, or special education services. (Note: for some Service Providers or consultants with a narrow scope of work, only Section 2 may be applicable.)

Section 3 is a tool to provide feedback on the performance of individual persons who provide services to the school(s).

Section 4 is a form that the Service Provider should use to provide a response and feedback to the school organization on the evaluation.

Together these four sections should provide a mechanism to improve contractor, consultant or vendor performance by identifying strengths and weaknesses of the Service Provider relative to their scope of work, the quality of their service in specific areas, and the individual performance of Service Provider staff. It can be used quarterly or annually to monitor the Service Provider's performance over the term of their contract, or on a one-time basis to inform decisions about contract renewal, changing Service Providers or self-performing their activities.

A rubric describing the rating system is provided as an appendix to this document.

Recommended Process

We recommend the following process by which to implement the instrument:

- 1 Your school should designate an evaluation committee or individual (e.g., Executive Director, Chief Operating Officer, Board member or consultant) to coordinate the process.
- 2 The vendor to go through their scope of work or contract and complete the Criteria boxes in Section 1. Your committee or designated individual should review, edit, and approve the Service Provider's draft before using.
- 3 The committee or designate should have Section 1 completed by appropriate members of the committee or school. As Section 1 is more about technical compliance with the contract, we recommend there is only one copy of this form even if it incorporates input from several people.
- 4 Sections 2 and 3 should be distributed to the specific "users" of each functional service or Service Provider staff – e.g., principals, executive directors, board treasurers, school operations managers, human resource directors, etc. They should complete the forms and return to the committee or individual designate. It may be easier to use Survey Monkey or another online tool to administer and collect these sections.
- 5 The committee or designated individual should collect all three sections and assemble into a single document for distribution to the Service Provider.
- 6 The Service Provider should complete Section 4 and return to the committee or designated individual.
- 7 The committee or individual should have a meeting with the Service Provider to discuss the overall report. The meeting could be private or an open board or school staff meeting. (In the event there is a broad audience, feedback on individual performance in Section 3 may be redacted)

Section 1

Contract Compliance

The section of the EMO Evaluation Instrument should be customized based on the specific contractual compliance obligations of the EMO. Some examples are provided for illustrative purposes only.

Criterion	Rating (see Appendix)	Comments
Reports to Board Annually/Quarterly/Monthly Ad hoc	<input type="checkbox"/> In compliance <input type="checkbox"/> Probationary <input type="checkbox"/> Non-compliant	
Reports to State	<input type="checkbox"/> In compliance <input type="checkbox"/> Probationary <input type="checkbox"/> Non-compliant	
Maximize funding Obtain state & local funding Obtain and comply with categorical funding	<input type="checkbox"/> In compliance <input type="checkbox"/> Probationary <input type="checkbox"/> Non-compliant	
Budget development and monitoring Timeliness Accuracy	<input type="checkbox"/> In compliance <input type="checkbox"/> Probationary <input type="checkbox"/> Non-compliant	
Maintenance of financial and business records	<input type="checkbox"/> In compliance <input type="checkbox"/> Probationary <input type="checkbox"/> Non-compliant	
Compliance with local, state and federal guidelines Timeliness Accuracy	<input type="checkbox"/> In compliance <input type="checkbox"/> Probationary <input type="checkbox"/> Non-compliant	
Personnel policies Non-discrimination Background checks	<input type="checkbox"/> In compliance <input type="checkbox"/> Probationary <input type="checkbox"/> Non-compliant	
Non-solicitation of employees	<input type="checkbox"/> In compliance <input type="checkbox"/> Probationary <input type="checkbox"/> Non-compliant	

Section 2

Functional Evaluation

The section of the EMO Evaluation Instrument should be customized based on the specific functional scope of work performed by the EMO. Some examples are provided for illustrative purposes only.

Reviewer Name & Title _____ Date of Review _____

Criterion	Rating (see Appendix)	Comments
<p>Executive Leadership Oversight of staff providing services to client. Participation in strategic planning activities of client. Staff support for charter school promotion efforts made by client. Staff support for positive working relationships between client and state staff. Assistance in negotiation of shared service agreements with school districts and major third-party service agreements.</p>	<p><input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>Financial Management and Reporting Monthly accruals, bank reconciliations, account reconciliations and accounting closes, intercompany account reconciliations between entities. Development and management of school budgets and forecasts. Reporting of school financial results in compliance with state requirements. Administration of payroll for approval by client, including payout calculations, deduction adjustments, staff calculations, problem resolution, deduction adjustments, staff training. Ongoing journal entries, payroll tracking for grants, intercompany accounting for staff shared between schools.</p>	<p><input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs improvement <input type="checkbox"/> Unsatisfactory</p>	

<p>Processing of payments on behalf of client, obtain check approvals, vendor issue resolution. Completion of categorical funding grants applications, including Title I, IIa, IId, IVa, SIP, PCSP (excluding school improvement plans). Federal draw downs, document submission, receivables tracking, and cash flow forecasting. Grant management system reporting, state retirement system reporting, formatting of data in state format and corresponding reports. Petty cash reconciliation and replenishment; foodservice cash and activity fund tracking and reconciliation. Creation and implementation of financial policies and procedures.</p>		
<p>Human Resource Management Development of employee manual subject to client approval. Coordination of teacher and staff recruiting activities. On-boarding of new staff. Assistance with terminations of staff, administration of exit interviews, communications with Department of Labor for unemployment claims, and COBRA administration. Employee benefits administration. Provide employee relations support. Coordination of employee background checks. Support for employee performance reviews. Presentations at employee orientations and summer training.</p>	<p><input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>School Operations Management Employment of School Operations Managers. On-site supervision of third-party service providers, including custodial services, foodservices, transportation, and security. Process supply requisitions, purchase orders, and check requests.</p>	<p><input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs improvement <input type="checkbox"/> Unsatisfactory</p>	

<p>Manage petty cash and make bank deposits. Coordination of procurement of school supplies. On-site budget management. Participation in financial reviews with principals and Service Provider financial staff. Incident reporting to insurance broker. Creation and implementation of operations policies and procedures.</p>		
<p>Student Information and Compliance Reporting Student information, special education, professional and educational credentials, school calendar and student transcript reporting in coordination with site-based staff.</p>	<p><input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>Technology Management Supervision of site-based technology staff or subcontractors to implement school technology program and provide user support. Liaise with school district technology staff.</p>	<p><input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>Start-up and Expansion Management Support for start-up activities including student and staff recruiting, and community outreach. Project management of teacher recruiting process. Present at job fairs, coordinate advertising, candidate screening and interviews. Teacher recruiting data management. Track applicants and status. Community outreach management to conduct one-on-one and small group meetings with community influencers, parent and community meetings to promote the school, recruit and train canvassers to distribute pamphlets and other materials, and ensure they are interacting with the public in a professional and courteous manner. Student recruitment project management. Manage recruiting and event logistics, canvasser management on street-by-street basis. Update and maintain student enrollment database.</p>	<p><input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>Grants and financial reporting management to coordinate grant applications, compliance, and monitor and reporting on start-up budget spending.</p>		

Section 3

Individual Staff Feedback

The section of the EMO Evaluation Instrument should be used to solicit feedback on the performance of individual EMO staff assigned to support the school.

EMO Staff Name & Title _____

Reviewer Name & Title _____ Date of Review _____

Criterion	Rating (Enter appropriate letters where there are multiple criteria. See Appendix for rubric.)	Comments
<p>Mission Support: Does the EMO staff understand and support the school organization's educational mission, philosophy, values, and program?</p>	<p><input type="checkbox"/>Mastery <input type="checkbox"/>Proficient <input type="checkbox"/>Basic <input type="checkbox"/>Approaching Basic <input type="checkbox"/>Unsatisfactory</p>	
<p>Job Knowledge: Does the EMO staff understand their function to ensure the effective and efficient day to day functioning of the school organization? Comment on any particular strengths or deficiencies (e.g., HR, student information, budget).</p>	<p><input type="checkbox"/>Mastery <input type="checkbox"/>Proficient <input type="checkbox"/>Basic <input type="checkbox"/>Approaching Basic <input type="checkbox"/>Unsatisfactory</p>	
<p>Financial Management: Does the EMO staff exercise prudent management of your school organizations' budget and resources? b. Does EMO staff have an understanding of how the budget model works such that they can support you in managing it for the school?</p>	<p><input type="checkbox"/>Mastery <input type="checkbox"/>Proficient <input type="checkbox"/>Basic <input type="checkbox"/>Approaching Basic <input type="checkbox"/>Unsatisfactory</p>	

Criterion	Rating (Enter appropriate letters where there are multiple criteria. See Appendix for rubric.)	Comments
<p>Professionalism: Does the EMO staff</p> <ul style="list-style-type: none"> a. Represent the school and client organization well? b. Show respect for self and others; demonstrate professional appearance and demeanor c. Timeliness to work and flexibility to get the job done if it takes extra time and effort d. Act like a “team player” in interaction with the staff and leadership team e. Demonstrate responsiveness to client and school leader 	<ul style="list-style-type: none"> <input type="checkbox"/> Mastery <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Approaching Basic <input type="checkbox"/> Unsatisfactory 	
<p>For Outsourced School Operations Managers only: Please rate the overall operational performance of the following functions at your school on degree of responsiveness to issues:</p> <ul style="list-style-type: none"> a. Technology b. Custodial and maintenance c. Financial management d. Human resources management e. Student information support f. Procurement and supplies 	<ul style="list-style-type: none"> <input type="checkbox"/> Master <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Approaching Basic <input type="checkbox"/> Unsatisfactory 	

Section 4

EMO Comment and Feedback

The section of the EMO Evaluation Instrument should be used by the SSO to respond to Sections 1, 2, and 3 above, and also provide general constructive feedback to the client organization.

Comments on Section 1
Comments on Section 2
Comments on Section 3
General Comments & Feedback from EMO

Appendix

Rating Rubric

Section 1 deliberately has only three ratings: compliant, probationary, and non-compliant. This section is not intended to be evaluative, but rather identify any specific areas of contract non-compliance by the Service Provider.

Rating	Description
Compliant	The Service Provider meets the contract requirement all or substantially all the time.
Probationary	The Service provider has failed to meet the contract requirement on one (if material) or several occasions, but the school organization has not received any notice of non-compliance from its authorizer or other governmental agency, and the Service Provider has been made aware of the deficiency and taken action to address the deficiency.
Non-compliant	The Service Provider has consistently or materially failed to comply with the contract requirements, and/or a notice of non-compliance has been received by the school organization from its authorizer or other governmental agency.

Section 2 is evaluative. Note that specific reviewers may not be able to evaluate certain criteria, so it is fine to leave the box blank or write "N/A" as a comment.

Rating	Description
Exceeds Expectations	The Service Provider exceeds the expectations of the school organization by providing an excellent level of service, e.g., producing reports ahead of schedule, anticipating problems and responding immediately to urgent requests, working extraordinarily flexible hours to meet the school organization's needs, or providing supplementary detail or support "beyond the call of duty"; The Service Provider consistently advances the school organization's mission;
Satisfactory	The Service Provider consistently meets all performance expectations in timeliness, accuracy, responsiveness, efficiency, and integrity. In the rare event of failing to meet expectations, the Service Provider acknowledges the deficiency and takes clear and decisive action to address it.
Needs Improvement	The Service Provider has occasionally failed to meet the school organization's expectations, or has made a material error but otherwise has performed satisfactorily. In response to such failure, the Service Provider is slow to respond or challenges the facts rather than focusing on solving the problem proactively.
Unsatisfactory	The Service Provider consistently fails to meet the school organization's expectations, is inflexible when urgent or ad hoc requests are made, does not respond quickly to calls or emails, subverts the school organization's mission by its actions and behaviors, and does not embody the values of the school organization.

Section 3 is evaluative of individual performance. The output from Section 2 may be used to inform the Service Provider’s own performance management system. Note that specific reviewers may not be able to evaluate certain criteria, so it is fine to leave the box blank or write “N/A” as a comment.

Rating	Description
Mastery	The individual demonstrates mastery of their job description, leads by example, and helps train others in their quest for professional mastery. The individual dedicates themselves to service excellence and embodies the school organization’s mission and values; The individual is respected by their subordinates and may be viewed as a leader by others in their industry.
Proficient	The individual demonstrates a high level of competence in meeting the requirements of their job description. They seek to identify and solve problems proactively, and contribute positively to the school organization’s culture; Their work is accurate and timely. They communicate well in speech and writing.
Basic	The individual “gets the job done”; They have a solid understanding of the job requirements and meet them ably; Errors and omissions are uncommon, but they do not make extraordinary efforts to solve problems. They may not demonstrate interest in achieving professional mastery. They neither advance nor detract from the school organizations’ mission;
Approaching Basic	The individual occasionally fails to meet the job requirements. Accuracy, timeliness, and communication are inconsistent. Attendance, punctuality and professionalism could be improved. The individual requires active supervision, gets defensive about errors, and does not yet function well outside their comfort zone. The individual does not sufficiently advance the school organization’s mission and values;
Unsatisfactory	The individual is consistently deficient in the performance of their job duties. They do not respond well to feedback about improving their performance. They detract from the school organization’s mission and values;

V.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.

There is no entrance exam for students to be enrolled in Wisdom Academy. Students from Wake or any other counties will have the same rights to enroll in Wisdom Academy. No application will be denied based on academic performance, special needs, gender, race, creed, national origin, religion, or ancestry. If a student wants to be enrolled in a grade higher than the student's approved grade, the parents should provide documents showing reasons to support this request. Starting in early spring semester, enrollment application forms will be collected in the order they are received. In case the number of applicants is more than the space available, Wisdom Academy (WA) will plan a lottery. In cases where there are vacancies, WA will not employ a lottery.

Lottery Plan

- A public lottery will be performed on a predetermined date in the spring semester.
- Each applicant will be given a unique identification number.
- Openings in each grade will be filled by randomly drawing numbers from a hopper.
- After filling all the openings, an official document for waiting lists for each grade will be prepared.
- Lottery winners will be informed via mail or phone call within a week and will be required to register to the school before a deadline that will be scheduled about a month after the lottery.
- Any openings will be filled by the applicants from the waiting list within the following three weeks after the registration deadline for the lottery winners. Openings after that time will be filled on a first come, first served basis.
- The dates of deadlines for the application, lottery, and registration will be determined and announced on the school website every year in the beginning of the fall semester.

Exemptions from Lottery

In certain cases, students may enroll in WA without the lottery. The exemptions include:

- WA students already enrolled in the school.
- Siblings of current WA students.
- Children of the WA faculty and staff (their number should not exceed the number of available spots for a given grade).
- Children of the WA Board of Directors (in the first year of the school).

VI. EDUCATION PLAN

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

Provide a detailed description of the overall instructional program.

VI.A.1. Educational Theory, foundation of the model, and proposed innovative offerings

The Wisdom Academy Academic Program is rooted in the constructivist educational theory. Drawing on the theoretical and practical work of Dewey (1990), Brooks and Brooks (1999) and Montessori (1995) at Wisdom Academy, the student is placed at the center of the learning experience as the teacher serves to create space conducive to exploration and experience-based learning. Through this learning, students will encounter challenges in the learning environment and are given tools and the facilitation necessary to push through and reach deeper learning. Intentional project work, problem-based learning and deep learning and collaboration forged using the arts as a catalyst, students are expected to master, retain, and practically apply content. By creating open environments where students are able to explore, assert themselves and find voice through their work, students will be empowered to make choices, shape their learning and find meaningful connections with materials, content and other members of the learning community.

The key elements of the Wisdom Academy mission are to build a “foundation for academic excellence,” “strong character,” “productive citizenship,” and “passion for life, learning and quality through the arts,” respectively. What follows is the manner that the Wisdom Academy’s innovative offerings reflect these elements of the district mission. It should be noted that the order of the key elements is not in any way indicative of the priority the district places on each. The Wisdom Academy firmly believes in a holistic approach to teaching and learning and thus believes that the success of each is contingent upon success of the others.

Woven throughout the educational program is indication of the foundational research on which it is based. While the educational and theoretical underpinning of the Wisdom Academy program is supported by the work of Dewey, Brooks and Brooks and others, the research foundation of teaching and learning practice rests largely on the synthesis work completed by Reeves (2002) pertaining to successful academic programming in high need schools, differentiated instruction research completed by Tomlinson (2010), meta-analytic and synthesis research by Marzano, Pickering and Pollack (2001) and the works of Wellman and Lipton (2004) and Chappuis (2009) which informs the data-driven dialogue and practice of the administration and instructional staff.

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

Foundation for Academic Excellence:

The Wisdom Academy program reflects sound research-based practices. Quality educators utilize a variety of instructional strategies including direct and differentiated instruction, collaborative groups, thematic teaching, and project-based activities to deliver instruction. The individual learning styles of students are identified and used to design effective teaching strategies in all content areas. As Marzano (2001) and others have made clear through meta-analytic research, the science of teaching involves the application of varying instructional strategies to address the complex learning needs of students (p. 9). District-wide exploration, reflection and training in differentiated instruction (Tomlinson and Imbeau, 2010)

underscores the pedagogical philosophy of all teachers in this district- that course content delivery must be balanced with attention to individual student learning ability and style (p. 14). The core curriculum is comprehensive, aligned with the North Carolina Standard Course of Study/Common Core State Standards and includes instruction in English/language arts, mathematics, science, social studies, health, physical education, and technology.

Strong Character:

Education is the foundation for each child to achieve greatness. The goal is to prepare all students to be great thinkers, learners and productive adults. The school is different because it caters to the personalities and diverse learning needs of each student. It is believed that all students can and will demonstrate mastery over challenging subjects with individualized attention and guidance from caring, supportive teachers. At the Wisdom Academy, we educate the whole child.

To this end, teachers work very closely with all stakeholders to ensure that students are excelling academically and socially. Specifically, character is stressed throughout the culture of the building. Character traits, positive behavior supports, Honor Level, Restorative Practices and constant reflection are tools that will be used to instruct and inspire good character across stakeholder groups. Staff communicates expectations regarding program, character and culture to parents and students utilizing multiple media to ensure that all stakeholders receive pertinent information in a timely manner. Examples include, but are not limited to, phone calls (all messages are returned within 24 hours per district mandate), scheduled conferences, Parent Teacher Conferences, website, email, Teleparent system, Restorative Circles and Parent Connect via the Zangle system. Further, formal progress reporting occurs every three weeks in the district with report cards issued every 10 weeks. The district firmly believes in what the research shows when schools, “value every adult in the system” (Reeves, 2000, p. 199).

Students in all grades participate in morning meetings. As students matriculate through grades, the frequency of school-wide morning meetings increases. In the middle grades and beyond, school-wide meetings occur each day. The morning meeting builds responsibility in the students by requiring them to keep track of all pertinent information shared in morning meeting regarding their grade and classes. The morning meeting also builds community as it allows all students to come together, begin the day on the same page with classmates, and share/hear appreciations and comments for the good of the community.

Productive Citizenship:

Students in the Wisdom Academy also belong to an Advisory. The Advisory is the student’s “family” within the community. The Advisory groups remain the same as students matriculate through grades. This allows students to become connected to a small group that relies on them and expects them to be present and on-task. Research shows that students seek meaningful connections with peers and adults. Tomlinson (2010) reported, “Being part of a community meets a fundamental human need for acceptance, belonging, affinity, respect and caring” (p. 84). We believe that we must provide students with safe, organized, means for making these community connections. It is understood that positive, trusting relationships are key to high attendance rates, low discipline referrals, high academic performance, high school graduation and success in college and career (Costello, Wachtel & Wachtel, p. 21).

Passion for life, learning and quality through the arts:

Through a lens provided by working with fine arts, students will learn to observe the world from different perspectives. The arts will provide unique experiences only gained by viewing, participating, creating, and innovating in an experiential setting. Students will be engaged as they work with and around those that

create art for a living. Students will be allowed to be passionate about their work and art in multi-sensory ways that translate across content in the building. Spaces in the building will provide lab-school settings whereby students are able to explore and create, work cooperatively with tools of multiple varieties. Wisdom staff will work together on building-wide, embraced definitions of “quality” and what it means to create “quality work”. Students will habitually work to attain quality work and will be provided time and encouragement to feel successful in the pursuit of quality. What quality “looks like”, “Feels like”, “Sounds like” will be a common topic of conversation throughout the building.

Class Size:

Average class size at Wisdom Academy will be 20:1; or 20 students to every teacher.

Curriculum Framework

The Wisdom Academy curriculum presents a solid curricular framework outlined by the recently adopted Common Core State Standards, 21st Century Skills, and North Carolina Standard Course of Study. Philosophically, Wisdom insists that every student who matriculates through its rigorous program is prepared for participation in post-secondary education. Unique to graduates at Wisdom will be a profound understanding of multiple perspectives, an understanding of and expectation for “quality,” and a unique ability for forming and nurturing relationships with others and the environment in which they live, work, and learn.

The core curriculum from the early grades through grade 12 includes the following features:

- Common Core State Standards Alignment
- Experiences rich with the arts in 3 spiraling levels: Integrated (in the room); guided and focused (in fine arts class with an instructor); and with the environment outside of school (working with area artists, interacting in relationship with the environment outside)
- A classroom learning “Culture of Thinking” where thinking is made visible by all stakeholders in the room. Leaning heavily on research from the School of Education at Harvard, Wisdom Academy focuses on the Teaching for Understanding framework. “Thinking Routines” will be established throughout lessons, courses and the building. Teachers will follow Harvard University’s “Artful Thinking” program recommendations for integration of the arts and developing the culture of thinking. The notion is reinforced that works of art are created and contemplated in deep and meaningful ways. Interpreting art is used as a vehicle for stretching thinking, broadening perspective, and enriching reflection across content.
- An unrelenting focus on “quality” is pervasive in lesson design, delivery and in the culture of the building. By focusing on and defining quality as a class, as a staff and as a building, the curriculum becomes supported by a shared organizational definition. Students beginning with Wisdom at an early age develop in a culture which expects quality across content and across the genre of art exploration. The expectation is that “quality” becomes woven in the fabric of what it means to be a Wisdom student.
- In addition to the integration of the arts across content areas, students rotate through teacher-led standards-based arts courses beginning with theater arts in the early grades. As students matriculate up through the grades at Wisdom Academy they take courses in theater, music and the fine arts. Throughout their experience, students are visited by area artists who serve as “artists in

residence” on presentations and projects. As students grow and develop in the program and define their unique area of artistic focus, they have multiple opportunities during and after school hours in practicum settings with area artists and artists in the building on special projects.

- A common curricular mapping document is used to scope standards, essential questions, key vocabulary, and alignment to the NCSOS Arts Education Strands.

Instructional Delivery

- Instructional delivery focuses on a balance of didactic instruction, independent self-directed exploration and learning, cooperative problem-based learning, and myriad projects that give students opportunities to investigate and display their learning in multiple, authentic ways.
- Students follow a strict course of study that is scoped across the entire year.
- Charlotte Danielson’s Framework for Effective Teaching serves as the road map for the pedagogical approach in the classroom. The Framework also serves as the basis for evaluating instructional delivery and preparation of the teaching staff at Wisdom Academy.
- An intentional focus on culture, relationships, accountability, and empowerment is fostered by the implementation of Restorative Practices training across stakeholder groups in the district. Teachers meet by grade level and across content in professional learning communities to address challenges, opportunities and threats to learning and the school culture. Emphasis is placed on restoring relationships between individuals not creating divisions. Expectations for attitude and aptitude remain high, positive, restorative and optimistic.
- Mandatory school-wide morning meetings occur daily or weekly where students are continuously re-introduced to the high performance expectations of the district. In morning meeting students are able to share appreciations for one another or their teachers and report on any pressing challenges presented to the school.

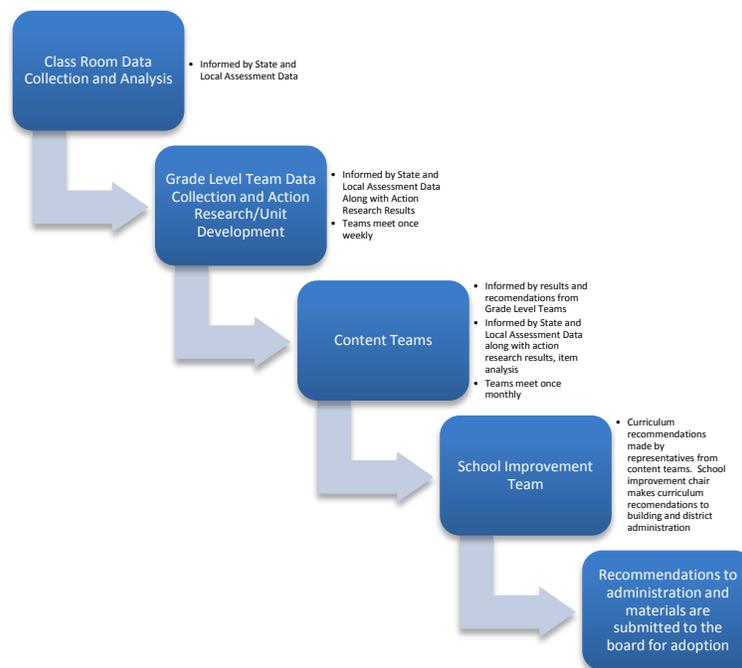
Assessment

- Students take all mandatory state and federal assessments as mandated by the North Carolina Department of Public Instruction and federal No Child Left Behind legislation.
- Students are provided multiple opportunities to present their learning in unique and authentic ways through projects, performances, etc. Capstone projects and presentations mark rites of passage at Wisdom Academy and allow for the celebration of transformed thinking and profound learning.
- Students participate in monthly assessments based on scoped standards for the month. Students who have not attained proficiency or mastery of standards do not move on until standard proficiency and/or mastery is attained. Teachers, students, parents, administration all share urgency and responsibility for ensuring that every student is proficient on every standard. Intervention programming remains in place to ensure that student needs are met in real time.

Monitoring of Wisdom Academy Curriculum

Wisdom Academy curriculum is implemented, reviewed and updated in a “bottom-up” iterative process. The process begins by implementation and progress monitoring at the classroom level. Curricular recommendations are then made at the grade level team based on data, outcomes and action research. This data informs discussions at the content team level. Content teams synthesize research and create

curricular recommendations for the School Improvement Team. Recommendations are reviewed supported by compelling data and curriculum options are vetted. Recommendations are made to administration and to the board following established board policy for adopting curriculum, supporting text and materials. Curriculum is evaluated following the same process. Textbook re-adoptions occur every 3-5 years.



At each of the action steps above, strategic decisions regarding professional development will be made. At the classroom level, instructors will be initiating and participating in training, both face-to-face and/or on line based on IDP goals. Teams may request professional development based on the findings of their data analysis or recommend building-wide training to the Building Leader and School Improvement Team. The School Improvement Team recommends content and or building-wide training based on gathering, reviewing, planning and implementing the School Improvement Plan.

Development, mentorship, retention, Staff Evaluation

At Wisdom Academy, building-wide professional development will be organized around State and Local data analysis as well as building-wide initiatives to improve teaching and learning. Concurrently, each individual instructor will be working on his or her own development path through the assistance and guidance of the Human Resources Department as well as building leadership. All Staff will be responsible for completing an Individual Development Plan based on their unique needs. Needs will be identified both through the evaluation system as well as through reflective, self-reported needs and interests. All staff that enter the district with less than three years of teaching experience in the classroom will participate in Wisdoms New Teacher Induction Program.

New Teacher Induction Program

The Wisdom Academy envisions a top-notch induction program where teachers are embraced, supported, challenged, strengthened and immersed in continuous improvement. The program has three distinct phases:

Phase I: Early Induction and Orientation

In this phase the teachers are taken through targeted professional development centering on orientation to the building, introduction to school-wide, team and grade-level programs. Additionally they participate in a week-long professional development series on new implementations, data review and analysis, project planning, and team building.

Phase II: Assessments and Observations

In phase two of the induction process, new teachers are provided support in conducting targeted pre-tests, first cycle of 30-Day Assessments and Performance Series Review in their classrooms. Through the month of September, new teachers work with their Building Leader, grade level teams and content teams to look at data, identify areas of strength and weakness, and collaboratively plan a targeted review focused on achievement. Additionally, through the months of October and November, the new teacher cohort is introduced to the schools observation and evaluation protocols. Through this piece of Phase II, new teachers are trained and given three observation (TESA) indicators: Proximity, Affirm and Redirect, and Equitable Distribution. They are then asked to focus on visiting master teacher classrooms. The master teachers are pooled according to areas of: Instructional skills, Organization, Differentiated Instruction, Management, Nurturing Environment, Project Based Learning, historical success on the Charlotte Danielson Framework and Centers. With support from the Building Leader, the new teacher selects teacher rooms to conduct their TESA observations, based on their areas of greatest need.

Phase III: Mentor Matching and Development Sessions

After the pool of qualified mentors is created based on criteria established by a teacher-led design team, Mentors are matched with New Teachers. Together the Mentors and New Teachers meet weekly (in person and virtually) to reflect on the practice of the new teacher. The Mentors are provided with a stipend which will allow for extra time to be spent monthly throughout the school year with their New Teacher partner. Targeted Development meetings which are teacher-designed in the areas of: Instructional skills, Organization, Differentiated Instruction, Management, Nurturing Environment, Project Based Learning, and Centers occur each month where teachers provide activities, lecture, make and take, etc. to support the major domains. Additionally, New Teachers participate in cohort meetings monthly which allow them to reflect, work together, and provide support and suggestions for improving practice and the program.

Each year concludes with a celebration of the New Teacher (and Mentor) accomplishments and solidifies a sustained working relationship for the cohort and the Mentor/New Teacher relationships for the coming years.

Retention

It is through these relationships and connections that Wisdom will champion and retain its teachers. Wisdom understands that it is through productive, supportive relationships that teachers will remain committed to the students, the school and the profession. Wisdom Academy will make every effort necessary to recruit and retain highly effective, highly qualified staff. Budgetary decisions will be made locally to ensure that teachers, particularly in critical area needs are adequately compensated. Further, ongoing robust work will be done through the use of Restorative Practices throughout the building which will enable staff to engage in discussions regarding the culture, climate and perceptions of staff and other stakeholders. The strategy employed is one of active engagement, empowerment and coaching along with supportive advocacy which will lead to high job satisfaction, retention and continued success in the classroom.

Educator Evaluation System

The evaluation system employed in the building will center on three core domains and provide a formulaic rating of Highly Effective, Effective, Minimally Effective, and Ineffective:

- **Student Growth (50% of overall effectiveness rating)**
 - o Student growth will be measured by National, State, Local Assessments and other objective criteria.
 - o Growth data will be based on most recent three consecutive school years if available. If data for three years is not available, growth will be based on all student growth and assessment data available for the teacher.
 - o Teacher's aggregate average on agreed upon assessment measures will denote at least 1-year's growth from pre to post assessments on both National and State assessments as well as Performance Series by Scantron. Student growth will reflect 50% of the evaluation formula.

- **Goals/Training (25% of overall effectiveness rating)**
 - o Goals for the coming year will be identified by building administration and the teacher at the end of the current year. Trainings which deliver via face-to-face or on-line content will be recommended by the building administration.
 - o The school administrator will develop, in consultation with the teacher, an Individualized Development Plan (IDP) that includes specific goals and training to assist in teacher improvement. Teachers in their first year or who have received an evaluation rating of "minimally effective" or "ineffective" must complete an IDP.
 - o Midyear Progress Report
 - Will be based in part on student achievement on Performance Series by Scantron
 - Will be aligned with the teacher's IDP
 - Will not take the place of year-end evaluation
 - Will include a written improvement plan including specific performance goals for the remainder of the year

- **Classroom Observations (25% of overall effectiveness rating)**
 - o Classroom observations will consist of:
 - A review of lesson plans, state curriculum standards being used, and review of pupil engagement in lesson.
 - Time spent by an administrator in at least a partial class period.
 - Multiple observations each school year (at least one informal and one annual formal observation).
 - The Charlotte Danielson Framework for Effective Instruction as the walk-through and formal observation tool.

Teacher Effectiveness Rating will be based on the following scale:

Highly Effective	8 Pts
Effective	6-7 Pts
Minimally Effective	4-5 Pts
Ineffective	0-3 Pts

I. "Highly Effective" Rating Formula:

Teacher's aggregate averages on annual National and State assessments will equate to more than 1-years growth

(Weighted 50%)

4 Pts

Teachers will have met all goals/training initiatives as identified by administration and outlined in previous year's evaluation cycle

(Weighted 25%)

2 Pts

Teacher will have received an aggregate rating of "Distinguished" on the Danielson Framework Annual Evaluation

(Weighted 25%)

2 Pts

II. "Effective" Rating Formula:

Teacher's aggregate averages on annual National and State assessments will equate to 1-years growth

(Weighted 50%)

3 Pts

Teachers will have met all goals/training initiatives as identified by administration and outlined in previous year's evaluation cycle

(Weighted 25%)

2 Pts

Teacher will have received an aggregate rating of "Basic" or "Proficient" on the Danielson Framework Annual Evaluation

(Weighted 25%)

1-2 Pts

III. “Minimally Effective” Rating Formula:

Teacher's aggregate averages on annual National and State assessments will equate to less than 1-year's growth
 (Weighted 50%)
 2 Pts

Teachers will have met some of the goals/training initiatives as identified by administration and outlined in previous year's evaluation cycle
 (Weighted 25%)
 1-2 Pts

Teacher will have received an aggregate rating of "Basic" on the Danielson Framework Annual Evaluation
 (Weighted 25%)
 1 Pt

IV. “Ineffective” Rating Formula:

Teacher's aggregate averages on annual National and State assessments will equate to less than 1-year's growth
 (Weighted 50%)
 2 Pts

Teachers will have met none of the goals/training initiatives as identified by administration and outlined in previous year's evaluation cycle
 (Weighted 25%)
 0 Pt

Teacher will have received an aggregate rating of "Unsatisfactory" on the Danielson Framework Annual Evaluation
 (Weighted 25%)
 0 Pts

Co-curricular and Extra-Curricular Programs

Co-curricular and extra-curricular programs will be made available through unique community partnerships in and around the Wisdom Academy community. Performing and fine arts involvement will be made available through partnerships in collaboration with North Carolina State University, Shaw College and Saint Augustine College Education and Fine Art's Department. College student volunteers will be enlisted to serve as mentors and tutors for Wisdom Academy students. Additionally, partnerships will be formed with the North Carolina Tennis Association as Wisdom seeks to implement a Quick Start Program. A partnership with Holistic Youth Experiences, Inc. will ensure comprehensive wrap around programming for students including financial literacy, health and wellness, career preparation skill building, and technology and social media. Strong relationships within the artistic community will enable Wisdom to leverage relationships for visiting and resident artist programs, performance-based activities for students within walking distance of the school, and mentorship opportunities with individuals who have made a career of working in and through the arts. In the start-up phase of the school, services will be comprised of donated and in-kind contributions by area businesses and service organizations in the surrounding community. As the school grows and its programming becomes more robust, an intentional co-curricular program will be

established that is thematically tied to the school and ultimately provides students with engaging, developmentally appropriate experiences that tie directly to the mission of the school.

Evidence that school staff will be held to high professional standards

Staff will be involved in continuous improvement and professional development practices at Wisdom Academy. To this end, staff that is unable to rise to the challenge of performing at a high level will not remain employed in the building. All individuals in the building are employed on an “at will” basis. Roles for all positions are created along with companion documents outlining performance expectations. Any staff person rated “ineffective” or performing consistently under expectations after adequate and appropriate support has been given will be dismissed from the building.

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

Exceptional Students:

Wisdom Academy understands that all students are entitled to a Free and Appropriate Public Education (“FAPE”) under federal and state law, and that learning best occurs in the Least Restrictive Environment (“LRE”). It is the belief of the Wisdom Academy that students with Individualized Education Programs (“IEP”) should, to the greatest extent possible, participate in the same classes and experiences afforded to general education students.

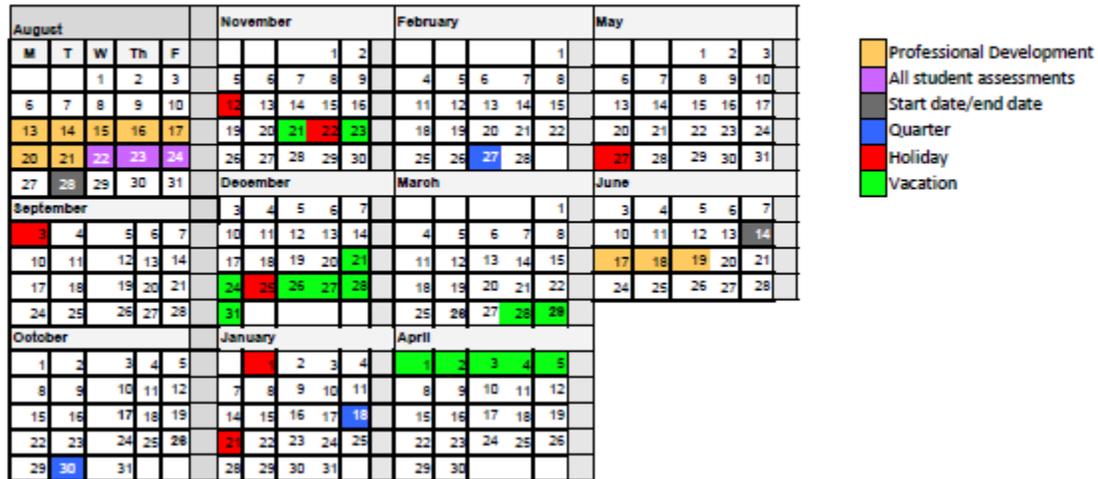
Students with exceptionalities are identified through the Intervention Coordination process. Students who are identified as exceptionally high performing on classroom authentic/unit assessments and building-wide formative assessments are afforded several opportunities to develop academically. In the classroom teachers are trained in differentiated instruction (Tomlinson, 2010) whereby coursework is adapted to meet the needs of students wherever they are on the learning spectrum. Students who present unique talents and abilities engage in center-based work and projects that stress higher-order thinking to meet and stretch the cognitive demand of the student. Opportunities to extend learning are provided through Advanced Topics courses, and academic programming such as Academic Games, Microsociety, National Honor’s Society and the W.E.B. Dubois Honor Society. Through these experiences, student interest and ability drive their learning with the facilitation of a highly-qualified instructor. Through blended learning options where appropriate, qualifying students will be able to expand their learning and experience through the utilization of technology and on-line content delivery.

VI.A.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 Wisdom Academy. To ensure equal opportunity of access a formal, well-publicized lottery will be conducted each year to select the incoming class of students. Selected students will be required to provide a range of documents, which are listed in the Wisdom Academy application packet, as they enter the school. Students and parents will have to sign and return the contract page of the Student-Parent Handbook to verify their commitment to follow the rules and procedures and uphold the standards set by Wisdom Academy. Conditions under which a student may be suspended and/or expelled from Wisdom Academy are outlined in the Wisdom Academy Student Code of Conduct.

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

Wisdom Academy 2012-2013 Academic Calendar



August	13-24	Professional Development for Teachers	December	20	1/2 day
	22-24	All student assessments		21-31	Winter break- No School
	27	Classes begin for all students	January	1	New Years Day-No School
September	3	Labor Day- No school		18	End of Second Quarter
	13	Open House		21	Martin Luther King Jr. Day-No School
	25	Parent/Teacher conferences		28	Report Cards Distributed
October	25-26	Professional Development-no students	February	15	Teacher work day-no students
	30	End of First quarter	March	27	End of Third Quarter- 1/2 day
November	7	Report Cards Distributed		28	to April 5- Spring Break
	12	Veteran's Day- No school	April	12	Report Cards Distributed
	21-23	Thanksgiving recess	May	10	1/2 day- progress reports, Parent teacher conferences
	28	Progress reports/Parent teacher conferences	June	14	Last day of school
				17-19	Professional Development

VI.A.6. A concise description of any evaluation tool or test, if any, that the proposed charter school will use in addition to any state or federally mandated tests and how this data will be used to drive instruction.

Student performance is measured with North Carolina End of Grade tests (EOG), Terra Nova, and Performance Series assessments, as well as the EXPLORE assessment in the eighth and ninth grades. Additionally, teachers will implement 30-day standards-based assessments following the scoped curriculum. Aimsweb and Study Island web-based assessments and instructional tools are utilized to address proficiency gaps on standardized and 30-day assessments. Multiple authentic and formative assessments are given across grades including Presentations of Learning (“POLs”), peer assessing and projects which allow students autonomy on how they might demonstrate mastery. Utilizing an approach to student assessment that is balanced, teachers maintain consistent checks of understanding and employ assessments for learning (Chappuis, 2009). The data from the assessments is used by the teachers and administrators to drive, update, and/or adjust classroom instructional practices. Through a process of

intense data-driven dialogue (Wellman and Lipton, 2004), teachers work in grade-level and content study groups to conduct item analysis of student performance to identify weaknesses and strengths in the assessment data. This collective analysis informs the school improvement team, from which recommendations for targeted programs are made. Particular attention is given to the recently back-mapped Performance Series targets for college readiness. Based on research surrounding success in schools of high need, data is displayed publicly in the building to message where students are versus where they need to be and that “academic performance is highly prized” (Reeves, 2000, p. 187).

Wisdom Academy kindergarten through second grade students also complete a technology-integrated project for each core subject area to meet the No Child Left Behind (“NCLB”) requirement. NCLB mandates that students be certified as technologically literate by the end of the eighth grade year. In addition to the technologically literate requirement, the integrated technology literacy projects meet federal online safety requirements.

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

Goal 1 English Proficiency:

- I. Students will score in the proficient range for English on North Carolina State Assessments, Terra Nova, Performance Series by Scantron, and Local 30-Day Assessments where appropriate.

Objectives and Performance Standards:

Students will increase scores by 10% annually on English North Carolina State Assessments. Students will show more than 1 year growth between Terra Nova pre and post assessments. Students will reach proficiency targets as outlined in the Performance Series by Scantron assessments. Students will show 3-5% increases each month on local standards based 30-Day Assessments.

Goal 2 Math Proficiency:

- II. Students will score in the proficient range for Math on North Carolina State Assessments, Terra Nova, Performance Series by Scantron, and Local 30-Day Assessments where appropriate.

Objectives and Performance Standards:

Students will increase scores by 10% annually on North Carolina State Math Assessments. Students will show more than 1 year growth between Terra Nova pre and post assessments. Students will reach proficiency targets as outlined in the Performance Series by Scantron assessments. Students will show 3-5% increases each month on local standards based 30-Day Assessments.

Goal 3 Science Proficiency:

- III. Students will score in the proficient range for Science on North Carolina State Assessments, Terra Nova, Performance Series by Scantron, and Local 30-Day Assessments where appropriate.

Objectives and Performance Standards:

Students will increase scores by 10% annually on North Carolina State Science Assessments. Students will show more than 1 year growth between Terra Nova pre and post assessments. Students will reach proficiency targets as outlined in the Performance Series by Scantron assessments. Students will show 3-5% increases each month on local standards based 30-Day Assessments.

Goal 4 Social Studies Proficiency:

- IV. Students will score in the proficient range for Social Studies on North Carolina State Assessments, Terra Nova, Performance Series by Scantron, and Local 30-Day Assessments where appropriate.

Measurable Objectives and Performance Standards:

Students will increase scores by 10% annually on North Carolina State Science Assessments. Students will show more than 1 year growth between Terra Nova pre and post assessments. Students will reach proficiency targets as outlined in the Performance Series by Scantron assessments. Students will show 3-5% increases each month on local standards based 30-Day Assessments.

Goal 5 Character Proficiency:

- V. Students will demonstrate exemplary character.

Measurable Objectives and Performance Standards:

Discipline data will reflect 10% decreases in atypical and unsavory behavior each month. Students will respond positively regarding character initiatives implemented in the school. Suspensions will number lower than host district annually.

Goal 6 Productive Citizenship:

- VI. Students will demonstrate productive citizenship.

Measurable Objective:

Students will participate in 50 hours of service each year. Students will participate in Restorative Circles and will be able to use affective statements and Restorative Questions when conflict arises or harm has been done. Average citizenship grades will be exemplary.

Goal 7 Passion for Learning:

- VII. Students will demonstrate passion, engagement and commitment for learning.

Measurable Objectives and Performance Standards:

90% attendance will be attained everyday demonstrating passion for learning and commitment to the school. Student interest level on learning activities will remain high measured by reflective surveys and journaling.

Progress on attaining goals occurs on a monthly cycle at the Wisdom Academy. Each 30-day cycle includes teacher assessment preparation and submission to administration. Standards based assessments are created utilizing reliable and valid items. Assessments are implemented and data is collected throughout the school on the same day each month. Item analysis is conducted by the classroom teacher and submitted to school Administration. Trend analysis is conducted and presented to the board monthly to progress monitor a standards-based academic trajectory. Analysis and discussion involves reviewing goals and monitoring growth to proficiency each month. Grade level, content, and whole faculty study groups analyze data and calibrate instruction based on needs. The Intervention Coordination Team meets with teachers to adjust services to meet demand. The 30-day assessment cycle also includes analyzing perception data, discipline data and anecdotal data focused on capturing the effectiveness of character, citizenship, and passion for the arts data.

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VI.A.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.

Wisdom Academy understands that all students are entitled to a Free and Appropriate Public Education (FAPE) and that this best occurs in the Least Restrictive Environment (LRE). It is the belief of the Wisdom Academy that students with Individualized Education Programs (IEP) should, to the greatest extent possible, participate in the same classes and experiences afforded to general education students.

Exceptional Students:

Students with exceptionalities are identified through the Intervention Coordination process. Students who are identified as exceptionally high performing on classroom authentic/unit assessments and building-wide formative assessments are afforded several opportunities to develop academically. In the classroom, teachers are trained in differentiated instruction (Tomlinson, 2010), whereby coursework is adapted to meet the needs of students wherever they are on the learning spectrum. Students who present unique talents and abilities engage in center-based work and projects that stress higher-order thinking to meet and stretch the cognitive demand of the student. Opportunities to extend learning are provided through Advanced Topics courses and academic programming such as Academic Games, Microsociety, National Honor’s Society and the W.E.B. Dubois Honor Society. Through these experiences, student interest and ability drive their learning with the facilitation of a highly-qualified instructor. Through blended learning options where appropriate, qualifying students will be able to expand their learning and experience through the utilization of technology and on-line content delivery.

Students Below Grade Level:

Students who present skills below grade level on classroom/unit and building-wide assessments immediately enter the 4-Tiered Intervention Plan Process (see flow chart below). In the first Tier of the plan, students are provided with interventions within the classroom. Teachers are trained to differentiate instruction (Tomlinson 2010) to meet the needs of their students and deliver content in ways unique to students’ skill and ability. Teachers then reteach and reassess students who underperform on assessments, as the focus of the instruction in classrooms is improvement and mastery (Reeves, 2000, p. 186).

When students do not respond to the above interventions, the Title I Intervention Coordinator (IC) is engaged (Tier 2). The IC works with the general education teacher to observe the student, review data, and provide suggestions for accommodations and modifications to reach the student. If improvement does not occur, the teacher, the child’s parent, and the IC enter into an intervention agreement for the child. The agreement typically indicates that the student will work with an intervention teacher who provides push-in small group academic support. The intervention teacher administers a pretest (Direct Reading Assessment and/or Performance Series Test) and establishes baseline data before beginning work with a student. The intervention teacher provides progress reports to the parent and general education teacher for that student and meets continuously with the grade level teaching team to report out on student progress.

If this intervention does not produce the desired results, the intervention team led by the IC refers the student to the Educational Support Team (Tier 3). The EST is a function of the school’s regular education

program, the primary purpose of which is to ensure all students are given opportunity to be successful in the general education classroom. The specific GPS model at Wisdom Academy provides a structured support system for teachers and parents when students are experiencing insufficient success. At this level, a determination is made to continue the current intervention programming or enter the student into the formal Response to Intervention (RTI) tutoring process.

The RTI process is based on high quality, standards-aligned, researched-based instruction and behavioral support that features universal screening of academics and behavior. Since general education teachers, intervention team members, parents, and school administrators are part of each student's decision-making team, there is a shared sense of ownership for each student's academic and behavioral progress.

Further, RTI is a data-based decision-making process. Data for all students is collected and quantified for screening purposes. Records of each student involved in the RTI process are kept by the RTI Coordinator, who collaborates with the Director of Tutoring & Data Reporting to track the data and determine the dates to review student progress.

After completing observations, reviewing student work and extensive collaboration with the student's primary care giver, the RTI Coordinator makes a determination as to whether or not the student would benefit from an intensive prescriptive tutoring process. This tutoring is delivered in three phases that begin with assessments to determine the foundational deficits of the student.

Phase 1 – Primary Intervention

Students identified and referred to the EST receive an additional 30 minutes per deficiency area per week of in-class support, conducted in small groups by a push-in tutor. This targeted, research-based intervention is implemented by the classroom teacher and monitored for fidelity and effectiveness by the RTI Coordinator. Student progress is tracked weekly by the Tutor Coordinator, with the data collected and considered when the EST reconvenes.

After approximately four weeks of interventions at Phase 1, the EST meets to review progress. If progress has been made, the team may consider continuing Phase 1 interventions until adequate gains are made and the student no longer needs interventions. If there has been unsatisfactory progress, the EST Team considers the child for more intensive Phase 2 interventions. The team may also consider the need for other support staff and services such as screenings and request assistance as appropriate.

Phase 2 – Secondary Interventions

Students in Phase 2 continue Phase 1 interventions from the classroom teacher. In addition, the RTI tutors will begin providing thirty minutes of additional small group, individualized instruction at least twice a week based on interventions determined from the data collection. The Tutor Coordinator continues monitoring progress weekly. After approximately four weeks, the EST again reviews the student's progress and determines an appropriate plan for the child. The student may be removed from RTI when adequate progress is determined, moved to Phase 1 for less intensive interventions, continue both Phase 1 and Phase 2, or move to Phase 3 for more intensive and frequent intervention, including possible Special Education testing. The school's Special Education Director is involved in the RTI meetings when considering a referral for special education eligibility to help the team with assessment determination.

Phase 3 – Tertiary Intervention

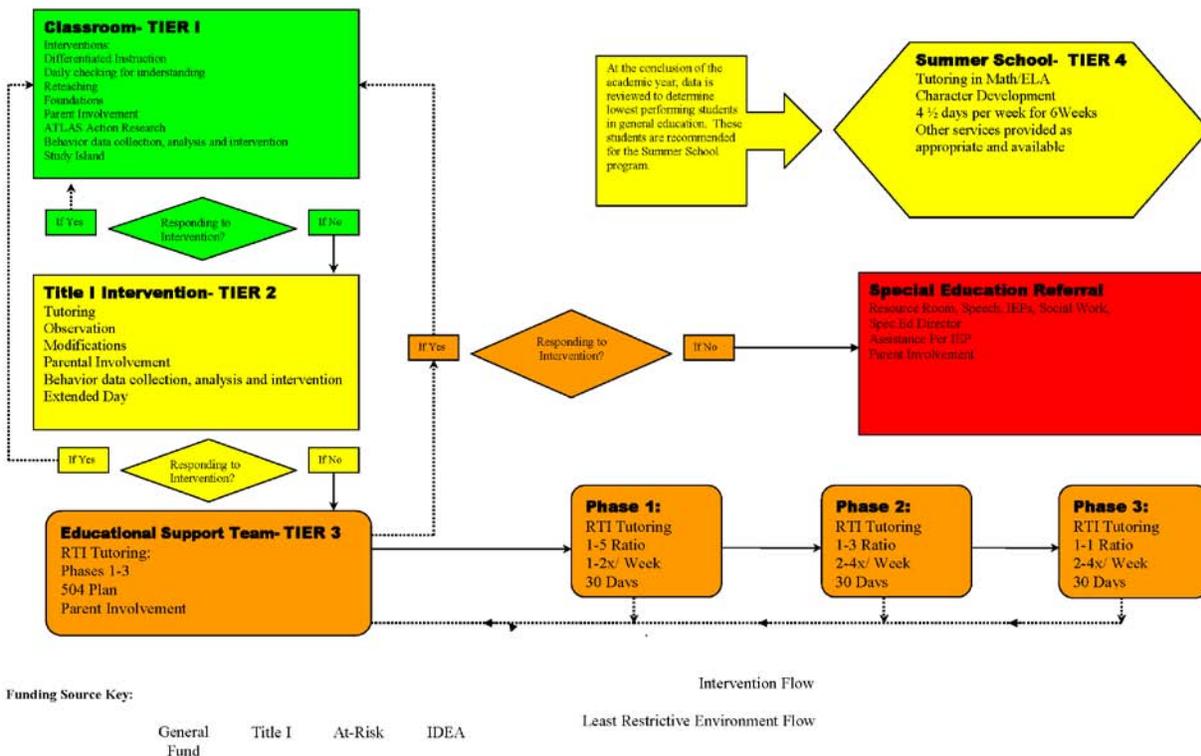
Students in Phase 3 continue to receive services of balanced daily instruction plus classroom interventions. Phase 2 and Phase 3 can be combined for one intensive intervention strategy or Phase 3 may increase the frequency, duration, or type of intervention. The progress of students in Phase 3 is monitored weekly. After four weeks of Phase 3 interventions, the EST meets to consider the data. A referral for an evaluation to consider eligibility for special education services may be made if adequate progress is not evident. The special education personnel will meet with the EST and parent to help determine assessment needs.

Under the state of North Carolina’s process for determining eligibility of a student with a disability, a referral to the IEP team is required. Under the provisions of the Individuals with Disabilities Education Act, this should only be considered:

- After appropriate instructional interventions and strategies have been implemented in the general educational setting and the student continues to be at risk or,
- If the student displays obvious characteristics of a child with a disability
- The evaluation standards required by the state have been met

Ultimately, it is Wisdom Academy’s goal to keep students working and learning in the school’s very personalized, experiential learning environment. It is where the Academy feels, and the research suggests, students learn best.

WISDOM ACADEMY 4-TIERED INTERVENTION PLAN FLOW CHART



Progress Monitoring

Progress monitoring is a scientifically based practice used to assess students' academic performance, continuously measure student performance, and provide objective data to evaluate the effectiveness of instruction and interventions.

The key components of progress monitoring are:

- Brief assessments conducted weekly
- Assessments occur throughout the intervention
- Results are evaluated to determine whether student response to intervention is adequate
- Most frequently, curriculum based measurement (CBM) is used for progress monitoring
- Results are regularly charted and analyzed to determine student progress
- Rules are preset to determine when a student is not adequately responding to an intervention

Fidelity

Fidelity of implementation is the delivery of the scientific research-based instruction in the way in which it is designed to be delivered. Fidelity also addresses the integrity with which the screening and progress-monitoring procedures are completed followed by appropriate decisions based on the data. Best practices to help ensure fidelity include:

- Linking interventions to improved outcomes
- Clearly defining responsibilities for specific persons
- Creating a data system for measuring operations, techniques and components

At the conclusion of the academic year, based on the data collected across the intervention program, each student who has received intervention services is profiled and recommendations are made for the Summer School program (Tier 4).

Students Who Qualify for Special Education:

When making educational placement decisions for students with disabilities, the Wisdom Academy will ensure that parents are contributing members of the IEP team and together the team is making decisions that are subject to requirements regarding provisions of Least Restrictive Environment. When determining how services will be delivered to students with disabilities, Wisdom Academy will follow all Special Education Rules as issued by the North Carolina Department of Public Instruction. If a child with a current IEP enrolls at Wisdom Academy, Wisdom Academy will implement the existing IEP to the extent possible, or will provide an interim IEP agreed to by parents until a new IEP can be developed. IEPs will be developed, revised and implemented in accordance with the Individuals with Disabilities Educational Improvement Act (IDEIA) and state law and regulations. The Wisdom Academy will fully comply with federal laws and regulations governing children with disabilities as follows:

1. The Academy is responsible for providing a free appropriate public education to children with disabilities enrolled in the Academy that have been determined through an IEP to require Special Education programs and services.

2. The Academy will ensure that children who are suspected of having disabilities are properly evaluated by a multidisciplinary team, as defined in North Carolina rules for Special Education instruction, and that children who have already been identified are re-evaluated by the multidisciplinary team at least every three years.
3. When a multidisciplinary team determines that a special education student requires Special Education programs and services, the Academy will ensure that the IEP is fully implemented in accordance with IDEIA, and reviewed on an annual basis or more frequently as determined by the IEP team.
4. With rare exception, any child referred for Special Education testing will have been vetted through the RTI process, ensuring that students will have been provided with every possible opportunity to succeed in the general education classroom.

English Language Learners:

Wisdom Academy understands that students, regardless of their native language, are required to meet the North Carolina Standard Course of Study as well as the Common Core State Standards. It is further understood that as second language learners are working to acquire a new language, proficiency in the new language can occur rapidly through academic applications. To this end, when English Language Learners (ELLs) enter the Wisdom Academy, they are supported with a teacher who is qualified to teach second language learners. Utilizing the North Carolina Department of Public Instruction English Language Proficiency Standard Course of Study support materials as well as the Core Content Standards Linking Documents, support and general education teachers collaborate and focus on the academic achievement and language acquisition of the ELL. Care is taken to ensure that language acquisition is not simply supplanted in the general education classroom. Rather, language acquisition and core content instruction occur simultaneously through the collaborative work of the teachers who are informed by the English Language Proficiency Standard Course of Study and the Student Accountability Standards.

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

We value the role of a child's first and most influential teacher – the parent. Through the exercise of school choice, our parents will know that their children will be attending a school that is safe, highly structured, achievement-oriented, and college preparatory. Parents will also know when applying that much will be expected of them and that their involvement is an essential part of their child's success. Strategies for parental involvement will be as follows:

- Wisdom Academy Covenant, ten hours of volunteer service in the school monthly or forty hours a year.
- Parents will complete an in-depth profile of their child.
- Parents will be asked to complete surveys throughout the school year addressing the following issues: safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parents' perception of learning environment..
- Parents will be encouraged to attend monthly parent meetings.
- Parents will be encouraged to attend two parent teacher conferences per year.
- Parents will be encouraged to be involved in the Parent-Faculty Association (PFA) and to volunteer for school projects, programs, and committees.

- Parents will be encouraged to provide an appropriate learning environment at home for study.

VI.A.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.

Wisdom Academy will offer a specialized program designed to meet the needs of academically gifted students with learning disabilities. Their educational program will encompass a unique set of services designed to highlight and develop their gifts while addressing their specific areas of need. Academically gifted students with learning disabilities should have an instructional program including extracurricular activities focused on students' strengths, with modifications for students' talents and disabilities in the regular classroom. For these students, we will provide the technology to form electronic communities and to access global resources, like Internet to research topics, which allows gifted students to explore ideas and events more quickly and in greater depth.

Wisdom Academy Instructional Support Team

Introduction

The No Child Left Behind Act (NCLB, 2002) holds schools to higher standards and accountability for demonstrating progress for all students. This includes students who are academically, emotionally, and socially ready for learning, as well as those whose external and internal conditions interfere with their ability to benefit from high standards and improved instruction. Failure to address these conditions in a comprehensive way accounts for most learning, behavioral, health, and emotional issues in our schools today.

The missing link in many educational systems is the establishment of a supportive, student-centered learning environment in which professional, school, and community resources are identified and linked to address the barriers to learning that confront our students. Thus reframing student learning and realigning support staff roles and functions to develop comprehensive, multifaceted, and cohesive approaches is the missing link. The Instructional Support Team [IST] is a school-based group of people with a common mission – to strengthen and support students in the regular classroom who are having difficulty in school. The goal of the Instructional Support Team is to provide strategies and support through a regular education setting for the student. Teachers (regular and special education), school counselors, psychologists, social workers, nurses, and administrators are examples of some of the people who comprise the group that meet on a regular basis. Parents are particularly critical to the team, both in their participation and their input.

Wisdom Academy Instructional Support Team Members [IST]

Generally, the IST Team includes:

- Building Administrator
- Referring teacher
- One K-8 teacher
- One 9-10 teacher
- Special education staff
- Support staff member (school psychologist, school social worker, speech therapist, nurse, etc.)
- Parent
- Director of Tutoring Services

Roles and Responsibilities

Parents: Provide information about the child's performance outside of the school setting; assist in establishing goals; provide information regarding the child's development in speech, gross and fine-motor skills, social skills, medical background, previous school history, family history and dynamics as they relate to child; oversee home study habits; specify aspects of educational program that can be supported at home.

Current Classroom Teacher: Help devise strategies for successful mainstreaming; provide team with information, as a result of working with student, for placement and evaluation purposes; show work samples that demonstrate student's area of need; provide team with information about student's strengths, weaknesses, learning style, and habits; state specific concerns in observable, measurable terms; describe strategies that have/have not been successful in effecting a change in areas of concern thus far; describe student's previous and current school information regarding placement, performance, and observation data/comments.

Special Education Staff: Observe in classroom; serve as advocate for child; monitor services provided; assist in formulation of educational plan; assist regular classroom teacher in introducing pre-referral strategies or interventions designed to resolve areas of concern prior to initiating a formal referral to special education.

Other/Previous Classroom Teacher: Provide suggestions, recommendations, and opinions based upon previous experiences and insights/knowledge about dealing with similar areas of concern; offer specific assistance to student's teacher; assist team in developing successful mainstreaming program.

Administrator: Discuss available program options at school; provide additional details during IST regarding teacher's roles and responsibilities, laws, and rights that need to be considered in the process; serve as liaison between family and school.

School Psychologist: Consult and collaborate with other members of the IST; use a variety of observational and interview techniques to enhance understanding of academic and behavioral

problems. Suggest various intervention techniques and assist in evaluation of the effectiveness of those interventions.

School Social Worker: Consult and collaborate with members of the IST; use a variety of observational and interview techniques for the purpose of understanding behavioral, emotional, environmental, and social areas, and implement various intervention techniques.

Speech Therapist: Consult and collaborate with members of the IST; use a variety of observational and interview techniques for the purpose of understanding language development, articulation, voice, and fluency; and implement various intervention techniques.

School Nurse: Consult and collaborate with IST to enhance the educational process and the promotion of an optimal level of wellness for students, families, and staff.

Director of Tutoring Services: Engage in primary prevention by intervening proactively, before a disorder occurs. By identifying and assessing student needs based on collaborative efforts with the IST, the need for special education teaching is mitigated.

Responsibilities of the Instructional Support Team

1. Coordinate and identify ways to improve existing resources and acquire additional resources.
2. Address and recommend changes in the classroom and school practices, procedures, and programs that promote a positive and productive school climate.
3. Provide and facilitate support services based on identified needs.
4. Develop intervention strategies to address individual student needs that support classroom instruction.
5. Assist in the development of intervention plans for students who have failed to achieve academic benchmarks.
6. Assist with implementing programs that support student and family transitions, i.e., new students and families, grade-to-grade moves, and before- and after-school activities.
7. Provide crisis prevention, intervention, and follow-up.
8. Review data to create, monitor, and assess programs and services.
9. Provide families with assistance, resources, and information to encourage and enhance total child development and learning.
10. Identify linkages with community programs that support and enable learning.
11. Provide pre-referral strategies and facilitate, where necessary, special education referrals and Section 504 referrals.
12. Monitor interventions and programs to ensure they are functioning efficiently and effectively.
13. Collaborate with families and community stakeholders to evolve systems for (a) promoting healthy development and preventing problems; (b) intervening early to address problems as soon after onset as feasible, and (c) assisting children and youth with chronic and severe problems.

14. Address school-wide global issues such as:

- Tardiness
- Health Issues
- Absenteeism
- New/transfer students
- Adjustment/behavior
- Learning styles
- Crisis intervention
- Bullying
- Discipline
- Student achievement
- Diversity/multicultural issues
- Self esteem
- Student/peer relationships
- Staff to student relationships
- Staff to parent relationships
- District/State assessments scores

Section 504 of the Rehabilitation Act of 1973

Section 504 Rehabilitation Act of 1973 and the American with Disabilities Act prohibit discrimination against students and employees on the basis of a disabling condition. These laws impact instructional requirements as well as requirements regarding facilities, personnel, transportation, and length of the school days.

504/ADA cases in schools involve students who:

- Are not found to be in need of special education (i.e. they are performing satisfactorily in the regular classroom setting).
- Have various types of diagnosed physical or mental impairments that are shown to substantially limit one or more of the students' major life activities.

Those major life activities include:

- Functions such as caring for oneself
- Walking, seeing, hearing, speaking, breathing
- Performing manual tasks
- Learning and working

Students who meet the qualifications for a Section 504 Plan may be in need of certain accommodations and/or modifications. Examples of cases may include:

- Students with physical disabilities who need a physical therapist to be involved as a consultant in their educational services but who do well in regular classes.

- Students with attention deficit disorders who, with classroom accommodations and/or modifications, can succeed in the regular classroom and are not in need of special education.
- Students with auditory deficits who can function well within the regular classroom if auditory trainer equipment is made available to them.

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

The charter school must accept special needs children under the federal legislation *Individuals with Disabilities Education Act (IDEA)* (20 U.S.C. 1400 Et seq.) and the state legislation (G.S. 115C-106 Et seq.).

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

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.), as appropriate for the admission to the charter school. Also, our proposed school will abide by the charter school legislation, G.S. 115C-238.29F (g) (5), as stated below:

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

The mission of Wisdom Academy is to ensure that students with disabilities develop mentally, physically, emotionally, and vocationally through the provision of an appropriate, individualized education in the least restrictive environment. Wisdom Academy provides special education and related services according to the federal *Individuals with Disabilities Education Act (IDEA)* and the regulations of the North Carolina Public School Law, article 9. We will offer a full inclusion program to serve students with special needs, ensuring that all of our students become part of the school community regardless of their strengths or weaknesses. We will also ensure that these exceptional students are included in the feeling of belonging among other students, teachers, and support staff, so that support services are brought to the child.

Wisdom Academy will offer a full inclusion program to exceptional students whose educational needs can be met in regular classroom setting in the least restrictive environment. Wisdom Academy will provide this fully inclusive model together with a special education teacher who will offer input to enhance the curriculum for those students. In accordance with the exceptional student ratio in Wake County, Wisdom Academy anticipates 10% of the student body to be exceptional children.

In order to identify students with disabilities, Wisdom Academy screens incoming students for existing IEPs, and our Master Teachers are trained to carefully monitor individual student performance for exceptional needs. Weekly staff meetings and frequent progress reports will allow Wisdom Academy teachers, administrators, and parents to evaluate the academic and social progress of each student. This approach ensures that student needs are addressed in a timely fashion.

We also believe that teachers, who are aware of the challenges of working with exceptional students and equipped with proper tools, are equally imperative. Thus, Wisdom Academy will provide ongoing training

for all teachers in this area through the special education teacher in the school and/or outside resources such as workshops, seminars, and access to professional development resources like online assistive technology trainings to support continuing professional development. The special education teacher will be available to co-teach in classrooms and provide an even smaller student/teacher ratio. This teacher will provide special education consultative services and will assist teachers in developing students' strengths and using these strengths to address areas of weakness. The special education teacher will also assist regular teachers in making necessary modifications and adjusting the presentation of curriculum as needed so that all students can be successful. Students' individualized education plans will be followed and reviewed annually.

Psychological evaluations, re-evaluations, and educational testing will be conducted as required by state mandates.

The exceptional children's program at Wisdom Academy may include the following:

- Collaboration with the special education teacher in classroom
- Accommodated and differentiated assignments
- Extended time on assessments
- Multiple sessions
- Individual pullout instruction
- Preferential seating
- Small group instruction
- Peer tutoring
- Enrichment activities
- Use of technology

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

The board has adopted the following Code of Student Conduct (the “Code”). The Code includes the types of misconduct that will subject a student to disciplinary action. The board also adopted the list of behaviors and the terms contained in the list. It is the school staff’s responsibility to provide a safe and orderly learning environment. History has shown that certain student actions are not compatible with a safe and orderly environment. Discipline is within the sound discretion of the school/academy staff and administration. Due process ensures that disciplinary action is imposed only after review of the facts and/or special circumstances of the situation.

Each of the behaviors described below may subject the student to disciplinary action, including suspension and/or expulsion from school. Consistent with state law and policy, long-term suspensions and expulsions shall be reserved only for major offenses: those that threaten others safety or the operation of the school and for minor offenses when, in the principal’s discretion, there are aggravating circumstances warranting severe discipline.

Possession, Use or Sale of Illegal Drugs

The school has a “Drug Free” zone that extends 1,000 feet beyond the school boundaries as well as to any school activity and any school-sponsored transportation. This means that any activity, possession, sale, distribution, or use of drugs, alcohol, fake drugs, steroids, inhalants, or look-alike drugs is prohibited. Attempted sale or distribution is also prohibited. If caught, the student may be suspended or expelled and law enforcement officials may be contacted. Violation of this provision is a major offense subject to long-term suspension or expulsion pursuant to the provisions and procedures addressed further below. .

Possession of a Weapon

Possession of a weapon (as defined below in these policies) is a major offense subject to long-term suspension or expulsion pursuant to the provisions and procedures addressed further below.

The school board prohibits visitors from possessing, storing, making, or using weapons in any setting that is under the control and supervision of the board for the purpose of school activities approved and authorized by the board including, but not limited to, property leased, owned, or contracted for by the board, or a school sponsored event. A parent or legal guardian of a student of the school, who is properly licensed to carry a concealed weapon, may carry a concealed pistol while in a vehicle on school property, if s/he is dropping the student off at the school or picking up the child from the school.

Knowledge of Dangerous Weapons or Threats of Violence

Students, staff members, and visitors are entitled to function in a safe school environment. Students shall report knowledge of dangerous weapons or threats of violence to the principal or other school supervisor. Failure to report such knowledge may subject the student to discipline.

Purposely Setting a Fire

Anything, such as fire, that endangers school property and its occupants will not be tolerated. Arson is a felony; local law enforcement will be notified. Violation of this provision is a major offense subject to long-term suspension or expulsion pursuant to the provisions and procedures addressed further below.

Physically Assault, Threat of Assault

Physical assault at school against a School/Academy employee, student, volunteer, or contractor which may or may not cause injury may result in charges being filed and subject the student to expulsion. Physical assault is defined as “intentionally causing or attempting to cause physical harm to another through force or violence”. Violation of this provision is a major offense subject to long-term suspension or expulsion pursuant to the provisions and procedures addressed further below.

Verbal Assault

A student shall not verbally assault a staff member, volunteer, or a contractor; or makes a bomb threat (or similar threat) directed at the building, property, or a school-related activity. Verbal assault is a communicated intent to inflict physical or other harm on another person, with a present intent and ability to act on the threat. Violation of this provision is a major offense subject to long-term suspension or expulsion pursuant to the provisions and procedures addressed further below.

False Alarms, False Reports, Bomb Threats

A false emergency alarm, report, or bomb threat endangers the safety forces that are responding, the citizens of the community, and individuals in the building. What may seem like a prank is a dangerous stunt. Violation of this provision is a major offense subject to long-term suspension or expulsion pursuant to the provisions and procedures addressed further below.

Explosives

Explosives, fireworks, and chemical reaction objects such as smoke bombs, pipe bombs, bottle bombs, small firecrackers, and poppers are forbidden and dangerous. Violation of this provision is a major offense subject to long-term suspension or expulsion pursuant to the provisions and procedures addressed further below.

Possession of a Firearm, Arson, and Criminal Sexual Conduct

As provided further below, a student shall not possess a dangerous weapon on school property or at a school-sponsored event or commit either arson or criminal sexual conduct in a school building or on school property, including school buses and other school transportation.

Violation of this provision is a major offense subject to long-term suspension or expulsion pursuant to the provisions and procedures addressed further below.

Criminal acts

Any student engaging in criminal acts at or related to the school will be reported to law enforcement officials

as well as disciplined by the school.

Students should be aware that state law requires that school officials, teachers, and appropriate law enforcement officials be notified when a student of the Wisdom Academy School District is involved in crimes occurring in the school, as well as in the community, related to physical violence, gang-related acts, illegal possession of a controlled substance, alcohol or other intoxicants, trespassing, and property crimes including, but not limited to, theft and vandalism.

Violation of this provision is a major offense subject to long-term suspension or expulsion pursuant to the provisions and procedures addressed further below.

Theft

If a student is caught stealing the school's or someone's property, s/he will be disciplined and may be reported to law enforcement officials. Students are encouraged not to bring anything of value to school that is not needed for learning without prior authorization from the principal. The school is not responsible for personal property. Violation of this provision, depending on its seriousness, may be considered a major offense subject to long-term suspension or expulsion pursuant to the provisions and procedures addressed further below.

Damage to Property

Vandalism and disregard for school property will not be tolerated. Violations could result in reporting to law enforcement, suspension or expulsion, and payment for resulting damages. Violation of this provision may be considered a major offense subject to long-term suspension or expulsion pursuant to the provisions and procedures addressed further below.

Harassment

Harassment of students is prohibited and will not be tolerated. This includes inappropriate conduct by other students as well as any other person in the school environment, including employees, board members, parents, guests, contractors, vendors and volunteers. It is the policy of the District to provide a safe and nurturing educational environment for all of its students. This policy applies to all activities on school property and to all school sponsored activities whether on or off school property.

Harassment is defined as inappropriate conduct that is repeated enough or is serious enough to negatively impact a student's educational, physical, or emotional well-being. This would include harassment based on any of the legally protected characteristics such as gender, race, color, national origin, religion, marital status, or disability. This policy, however, is not limited to these legal categories and includes any harassment that would negatively impact students. This would include such activities as stalking, bullying, name-calling, taunting, hazing, and other disruptive behaviors.

Any student that believes s/he has been or is the victim of harassment should immediately report the situation to a teacher and the principal.

Every student should, and every staff member must report any situation that they believe to be improper harassment of a student. Reports may be made to those identified above.

If the investigation result in a finding that harassment occurred, it will result in prompt and appropriate disciplinary action, including suspension or expulsion for students, discharge for an employee, exclusion for parents, guests, volunteers and contractors, and removal from any officer position and/or a request to resign for board members.

Retaliation against any person for complaining about harassment or participating in a harassment investigation is prohibited. Suspected retaliation should be reported in the same manner as harassment. Intentionally false harassment reports, made to get someone in trouble are also prohibited. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

The following definitions are provided for guidance only. If a student or other individual believes there has been harassment, regardless of whether it fits a particular definition, s/he should report it and allow the administration to determine the appropriate course of action.

Harassment Defined:

- A. Submission to unwelcome conduct or communication is made either an explicit or implicit condition of utilizing or benefitting from the services, activities, or programs of the school;
- B. Submission to, or rejection of, the unwelcome conduct or communication is used as the basis for a decision to exclude, expel, or limit the harassed student in the terms, conditions, or privileges of the school;
- C. The unwelcome conduct or communication interferes with the student's education, creates an intimidating, hostile, or offensive environment, or otherwise adversely affects the student's educational opportunities. This may include racial slurs, mocking behavior, or other demeaning comments.

Sexual Harassment, may include, but is not limited to:

- A. verbal harassment or abuse;
- B. pressure for sexual activity;
- C. repeated remarks with sexual or demeaning implications;
- D. unwelcome touching;
- E. sexual jokes, posters, cartoons, etc.;
- F. suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, safety, job, or performance of public duties.

Bullying

The board will not tolerate any gestures, comments, threats, or actions to a student which cause or

threaten to cause bodily harm, reasonable fear for personal safety, or personal degradation. This policy applies to all activities in the District, including activities on school property and those occurring off school property if the student or employee is at any school sponsored, school approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, or where an employee is engaged in school business.

"Bullying" is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e. internet, telephone or cell phone, personal digital assistant (PDA), or wireless handheld device) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression or a mental, physical, or sensory disability or impairment, or by any other distinguishing characteristic.

Such behavior is considered harassment or bullying, for school purposes, when it occurs on school property, at any school-sponsored function, in a school vehicle. Such behavior may also be subject to discipline if it occurs off of school property and not at a school-sponsored event, when it does (or is reasonably likely to) substantially disrupt the school or a student's educational well-being.

Acts of Bullying: intimidation of others by acts such as (but not limited to) the following:

- A. threatened or actual physical harm;
- B. unwelcome physical contact
- C. threatening or taunting verbal or written or electronic/digital communications;
- D. taking or extorting money or property;
- E. damaging or destroying property;
- F. blocking or impeding student movement.

Aggressive behavior is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well-being. This type of behavior is a form of harassment, although it need not be based on any of the legally protected characteristics, such as sex, race, color, national origin, marital status, or disability. It would include, but not be limited to, such behaviors as bullying, hazing, stalking, intimidating, menacing, coercion, name-calling, taunting, or making threats.

Any student who believes s/he has been or is the victim of aggressive behavior including bullying or hazing, should immediately report the situation to the School Leader.

Use of Tobacco

Smoking and other tobacco use is a danger to a student's health and to the health of others. The school prohibits the sale, distribution, use, or possession of any form of tobacco during school time or at any school activity. This prohibition also applies when going to and from school on school grounds. Violation of this provision may result in suspension or expulsion in extenuating circumstances.

Student Disorder or Demonstration

Students will not be denied their rights to freedom of expression, but the expression may not infringe on the rights of others. Disruption of any school activity will not be allowed. If a student (or students) feels there is need to organize some form of demonstration, s/he is encouraged to contact the School Leader to discuss the proper way to plan such an activity. Violation of this provision may result in suspension or expulsion in extenuating circumstances.

Gambling

Gambling includes casual betting, betting pools, organized sports betting, and any other form of wagering. Students who bet on an activity in which they are involved may also be banned from that activity. Violation of this rule may result in suspension or expulsion.

Falsification of School Work, Identification, Forgery

Falsifying documents and academic dishonesty will subject the student to academic penalties as well as disciplinary action. Violations of this rule may result in a suspension or expulsion.

Unauthorized Use of School or Private Property

Students are expected to obtain permission to use any school property or any private property located on school premises. Any unauthorized use may be subject to disciplinary action. This includes use of the Internet and communication networks in a manner not sanctioned by policy and administrative guideline. Violations of this rule may result in suspension or expulsion.

Displays of Affection

Students demonstrating affection between each other is personal and not meant for public display. This includes touching, petting, or any other contact that may be considered sexual in nature. Such behavior may result in disciplinary action, including suspension or expulsion from school.

Wireless Communication Devices (WCD)

Students may possess wireless communication devices (WCDs) in school, on school property, during after school activities (e.g. extra-curricular activities) and at school-related functions, provided that during school hours and on school vehicles the WCDs are powered completely off (i.e. not just placed into vibrate or silent mode) and stored out of sight.

A “wireless communication device” is a device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor. The following devices are examples of WCDs: cellular and wireless telephones, pagers/beepers, personal digital assistants (PDAs), BlackBerrys/Smartphones, Wi-Fi enabled or broadband access devices, two-way radios or video broadcasting devices, and other devices that allow a person to record and/or transmit, on either a real time or delayed basis, sound, video or still images, text, or other information. Students may not use WCDs on school property or at a school-sponsored activity to access and/or view internet websites that are otherwise blocked to students at school.

Also, during after-school activities when directed by the building principal or sponsor, WCDs shall be powered completely off (not just placed into vibrate or silent mode) and stored out of sight.

Students are prohibited, to the extent permitted by law, from using WCDs to capture, record or transmit the words (i.e. audio) and/or images (i.e. pictures/video) of any student, staff member or other person in the school or while attending a school-related activity, without the expressed prior notice and explicit consent for the capture, recording or transmission of such words or images. Using a WCD to take or transmit audio and/or video of an individual without his/her consent is considered an invasion of privacy and is not permitted. Students who violate this provision and/or use a WCD to violate the privacy rights of another person may have their WCD confiscated and held until the end of the school year.

“Sexting” is prohibited at any time on school property or at school functions. Sexting is the electronic transmission of sexual messages or pictures, usually through cell phone text messaging. Such conduct is not only potentially dangerous for the involved students, but can lead to unwanted exposure of the messages and images to others, and could result in criminal violations related to the transmission or possession of child pornography. Such conduct will be subject to discipline and possible confiscation of the WCD.

Students are also prohibited from using a WCD to capture and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using their WCDs to receive such information.

Possession of a WCD by a student is a privilege that may be forfeited by any student who fails to abide by the terms of this policy, or otherwise engaged in misuse of this privilege.

Confidentiality

Every reasonable effort will be made to maintain confidentiality during the investigative process. However, a proper investigation may, in some circumstances, require the disclosure of names and allegations.

Profanity

Any behavior or language, which in the judgment of the staff or administration, is considered obscene, disrespectful, vulgar, profane, and/or violates community-held standards of good taste may be subject to disciplinary action.

Student Concerns, Suggestions, Grievances

The school is here for the benefit of the students. The staff is here to assist each student in becoming a responsible adult. If a student has suggestions that could improve the school, s/he should feel free to offer them. Written suggestions may be presented directly to the principal, his or her designee, a teacher, or to the officers of the student government.

When concerns or grievances arise, the best way to resolve the issue is through communication. No student will be harassed by any staff member or need fear reprisal for the proper expression of the legitimate concern. As with suggestions, written concerns and grievances may be directed to the principal or to the officers of the student government.

A student may have the right to a hearing if the student believes s/he has been improperly denied participation in a school activity or has been subjected to an illegal rule or standard. A student may not petition to have a change in grade.

Discipline of Students with Disabilities

Students with disabilities are entitled to the rights and procedures afforded by the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and North Carolina law and regulations, including the State board of Education's "Policies Governing Services for Children with Disabilities."

II. General Provisions, Definition, and Procedures / Serious Disciplinary Actions

The following provisions are required by state law pursuant to Article 27 of Chapter 115C of the General Statutes (as amended in 2011).

Policy and Definitions

The following provisions are governed G.S. 115C-390.1 (as amended in 2011).

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

(b) The following definitions apply to this policy:

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

- b. The frame or receiver of any such weapon.
 - c. Any firearm muffler or firearm silencer.
- The term shall not include an inoperable antique firearm, a BB gun, stun gun, air rifle, or air pistol.
- (6) Long-term suspension (LTS). – The exclusion for more than 10 school days of a student from school attendance for disciplinary purposes from the school to which the student was assigned at the time of the disciplinary action. If the offense leading to the LTS occurs before the final quarter of the school year, the exclusion shall be no longer than the remainder of the school year in which the offense was committed. If the offense leading to the LTS occurs during the final quarter of the school year, the exclusion may include a period up to the remainder of the school year in which the offense was committed and the first semester of the following school year.
 - (7) Parent. – Includes a parent, legal guardian, legal custodian, or other caregiver adult who is acting in the place of a parent and is entitled to enroll the student in school.
 - (8) Destructive device. – An explosive, incendiary, or poison gas:
 - a. Bomb.
 - b. Grenade.
 - c. Rocket having a propellant charge of more than four ounces.
 - d. Missile having an explosive or incendiary charge of more than one-quarter ounce.
 - e. Mine.
 - f. Device similar to any of the devices listed in this subdivision.
 - (9) Principal. – Includes the school principal, director, headmaster or similar person in charge of the school and that person's designee.
 - (10) School official. – An administrator to whom the board or principal has delegated duties under this policy.
 - (11) School personnel. – Any of the following:
 - a. An employee of the school.
 - b. Any person working on school grounds or at a school function under a contract or written agreement with the public school system to provide educational or related services to students.
 - c. Any person working on school grounds or at a school function for another agency providing educational or related services to students.
 - (12) Short-term suspension (STS). – The exclusion of a student from school attendance for disciplinary purposes for up to 10 school days from the school to which the student was assigned at the time of the disciplinary action.
 - (13) Substantial evidence. – Such relevant evidence as a reasonable person might accept as adequate to support a conclusion; it is more than a scintilla or permissible inference.
- (c) Notwithstanding the provisions of this policy, the policies and procedures for the discipline of students shall be consistent with the requirements of the Gun Free Schools Act, 20

U.S.C. § 7151, the Individuals with Disabilities Education Act (IDEA), 29 U.S.C. § 1400, et seq., section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 701, et seq., and with other federal laws and regulations.

General Provisions

The following provisions are governed by G.S. 115C-390.2 (as adopted in 2011).

(a) **Guidance for School Officials.** These policies shall be followed by school officials in disciplining students.

(b) **The Code.** This policy shall constitute the School's Code of Student Conduct (the "Code"), giving notice to students and parents of expected behaviors and potential discipline for violations of the Code.

(c) **Off-campus Behavior.** A student may also be disciplined for any personal conduct occurring outside of school property or after school hours, when the student's conduct otherwise violates the Code of Student Conduct and the student's conduct has or is reasonably likely to have a direct and immediate impact on the orderly and efficient operation of the schools or the safety of individuals in the school environment.

(d) **Truancy.** Students may be disciplined for but shall not be long-term suspended or expelled from school solely for truancy or tardiness offenses and shall not be short-term suspended for more than two days for such offenses.

(e) **Limited Mandatory Long-term Suspensions and Expulsion.** The School shall not impose mandatory long-term suspensions (LTS) or expulsions for specific violations unless otherwise provided in State or federal law.

(f) **Selected Use of LTS and Expulsion.** The School shall minimize the use of LTS and expulsion by restricting the availability of LTS or expulsion to those violations deemed to be serious violations of the Code that either threaten the safety of students, staff, or school visitors or threaten to substantially disrupt the educational environment. Examples of conduct that would not be deemed to be a serious violation include the use of inappropriate or disrespectful language, noncompliance with a staff directive, dress code violations, and minor physical altercations that do not involve weapons or injury. The principal may, however, in his or her discretion, determine that aggravating circumstances justify treating a minor violation as a serious violation.

(g) **Disciplinary Considerations.** The School shall not prohibit the school director and principal from considering the student's intent, disciplinary and academic history, the potential benefits to the student of alternatives to suspension, and other mitigating or aggravating factors when deciding whether to recommend or impose long-term suspension.

(h) **Procedure.** These policies shall include the procedures for suspending or expelling, any student, consistent with state law.

(i) **Publication and Notice of the Code.** The School shall publish this Code and make it available to each student and his or her parent at the beginning of each school year and upon request.

(j) **Positive Behavior Planning.** The School will seek to adopt research-based behavior management programs that take positive approaches to improving student behaviors.

(k) **Breadth of Disciplinary Options.** The School will seek to use a full range of responses to violations of disciplinary rules, such as conferences, counseling, peer mediation, behavior contracts, instruction in conflict resolution and anger management, detention, academic interventions, community service, and other similar tools that do not remove a student from the classroom or school building.

Reasonable Force

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

(a) School officials may physically restrain student in accordance with G.S. 115C-391.1.

(b) School personnel may use reasonable force to control behavior or to remove a person from the scene in those situations when necessary for any of the following reasons:

- (1) To correct students.
- (2) To quell a disturbance threatening injury to others.
- (3) To obtain possession of weapons or other dangerous objects on the person, or within the control, of a student.
- (4) For self-defense.
- (5) For the protection of persons or property.
- (6) To maintain order on educational property, in the classroom, or at a school-related activity on or off educational property.

(c) Notwithstanding any other law, school employee shall be civilly liable for using reasonable force in conformity with the law.

Short-Term Suspension

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

(a) The principal shall have authority to impose a short-term suspension (STS) on a student who willfully engages in conduct that violates a provision of the Code that authorizes STS.

(b) If a student's STS accumulates to more than 10 days in a semester, to the extent the principal has not already done so, he or she shall apply any relevant considerations from the School's safe school planning.

(c) A student subject to STS shall be provided the following:

- (1) The opportunity to take textbooks home for the duration of the suspension.

- (2) Upon request, the right to receive all missed assignments and, to the extent practicable, the materials distributed to students in connection with the assignment.
- (3) The opportunity to take any quarterly, semester, or grading period examinations missed during the suspension period.

Short-term Suspension Procedures

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

(a) **Informal Hearing.** Except as authorized in this section, no STS shall be imposed upon a student without first providing the student an opportunity for an informal hearing with the principal. The notice to the student of the charges may be oral or written, and the hearing may be held immediately after the notice is given. The student has the right to be present, to be informed of the charges and the basis for the accusations, and to make statements in defense or mitigation of the charges.

(b) **Emergency STS with Prior Hearing.** The principal may impose an STS without providing the student an opportunity for a hearing if the presence of the student creates a direct and immediate threat to the safety of other students or staff, or substantially disrupts or interferes with the education of other students or the maintenance of discipline at the school. In such cases, the notice of the charges and informal hearing described in subsection (a) of this section shall occur as soon as practicable.

(c) **Notice to Parent.** The principal shall provide notice to the student's parent of any STS, including the reason for the suspension and a description of the alleged student conduct upon which the suspension is based. The notice shall be given by the end of the workday during which the suspension is imposed when reasonably possible, but in no event more than two days after the suspension is imposed. The notice shall be given by certified mail, telephone, facsimile, e-mail, or any other method reasonably designed to achieve actual notice.

(d) **Notice in Primary Language.** If English is the second language of the parent, the notice shall be provided in the parent's primary language, when the appropriate foreign language resources are readily available, and in English, and both versions shall be in plain language and shall be easily understandable.

(e) **No Right of Appeal.** A student is not entitled to appeal the principal's decision to impose an STS to the school director or school board. Further, such a decision is not subject to judicial review. Notwithstanding this subsection, the school board, in its discretion, may provide students an opportunity for a review or appeal of an STS to the school director or school board.

Long-term Suspension

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

(a) **Principal's Authority.** The principal may issue a long-term suspension (LTS) of any student who willfully engages in conduct that violates a provision of the Code that authorizes LTS.

(b) **Right to Hearing.** Before the principal imposes an LTS, the student must be provided an opportunity for a hearing consistent with the procedures required by this policy and G.S. 115C-390.8.

(c) **Principal's Review.** If the student recommended declines the opportunity for a hearing, the principal shall review the circumstances of the recommended LTS. Following such review, the principal (i) may impose the suspension if it is consistent with board policies and appropriate under the circumstances, (ii) may impose another appropriate penalty authorized by board policy, or (iii) may decline to impose any penalty.

(d) **Return to Alternative Classroom in Cases of Assault.** If a teacher is assaulted or injured by a student and as a result the student is long-term suspended or reassigned to alternative education services, the student shall not be returned to that teacher's classroom unless the teacher consents.

(e) **Alternative Education Program.** Disciplinary reassignment of a student to a full-time educational program that meets state academic requirements and provides the student with the opportunity to make timely progress towards graduation and grade promotion, is not considered an LTS requiring due process.

Long-term Suspension Procedures

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

(a) When a student is recommended by the principal for LTS, the principal shall give written notice to the student's parent. The notice shall be provided to the student's parent by the end of the workday during which the suspension was recommended when reasonably possible or as soon thereafter as practicable. The written notice shall provide at least the following information:

- (1) A description of the incident and the student's conduct that led to the LTS recommendation.
- (2) A reference to the provisions of the Code that the student is alleged to have violated.
- (3) The specific process by which the parent may request a hearing to contest the decision, including the number of days within which the hearing must be requested.
- (4) The process by which a hearing will be held, including, at a minimum, the procedures described in subsection (e) of this section.
- (5) Notice that the parent is permitted to retain an attorney to represent the student in the hearing process.
- (6) The extent to which the local board policy permits the parent to have an advocate, instead of an attorney, accompany the student to assist in the presentation of his or her appeal.
- (7) Notice that the parent has the right to review and obtain copies of the student's educational records before the hearing.
- (8) A reference to the board policy on the expungement of discipline records.

(b) **Written Notice.** Written notice may be provided by certified mail, fax, e-mail, or any other written method reasonably designed to achieve actual notice of the recommendation for LTS. When school personnel are aware that English is not the primary language of the parent or guardian, the notice shall be written in both English and in the primary language of the parent or guardian when the appropriate foreign language resources are readily available. All notices described in this section shall be written in plain English, and shall include the following information translated into the dominant non-English language used by residents within the local school administrative unit:

- (1) The nature of the document, i.e., that it is a LTS notice.
- (2) The process by which the parent may request a hearing to contest the LTS.
- (3) The identity and phone number of a school employee that the parent may call to obtain assistance in understanding the English language information included in the document.

(c) **Formal Hearing.** No LTS shall be imposed on a student until an opportunity for a formal hearing is provided to the student. If a hearing is timely requested, it shall be held and a decision issued before an LTS is imposed, except as otherwise provided in this subsection. The student and parent shall be given reasonable notice of the time and place of the hearing.

- (1) If no hearing is timely requested, the principal shall follow the procedures described above as required by G.S. 115C-390.7(c).
- (2) If the student or parent requests a postponement of the hearing, or if the hearing is requested beyond the time set for such request, the hearing shall be scheduled, but the student shall not have the right to return to school pending the hearing.
- (3) If neither the student nor parent appears for the scheduled hearing, after having been given reasonable notice of the time and place of the hearing, the parent and student are deemed to have waived the right to a hearing and the superintendent shall conduct the review required above by G.S. 115C-390.7(c).

(d) **Oversight of Hearing.** The formal hearing may be conducted by the full school board, by the principal, or by a person or group of persons appointed by the school board or principal to serve as a hearing officer or hearing panel. Neither the board nor the principal shall appoint any individual to serve as a hearing officer or on a hearing panel who is under the direct supervision of the principal. If the hearing is conducted by an appointed hearing officer or hearing panel, such officer or panel shall determine the relevant facts and credibility of witnesses based on the evidence presented at the hearing. Following the hearing, the principal or board shall make a final decision regarding the suspension. The principal or board shall adopt the hearing officer's or panel's factual determinations unless they are not supported by substantial evidence in the record.

(e) **Due Process.** LTS hearings shall be conducted in accordance with the policies. The student shall be accorded procedural due process including, at a minimum, the following:

- (1) The right to be represented at the hearing by counsel or, in the discretion of the board, a non-attorney advocate.

- (2) The right to be present at the hearing, accompanied by his or her parents.
- (3) The right of the student, parent, and the student's representative to review before the hearing any audio or video recordings of the incident and, consistent with federal and state student records laws and regulations, the information supporting the suspension that may be presented as evidence at the hearing, including statements made by witnesses related to the charges consistent with subsection (h) of this section.
- (4) The right of the student, parent, or the student's representative to question witnesses appearing at the hearing.
- (5) The right to present evidence on his or her own behalf, which may include written statements or oral testimony, relating to the incident leading to the suspension, as well as any of the factors listed above as required by G.S. 115C-390.2(g).
- (6) The right to have a record made of the hearing.
- (7) The right to make his or her own audio recording of the hearing.
- (8) The right to a written decision, based on substantial evidence presented at the hearing, either upholding, modifying, or rejecting the principal's recommendation of suspension and containing at least the following information:
 - a. The basis for the decision, including a reference to any policy or rule that the student is determined to have violated.
 - b. Notice of what information will be included in the student's official record pursuant to G.S. 115C-402.
 - c. The student's right to appeal the decision and notice of the procedures for such appeal.

(f) **Decision Implementation.** Following the issuance of the decision, the principal shall implement the decision by authorizing the student's return to school or by imposing the suspension reflected in the decision.

(g) **Appeal to board.** Unless the decision was made by the board, the student may appeal the decision to the local board in accordance limited hearing procedures allowed by G.S. 115C-45(c) and any subsequent policies adopted by the board. A student's appeal to the board of a decision upholding an LTS shall be heard and a final written decision issued in not more than 30 calendar days following the request for such appeal.

(h) **Identity Disclosure.** Nothing in this section shall compel school officials to release names or other information that could allow the student or his or her representative to identify witnesses when such identification could create a safety risk for the witness.

(i) **Judicial Review.** A decision of the board to uphold the LTS is subject to judicial review in accordance with Article 4 of Chapter 150B of the General Statutes. The action must be brought within 30 days of the local board's decision. A person seeking judicial review shall file a petition in the superior court of the county where the board made its decision.

Alternative Education Services

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

(a) **Alternative Educational Services.** Students who are long-term suspended shall be offered alternative education services unless the principal provides a significant or important reason for declining to offer such services. The following may be significant or important reasons, depending on the circumstances and the nature and setting of the alternative education services:

- (1) The student exhibits violent behavior.
- (2) The student poses a threat to staff or other students.
- (3) The student substantially disrupts the learning process.
- (4) The student otherwise engaged in serious misconduct that makes the provision of alternative educational services not feasible.
- (5) Educationally appropriate alternative education services are not available in the local school administrative unit due to limited resources.
- (6) The student failed to comply with reasonable conditions for admittance into an alternative education program.

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

Mandatory 365-day Suspension for Gun Possession

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

(a) **Grounds and Procedures.** The board shall suspend for 365 days any student who has brought or has been in possession of a firearm or destructive device on school property, or to a school-sponsored event off of school property. The principal shall recommend to the board the 365-day suspension of any student believed to have violated these policies regarding weapons. The board has the authority to suspend for 365 days a student who has been recommended for such suspension by the principal when such recommendation is consistent with board policies. Notwithstanding the foregoing, the principal may modify, in writing, the required 365-day suspension for an individual student on a case-by-case basis. The principal shall not impose a 365-day suspension if the principal determines that the student took or received the firearm or destructive device from another person at school or found the firearm or destructive device at school, provided that the student delivered or reported the firearm or destructive device as soon as practicable to a law enforcement officer or a school employee and had no intent to use such firearm or destructive device in a harmful or threatening way.

(b) **Legal Reporting.** The principal will report all incidents of firearms or destructive devices on school property or at a school-sponsored event as required by law.

(c) Exception. Nothing in this provision shall apply to a firearm that was brought onto educational property for activities approved and authorized by the board, provided that the board has adopted appropriate safeguards to protect student safety.

(d) Request for Readmission. At the time the student and parent receive notice that the student is suspended for 365 days under this section, the principal shall provide notice to the student and the student's parent of the right to petition the board for readmission pursuant to readmission procedures state below, pursuant to G.S. 115C-390.12.

(e) Procedures. The procedures applicable to a LTS (as required by G.S. 115C-390.8) shall apply to students facing a 365-day suspension pursuant to this section.

(f) Alternative Educational Services. Students who are suspended for 365 days pursuant to this section shall be considered for alternative educational services consistent with the provisions above regarding of Alternative Educational Services (as required by G.S. 115C-390.9).

Expulsion

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

(a) Grounds and Procedures. Upon recommendation of the principal, the board may expel any student 14 years of age or older whose continued presence in school constitutes a clear threat to the safety of other students or school staff. Prior to the expulsion of any student, the board shall conduct a hearing to determine whether the student's continued presence in school constitutes a clear threat to the safety of other students or school staff. The student shall be given reasonable notice of the recommendation in accordance with comparable procedures applicable to LTS as well as reasonable notice of the time and place of the scheduled hearing.

- (1) The procedures described above regarding LTS procedures (as required by G.S. 115C-390.8 (e) (1) - (8)) apply to students facing expulsion pursuant to this section, except that the decision to expel a student by the board shall be based on "clear and convincing" evidence (rather than the lower standard of "substantial evidence") that the student's continued presence in school constitutes a clear threat to the safety of other students and school staff.
- (2) The board may expel any student subject to G.S. 14-208.18 (regarding sexual offenses) in accordance with the procedures of this section. Prior to ordering the expulsion of a student, the board shall consider, at its discretion, whether there are alternative education services that may be offered to the student. As provided by G.S. 14-208.18 (f), if the board determines that the student shall be provided educational services on school property, the student shall be under the supervision of school personnel at all times.
- (3) At the time a student is expelled under this section, the student shall be provided notice of the right to petition for readmission pursuant to expulsion reinstatement provisions stated above (as required by G.S. 115C-390.12).

(b) Exclusion from School Property/Alternative Educational Services. During the expulsion, the student is not entitled to be present on any school property and is not considered a

student of the school. Nothing in this section shall prevent the board from offering access to some type of alternative educational services that can be provided to the student in a manner that does not create safety risks to other students and school staff.

Request for Readmission

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

(a) Request. All students suspended for 365 days or expelled may, after 180 calendar days from the date of the beginning of the student's suspension or expulsion, request in writing readmission to the school. The procedures shall be as follows.

- (1) The process for 365-day suspended students.
 - a. At the board's discretion, either the principal or the board itself shall consider and decide on petitions for readmission. If the decision maker is the principal, the principal shall offer the student an opportunity for an in-person meeting. If the decision maker is the board, the board may offer the student an in-person meeting or may make a determination based on the records submitted by the student and the principal.
 - b. The student shall be readmitted if the student demonstrates to the satisfaction of the board or principal that the student's presence in school no longer constitutes a threat to the safety of other students or staff.
 - c. The principal's decision not to readmit the student may be appealed to the board pursuant to the reduced hearing requirements of G.S. 115C-45(c). The principal shall notify the parents of the right to appeal.
 - d. There is no right to judicial review of the board's decision not to readmit a 365-day suspended student.
 - e. A decision on readmission under this subsection shall be issued within 30 days of the petition.
- (2) The process for expelled students.
 - a. The board shall consider all petitions for readmission of expelled students, together with the recommendation of the principal on the matter, and shall rule on the request for readmission. The board shall consider the petition based on the records submitted by the student and the response by the administration and shall allow the parties to be heard in the same manner as provided by G.S. 115C-45(c).
 - b. The student shall be readmitted if the student demonstrates to the satisfaction of the board or principal that his or her presence in a school no longer constitutes a clear threat to the safety of other students or staff.
 - c. A decision by a board of education to deny readmission of an expelled student is not subject to judicial review.
 - d. An expelled student may subsequently request readmission not more often than every six months. The board is not required to consider

subsequent readmission petitions filed sooner than six months after the previous petition was filed.

- e. A decision on readmission under this section shall be issued within 30 days of the petition.

(b) Assignment. If a student is readmitted under this section, the board and the principal have the right to assign the student to any program within the school and to place reasonable conditions on the readmission.

(c) Return to Alternative Classroom. If a teacher was assaulted or injured by a student, and as a result the student was expelled, the student shall not be returned to that teacher's classroom following readmission unless the teacher consents.

VI.D. TIMELINES

Tasks to be completed pre-opening:

Tasks	Products resulting from Each task	Projected Completion Date
Board Training	Create an informed board regarding legal responsibilities and management roles	Ongoing beginning Feb. 2012
Draft bylaws, incorporation papers, charter and ESP agreements	Establish legal protocols, identify roles and responsibilities	Oct. 2011
Hire administrator to oversee development of charter	Establish leadership to ensure completion of charter project	Feb. 2012
Inventory building	Determine furniture needs for school year	Feb. 2012
Finalize job descriptions	Prepare organization for retaining, recruiting, hiring and evaluating staff in compliance with all laws	March 2012
Hire office support person to assist in development of charter	Establish office support to ensure completion of charter project	Feb. 2012
Establish pupil & cash management systems accounts	Provide back office support	June 2012
Draft and submit start up grants	Secure startup funding	Oct. 2011
Interview and submit start up grants	Ensure staffing for projected enrollment	July 2012
Development of marketing plan – print and other media advertising for enrollment	Inform community of another educational option and attainment of projected enrollment goals	March 2012
Create website	Provide school information to the public	March 2012
Create course descriptions and generate course objectives aligned with standards	Establish curriculum with all objectives to insure sound educational program	March 2012
Purchase financial compliance system	Financial compliance system that meets with state and federal requirements	June 2012
Development of student information system	Database system that contains student assessment & demographic information	June 2012
Complete student supply orders	Provide equipment to ensure success of academic program	June 2012
Purchase assessment materials to measure student achievement	Assessment materials ordered and received by academy	July 2012
Inventory instructional supplies and materials and order based on enrollment projections	Sufficient numbers of up to date texts that compliment instructional design and curriculum	July 2012
Host community forums and informational meetings	Meet prospective families and communicate the schools' academic plans & mission	July 2012
Hold professional development for staff	Teachers begin working together before the school year to build common staff	Aug. 2012

VII. BUSINESS PLAN

VII.A. 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.)

WISDOM ACADEMY PROJECTED STAFF	CHART FOR	2012-2013
Position	Full Time/ Part Time	Number
Principal	FT	1
Administrative Assistant	FT	1
General Education Teacher	FT	5
Specials Teachers (PE, Arts)	FT	1
Teacher Assistants	FT	1
Special Education Teacher	PT	1
School Psychologist	PT	1
Speech and Language Therapist	PT	1
Student Data and Reporting Coordinator	PT	1
Technology Specialist	PT	1

Also include the following information for the proposed charter school:

- Process to advertise for and employ staff of the school
- Handbooks governing standards of conduct, grounds for termination, policies and procedures, etc.

Education Job Fairs: Wisdom Academy will be present at education job fairs to attract highly qualified teachers.

Educational Conferences: Wisdom Academy will have representatives attend educational conferences both to promote the school in general, as well as a vehicle to attract and screen staff members.

EMPLOYEE HANDBOOK [DRAFT]**AT – WILL EMPLOYMENT**

All employment is “at-will.” This means that an employee’s employment can be terminated at any time by GPS Management Services with or without advance notice and with or without cause. Nothing in any document or statement now in existence or hereafter created shall limit the right to terminate the employment at-will, except pursuant to a written employment agreement signed by the CEO of GPS Management Services and the employee. No other officer, agent or employee of has the authority to revise, waive or alter this at-will employment policy.

EQUAL OPPORTUNITY/NON-DISCRIMINATION

We believe that equal opportunities for all staff members are important for the continuing success of our organization. In accordance with federal and state law, all employees are afforded equal opportunity with respect to employment, compensation, benefits, training, and promotion without discrimination based on any occupationally irrelevant status including, but not limited to: race, disability, color, creed, religion, sex, age, national origin, marital status, weight, height, or veteran status. Opportunities are provided to all employees based on qualifications and job requirements.

EMPLOYMENT ELIGIBILITY AND AUTHORIZATION

Federal law requires GPS Management Services to verify each employee’s identity and legal authority to work in the United States within three business days of employment, and all offers of employment depend on the employee’s ability to meet these requirements. Each employee needs to fill out the Employment Eligibility Verification (INS Form I-9), in which the employee attests to his/her legal authority to work in the U.S. (present acceptable documents). If the authorization to work in the U.S. is for a limited period of time, the employee will need to submit further proof before the expiration date.

If you have reason to believe that you have not been treated in accordance with this policy, we encourage you to address concerns to your supervisor or to Human Resources.

EMPLOYMENT RECORDS

It is important that the personnel records of Wisdom Academy be accurate at all times. In order to avoid issues or compromising your benefit eligibility or having W2’s returned, Wisdom Academy requests employees to promptly notify human resources of any changes in name, home address, telephone number, marital status, number of dependents, or any other pertinent information which may change.

SEXUAL HARRASSMENT

Wisdom Academy will not, under any circumstances, condone or tolerate conduct which may constitute sexual harassment on the part of any of its employees. It is our policy that all employees have the right to work in an environment free from any type of illegal discrimination, including sexual harassment. Any

employee found to have engaged in such conduct will be subject to immediate discipline, up to and including discharge.

SEXUAL HARASSMENT POLICY

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or a condition of employment
- Submission to, or rejection of, such conduct is used as the basis for employment decisions; or Such conduct has the purpose or effect of unreasonably interfering with work performance or creating an intimidating, hostile, or offensive working environment.

Sexual harassment refers to behavior that is not welcomed; that is, or would be, offensive to a person of reasonable sensitivity and sensibilities; that fails to respect the rights of another; and that, therefore, unreasonably interferes with an employee's work performance and effectiveness, or creates an intimidating, hostile or offensive working environment. It makes no difference if the harassment is "just joking" or "teasing" or "playful." Such conduct may be just as offensive to an individual as any other type of harassment.

Sexual harassment, like any other form of harassment, will not be tolerated at the School. Sexual harassment includes sexual overtures, either verbal or physical, which could be construed as affecting employment, continued employment, salary, appraisal, advancement, or other employment decisions. Remarks or actions directed toward an individual on the basis of gender, which have the effect of producing an intimidating or offensive work environment for that individual or that interfere with his or her abilities to perform, also are considered to be sexual harassment.

1. Verbal

- Explicit or implicit threats of retribution, or promises of benefits, in return for sexual favors. Abusive language related to an employee's sex, including but not limited to, sexual innuendoes, slurs, suggestive, derogatory, or insulting comments or sounds, whistling, jokes of a sexual nature or concerning gender-specific traits, sexual propositions, and threats.
- Use of demeaning or offensive words when referring to an individual's gender.
- Demands for sexual favors or sexually oriented comments about an employee's body or appearance, sexual habits, sexual preference or sexual desirability that are unwelcome and that unreasonably interfere with an employee's work performance by creating an intimidating, hostile, or offensive working environment.

2. Visual

- Sexual harassment is not limited to oral comments. Abusive written language, including e-mails, showing or displaying pornographic or sexually explicit objects or pictures, graphic commentaries, or obscene gestures in the workplace, which unreasonably interfere with an employee's work performance or create an intimidating, hostile, or offensive working environment, also are prohibited.

3. Physical Contact

- Any sexual advance involving physical contact that is not welcome, including touching, petting, pinching, coerced sexual intercourse, assault, or persistent brushing up against a person's body.

If you feel you have been the victim of sexual harassment or have witnessed an incident that made you feel uncomfortable, you must immediately call the Principal.

4. Behavior

- Physical assault
- Demands for sexual favors
- Indecent exposure
- Indecent gestures or the display of sexually suggestive pictures or other objects
- Touching, patting, embracing, caressing, or brushing against a person's body
- Verbal assault
 - Direct sexual references
 - Lewd jokes or innuendos
 - Remarks of a sexual nature about a person's body or clothing
- Allusion to or inquiries about a person's private sex life
- Repeated unwelcome gifts, cards, and requests for dates
- Singling some out or "putting some down" on the basis of that person's gender

COMPLAINT PROCEDURE

Any company employee who believes he or she has been the subject of any harassment and/or discrimination must report the alleged act immediately to the Principal.

RETALIATION

It is expressly prohibited for an employee to retaliate against employees who bring sexual harassment charges or assist in investigating charges. Retaliation is a violation of this policy and may result in discipline, up to and including termination. No employee will be discriminated against, or discharged, because of bringing or assisting in the investigation of a complaint of sexual harassment.

SUBSTANCE ABUSE

Wisdom Academy takes seriously the problem of drug and alcohol abuse, and is committed to providing a substance free workplace for its employees. This policy applies to all employees of Wisdom Academy, without exception, including part-time and temporary employees.

No employee is allowed to consume, possess, sell or purchase any alcoholic beverage on school grounds, or at any function that is school sanctioned. No employee may use, possess, sell, transfer or purchase any drug or other controlled substance which may alter an individual's mental or physical capacity. The exceptions are legal drugs which have been prescribed to that employee, and which are being used in the manner prescribed. Wisdom Academy will not tolerate employees who report for duty while impaired by use of alcoholic beverages or drugs.

All employees should report evidence of alcohol or drug abuse to administration or Human Resources immediately. In cases where the use of alcohol or drugs poses an imminent threat to the safety of persons or property, an employee must report the violation. Failure to do so could result in disciplinary action for the non-reporting employee.

Employees who violate this policy will be subject to disciplinary action, including termination.

SAFETY

Safety is everyone's job at Wisdom Academy. As an employee, you are expected to take an active part in maintaining a safe environment for students, co-workers and parents. You should observe all safety rules and adhere to all safety instructions posted and use safety equipment where required. Your workspace should be kept neat, clean and orderly.

It is your responsibility to know the location of all safety and emergency equipment, as well as appropriate emergency phone numbers.

As an employee, you have a duty to comply with the safety rules, to assist in maintaining a hazard free environment, to report any accidents or injuries, and to report any unsafe equipment, working condition, process, or procedure immediately to an administrator. No employee will be punished or reprimanded for reporting safety violations or hazards. However, any deliberate or ongoing safety violation, or creation of hazard, by an employee will be dealt with through disciplinary action, up to an including termination.

UNIVERSAL PRECAUTIONS

For the protection of your co-workers and students, everyone should observe Universal Precautions to Guard against the Spread of Infectious Disease.

Spillage of all bodily fluids, especially blood, feces, vomit, and sputum, should be mopped up and disposed of immediately using approved disposal kits available on site. A staff member must use latex gloves if a co-worker, student or parent has a cut, or when exposed skin is chapped, abraded, or affected with dermatitis. If a staff member believes there has been exposure to a communicable disease, it should be reported to a school administrator immediately.

FIRST AID AND REPORTING INJURY

A number of employees are trained in first aid and first aid supplies are located at the main office. You should familiarize yourself with their location. All injuries should be reported to the main office as well as the school administrator immediately. In the unfortunate event of an accident, please complete the appropriate form:

Student Accidents – Student Incident Report Form

Staff Accidents – Staff Incident Report Form

Visitors – Visitor Incident Report Form

CONFIDENTIALITY

Wisdom Academy's policy regarding privacy and confidentiality prohibits us from sharing names, addresses and telephone numbers with anyone, including parents, staff and students.

- If parents would like such information, they might make available a parent-initiated form on which parents could provide addresses and phone numbers on a voluntary basis. These forms would require pre-approval by the Principal. In addition, information about the school, its students, employees, suppliers and vendors of Wisdom Academy is to be kept confidential and divulged only to individuals within the school with both a need to receive and authorization to receive the information. If in doubt to whether information should be divulged, lean in favor of not divulging information and discuss the situation with the Principal.
- All records and files maintained by the school are confidential and remain the property of the school. Records and files are not to be disclosed to any outside party without the express permission of the Principal. Confidential information includes, but is in no way limited to: financial records; business, marketing, and strategic plans; personnel and payroll records regarding current and former employees; the identity of, contact information for, and any other account information on clients, vendors, and suppliers; inventions, programs, trade secrets, formulas, techniques, and processes; and any other documents or information regarding the school's operations, procedures, or practices. Confidential information may not be removed from the school premises without express authorization.
- Confidential information obtained during or through employment with the school may not be used by any employee for the purpose of furthering current or future outside employment, activities, or for obtaining personal gain or profit. The School reserves the right to avail itself of all legal or equitable remedies to prevent impermissible use of confidential information or to recover damages incurred as a result of the impermissible use of confidential information.

Employees may be required to enter into written confidentiality agreements confirming their understanding of the School's confidentiality policies.

CONFLICT OF INTEREST

GPS Management Services expects its employees to spend their workdays in the activities that contribute to the success of the school. This means that certain activities are not permitted during the workday. Any of the following activities can result in disciplinary action up to and including termination. These activities include:

- Personal business on premises during work hours.
- Solicitations and distribution of literature; the use of company equipment or supplies for such purposes.
- Conducting business calls or use of the internet for a business interest other than school-related business.
- Soliciting employment or business from any company in contract with the school.

ACCEPTABLE USE OF TECHNOLOGY/USE OF EQUIPMENT

You will be provided with a school email address, computer, and access to the internet. This should be used for work related purposes only. Employees are to refrain from using these tools for personal or non-work related business.

Personal calls to cell phones should be kept to a minimum and arranged during breaks. If you need to make personal calls, please do so during assigned breaks, away from students, parents or other staff members. Camera phones should never be used to take photos on school premises for any purpose. The use of the telephone lines should be limited to calls necessary for the conduct of our business. Incoming personal calls for employees are discouraged.

All School property – including desks, storage areas, work areas, lockers, file cabinets, credenzas, computer systems, office telephones, modems, facsimile machines, duplicating machines, and vehicles – must be used properly and maintained in good working order. Employees who lose, steal, or misuse the School's property may be personally liable for replacing or fixing the item and may be subject to discipline, up to and including termination from employment.

The School reserves the right, at all times and without prior notice, to inspect and search any and all of its property for the purpose of determining whether this procedure or any other rule of the School has been violated, or when an inspection and investigation is necessary for purposes of promoting safety in the workplace or compliance with state and federal laws. These inspections may be conducted during or after business hours and in the presence or absence of the employee.

In order to ensure the safety and security of employees, and to protect the School's interests, the School reserves the right to question and inspect or search any employee or other individual entering onto or leaving School premises to agree to reasonable inspection of their personal property and/or persons. The individual may be requested to self-inspect his or her personal property or person by displaying the contents of any packages and/or turning out his or her pockets, etc., in the presence of a representative of the School, typically an employee of the same gender. The School will not tolerate any employee's refusal to submit to a search.

Employees are not permitted to use the School's equipment for non-work purposes. Accordingly, employees have no right of privacy as to any information or file maintained in or on the School property or transmitted through the School. For purposes of inspecting, investigating, or searching employees' files or documents, the School may override any applicable passwords, codes, or locks in accordance with the best interests of the School, its employees, or its guests or visitors.

All bills and other documentation related to the use of the School equipment or property are the property of the School and may be reviewed and used for purposes that the School considers appropriate.

Employees may access only files or documents that they have permission to enter. Unauthorized review, duplication, dissemination, removal, damage, or alteration of files, or other property of the School, or improper use of information obtained by unauthorized means, may be grounds for disciplinary action, up to and including termination from employment.

STANDARDS OF CONDUCT

CONDUCT AND ETHICS

Performance and professionalism are a part of the School's core values. Our policies regarding conduct are designed to benefit the students and communities we serve, as well as the School itself, and our employees. We expect you to use common sense and reasonable judgment at all times. Misconduct and inappropriate behavior are serious matters that can jeopardize employment. Further, as school employees we must recognize that we are, at all times, role models for the children we serve, and should conduct ourselves accordingly.

GPS Management Services employees are expected to demonstrate reasonable effort and productivity as well as adhere to published rules and regulations and accepted customs and standards of courtesy, conduct and cooperation. The following are examples of actions that are unacceptable to GPS Management Services and may result in disciplinary action or discharge:

- Failure or being unfit to perform assigned duties
- Conviction of a felony or crime involving moral turpitude
- Bringing discredit to Wisdom Academy
- Insubordination
- Negligence
- Falsifying records, reports or information
- Theft
- Misuse of telephone or computer services
- Intoxication or drinking on the job
- Failure to report an absence or the reason for an absence
- Taking unauthorized leave
- Habitual absence or tardiness
- Discourteous or disruptive behavior
- Unauthorized absence from assigned work area

A GPS Management Services representative:

- Knows their job
- Makes others feel good about themselves and about the School
- Meets customer requirements and more
- Dresses appropriately
- Uses creativity and is enthusiastic
- Is on time
- Comes prepared to contribute
- Is bottom-line results oriented
- Respects others, their time, and their responsibilities
- Communicates openly and in a straightforward manner
- Asks questions to get the job done right the first time
- Makes the best use of time, theirs and that of others
- Enjoys what he or she is doing

GPS Management Services expects that all of its employees will conduct themselves with pride and respect associated with their positions, their fellow employees, customers and visitors. Employees should always use good judgment and discretion in carrying out Wisdom Academy's business. Employees of GPS Management Services should always use the highest standards of ethical conduct. General rules of conduct apply to all GPS Management Services employees regardless of employment status. Violation will subject the employee to progressive corrective action, up to and including immediate dismissal as determined by GPS Management Services at its sole discretion.

Progressive corrective action can be taken if an employee breaches any one of the regulations described in this manual, and depending upon the infraction, the disciplinary action can result in immediate discharge or suspension without pay for the first occurrence. As a guideline for normal corrective action, Wisdom Academy will normally observe the following sequence of progressive steps in the disciplinary process:

- **First Occurrence:** Counseling and coaching. Supervisor explains behavior is not up to expected standards.
- **Second Occurrence:** Written restatement of counseling and coaching and oral reminder regarding components of acceptable behavior/conduct
- **Third Occurrence:** "Decision-making Leave." One day of leave with pay for employee to think about whether he/she wants to remain employed and willingness to function under the rules and commitment session upon the employee's return: the employee signs an agreement:
 - To function under the rules or be involuntarily terminated or
 - To resign.

There are instances where immediate termination is warranted, and GPS Management Services reserves the right to administer discipline, including termination, as it deems appropriate.

PERSONAL APPEARANCE/DRESS CODE

Employees are to be appropriately dressed every day of the week depending on their responsibilities for the day. Please keep in mind the professional image we want to project to our students, parents/guardians, employees, visitors, and others. It is imperative that all teachers "lead by example." We ask that all instructional and administrative staff dress in a professional manner at all times. Please refrain from wearing clothing that will distract or interfere with your job effectiveness, your professional image or interfere with effective instruction. The following guidelines have been enacted:

- No stirrup pants
- No logo t-shirts or sports jerseys
- No athletic shoes – exceptions: special outdoor events and medical emergencies
- No sheer /see-through tops, skirts or pants
- No hats
- No visible skin between tops and skirts or pants
- Skirts, dresses and shorts cannot be shorter than 2 inches between the hem and knee.
- Men should dress in shirt and tie
- Shirts should be tucked in.
- No spaghetti strapped shirts, dresses, tube, tank or halter tops
- No short dresses and skirts
- Clothing should neat clean and neat/ironed

- No oral piercings
- No crop tops
- No bare legs
- Ladies must wear some form of hosiery at all times
- No thigh-high slits
- No hip-huggers

RULES OF CONDUCT

As a School employee, you are expected to:

- Conduct yourself in accordance with the established procedures, policies and practices of the School.
- Follow generally accepted standards of schools or professional behavior.
- Comply strictly with all applicable laws, rules, and regulations.

The foregoing list is not comprehensive. It is not possible to list all the types of behavior that are desirable or that are considered unacceptable in the workplace. Noted below is a partial list of the acts of misconduct that would require immediate disciplinary action, up to and including termination. This list is not intended to limit the School's right to discipline or discharge employees for other reasons not listed here.

- Abuse or mistreatment of students.
- Misappropriation of funds or failure to handle funds in accordance with the School's guidelines.
- Theft or unauthorized use, possession, or removal of school records or property or the property of any employee or visitor.
- Falsification of or omissions from employment records or school records, including timekeeping records (e.g., time sheets).
- Unauthorized distribution, dispensation, possession, or use of intoxicating beverages or controlled substances on company premises, or reporting to work or operating school equipment while under the influence.
- Failure to submit to reasonable-suspicion testing or conduct otherwise in violation of the School's Drug-Free Workplace policy.
- Fighting or otherwise engaging in disorderly, threatening, or intimidating conduct in the workplace, including horseplay or other actions that endangers others.
- Using abusive or offensive language, making disparaging remarks, being discourteous or otherwise harassing, threatening, coercing, or interfering with employees, students, or visitors.
- Insubordination, failure or refusal to follow the instructions of a supervisor, including refusal to accept a job assignment or direction, or behaving in a disrespectful manner toward a supervisor, or in a manner, which would undermine his/her authority.
- Creating or contributing to unsafe conditions by an act or by a failure to act.
- Failing to comply with established safety and health rules and safe work procedures.
- Possession of a weapon on school premises or while on school business.
- Unauthorized absence from your work location during work hours.
- Loitering, loafing, or sleeping during scheduled work hours.
- Gambling or possession of gambling devices on company or school premises.
- Soliciting or accepting gratuities or bribes or any nature.
- Smoking on school premises in prohibited areas.

- Unauthorized possession, use, or copying of company/school records; or disclosure of proprietary or confidential information to unauthorized persons.
- Illegal conduct of any kind.
- Willfully damaging equipment.
- Willfully violating safety regulations.
- Job abandonment.
- Any other misconduct interfering with the performance of duties.

PROFESSIONAL CONDUCT

All employees are expected to refrain from inappropriate language or activities in the presence of staff, students, parents and others. Conduct of this nature may result in suspension without pay and/or ultimately dismissal.

BUSINESS ETHICS

As a socially responsible and ethical school, we want all employees to operate within the framework of Wisdom's business ethics philosophy. Generally, avoid any situation where the potential for conflict of interest exists. When situations arise which cause doubt in your mind and which are questionable for operating within this philosophy, we urge you to contact the Human Resource Director to assist you.

COMMUNICATIONS

All written communication and correspondence must be reviewed and approved by the Principal before disbursed (i.e., letters to parents, agencies, etc.). All Academy-wide or School-wide community notices must be approved by Principal and bear Principal's signature. Additionally, any surveys or documents intended to be passed-out must be pre-approved by the Principal.

SMOKING

Wisdom Academy endeavors to provide a healthy environment and encourages all employees to remain smoke-free. If you must smoke, you may ask the building administrator if there is a designated smoking area.

WORKPLACE VIOLENCE

Wisdom Academy is committed to providing a work and educational environment which is free from threats, assaults or acts of violence. Wisdom Academy will not tolerate any threat, direct or implied, of physical harm to persons or property, or which harasses, disrupts or interferes with another's work performance, or which creates an intimidating, offensive or hostile work or educational environment. No person will be allowed to harass or assault any other person by exhibiting violent behavior including, but not limited to, the following:

- Verbal harassment – Verbal threats to engage in violence against persons or property.
- Physical harassment or assault – Physical or sexual assault by any means with or without a weapon, including hitting, pushing, kicking, holding, or unlawfully impeding or blocking the movement of another person, or nonverbal threats of violence against persons or property.

Wisdom Academy is committed to a policy of “zero tolerance” for threats or acts of violence by any employee. Any employee, who physically harms, tries to harm, or verbally threatens a co-worker, student, parent or legal guardian, administrator, or visitor will be immediately terminated.

GPS Management Services employees are expected to notify school administration of any threats of violence, which they have witnessed or received. Employees should also report any behavior they have witnessed which they regard as threatening or violent. Any individual who has obtained a personal protection or restraining order which identifies the workplace as being a protected area should provide that information to administration and Human Resources.

Always attempt to resolve conflicts in a positive, constructive and non-threatening manner. If you are unable to resolve a conflict, request administration to intervene.

GENERAL STAFF PROCEDURES, RULES AND REGULATIONS

CHILD ABUSE

Cases of suspected physical or emotional child abuse or neglect must be reported to a protective agency. Please inform the Principal of any suspected abuse so a report can be made. Calls to the appropriate authorities will be placed in the company of administration ONLY.

CLASSROOM EXITS

As you set up classrooms, please take care to leave the exit area from your room wide open. The fire department is strict in its enforcement pertaining to uncluttered exits.

COMMITTEE MEETINGS

It is expected that every staff member will belong to and take an active role on a school committee as a part of his/her professional responsibility. Membership on a school committee is an opportunity to provide input and management in a special area of interest. We hope that each individual will take a genuine interest in fulfilling the responsibilities of the committee. Together, we can determine what committees are needed to fulfill the best interests of Wisdom Academy students and staff.

COMMUNITY SERVICE

We encourage each class to be involved in some kind of community service each year. Community service is an excellent way of helping students to look beyond their own wants and needs and to understand their relationship to the community. We look for such an experience to build the student's sense of responsibility. Community service will be connected with at least one curricular unit and will be age-appropriate. Some examples: following the news about a natural disaster and reaching out to victims, writing notes and cards to hospitalized children as part of a health unit, caroling at a home for the elderly which is part of our community, or taking on some ecological issue. When staff and students make their choices of one or more community projects, they should be published in our newsletter.

FIELD TRIPS (DAY)

All field trips must be recorded on the calendar in the main office. Field trip request forms are due three weeks in advance to the Principal. Before announcing the trip to your class or parents, teachers must have

a signed copy from the Principal. Permission slips must be given to students two weeks in advance. All money must be submitted to the office, one week in advance, NO EXCEPTIONS.

Teachers who do not strictly follow the school guidelines will be denied the opportunity to engage in authorized trips. All students attending a field trip must have a parent's signature on the OFFICIAL SCHOOL PERMISSION SLIP. Field trips not properly planned cannot be approved.

Official school permission slips and a list of students attending the trip must be submitted to the Principal 24 hours prior to the scheduled trip. Classroom assignments for those students not attending a trip must be given to the office as well.

HOUSEKEEPING, CLEANLINESS AND MAINTENANCE OF THE SCHOOL

Classrooms are to be in good order at the close of each day. Empower your students to assist you in daily/weekly room housekeeping. The cleanliness of this school is everyone's responsibility. Encourage students to keep the halls, classrooms, restrooms, and lockers clean at all times. Students are to deposit trash in receptacles provided. Littering in and out side of this building as well as writing on walls or malicious destruction of property will not be tolerated and may lead to disciplinary actions.

Teachers are expected to maintain a clean and sanitary working environment at all times.

LESSON PLANS

Lesson Plans are to be submitted via email to the Principal every Friday at 8:00 a.m. Violation of this policy may result in discipline.

OUTSIDE ACTIVITIES

Any outside occupation, pursuit, or endeavor that interferes with the regular and punctual performance of duties at Wisdom Academy is discouraged. If outside activities interfere with an employee's regular work attendance or the quality of work, Wisdom Academy employment could be terminated. Before engaging in self-employment, salaried work, or accepting positions or responsibility outside Wisdom Academy, an employee should discuss and seek permission from his/her supervisor to determine if such activities might interfere with or be in conflict with employment at the school.

PARENT TEACHER CONFERENCES

All staff must be available to parents during scheduled conferences. Do not ask to leave during times set by the school calendar. This means that teachers should not schedule appointments during this time. Teachers are to remain in assigned areas during the conference time. A required absence must be cleared by the Principal in written documentation.

PREPARATION/PROFESSIONAL DEVELOPMENT TIME

Preparation periods and professional development times are time allotments the school. Preparation time may be used for preparation of lessons, marking school records, parent conferences, administrative conferences, climate meetings etc. Professional development time is a time allotment specifically for house meetings that are to focus on student achievement.

RECESS/PLAYGROUND

PreK-2 recess time allotment is 20-30 minutes determined according to curriculum expectations.

Recess will follow a predetermined schedule. Students must be monitored on the playground at all times. Children are not allowed on the playground without adult supervision.

RECORD BOOK PROCEDURES

Electronic Record/Grade books should include explanations of the assignment or given grade. Approximately 10 grades should be given per subject, per quarter. Homework grades should be clearly labeled. Each category of the grading policy must be represented. Parents must be made aware of your grading process, as well as any students not meeting the standards on a regular basis.

Verbal and written progress reports will be sent out throughout the quarter to inform parents of their child/children's progress. You should not give any child a failing grade without the parents being properly notified well in advance of receiving their child's report card/progress report. Additionally, teachers are accountable to write out why the student received a failing grade.

RECORD KEEPING POLICY

Records are often used as legal documents and should be carefully maintained. Teachers are legally liable for accurate attendance; students should never take attendance. Attendance must be taken daily.

All teachers are required to keep accurate and complete records of:

- a. Attendance
- b. Academic achievement – an electronic grade/record book for the purposes of recording students' test grades, daily work assignments, projects, etc. A teacher must be able to substantiate the report card mark for every student in his/her class.
- c. Conduct (Anecdotal Records/Referrals)
- d. Samples of student work/student portfolio. (SEE STUDENT PORTFOLIOS)

Electronic submissions to the electronic grade/attendance database will be reviewed by the administration during the year and assessed at the end of the year and maintained, according to State guidelines, for a period of three years.

SPECIAL EDUCATION

The Principal or Administrator must sign off on all Special Education consent forms BEFORE a student is referred for testing, or is actually tested by the psychologist. All Special Education forms will be distributed by the Special Education Coordinator. No Special Education student should be suspended without the Principal's approval. Staff members may not recommend Special Education services without the proper consent from the Principal.

STAFF/END OF THE DAY

At the end of the day, it is required that teachers meet in the classrooms or the teachers' lounge rather than in the offices. The office needs to remain a place for school business.

STUDENT PORTFOLIOS

In order to provide appropriate services and programming, teachers must collect, retain, and use copies of information about individual students. Teachers should include the following items in student portfolios:

- At least 3 copies of writing samples (beginning, middle and end of the school year)

- Observations and ratings of individual students by professional staff members
- Samples of student work
- Information obtained from professionally acceptable standard instruments or measurement
 - Interest inventories and aptitude tests
 - Vocational preference inventories
 - Achievement tests
- Authentic information provided by a parent or eligible student concerning achievement and other school activities as part of a record
- Verified reports of serious or recurrent behavior patterns
 - Communication logs
 - Referrals
 - Uniform Violations
 - Action Plans
 - Behavior Contracts
- Academic honors earned
- Psychological tests
- Attendance records
- Health records
- Custodial arrangements
- Emergency contact information

SUBSTITUTE PLANS

An up-to-date substitute folder will be kept in the appropriate office. Folders are due at the beginning of the school year and must be updated throughout the year. Grade levels and subject areas staff may choose to work together and compile a folder of work. A list of minimum requirements for the folder follows. As work is completed, it should be replaced to keep five days' worth of work available.

- Daily schedule with a description of each segment.
- Title(s) and location(s) of books used (including teacher's guide and general procedures and plans for use).
- Seating charts.
- Location of special materials (tests, work sheets, attendance cards).
- Emergency procedures and materials if daily lesson work cannot be covered by a substitute (instructional games are acceptable).
- List of routine procedures and how to handle them.
- Special duty list of students who generally take care of class chores.
- Class rules and discipline plan.
- List of schedules for lunch, specials, support and recess.
- Pertinent personal data (such as any special requirements related to students with special needs and/or medications needed daily).
- Outline of games, activities, or projects that students might be involved in and which would support the achievement of overall goals for that class.
- Make sure directions are easy to follow, complete, and that you have more than enough work for each day.

You are responsible for easy to follow substitute plans on the day(s) you are out. Make sure they are detailed and either leave them on your desk or in the office. Substitute folders are intended to help subs with schedules, routines, etc. The material included should be for emergencies or extra work for students.

SUPPLIES

Other than personal resources, Wisdom Academy will furnish all resources and equipment necessary to complete job assignments. Each employee is reminded that all items purchased by Wisdom Academy remain the property of Wisdom Academy and represent valuable assets of the company. Supply requests should be submitted to the Academy Office by grade level teams. They will be distributed on a weekly basis.

TEACHERS WITH CONCERNS

Wisdom Academy has identified a process teachers must follow in regards to addressing issues and/or concerns.

- Set up a meeting with the teacher you may have an issue with as it relates to students or work. If the issue has not been resolved, follow the next step.
- Set up a meeting with the Lead Teacher, if the issue has not been resolved.
- Set up a meeting with the Principal.

It is our desire to settle your concern at the initial step. Remember that you are a role model for our students.

USE OF STUDENT LAVATORIES

Teachers must take total classes to the bathroom twice daily. One such occasion should occur shortly before a special project to avoid the exodus of children during that period. Good citizens in possession of a hall pass may use the lavatories independently; however for safety purposes they must be accompanied by another student. Teachers should check the conditions of lavatories before and after class use. Staff should not use student lavatories. Students with documented medical situations must be allowed to go to the bathroom as necessary.

DEADLINES

Deadlines are established for a reason and it is vital for each staff member to adhere to deadlines in order for Wisdom Academy to run effectively and efficiently. Not meeting deadlines may result in disciplinary action.

EATING

Staff should eat in the teacher's lounge. However, if there is a special event, eating areas will be designated. **NO FOOD OR SNACKS SHOULD BE KEPT IN THE CLASSROOM.** Eating/drinking is prohibited during instructional time.

SUPERVISION OF STUDENTS

Students are to be under adult supervision at all times. No student should be out in the hall unsupervised, under supervised, in any circumstances. Any student in the hall is required to have a classroom pass.

Teachers are required to remain in the classroom and supervise students during instructional time. A teacher is responsible and liable for the care of student enrolled in his/her class during each assigned period. Therefore, teachers should NOT leave students ALONE during any time. This means that teachers should not leave the room during instructional time. Prep periods are designed for this purpose. PLAN AHEAD.

If a teacher is assigned an assistant who is NOT affiliated with Wisdom Academy. i.e., student teacher, school accompanist, artist-in-residence, that teacher must NEVER leave the assistant alone in the classroom with students. It is the teacher who is responsible and liable for the students and not the assistant.

If a teacher has a lunch or prep period and the classroom is vacant, students should not be allowed to remain or come into the room without teacher supervision. Also, when students are leaving to walk to the playground, gym, or any place a teacher should put himself or herself in a position where all students can be seen (do not walk in front of your students). Select a line leader to assist you.

It is the responsibility of all staff members to ensure the maintenance of the following standards:

- Each staff member shall maintain a standard of care for supervision, control, and protection of students commensurate with assigned duties and responsibilities.
- A staff member should not volunteer to assume responsibility for duties she/he cannot reasonably perform. Such assumption carries the same responsibilities as assigned duties.
- A staff member shall provide proper instruction in the safety matters presented in assigned course guides.
- Each staff member shall immediately report any accident or safety hazard to an administrator.
- Each staff member shall immediately report knowledge of threats of violence by students to the proper administrator.
- A staff member shall not send students on any personal errands.
- A staff member shall not associate with students, at any time in a manner which gives the appearance of impropriety, including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve illegal substances.

VISITORS

All visitors must sign in at the main office. Visitors, including family and friends of employees, consultants, customers, and salespeople are required to register in the main office and receive permission to enter. Any person who is not an employee is a "visitor."

Each visitor must be authorized to enter company premises. Entrance at unauthorized doors is not allowed. Guests should be registered with office, and each guest should sign a Visitor's Sign-In Sheet.

If a guest is visiting your class, as a lecturer or demonstrator, it must be cleared by the Principal at least two business days prior to the scheduled visit. Meetings with parents should be set-up during appropriate times: before/after school, or during instructional prep time.

Friends and relatives should be asked not to visit employees during working hours. Unattended children are not allowed on the premises at any time. For safety and insurance reasons, friends, relatives and guests are not permitted in areas restricted to employees only, unless authorized by management.

EMPLOYMENT INFORMATION

EMPLOYMENT STATUS

After ninety consecutive days of work, each employee will transition from “conditional” to regular employment status.

Salaried staff hired after the beginning of the academic year (any time after the last week of August) will be pro-rated for the academic year.

Every employee is classified as Exempt or Non-Exempt in accordance with their position for purposes of the Fair Labor Standards Act. Exempt employees are those whose duties and responsibilities are of an executive, administrative or professional nature that meet the legal requirements for exemption from overtime requirements. Non-Exempt employees are employees whose duties and responsibilities are not of an executive, administrative or professional nature and who are entitled to overtime. Teachers, office staff, and administration are all classified as exempt employees as defined by the Fair Labor Standards Act.

STAFF WORK DAY

The normal school day shall be no less than eight (8) hours. Employees are expected to work a full day, which includes such additional time that may be necessary for successful completion of their duties. In addition, staff members are expected to participate in professional development, school sponsored activities and events that promote family and community involvement as needed and at the direction of the principal. Regular and on-time attendance by every employee is essential to efficient operations at Wisdom Academy. Excessive absenteeism and tardiness are not only inconvenient, but also cause costly problems. Employees are expected to notify their Principal (via pager or cell phone only) of any absence or tardiness at least two hours prior to their shift. Failure to do so will lead to corrective action. An employee who is absent three (3) or more days without calling in will be considered a voluntary termination. If you must be absent due to illness and have notified the Principal, you must provide a doctor’s note clarifying such illness if your absence exceeds two days. You must also obtain permission from your supervisor in order to leave the facility during working hours. No employee shall work any period of time beyond normal quitting time for the purpose of making up for lost time due to tardiness or unexcused absence without their supervisor’s permission.

Do not expect to leave school during instructional time for any reason, especially to conduct routine personal business or to attend appointments. Violation of this policy may result in discipline and including termination.

Regularity of attendance and punctuality are expected of each employee. However, there are times when absence or tardiness is unavoidable. In these instances, you should notify your supervisor at least one hour before your scheduled work time. Excessive absenteeism or tardiness can result in disciplinary action, up to and including dismissal. Absence from work for three consecutive scheduled work shifts without notification from the employee will be considered a voluntary termination.

REPORTING ABSENCES

If it is necessary for you to be unexpectedly absent for any reason, you must notify your supervisor by telephone no later than 6:00 a.m. This is mandatory so that plans can be made for your duties to be assumed by someone else. Reporting your absence to one of your coworkers does not satisfy this requirement. Absences must be reported immediately. In addition, you must also call the HR Department at by 6:00 a.m. the morning of your absence or tardy. If you find that you will need additional time off, you must call the HR Department by 2:00 p.m. (the day of your absence) if you are not planning to return to work the next business day. If you fail to call in during the time specified, it is expected that you will report to work. If an employee is absent for three (3) or more days due to an illness/injury, a note/letter from a physician is required before the employee may return to work. You should report (call in) daily if your absence extends beyond one (1) day. If you do not report as required for three (3) consecutive days, you will be deemed to have resigned from your position, and your employment will be terminated. When calling in, employees must leave a complete and detailed message. It is totally unacceptable to leave a message with another employee.

SICK CALL

This policy sets out the way in which Wisdom Academy will manage the absences of its employees and your responsibilities if you are absent. The aims of the procedure are to treat all employees fairly and consistently and to maximize attendance within Wisdom Academy. This policy applies to any absence that is a result of sickness or injury.

Employees are expected to call their Principal (via cell phone only) each day they are absent (unless the employee is on an approved leave of absence). In addition, you must also call the HR Department by 6:00 a.m. the morning of your absence. Failure to call in daily may result in disciplinary action, up to and including discharge. Employees who are absent for three or more days and have not contacted their Principal will be considered as having abandoned their employment, and our records will reflect that the individuals have voluntarily terminated their employment with the School. Employees with excessive absenteeism or tardiness cannot perform their jobs effectively. Excessive absenteeism or tardiness disrupts the operation of the office or school. Therefore, excessive absenteeism or tardiness may be cause for discipline or discharge. If you fail to notify your supervisor or Principal before the start of business or school, or if you fail to call in, your absence will be considered unexcused and you will be subject to disciplinary action, up to and including termination.

PAYROLL

Payroll is processed on a bi-weekly basis. If you would like direct deposit for your checks, please submit a cancelled check with the appropriate form. Salaried personnel have their annual salary broken out into 26 checks. Hourly staff will receive payment for their hours performed for the previous two weeks' work. You may request a check schedule from the front office. If you need someone to pick up your check for you, you will need to supply them with a signed document authorizing the school to release your check.

EMPLOYMENT REFERENCES

Information concerning GPS Management Services employees is confidential, except for responses to legitimate requests for references. Careful consideration must be given to ensure confidentiality. Human Resources responds to requests for employee references with basic information regarding the employee or past employee's employment status. When a supervisor wishes to provide additional reference information regarding a present or past employee, such information must be provided subject to the following guidelines:

1. To ensure that references are provided for legitimate business purpose, such references should be given only in response to a written request.
2. The reference itself may be either in writing or oral (e.g. telephone reference) if preceded by written request.

PERFORMANCE REVIEWS

Each employee's job performance will be reviewed quarterly. Performance evaluations will be discussed individually with each employee and performed by their immediate supervisor. Once the performance review is delivered and discussed, you will be asked to acknowledge that you received the performance review by signing it.

Should an employee disagree with a performance evaluation, employees may submit a written response, within ten working days of receiving the evaluation. Performance evaluations do not necessarily result in a change in pay or duties.

EMPLOYMENT FILE

A confidential employment file is created and permanently retained for each employee. Each employee's file will include the following documents:

- Employment application
- New hire forms
- Performance reviews
- Disciplinary action
- Other significant records related to terms and conditions of employment

Confidential employment history information will not be provided to outside inquiries without an employee's written consent. Employment files are the property of Wisdom Academy, however, employees may review file up to two times in a twelve-month period. In order to review an employment file, the employee must submit a written request for an appointment to review the file. Human Resources will contact employees within 24 hours of receipt of the request to schedule an appointment.

Employees are not allowed to remove documents from the file. Employees may request a copy of the file or documents contained therein by submitting a written request. One copy will be provided free of charge per school year. Additional copies may be obtained for a nominal fee of twelve cents per page.

SEPARATION OF EMPLOYMENT

When possible, we ask employees to give the Human Resources Department thirty days advance written notice of intent to terminate employment.

BENEFITS

All employee benefits outlined in this Benefit Summary may be amended from time to time or discontinued at the sole discretion of the Company. This Benefit Summary does not constitute a guarantee of future employment with Wisdom Academy.

SCHOOL CLOSING

The School may be closed in rare circumstances due to building concerns or caused by inclement weather. Wisdom Academy will observe the following holidays during the school year: Memorial Day, Dr. Martin Luther King Jr. Day, Good Friday, Thanksgiving Day, the day after Thanksgiving, Spring Break.

JURY DUTY

Full-time employees receiving notice to serve on a jury must inform Human Resources upon receipt of the notice by submitting a copy of the summons. Jury duty is not compensated; however, the time off is not counted as an unscheduled absence. You may request PTO days to cover your jury duty if you have them available.

BEREAVEMENT

Wisdom Academy allows three days off, with pay, for a death in the immediate family. Immediate family includes parents, spouse, children, brothers, sisters, mother-in-law, father-in-law, grandparents or grandchildren.

Time off work to attend a funeral for death of other than immediate family must be approved by your supervisor. Employees may utilize available PTO time for such absences.

FAMILY AND MEDICAL LEAVE ACT (FMLA)

Wisdom Academy is not a covered employer under the Family and Medical Leave Act.

MILITARY LEAVE OF ABSENCE

Before leaving his/her assignment, an employee must notify Human Resources of the dates of military duty, and submit a written request and a copy of his/her military orders to be absent from employment for that period.

Upon application, a military leave of absence (without pay) will be granted to employees who are employed salaried positions. This applies to employees who are inducted through Selective Service or voluntary enlistment, or if the employee is called through membership in the National Guard or reserve component into the Armed Forces of the United States.

Reinstatement and rights after reinstatement are governed by applicable federal laws.

WORKERS COMPENSATION

Employees who are injured on the job while working at Wisdom Academy are covered by Worker's Compensation. It is your responsibility to immediately notify Human Resources and the building administration at your assigned site of any injuries you sustain while on the job at Wisdom Academy.

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

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

At all grade levels, Wisdom Academy will strive to employ highly qualified master teachers possessing National Board Certification. 75% of Wisdom Academy elementary school teachers will be licensed. Teachers and teaching associates who are not licensed will hold a minimum of a Baccalaureate degree in a related field. Wisdom Academy will strongly encourage its non-licensed teachers and teaching associates to become licensed by going through the North Carolina licensure procedures.

Principal

Responsibilities:

- Pursue the vision and execute the mission of the school.
- Provide leadership and direction to staff.
- Supervise and observe all instructional practices in the school, including coaching and mentoring directly or through other staff and/or professional development programs.
- Hire, evaluate, and terminate staff.
- Administer scheduling, enrollment and curriculum.
- Serve as liaison to the Board, including providing formal and informal reports to the Board and charter entity.
- Prepare materials for Board meetings, including student academic achievement data based on comparative and longitudinal measures.
- Implement and follow policies and procedures.
- Provide a safe environment for learning.
- Ensure proper budgeting, accounting, auditing, and financial planning.

Qualifications:

- Master's degree in school/education administration.
- Meet the required score on the North Carolina School Leaders Licensure Assessment (SLLA).
- Administrative certification welcomed but not mandatory.
- Demonstrated successful leadership in a senior administrative position in a public or private school, preferably but not necessarily as a Head of School and preferably working with a board.
- Demonstrated successful teaching experience and other school roles preferred in an urban education setting.
- Exhibited leadership in working with professional staff, students, and the community toward achieving goals.
- Agreement with and commitment to the academic goals and philosophy of the charter school.
- Experience or familiarity with data management and presentation and commitment to achieving for students' academic goals.
- Demonstrated success in encouraging parental involvement.

Administrative Assistant

Responsibilities:

- Maintain attendance records.
- Assist in purchasing, transportation, travel arrangements, and field trips.
- Perform scheduling duties.
- Collect data required for the preparation of reports to the charter entity and other appropriate bodies.
- Answer phones.
- Welcome parents, children, and guests to the school.
- Coordinate mailings and copying.
- Perform other duties, as assigned.

Qualifications:

- High school diploma or higher degree.
- Two years of experience providing general administrative support in an office setting.
- Prior experience in an administrative assistant position.
- Demonstrated organizational and writing skills.
- Demonstrated ability to use Microsoft Office, especially Excel.
- Ability to read and interpret documents and procedure manuals.
- Ability to write routine reports and correspondence using Microsoft Word.
- Ability to speak effectively in person or by telephone to exchange information and provide service and explain service instructions and procedures.
- Ability to use standard office equipment (voicemail, FAX, Scanners, copiers).
- Demonstrated ability to relate well to adults and children.

Teacher

Responsibilities:

- Maintain and enrich their expertise in the subject area they will teach.
- Develop lesson plans that ensure the attainment of state learning standards and the additional specific grade-by-grade learning standards set forth in the charter.
- Coordinate lesson plans with other teachers to maximize possibilities for teaching similar topics in the same general timeframe, thus reinforcing student knowledge on an interdisciplinary basis.
- Provide direct and indirect instruction.
- Implement long- and short-term planning addressing individual needs of students.
- Prepare students adequately for all required assessments.
- Evaluate students' progress.
- Prepare at least quarterly individual student achievement reports for parents.
- Provide an inviting, exciting, innovative, learning environment.
- Engage in effective and appropriate classroom management.
- Accept and incorporate feedback and coaching from administrative staff.
- Serve as an advisor to students, including organizing advisory groups, overseeing the academic and behavioral progress.
- Perform other duties, as deemed appropriate, by the principal.

Qualifications:

- BA in elementary or secondary education from a state-approved teacher education program from an accredited college or university.
- Possess any required state teaching certification and meet any other applicable credentialing requirements.
- Demonstrated expertise in the subject to be taught, as evidenced by personal skills and knowledge, an undergraduate major or minor or graduate degree in the subject or direct subject-area teaching experience.
- Demonstrated communication skills.
- Demonstrated ability and experience to engage the interest of school-age children.
- Demonstrated ability to work with diverse children, including those with special needs.
- Teaching experience in a public or private school, preferably in an urban setting;
- Demonstrated ability to work well with parents.
- Demonstrated ability to work effectively as a team member.
- Demonstrated ability to evaluate tests and measurements of achievement.
- Demonstrated willingness to be held accountable for student results.

Teacher Assistant

Responsibilities:

- Give group instruction as prescribed by teacher, provide individualized instruction, and demonstrate various instructional activities.
- Check and correct students' work while in progress, keep students on task and report student progress to teacher.
- Arrange classroom furnishings and equipment.
- Prepare visual aids and duplicate materials, reorganize materials at the end of day, distribute and collect instructional materials.
- Serve as proctor during testing, score students' papers as instructed by teacher.
- Check and report attendance.
- File data according to regulatory requirements.
- Supervise students in the classroom and other locations, teach citizenship, social skills and respect for others.
- Reconcile minor student conflicts.
- Participate in development of discipline policy.
- Report discipline problems to teacher or principal, report to supervisor significant change or lack of change in student behavior.

Qualifications:

- Graduation from high school. Possession of an equivalent combination of training and experience which provides the required knowledge, skills, and abilities for the position.
- Working knowledge of effective methods of dealing with children.
- Working knowledge of the core subjects at the grade level to which employment assignment is made.
- Some knowledge of the school organization and its community.
- Some knowledge of expected behavior of children, that is, basic characteristics of ages and stages.
- Skill necessary to operate audiovisual equipment and common office machines.
- Skill to make learning aids which will strengthen lesson plans.
- Ability to comprehend the purpose of teacher designed strategies as a fulfillment of the instructional objective.
- Ability to discern significant student behavior and refer this to the supervisor.
- Ability to impart information to the child's level of comprehension.
- Ability to apply impartially and consistently proper methods of recognition, reward and punishment.
- Ability to solve independently most minor problems.
- Ability to follow minimally detailed written and oral instructions without constant supervision.
- Ability to record and store data accurately.
- Ability to maintain confidentiality of student information

Special Education Teacher

Responsibilities:

- Design instruction, both individual and small group, which parallels the general education curriculum.
- Demonstrate an ability to engage direct care staff in classroom activities and classroom management.
- Plan and implement academic and affective programming to students with severe emotional and behavioral disabilities under the direct supervision of the Education Program Manager.
- Organize available space, materials, and/or equipment to facilitate learning.
- Promote a positive learning climate.
- Manage routines and transitions in a timely manner.
- Manage and/or adjust allotted time for activities planned.
- Establish expectations for learner behavior.
- Use monitoring techniques to facilitate learning.
- Work with other staff, teachers, parents, and administrators to try to alleviate specific problems.
- Work cooperatively with school personnel.
- Use resourcefulness, tact, and sensitivity in meeting and assisting persons receiving services.
- Establish and promote a positive relationship between the school system and the company.
- Assist other professional staff in diagnosis of learning disorders, development of planned remediation and evaluation of student progress.
- Prepare student education plans in consultation with parents and IEP team members.
- Complete report cards according to set schedule.
- Deliver instruction designed to meet goals and objectives of IEP's and treatment plans. Consistently incorporate technology into structured lesson plans. Utilize appropriate curricular and classroom modifications and accommodations.
- Independently develop individualized and educationally appropriate goals and objectives for IEPs in all areas. Develop individualized behavior plans and transition plans according to district guidelines.
- Intervene in escalating behaviors and utilize de-escalation techniques; demonstrate knowledge of guidelines regarding behavioral interventions (quiet time, restraint, elopement).
- Make recommendations based upon assessment data. Evaluate academic proficiency and determine appropriate academic curriculum for student based upon assessment data, age, strengths, and special needs.
- Protect the health and safety of clients while providing academic instruction and managing client's behaviors.
- Reinforce appropriate academic and pro-social behavior.
- Use techniques that develop lesson objective(s).
- Sequence lesson to promote learning.
- Use available teaching material(s) to achieve lesson objective(s).
- Adjust lesson when appropriate.
- Integrate technology into instruction.
- Present content at a developmentally appropriate level.
- Present accurate subject matter.

- Relate relevant examples, unexpected situations, or current events to the content.
- Ensure compliance with laws, codes, and regulations related to services.
- Keep records and files for individuals served.
- Submit reports as required.
- Complete and document teacher administered assessment. Consistently reassess for changes in the client's educational status or needs.
- Maintain a safe, clean, and neat classroom environment; recognize potential risks and threats to safety within the therapeutic classroom environment.
- Ensure accuracy of submitted payroll timesheets. Record absences in order for the HR department to cross-check timecards.

Qualifications:

- BA in Special Education from a state-approved teacher education program from an accredited college or university.
- Possess any required state teaching certification and meet any other applicable credentialing requirement.
- 2+ years as Special Education Teacher.
- Knowledge of Special Education in K-12 school setting.
- Demonstrated expertise in the subject to be taught, as evidenced by personal skills and knowledge, an undergraduate major or minor or graduate degree in the subject or direct subject-area teaching experience.
- Demonstrated communication skills.
- Demonstrated ability and experience to engage the interest of school-age children.
- Demonstrated ability to work with diverse children, including those with special needs.
- Teaching experience in a public or private school, preferably in an urban setting.
- Demonstrated ability to work well with parents.
- Demonstrated ability to work effectively as a team member.
- Demonstrated ability to evaluate tests and measurements of achievement.
- Demonstrated willingness to be held accountable for student results.

Psychologist

Responsibilities:

- Develop and evaluate creative approaches to the assessment, treatment, and rehabilitation of mental disabilities.
- Evaluate and report on current and new programs.
- Provide in-service education of district personnel or parents to reduce systemic problems and improve teaching or parenting skills.
- Consult with school personnel on psychological concerns.
- Work with community groups to develop supportive resources.
- Work with IEP team (e.g., school counselors, social workers, speech therapists) and teachers, parents, and administrators to try to alleviate specific problems.
- Select, administer, score, and interpret psychological tests. Administer psychological and educational tests of cognitive ability, school achievement, psychomotor skills, adaptive behavior, social skills, and personal-social adjustment.
- Gather relevant information in the assessment of students experiencing learning and adjustment problems. Analyze situations accurately and take effective action.
- Conduct observations in the classroom.
- Conduct interviews with parents and teachers.
- Inspect and analyze school records.
- Determine student eligibility for placement and recommend subsequent educational programs and interventions in accordance with federal and state regulations.
- Perform direct interventions, including remediation and therapy, which involve referred children. Conducted individually or in groups, these services are intended to alleviate academic and behavior problems.
- Prepare case study and summarize in a written report.
- Complete state-mandated assessments in the required time frame.
- Prepare written reports that are succinct, direct, in appropriate language that provides insight into the presenting problem of the student.
- Maintain records and reports in compliance with regulations.
- Initiate, design, collaborate and report on psychological research or program evaluation.
- Oversee the work of IEP Coordinators.
- Oversee quality of services at all customer schools.

Qualifications:

- MA or PhD in Psychology.
- State licensed Psychologist.
- 5+ years in delivery of Special Education psychological services.
- Demonstrated ability to work independently without close supervision.
- Knowledge of special education requirements in K-12 school setting.

Speech Therapist

Responsibilities:

- Organize a program that addresses local school speech-language goals.
- Work cooperatively with school personnel to accomplish objectives of the local education agency.
- Evaluate and report on current and new programs.
- Provide in-service education of district personnel or parents to reduce systemic problems and improve teaching or parenting skills.
- Consult with school personnel on speech and language concerns.
- Work with community groups to develop supportive resources.
- Work with IEP team (e.g., school counselors, social workers, speech therapists) and teachers, parents, and administrators to try to alleviate specific problems.
- Counsel patients and/or families in the adjustment to the speech impairment (for speech pathologist positions).
- Collaborate/consult with classroom teachers in the management of speech-language disorders.
- Coordinate speech-language services with students provided by other school personnel.
- Conduct speech, language and hearing screenings.
- Administer formal and informal (ongoing and curriculum-based) assessments.
- Obtain additional diagnostic information from appropriate persons.
- Analyze and interpret information to make recommendations regarding the need for speech-language services.
- Plan evidence-based interventions appropriate for individual students.
- Manage facilities, materials and equipment, including assistive technology, necessary to the delivery of services.
- Adjust intervention strategies based upon student performance.
- Gather relevant information in the assessment of students experiencing learning and adjustment problems. Analyze situations accurately and take effective action.
- Conduct observations in the classroom.
- Conduct interviews with parents and teachers.
- Inspect and analyze school records.
- Determine student eligibility for placement and recommend subsequent educational programs and interventions in accordance with federal and state regulations.
- Prepare case study and summarize in a written report.
- Complete state-mandated assessments in the required time frame.
- Prepare written reports that are succinct, direct, in appropriate language that provides insight into the presenting problem of the student.
- Maintain records and reports in compliance with regulations.
- Initiate, design, collaborate and report on speech and language research or program evaluation.
- Oversee the work of IEP Coordinators.
- Oversee quality of services at all customer schools.

Qualifications:

- MA in Speech & Language Education.
- State licensed Speech & Language Therapist.

- 5+ years in delivery of speech and language therapy in a school or special education setting.
- Demonstrated ability to work independently without close supervision.
- Knowledge of special education requirements in K-12 school setting.

Student Information Data Manager

Responsibilities:

- Maintain and utilize the computerized student information system.
- Create and maintain campus student records, which include the updating and maintenance of both hard copy and online student records.
- Ensure dissemination of records to administration, and court ordered requests are accurate and within time frame allotted.
- Responsible for processing new student enrollments, student transfers, student withdrawals, and student graduation.
- Review and provide an assessment of instructional placement on new enrollments to the appropriate personnel.
- Select data from varied sources, and summarize and analyze information for standard reports to building and school administrators.
- Prepare customized reports for school needs
- Record electronic files for storage, such as daily back-up copies or copies for transmittal.
- Prepare and/or maintain computer records of student attendance; enter data from submitted forms; review late-arrival forms, and reconcile with absences to create "tardy" lists; review check-out forms and reconcile with absences to create "early leave" lists.
- Maintain attendance accounting records in accordance with relevant standards.
- Ensure attendance records are accurate so that an audit trail exists at all times.
- Verify with parents and teachers the validity of daily attendance as reported.
- Summarize results of attendance calls in order to convey communicable diseases to the appropriate personnel.
- Generate and distribute excessive absences letters or other attendance problem letters.
- Prepare attendance reports and reconcile manual and computer reports monthly.
- Send correspondence to parents to advise them of excessive absences according to established policies and procedures.
- Maintain computer records of students' scores on state-mandated tests and standardized tests.
- Provide files to be used in school accountability.
- Maintain, generate, and distribute student demographic, scheduling, and grading information.
- Maintain records of student suspensions, student withdrawal from school, record of reasons for student withdrawal and students' plans, and prepare periodic statistical reports.
- Prepare and/or maintain various files, and report exceptional children being served by school as it relates to the student information system.
- Provide information and/or training to school staff on the use of the student information system and application of data from the system.

Qualifications:

- High School graduation and two years of work experience, at least one of which is data entry or a year of work directly related to a computer system which requires knowledge of editing and completing source data; or an equivalent combination of education and experience.

- General knowledge of computers, computer commands, peripherals, and various operating systems.
- Ability to work with a high degree of accuracy.
- Skilled in the use of graphic user interfaces.
- Considerable knowledge of the school attendance regulations.
- Considerable knowledge of data management, policies and procedures.
- Ability to troubleshoot hardware and software problems.
- Ability to exercise independent judgment in correcting data errors or omissions.
- Ability to communicate well with school personnel, parents, students, and central office staff while complying with the confidentiality requirements in local, state, and federal policies and statutes.

Technology Manager

Responsibilities:

- Manage technology strategic plan and budget.
- Oversee infrastructure design (including multi-node LAN/WAN and telephony) and systems implementation.
- Work collaboratively to manage and support appropriate shared technology services and applications.
- Communicate regularly with school administrators and leaders regarding technology issues and concerns.
- Coordinate technology vendor RFP management, selection, negotiation and management.
- Set up help desk and asset tracking systems.
- Supervise User Support Technician for servicing users.
- Assist in identification, evaluation, and selection of educational and operational software.
- Develop and implement technology policies, practices and procedures.
- Lead telecommunications projects of strategic impact such as vendor RFPs, migrations across WAN, LAN, Voice and wireless/mobile platforms.

Qualifications:

- College/technical degree or significant equivalent work experience required.
- Minimum of 5-7 years of technology leadership and management experience.
- Knowledge of existing network management tools and emerging tools, architectural concepts and principles.
- Ability to articulate and communicate complex technology concepts effectively in non-technical terms in a compelling manner.
- Ability to analyze complex business/technical problems to define system scope and objectives.
- Strong analytical and problem solving skills and ability to manage a project independently.
- Strong documentation and oral, written and communications skills.
- Self-motivated team player, able to set priorities and manage deadlines.
- Excellent troubleshooting, communication and customer service skills.
- Exhibits a professional image and presence in making oral and written presentations.
- Superior project management skills, with strong ability to multi-task.
- Results-driven, with the ability to maintain a sense of urgency and commitment to the goal of achieving results on time and within budget.
- Strong interpersonal and communication skills, high integrity and strong ability to take accountability and follow through.

VII.C. 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))

Wisdom Academy will draw from the immediate neighborhoods surrounding the physical location of the school by engaging in targeted mailings, contacting local community centers, and church groups. We will also consult with the Black, Hispanic, and Asian organizations to determine the most effective outreach programs.

The proposed school will abide by the charter school legislation, G.S. 115C-238.29F (g) (5), as stated below:

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

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

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

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

PROJECTED ENROLLMENT
2012-13 through 2016-2017

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY
COME

List LEA #1 – Wake

List LEA #2 – _____

List LEA #3 – _____

GRADES	2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
Kindergarten	K	40	—	40	—	—	40	—	—	40	—	—	40	—	—
First	1	40	—	40	—	—	40	—	—	40	—	—	40	—	—
Second	2	40	—	40	—	—	40	—	—	40	—	—	40	—	—
Third	3	—	—	60	—	—	60	—	—	60	—	—	60	—	—
Fourth	4	—	—	—	—	—	60	—	—	60	—	—	60	—	—
Fifth	5	—	—	—	—	—	—	—	—	60	—	—	60	—	—
Sixth	6	—	—	—	—	—	—	—	—	—	—	—	60	—	—

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

	2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
Seventh	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Eighth	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Ninth	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Tenth	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Eleventh	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Twelfth	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
LEA Totals															
Overall Total Enrollment	—			—			—			—			—		

Budget: Revenue Projections 2012-13 through 2016-2017

INCOME: REVENUE PROJECTIONS	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
--State ADM Funds	\$ <u>568,378</u>	\$ _____	\$ _____	\$ _____	\$ _____
--Local Per Pupil Funds	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Federal Funds	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Grants*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Foundations*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Private Funds*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Other Funds*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
TOTAL INCOME	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
<p>*If you are depending on these sources of funding to balance your operating budget, please provide documentation, such as signed statements from donors, foundations, etc., on the availability of these funds.</p>					

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

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

	Academic Year					
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
Number of Students	120	180	240	300	360	
Number of Exceptional Children	14	18	24	30	36	
State - Wake County Allocation Amount	\$4,310.77	\$4,310.77	\$4,310.77	\$4,310.77	\$4,310.77	\$4,310.77
Local - Wake County Allocation Amount	\$2,252.53	\$2,252.53	\$2,252.53	\$2,252.53	\$2,252.53	\$2,252.53
Exceptional Child Allocation Amount	\$3,649.02	\$3,649.02	\$3,649.02	\$3,649.02	\$3,649.02	\$3,649.02
Total State Allocation	\$ 517,292.40	\$ 775,938.60	\$ 1,034,584.80	\$ 1,293,231.00	\$ 1,551,877.20	
Total Local Allocation	270,303.60	405,455.40	540,607.20	675,759.00	810,910.80	
Total Exceptional Child Allocation	51,086.28	65,682.36	87,576.48	109,470.60	131,364.72	
Total Estimated Funding	\$ 838,682.28	\$ 1,247,076.36	\$ 1,662,768.48	\$ 2,078,460.60	\$ 2,494,152.72	

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Materials and Supplies					
Book and supplies - Instructional	\$ 60,000	\$ 55,000	\$ 55,000	\$ 60,000	\$ 60,000
Testing supplies	12,000	18,000	24,000	30,000	36,000
Office supplies - Non instructional	3,000	5,000	5,000	5,000	5,000
Total Materials and Supplies	\$ 75,000	\$ 78,000	\$ 84,000	\$ 95,000	\$ 101,000
Equipment					
Instructional equipment	\$ 82,500	\$ 55,000	\$ 90,000	\$ 45,000	\$ 45,000
Office equipment	5,000	5,000	10,000	5,000	5,000
Total Equipment	\$ 87,500	\$ 60,000	\$ 100,000	\$ 50,000	\$ 50,000
Other Services					
Marketing	\$ 5,000	\$ 5,000	\$ 15,000	\$ 15,000	\$ 15,000
Insurance	15,000	16,500	18,150	19,965	21,961
Rent and utilities	-	120,000	250,000	325,000	400,000
Leasehold improvements	75,000	25,000	75,000	25,000	25,000
Maintenance and repairs	7,500	7,500	7,500	7,500	7,500
Total Other Services	\$ 102,500	\$ 174,000	\$ 365,650	\$ 392,465	\$ 469,461
Total Expenditures	\$ 834,847	\$ 1,142,806	\$ 1,660,828	\$ 1,800,375	\$ 2,058,048

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

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

ADDITIONAL NOTES:

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

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

Wisdom Academy Board of Directors will execute a sound marketing plan that will be composed of a marketing communications and an execution plan. The marketing communications plan will enable us to best communicate with various community leaders, teachers, staff and the public while the marketing execution plan will help us implement the budget and dissemination of information in the most effective way.

As part of Wisdom Academy's marketing plan, we have already started contacting the general public to inform them about a liberal arts-based charter school in Wake County. We conducted 100 surveys to determine public interest as to the need for such a school in the area; a random sampling of those completed surveys are attached.

WISDOM ACADEMY OF PERFORMING ARTS

Community Survey

Dear Participant: Thank you for taking the time to complete this survey. We appreciate your feedback!

1. Do you think there is a need for a charter school that puts an emphasis on:

Full-day Kindergarten?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Rigorous academic curriculum?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Athletic program?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Foreign language?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Dynamic Fine and Performing Arts Curriculum?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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In-school tutoring?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Character-building?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
In-school program to identify & assist at-risk students?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Special education?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Emphasis on personal responsibility?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Safe educational environment?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

2. Would you be interesting in sending your child(ren) to the proposed Charter School?
 Yes No
3. Do you have a K-2 school age student?
 Yes No
4. Yes No
5. How many are between the ages of 5-8? 1

Name: Corey Campbell

Address: 24 Deer Lake Trail; Wendell, NC 27591

Phone: 919-559-8400 Email: bjudah77@gmail.com

Signature: [Signature] Date: 10/20/11

www.wisdomacademync.org

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WISDOM ACADEMY OF PERFORMING ARTS

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Name: Tawana J. James

Address: 8116 Bound Oak Rd. Raleigh, NC 27616

Phone: 919-266-6652 Email: tawana.james73@yahoo.com

Signature: Tawana J. James Date: 10/20/11
www.wisdomacademvnc.org

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Name: Twanisha Rivers

Address: 3032 Drayford Way Garner NC, 27529

Phone: 919-567-2456 Email: twanishawilder76@yahoo.com

Signature: Twanisha A. Rivers Date: 10-11-11

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2. Would you be interesting in sending your child(ren) to the proposed Charter School?

Yes No

3. Do you have a K-2 school age student?

Yes No

4. How many are between the ages of 5-8? 1

Name: Wyndria L. Jefferson

Address: 7000 Missionary Ridge Dr. Raleigh, NC 27610

Phone: 919-625-7513 Email: jeffersw@benedict.edu

Signature: Wyndria L. Jefferson Date: 10-11-11

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2. Would you be interesting in sending your child(ren) to the proposed Charter School?

Yes No

3. Do you have a K-2 school age student?

Yes No

5. How many are between the ages of 5-8? 3

Name: Valisha Jefferson

Address: 2024 Edwidge Dr. Raleigh NC 27610

Phone: 919-661-1544 Email: valisha_hamlin@yphoe.com

Signature: Valisha Jefferson Date: 10-11-11

www.wisdomacademync.org

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2. Would you be interesting in sending your child(ren) to the proposed Charter School?

Yes No

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Yes No

4. How many are between the ages of 5-8? 1

Name: Samuel Lee James, Jr.

Address: 8116 Round Oak Rd. Raleigh, NC 27611

Phone: 919-266-6652 Email: lee.jamesjr@yahoo.com

Signature:  Date: 10-4-11

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WISDOM ACADEMY OF PERFORMING ARTS

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 Yes No
3. Do you have a K-2 school age student?
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4. Yes No
5. How many are between the ages of 5-8? 1

Name: Darica Daniels

Address: 5009 Casland Drive Raleigh NC 27601

Phone: 919 868-6978 Email: reecce1908@gmail.com

Signature: Darica Daniels Date: 10.17.11

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2. Would you be interesting in sending your child(ren) to the proposed Charter School?

Yes No

3. Do you have a K-2 school age student?

Yes No

4. How many are between the ages of 5-8? 2

Name: Maria Ramirez

Address: 6012 Foxhall village Rd Ral 27616

Phone: 919 625-7513 Email: mary.0486@hotmail.com

Signature: Maria Ramirez Date: 10/14/2011

www.wisdomacademync.org

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SABIDURÍA ACADEMIA DE LAS ARTES ESCÉNICAS

Encuesta sobre la Comunidad

Estimado participante: gracias por tomarse el tiempo para completar esta encuesta. Apreciamos sus comentarios!

1. ¿Crees que hay una necesidad de una escuela Chárter que pone énfasis en la:

Kindergarten de día completo?	<input checked="" type="checkbox"/> Sí	<input type="checkbox"/> No
Currículo riguroso?	<input checked="" type="checkbox"/> Sí	<input type="checkbox"/> No
Programa de deportes?	<input checked="" type="checkbox"/> Sí	<input type="checkbox"/> No
Idioma extranjero?	<input checked="" type="checkbox"/> Sí	<input type="checkbox"/> No
Dinámica de Bellas Artes y Currículo?	<input type="checkbox"/> Sí	<input type="checkbox"/> No
Programación de horario extendido?	<input checked="" type="checkbox"/> Sí	<input type="checkbox"/> No
Tutoría en la escuela?	<input checked="" type="checkbox"/> Sí	<input type="checkbox"/> No
Formación del carácter?	<input checked="" type="checkbox"/> Sí	<input type="checkbox"/> No
Programa en la escuela para identificar y ayudar a los estudiantes en riesgo?	<input checked="" type="checkbox"/> Sí	<input type="checkbox"/> No
Educación especial para personas físicamente y/or mental discapacitados?	<input type="checkbox"/> Sí	<input type="checkbox"/> No
Énfasis en la responsabilidad personal?	<input checked="" type="checkbox"/> Sí	<input type="checkbox"/> No
Ambiente educativo seguro?	<input checked="" type="checkbox"/> Sí	<input type="checkbox"/> No

2. ¿Estaría interesante en enviar a sus hijo(s) a la Escuela Chárter propuesta?

sí No

3. ¿Tiene usted un K-2 estudiantes en edad escolar?

sí No

4. ¿Cuántos son entre las edades de 5-8? 0

Nombre: Luis Lopez

Dirección: 5300-A Wayne St

Teléfono: 253-426-2122 E-mail: louis3@hotmail.com

Firma: [Signature] Fecha: 10/20/11

www.wisdomacademync.org

* Toda la información personal obtenida en este formulario será utilizada sólo por la escuela Chárter para fines exclusivamente internos, y no será vendida a ninguna entidad ajena.

WISDOM ACADEMY OF PERFORMING ARTS

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Yes No

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Yes No

4. How many are between the ages of 5-8? 0

Name: Mayra Bautista

Address: 5300-A Wayne St

Phone: 973-602-7659 Email: mlopez83@hotmail.com

Signature: Mayra Bautista Date: 10/20/11

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 Yes No
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4. Yes No
5. How many are between the ages of 5-8? 3

Name: Pamela McCullers

Address: 1134 Summer Kings Ct.

Phone: 780-0966 Email: pams1plus@yahoo.com

Signature:  Date: 10/18/11

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Character-building?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
In-school program to identify & assist at-risk students?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Special education?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Emphasis on personal responsibility?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Safe educational environment?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

- 2. Would you be interesting in sending your child(ren) to the proposed Charter School?
 Yes No
- 3. Do you have a K-2 school age student?
 Yes No
- 4. Yes No
- 5. How many are between the ages of 5-8? 2

Name: Brittney McCullers

Address: 1134 Summerking St Apt 101

Phone: (919) 706-6542 Email: BrittneyMcCullers@ymail.com

Signature: Brittney McCullers Date: 10-18-11

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WISDOM ACADEMY OF PERFORMING ARTS

Community Survey

Dear Participant: Thank you for taking the time to complete this survey. We appreciate your feedback!

1. Do you think there is a need for a charter school that puts an emphasis on:

Full-day Kindergarten?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Rigorous academic curriculum?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Athletic program?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Foreign language?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Dynamic Fine and Performing Arts Curriculum?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Extended day programming?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
In-school tutoring?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Character-building?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
In-school program to identify & assist at-risk students?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Special education?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Emphasis on personal responsibility?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Safe educational environment?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

2. Would you be interesting in sending your child(ren) to the proposed Charter School?
 Yes No
3. Do you have a K-2 school age student?
 Yes No
4. Yes No
5. How many are between the ages of 5-8? None

Name: Oluwaseyi Bamigbade

Address: 4540 Hargrove Road APT# 205 Raleigh NC 27604

Phone: 919-247-7760 Email: obamigbade@gmail.com

Signature:  Date: 10/19/2011

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WISDOM ACADEMY OF PERFORMING ARTS

Community Survey

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1. Do you think there is a need for a charter school that puts an emphasis on:

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Rigorous academic curriculum?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Athletic program?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Foreign language?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Dynamic Fine and Performing Arts Curriculum?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Extended day programming?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
In-school tutoring?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Character-building?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
In-school program to identify & assist at-risk students?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Special education?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Emphasis on personal responsibility?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Safe educational environment?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

2. Would you be interesting in sending your child(ren) to the proposed Charter School?

Yes No

3. Do you have a K-2 school age student?

Yes No

4. How many are between the ages of 5-8? 0

Name: Bruce Midgette

Address: 5836 Wynmore Road, Raleigh, NC 27610

Phone: 919-924-5035 Email: blmidgette@yahoo.com

Signature: Bruce Midgette Date: 10/19/11

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WISDOM ACADEMY OF PERFORMING ARTS

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Rigorous academic curriculum?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Athletic program?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Foreign language?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Dynamic Fine and Performing Arts Curriculum?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Extended day programming?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
In-school tutoring?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Character-building?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
In-school program to identify & assist at-risk students?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Special education?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Emphasis on personal responsibility?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Safe educational environment?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

- 2. Would you be interesting in sending your child(ren) to the proposed Charter School?
 Yes No
- 3. Do you have a K-2 school age student?
- 4. Yes No
- 5. How many are between the ages of 5-8? 1

Name: Booker T. Williams III

Address: 512 Cardamon Ct. Raleigh NC 27610

Phone: (919) 741-1672 Email: faliaferro.williams@yahoo.com

Signature: Booker T. Williams Date: Oct 19, 2011

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WISDOM ACADEMY OF PERFORMING ARTS

Community Survey

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Athletic program?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Foreign language?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Dynamic Fine and Performing Arts Curriculum?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Extended day programming?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
In-school tutoring?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Character-building?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
In-school program to identify & assist at-risk students?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Special education?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Emphasis on personal responsibility?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Safe educational environment?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

- 2. Would you be interesting in sending your child(ren) to the proposed Charter School?
 Yes No
- 3. Do you have a K-2 school age student?
- 4. Yes No
- 5. How many are between the ages of 5-8? N/A

Name: Shawn Ferguson

Address: 8901 Wadford Lane, Raleigh NC

Phone: 919 975 5397 Email: rdhz62000@yahoo.com

Signature: [Signature] Date: 6/18/11

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WISDOM ACADEMY OF PERFORMING ARTS

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Athletic program?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Foreign language?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Dynamic Fine and Performing Arts Curriculum?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Extended day programming?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
In-school tutoring?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Character-building?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
In-school program to identify & assist at-risk students?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Special education?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Emphasis on personal responsibility?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Safe educational environment?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

2. Would you be interesting in sending your child(ren) to the proposed Charter School?
 Yes No
3. Do you have a K-2 school age student?
 Yes No
4. Yes No
5. How many are between the ages of 5-8? _____

Name: Candi Garrett

Address: 4069 Laurel Glen Dr

Phone: 919872-4700 Email: _____

Signature: Candi Garrett Date: 10/13/2011

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WISDOM ACADEMY OF PERFORMING ARTS

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Rigorous academic curriculum?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Athletic program?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Foreign language?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Dynamic Fine and Performing Arts Curriculum?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Extended day programming?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
In-school tutoring?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Character-building?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
In-school program to identify & assist at-risk students?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Special education?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Emphasis on personal responsibility?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Safe educational environment?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

- 2. Would you be interesting in sending your child(ren) to the proposed Charter School?
 Yes No
- 3. Do you have a K-2 school age student?
- 4. Yes No
- 5. How many are between the ages of 5-8? 1

Name: Andrea Bradford

Address: 4265 Beacon Heights

Phone: 919-332-9329 Email: jcr41199@yahoo.com

Signature: Andrea Bradford Date: 10-17-11

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WISDOM ACADEMY OF PERFORMING ARTS

Community Survey

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1. Do you think there is a need for a charter school that puts an emphasis on:

Full-day Kindergarten?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Rigorous academic curriculum?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Athletic program?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Foreign language?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Dynamic Fine and Performing Arts Curriculum?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Extended day programming?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
In-school tutoring?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Character-building?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
In-school program to identify & assist at-risk students?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Special education?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Emphasis on personal responsibility?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Safe educational environment?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

2. Would you be interesting in sending your child(ren) to the proposed Charter School?

Yes No

3. Do you have a K-2 school age student?

4. Yes No

5. How many are between the ages of 5-8? yes(1)

Name: Charlene Bumphus

Address: 1004 Sweet Gale Drive Durham, NC 27704

Phone: (919) 236-3282 Email: cbumphus2003@yahoo.com

Signature: Charlene Bumphus Date: 10/19/11

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WISDOM ACADEMY OF PERFORMING ARTS

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1. Do you think there is a need for a charter school that puts an emphasis on:

Full-day Kindergarten?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Rigorous academic curriculum?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Athletic program?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Foreign language?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Dynamic Fine and Performing Arts Curriculum?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Extended day programming?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
In-school tutoring?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Character-building?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
In-school program to identify & assist at-risk students?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Special education?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Emphasis on personal responsibility?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Safe educational environment?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

2. Would you be interesting in sending your child(ren) to the proposed Charter School?
 Yes No
3. Do you have a K-2 school age student?
 Yes No
4. Yes No
5. How many are between the ages of 5-8? 1

Name: Sharell McClenton

Address: 205 Tiffany Circle Garner, NC 27529

Phone: (919) 819-2788 Email: Sharellmcclenton@yahoo.com

Signature: Sharell McClenton Date: 10.20.11

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WISDOM ACADEMY OF PERFORMING ARTS

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Full-day Kindergarten?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Rigorous academic curriculum?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Athletic program?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Foreign language?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Dynamic Fine and Performing Arts Curriculum?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Extended day programming?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
In-school tutoring?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Character-building?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
In-school program to identify & assist at-risk students?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Special education?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Emphasis on personal responsibility?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Safe educational environment?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

- 2. Would you be interesting in sending your child(ren) to the proposed Charter School?
 Yes No
- 3. Do you have a K-2 school age student?
- 4. Yes No
- 5. How many are between the ages of 5-8? NONE

Name: Andrea Alba Leach Andrea Alba Leach

Address: 4705-A Courtside Place
Raleigh NC 27604

Phone: 919 564-5397 Email: andrea.alba.leach@hotmail.com

Signature: Andrea Alba Leach Date: 10/20/11

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WISDOM ACADEMY OF PERFORMING ARTS

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Rigorous academic curriculum?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Athletic program?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Foreign language?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Dynamic Fine and Performing Arts Curriculum?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Extended day programming?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
In-school tutoring?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Character-building?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
In-school program to identify & assist at-risk students?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Special education?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Emphasis on personal responsibility?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Safe educational environment?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

2. Would you be interesting in sending your child(ren) to the proposed Charter School?
 Yes No
3. Do you have a K-2 school age student?
 Yes No
4. Yes No
5. How many are between the ages of 5-8? _____

Name: Bessie L. Yancey

Address: 1516 A, Burgundy St. Ral. N.C. 27610

Phone: (919) 758-0989 Email: _____

Signature: Bessie Yancey Date: 10/20/11

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WISDOM ACADEMY OF PERFORMING ARTS

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Full-day Kindergarten?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Rigorous academic curriculum?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Athletic program?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Foreign language?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Dynamic Fine and Performing Arts Curriculum?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Extended day programming?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
In-school tutoring?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Character-building?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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Special education?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Emphasis on personal responsibility?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Safe educational environment?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

2. Would you be interesting in sending your child(ren) to the proposed Charter School?
 Yes No
3. Do you have a K-2 school age student?
4. Yes No
5. How many are between the ages of 5-8? _____

Name: Gloria Johnson

Address: 331 Bell Drive

Phone: (919) 610-3054 Email: Johnson.gloria35@yahoo.com

Signature: Gloria Johnson Date: 10-20-11

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WISDOM ACADEMY OF PERFORMING ARTS

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Foreign language?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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Character-building?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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Special education?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Emphasis on personal responsibility?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Safe educational environment?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

- 2. Would you be interesting in sending your child(ren) to the proposed Charter School?
 Yes No
- 3. Do you have a K-2 school age student?
- 4. Yes No
- 5. How many are between the ages of 5-8? _____

Name: Pamela Roberson

Address: 1009 Marlborough Rd.

Phone: (919) 306-5466 Email: _____

Signature: Pamela Roberson Date: 10-20-11

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Extended day programming?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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Character-building?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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Special education?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Emphasis on personal responsibility?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Safe educational environment?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

- 2. Would you be interesting in sending your child(ren) to the proposed Charter School?
 Yes No
- 3. Do you have a K-2 school age student?
 Yes No
- 4. Yes No
- 5. How many are between the ages of 5-8? N/A

Name: Desiree' Meredith

Address: 7612 Brighton Village Dr. Pol. NC 27616

Phone: 919 825 58117 Email: desiree_meredith@yahoo.com

Signature: Desiree' Meredith Date: Oct. 20 2011

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WISDOM ACADEMY OF PERFORMING ARTS

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Foreign language?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Dynamic Fine and Performing Arts Curriculum?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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Emphasis on personal responsibility?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Safe educational environment?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

2. Would you be interesting in sending your child(ren) to the proposed Charter School?

Yes No

3. Do you have a K-2 school age student?

Yes No

4. How many are between the ages of 5-8? 1

Name: Mineka Robertson

Address: 510 Newcombe Rd Ral NC
27610

Phone: _____ Email: _____

Signature: Mineka Robertson Date: 10/20/11
www.wisdomacademync.org

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WISDOM ACADEMY OF PERFORMING ARTS

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Foreign language?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Dynamic Fine and Performing Arts Curriculum?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Extended day programming?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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Character-building?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
In-school program to identify & assist at-risk students?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Special education?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Emphasis on personal responsibility?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Safe educational environment?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

2. Would you be interesting in sending your child(ren) to the proposed Charter School?
 Yes No
3. Do you have a K-2 school age student?
4. Yes No
5. How many are between the ages of 5-8? _____

Name: DAVINA KEARNEY

Address: 5022 FLINT RIDGE PLACE

Phone: 919 807-1194 ex 235 Email: davinakearney@rocketmail.com

Signature: *Davina Kearney* Date: 10/20/11

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WISDOM ACADEMY OF PERFORMING ARTS

Community Survey

Dear Participant: Thank you for taking the time to complete this survey. We appreciate your feedback!

1. Do you think there is a need for a charter school that puts an emphasis on:

Full-day Kindergarten?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Rigorous academic curriculum?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Athletic program?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Foreign language?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Dynamic Fine and Performing Arts Curriculum?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Extended day programming?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
In-school tutoring?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Character-building?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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Special education?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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Safe educational environment?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

2. Would you be interesting in sending your child(ren) to the proposed Charter School?

Yes No

3. Do you have a K-2 school age student?

Yes No

4. How many are between the ages of 5-8? 1

Name: Crystal Carroll

Address: 4500 Easthampton Drive, Pal. 27604

Phone: 919-231-3987 Email: Ctdcarroll@aol.com

Signature: Crystal Carroll Date: 10/20/2011

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2. Would you be interesting in sending your child(ren) to the proposed Charter School?

Yes No

3. Do you have a K-2 school age student?

4. Yes No

5. How many are between the ages of 5-8? _____

Name: Quincy Lucas

Address: 5720 Magellan Way Apt. 203

Phone: _____ Email: crucifis7@yahoo.com

Signature: Quincy J. Lucas Date: 10/20/11
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WISDOM ACADEMY OF PERFORMING ARTS

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2. Would you be interesting in sending your child(ren) to the proposed Charter School?

Yes No

3. Do you have a K-2 school age student?

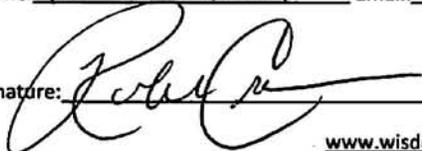
Yes No

4. How many are between the ages of 5-8? 1

Name: Robert Crane

Address: 19203 Musselburgh Dr / Cary NC 27518

Phone: 703-932-6296 Email: rcrane21@gmail.com

Signature:  Date: 10/20/11

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Safe educational environment?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

2. Would you be interesting in sending your child(ren) to the proposed Charter School?

Yes No

3. Do you have a K-2 school age student?

Yes No

4. How many are between the ages of 5-8? 2

Name: Shalonda Williams

Address: 203 Plaza Drive Garner NC 27529

Phone: 919-468-7370 Email: Shalonda.Williams@siemens.com

Signature: Shalonda Williams Date: 10/20/11

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WISDOM ACADEMY OF PERFORMING ARTS

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2. Would you be interesting in sending your child(ren) to the proposed Charter School?

Yes No

3. Do you have a K-2 school age student?

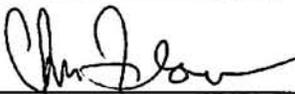
Yes No

4. How many are between the ages of 5-8? 6

Name: Chris Flowers

Address: _____

Phone: 919-749-6007 Email: Chris.Flowers@Siemens.com

Signature:  Date: 10-20-11

WISDOM ACADEMY OF PERFORMING ARTS

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2. Would you be interesting in sending your child(ren) to the proposed Charter School?

Yes No

3. Do you have a K-2 school age student?

Yes No

Name: Tracy Patterson

Address: 5517 LANDREAU DR.

Phone: 349-9468 Email: _____

Signature: [Signature] Date: 10-20-11

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WISDOM ACADEMY OF PERFORMING ARTS

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2. Would you be interesting in sending your child(ren) to the proposed Charter School?

Yes No

3. Do you have a K-2 school age student?

Yes No

Name: Mario F. Jones

Address: _____

Phone: _____ Email: _____

Signature: Mario F. Jones Date: 10-21-11

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2. Would you be interesting in sending your child(ren) to the proposed Charter School?

Yes No

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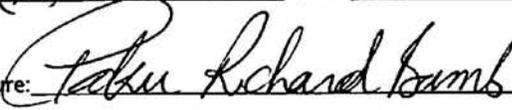
4. Yes No

5. How many are between the ages of 5-8? 2

Name: BAMBI RICHARD PAKU

Address: 3754 BURTON BARN STREET
RALEIGH NC 27610

Phone: (919) 829-0722 Email: RICHARDSOLANGE@AOL.COM

Signature:  Date: 10/20/11

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WISDOM ACADEMY OF PERFORMING ARTS

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2. Would you be interesting in sending your child(ren) to the proposed Charter School?

Yes No

3. Do you have a K-2 school age student?

4. Yes No

5. How many are between the ages of 5-8? 1

Name: Chenetha Kason

Address: 72 Bess Drive, Clayton, NC 27520

Phone: (919) 359-1953 Email: msche22@live.com

Signature:  Date: 10/19/11
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WISDOM ACADEMY OF PERFORMING ARTS

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2. Would you be interesting in sending your child(ren) to the proposed Charter School?

Yes No

3. Do you have a K-2 school age student?

Yes No

5. How many are between the ages of 5-8? 1

Name: Deedira Stevens

Address: 521 Peakwood Drive

Phone: (919) 779-2580 Email: deedeeeste@yahoo.com

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2. Would you be interesting in sending your child(ren) to the proposed Charter School?

Yes No

3. Do you have a K-2 school age student?

Yes No

5. How many are between the ages of 5-8? _____

Name: Catrina Clemons

Address: 6520 Ardoun Drive Apt. 202, Raleigh 27616

Phone: 919/862-0077 Email: finaclem2004@yahoo.com

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2. Would you be interesting in sending your child(ren) to the proposed Charter School?

Yes No

3. Do you have a K-2 school age student?

4. Yes No

5. How many are between the ages of 5-8? 1

Name: Joni Wright

Address: 7168 Grove Creek Lane Raleigh, NC 27610

Phone: 919-624-5023 Email: joni.duell@att.net

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2. Would you be interesting in sending your child(ren) to the proposed Charter School?
 Yes No

3. Do you have a K-2 school age student?
 Yes No

Name: Stephanie Hall

Address: 5825 Forest Point Rd.

Phone: 919 730 2018 Email: Belladreamer6@aol.com

Signature: [Handwritten Signature] Date: 10-20-11

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2. Would you be interesting in sending your child(ren) to the proposed Charter School?

Yes No

3. Do you have a K-2 school age student?

Yes No

Name: Quincy Dion Henderson

Address: 4421 Windsock Lane

Phone: (419) 564-8593 Email: Neo soul 27701 @ yahoo . com

Signature: Quincy D Henderson Date: Oct 20 2011

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Safe educational environment?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

2. Would you be interesting in sending your child(ren) to the proposed Charter School?

Yes No *Grand children*

3. Do you have a K-2 school age student?

4. Yes No

5. How many are between the ages of 5-8? _____

Name: *Jessa H. Valines*

Address: *6312 Apt G Shanda Dr. Ral, NC 27609*

Phone: *919/278-8843* Email: *luantertwo girls@aol.com*

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Special education?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Emphasis on personal responsibility?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Safe educational environment?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

2. Would you be interesting in sending your child(ren) to the proposed Charter School?

Yes No

3. Do you have a K-2 school age student?

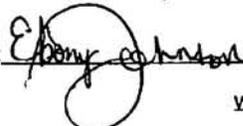
4. Yes No

5. How many are between the ages of 5-8? 0

Name: Ebony Johnson

Address: _____

Phone: (919) 400-0763 Email: N/A
or 438-7523

Signature:  Date: 10/20/11

www.wisdomacademync.org

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WISDOM ACADEMY OF PERFORMING ARTS

Community Survey

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Yes No

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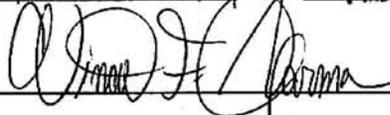
4. Yes No

5. How many are between the ages of 5-8? _____

Name: Vincent F. Jarman

Address: _____

Phone: 919-758-5784 Email: VincentJarman@hotmail.com

Signature:  Date: 10-20-11

www.wisdomacademync.org

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Safe educational environment?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

2. Would you be interesting in sending your child(ren) to the proposed Charter School?

Yes No

3. Do you have a K-2 school age student?

Yes No

5. How many are between the ages of 5-8? None

Name: Peter Munkgi

Address: Revere

Phone: 212958 Email: plmunk@yasho.com

Signature: _____ Date: 10/20/11

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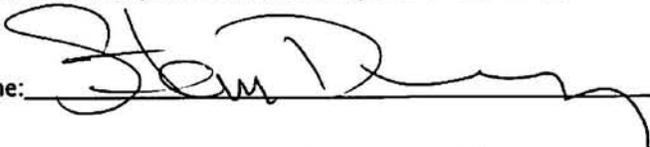
2. Would you be interesting in sending your child(ren) to the proposed Charter School?

Yes No

3. Do you have a K-2 school age student?

4. Yes No

5. How many are between the ages of 5-8? None

Name: 

Address: 1620 MLK BLVD STE 110

Phone: (919) 255 1505 Email: SDuressy319@gmail.com

WISDOM ACADEMY OF PERFORMING ARTS

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2. Would you be interesting in sending your child(ren) to the proposed Charter School?

Yes No

3. Do you have a K-2 school age student?

4. Yes No

5. How many are between the ages of 5-8? 0

Name: Edward Carson

Address: 2005 Milburn Rd

Phone: 829-1178 Email: _____

Signature:  Date: 10-20-11

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WISDOM ACADEMY OF PERFORMING ARTS

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2. Would you be interesting in sending your child(ren) to the proposed Charter School?

Yes No

3. Do you have a K-2 school age student?

Yes No

5. How many are between the ages of 5-8? 1

Name: Laranta Green

Address: 1800 Louise St. Raleigh, NC 27601

Phone: 919-247-2413 Email: Bob2500MP@yahoo.com

Signature:  Date: 10/20/11

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2. Would you be interesting in sending your child(ren) to the proposed Charter School?

Yes No

3. Do you have a K-2 school age student?

4. Yes No

5. How many are between the ages of 5-8? _____

Name: Marcus Marks

Address: 1115 Cove Bridge Rd. Apt. 115 Raleigh NC, 27604

Phone: (919) 559-5426 Email: momarks18@hotmail.com

Signature:  Date: 10-20-11

www.wisdomacademync.org

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2. Would you be interesting in sending your child(ren) to the proposed Charter School?

Yes No

3. Do you have a K-2 school age student?

4. Yes No

5. How many are between the ages of 5-8? 0

Name: Jamar Greene

Address: 1516 Quail Ridge Rd

Phone: 614-589-3586 Email: Jamar-Greene@hotmail.com

Signature: Jamar Greene Date: 10/20/2011

www.wisdomacademync.org

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2. Would you be interesting in sending your child(ren) to the proposed Charter School?

Yes No

3. Do you have a K-2 school age student?

4. Yes No

5. How many are between the ages of 5-8? _____

Name: Trae Kilgore
 Address: 601 Hutton St Raleigh, NC, 27607

Phone: 919-996-6167 Email: trae752007@yahoo.com

Signature:  Date: 10-20-11

www.wisdomacademync.org

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2. Would you be interesting in sending your child(ren) to the proposed Charter School?

Yes No

3. Do you have a K-2 school age student?

Yes No

Name: Cheryl Thomas

Address: 118 Steel Hopper Way

Phone: (919) 210-5419 Email: _____

Signature: Cheryl Thomas Date: 10-20-11

www.wisdomacademvnc.org

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Yes No

3. Do you have a K-2 school age student?

4. Yes No

5. How many are between the ages of 5-8? 16

Name: Elice Thomas

Address: C

Phone: _____ Email: _____

The goal of our marketing plan is to create awareness and interest in the school and to ensure a diverse student body as indicated by the available Wake county student population statistics. Per “Facts and Figures 2010-11,” (www.ncpublicschools.org) the ethnic distribution of those schools is represented in the following table:

Ethnic Distribution	Public	Charter
American Indian	1.5%	1.1%
Asian	2.5%	1.9%
Black	26.4%	26.8%
Hispanic	12.7%	5.6%
White	53.1%	61.7%
Other	3.8%	2.9%

We also aim to attract highly qualified faculty and staff through our marketing plan. The marketing plan will include the following strategies:

Public relations: To reach out to various communities in Wake County, the Wisdom Academy board will contact community centers, church groups, and neighborhoods. We will also consult with the Black, Hispanic and Asian organizations to outreach to minority groups. We will distribute flyers and brochures to community and neighborhood centers. While contacting the Hispanic/Latino community, the information on the flyers/brochures about the school will also be made available in Spanish.

Open houses: The school will organize quarterly open-house meetings. These meetings will specifically target the parents of school age children in the Wake County. In the meetings, we will inform them about the educational focus and mission of the school.

Internet: Our website, <http://www.wisdomacademync.org> is one important channel where the general information about Wisdom Academy’s educational philosophy and the contact information is provided. Application information for students and staff can also be found on the school’s website.

Mass Media Resources: Wisdom Academy’s board will use local radio, newspapers and child-focused publications to inform the community and make public announcements about the school. These ads in the mass media will also help to attract school faculty and staff.

Location: Location is vital to attract diverse student population. Wisdom Academy has a facility located in an area of the city that services a diverse population covering various socioeconomic levels.

Mass mailing: WA will mail the brochure to the households within a five-mile radius of the proposed school site. A draft copy follows.



Education Job Fairs: Wisdom Academy will be present at education job fairs to attract highly qualified teachers.

Educational Conferences: Wisdom Academy will have representatives attend educational conferences both to promote the school in general, as well as a vehicle to attract and screen staff members.

The timeline for these marketing activities appears in Table 2.

Table 2: Timeline for Proposed Marketing Activities

Dates	Activities
June 2012- Aug 2012	Information Sessions will be strategically held throughout Wake. They will be held at local libraries, churches, and community organizations. These sessions will allow for the communication of the Wisdom Academy mission and key program components. Parents will have the opportunity to meet staff, board members and have questions or concerns answered.
Feb 2012- Aug 2012	The Wisdom Academy website will include general information for parents and students. Families will be able to print out and complete an enrollment form.

June 2012-Aug 2012	Radio Advertisements will be utilized to help market the school to families. We will research and employ the most cost-effective options and strategies in order to best market the school using this media outlet.
March 2012-Aug 2012	Flyers and Pamphlets will be distributed and posted at strategic locations. Community organizations, churches, shopping malls and supermarkets will serve as some of these locations.
March 2012- Aug 2012	Posters for the purposes of marketing Wisdom Academy and providing relevant information will be placed at local businesses and organizations. These posters will be placed in and around grocery stores, banks, carry-out restaurants, barber shops, beauty salons and coin-operated laundry facilities.
July 2012- Aug 2012	Kindergarten Roundup will be scheduled to allow parents and children to come to the school to familiarize themselves with the location, facility and staff. This will allow for a more informed decision for parents to select Wisdom Academy.

VII.E. SCHOOL AUDITS:

VII.E.1. 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.

Wisdom Academy will routinely gather information from faculty, students and parents about the strengths and weaknesses of the school's programs in the following ways:

- Wisdom Academy will closely review the EOG and EOC, Benchmark Assessment tests, and achievement rates.
- The classroom teachers will monitor individual performance.
- Parents will be given surveys that address the school climate, methodology, communication between school and home, and family satisfaction of the school's education program and school climate.
- Wisdom faculty will be given similar surveys.

The collected data will be analyzed to evaluate the school's program. The analysis will include:

- Student performance on state tests
- Individual student performance in classrooms
- Student satisfaction
- Faculty satisfaction
- Special Education Program Evaluation & Satisfaction

VII.E.2. FINANCIAL AUDITS: GS 115C-238.29F (f) (1)

Describe the procedure and method for conducting an independent financial audit for the proposed charter school. Give the name of the firm approved by the NC Local Government Commission (GCC) that will conduct the audit. Include the complete mailing address, telephone number and fax number.

Wisdom Academy will adhere to the auditing and reporting procedures and requirements that are applied to public schools operating in North Carolina. Wisdom Academy's Board of Directors will interview a minimum of three auditing firms before selecting the financial auditor. The Board of Directors will select and contract with a licensed North Carolina CPA to conduct the annual audit of the school's financial records, including the balance sheet, cash flow, and income statements. The audit will be included in the school annual report. The audit will be conducted in a timely manner as required by the Local Government Commission, and will demonstrate compliance with State law for a non-profit corporation.

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

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

One of the major goals of Wisdom Academy is to provide a safe and healthy school environment for the students, parents, employees, and volunteers. Each Wisdom Academy employee, volunteer, contractor, board member, or any individual deemed to have access to students will be required to submit a criminal background check and furnish a criminal record summary before employment according to GS 115C-238.29K.

Safety

- Visitors including parents will check-in at the register and will be identified with a badge.
- Wisdom Academy will comply with regulations set under GS 115C-525 and under GS 115C-105.47.
- Wisdom Academy building will be inspected by the fire department for fire safety
- Wisdom Academy will avoid keeping hazardous materials in the school. Science labs will have safety regulation handouts.
- Use of drugs and alcohol are prohibited. Wisdom Academy is a tobacco free school in accordance with GS 115C-407.
- Action plan including immediate responses to the crisis situations including natural disasters, fires, and hurricanes, will be established by the board and included in the student handbook.

Immunization of Students

Up-to-date immunization records will be required during the registration for incoming students and has to be updated yearly. The records have to be provided to the school within the first 30 days after the school is started. Wisdom Academy will provide parents and guardians with information on meningococcal and influenza its vaccines, in accordance with GS 115C-238.29F.

Fire and Safety Regulations

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

Food Inspections

Wisdom Academy will comply with all guidelines set forth by the Child Nutrition Division of the United States Department of Agriculture and directives from the local board of health. When requested, food handling areas will be available for inspection.

Hazardous Chemicals

All hazardous chemicals will be stored in a safe storage. MSDS sheets, waste collection procedures and handling processes will be provided

Bloodborne Pathogens

The school will provide training and printed materials to all staff members regarding blood borne pathogens in accordance with state statues.

Wisdom Academy will provide parents and guardian information and literature on Meningococcal meningitis and influenza and their vaccines at the beginning of each year. Wisdom Academy will also provide parents and guardians information and awareness training on Cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent diseases

Wisdom Academy will provide training and printed materials to all staff members regarding diabetes.

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

State the proposed coverage for:

Comprehensive General Liability	\$2,000,000
Officers and Directors/Errors and Omissions	\$1,000,000
Property Insurance	Full Replacement cost coverage
Motor Vehicle Liability	\$1,000,000 Bodily injury and property damage
Bonding	
Minimum amount:	Equivalent to state and local funds received by school.
Maximum amount:	Equivalent to amount of funding received from all sources, including state, local, federal and private funds.
Other	

See Resource Manual for Minimums required by SBE Policy.

VII.H. 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.

Wisdom Academy Board of Directors is committed to ensuring that transportation is not an obstacle for students to enroll in the school. Wisdom Academy will help organize carpool groups among parents from close neighborhoods. The school will provide transportation for the exceptional students as prescribed by law.

VII.I. 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): Solid Rock Ministry International Building-South East Campus

Address: 410 Berkley Road

City/State/Zip: Raleigh, NC 27510

Description of the Facility:

Total square feet:	20,067.00
Number of Classrooms:	15
Number of Restrooms:	10
Other Rooms:	5
Auditorium:	1
Gymnasium:	0
Music Room:	1
Art Room:	1
Laboratory:	0

Ownership: Fee Simple or Lease

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

(a) Term of the Lease: 5 Years

(b) Type of Lease: _____

(c) Rent: \$0 per month for 2012 Academic Year, \$8500 per month for 2013 Academic Year

Name of Landlord: Solid Rock Ministry International Church

Address: 410 Lord Berkley

City/State/Zip: Raleigh, NC 27610

Phone: 919-828-8587

Fax: _____

Document inspections for the following:

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

Describe how the maintenance will be provided for the facility. Contracted Maintenance Firm

Describe the method of finding a facility if one is not readily available at this time including information about the spatial needs of the school to best suit your adopted educational program and instructional methodologies. Does the applicant have a facility contingency plan should their initial efforts not be successful?

Building is ready and available.

VIII. 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.

IX. SIGNATURE PAGE

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

Print/Type Name: Craig James

Position: Chair/Board of Directors

Signature: _____ Date: _____

Sworn to and subscribed before me this

_____ day of _____, 20_____

Notary Public

Official Seal

My commission expires _____, 20_____