

CHARTER SCHOOL APPLICATION

Schools opening in the fall of 2013

See Resource Manual for Assistance

Due by 12 noon Friday, April 13, 2012
North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825
919-807-3491

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

OCS February 2012



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

TIMELINE

APPLICATION DUE DATE/TIME

APRIL 13, 2012	A complete application package must be received in the Office of Charter Schools by 12 noon on April 6, 2012. If the preliminary chartering entity is other than the State Board of Education (SBE), please contact the Office of Charter Schools for guidance.
APRIL 20, 2012	Copy of the application due to the Local LEA.
MAY 11, 2012	LEA Impact Statements due to the Office of Charter Schools
MAY, 2012	Public Charter School Advisory Committee receives applications and begins the process of reviewing applications ahead of their initial meeting.
JUNE/JULY, 2012	The Public Charter School Advisory Committee meets and discusses applications. Candidates receiving the highest ratings will receive interviews.
JULY, 2012	Charter School Advisory Committee interviews candidates and makes recommendations to SBE for preliminary charter school approval.
SEPTEMBER, 2012	SBE votes for applicants which will begin their preliminary planning year training with final approval to be granted in March of 2013.

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

I. APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: **The Expedition School**

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: **The Expedition School**

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

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

NAME OF CONTACT PERSON: Tammy Finch

TITLE/RELATIONSHIP TO NONPROFIT: Board Member

MAILING ADDRESS: 208 Goldfinch Ct
Mebane, NC 27302

PRIMARY TELEPHONE: 919-609-4026 ALTERNATE TELEPHONE:

E-MAIL ADDRESS: tfinchteacher@yahoo.com

Location Proposed Charter School (LEA): Orange County
Conversion: No

Description of Targeted Population: Orange County residents and residents of neighboring counties. Families interested in a project bases STEM education in a small setting.

Proposed Grades Served: K-8

Proposed Total Enrollment: 330 at full capacity

Projected School Opening Year 2013

Month : July

School Year	Grade Levels	Total Projected Student Enrollment	Year Round
First Year	K-6	230	YES
Second Year	K-7	290	YES
Third Year	K-8	330	YES
Fourth Year	K-8	330	YES
Fifth Year	K-8	330	YES



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

Tamara Finch
Signature

Title Board Member

Tamara Finch
Printed Name

Date 4/10/12

II. TABLE OF CONTENTS FOR THE APPLICATION

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

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

MISSION:

The mission of The Expedition School is as follows:

To embrace the natural curiosity of children and empower them to become innovative problem solvers and community builders. To provide excellent and innovative education to students through experiential and project based learning and STEM focused curriculum.

At Our Core

STEM Exploration

Science, Technology, Engineering, and Math exploration provides a foundation for students to meet tomorrow's global challenges.

Child Centered, Strength Focused Classrooms

Each student comes to school full of strengths, energy, and curiosity that can exponentially grow. Each child has something meaningful to offer to the world. It is important to find and build upon children's individual strengths, energy, and curiosity while challenging them to reach for new goals.

Project Based Learning

Intellectual curiosity through project-based learning propels both learners and their guides to explore multiple paths to creative solutions.

Critical Thinking with Character Building

Compassionate, bold critical thinkers respect and reflect upon their world and promote positive changes.

EVIDENCE FOR NEED OF THE PROPOSED SCHOOL:

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

According to the National Science Foundation's report, "Science and Engineering indicators, 2010", the science and engineering workforce continues to grow at a faster rate than the total workforce. The report stated that STEM occupations were projected to grow over a ten year period (2008-2018) by 17% compared to only 9.8% for non-STEM occupations.

A recent Executive Summary released by the US Department of Commerce's Economic and Statistic's Administration concluded the following about jobs in STEM fields: (Kronig, David, 2011)

The greatest advancements in our society from medicine to mechanics have come from the minds of those interested in or studied in the areas of STEM. Although still relatively small in number, the STEM workforce has an outsized impact on a nation's competitiveness, economic growth, and overall standard of living. Analysis of data from the U.S. Census Bureau's American Community Survey and Current Population Survey provide new insights into the growing STEM workforce that is central to our economic vitality. STEM jobs are the jobs of the future. They are essential for developing our technological innovation and global competitiveness.

The Expedition School (TES) aims to answer the call of the need for more workforce prepared for STEM related fields. Rather than teaching science and technology as an aside to reading, writing and math, TES has a mission to provide students with an integrated and experiential education in these subjects. This will be accomplished by recruiting highly qualified teachers who employ a hands-on, project-based approach to learning. TES will build a solid base in the STEM areas starting in kindergarten in order prepare students to be productive citizens.

There is strong evidence that suggests The Expedition School will succeed in Orange County. Currently, there are lengthy wait lists at two Durham based NC Charter Schools of Distinction: Central Park School for Children (CPSC) and Voyager Academy. Both Voyager and CPSC offer an approach similar to The Expedition School: hands-on, project-based curriculum and a focus on community. TES has been modeled after both Voyager Academy and CPSC. Voyager Academy has a wait list of over 2000 students and CPSC has a waitlist of over 300. At present, Orange County does not have a public school that offers a STEM curriculum focus with a project-based approach. Based on the knowledge of wait lists at similar schools and feedback from the local community, TES has determined that project based learning and a STEM education is desired in Orange County and surrounding communities.

Community and parental feedback have been instrumental in the formation of The Expedition School. Since February 2011, TES has had a website where the public can view the school's mission, philosophy, and other details about the school. In addition to information about the school, the website has a survey where viewers can provide feedback, suggestions, and volunteer to help.

The website survey has provided the founding board with a gauge for interest in the school as well as ways in which to improve the school to meet the needs and interests of potential students and families. There have been two different versions of the website survey. The intention of the first survey was to receive general feedback about the mission and other aspects of the school. The intention of the second and current survey is to gather specific interest for the school in the Hillsborough and surrounding area.

Survey Results:

Survey 1:

93% of participants “Agree/Strongly Agree” that they would be “excited to send their child to a school like TES”

Survey 2:

90% of participants would like to see more educational options in Orange County

86% of participants would like to have a school like TES to choose to attend

Below is a list of The Expedition School’s public outreach:

- School website with survey www.theexpeditionsschool.com
- Information Tables at Weaver St Market in Hillsborough and The Eno River Framers Market in Hillsborough
- Information presentation at the Hillsborough Public Library on March 11, 2012 (31 people in attendance)
- Distribution of flyers to multiple venues in Hillsborough and surrounding area
- Facebook <http://www.facebook.com/theexpeditionsschool>
- Press Releases in: Chapel Hill Weekly (see appendix)

PURPOSES OF PROPOSED CHARTER SCHOOL:

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

(1) Improve student learning

The Expedition School will improve student learning by:

- Presenting material in multiple ways in order to reach different types of learners.
- Providing students ample and regular hands-on, **meaningful learning tasks** where students are connecting what they are learning to the real world.
- Hiring highly qualified staff that support the school’s mission and philosophy.
- Providing students with a **STEM focus** in order to build a strong base in these subjects.
- **Differentiating instruction** to meet the learning needs of all students.
- Integrating curriculum through **project-based learning** to allow for a deeper level of learning.
- Using comprehensive assessment (portfolios, formative assessments, authentic methods)
- Being **child-centered**
- Creating a community where all parties are respected.

The Expedition School will offer a classroom experience that is not available in the local traditional school setting.

“Research has shown that students learn content as well or better using Project Based Learning (PBL) than with traditional instruction. It also shows that students remember what they have learned longer and are better able to use what they have learned. PBL provides the opportunity to learn and practice skills that traditional instruction often ignores -- working in groups, making choices, monitoring progress, thinking deeply about a problem or challenge, and communicating what has been learned. In short, PBL helps students not only learn content but also the 21st-century skills they will need to thrive in a quickly changing, globally connected world.” John Mergendoller, executive director of the [Buck Institute for Education \(BIE\)](#).

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

Strength Focused and Child-Centered-Our classrooms will celebrate what each individual is doing well and foster an atmosphere of success in order to keep a spirit for learning high. We believe this type of atmosphere benefits all students, especially students who struggle and those who are academically gifted. Our staff will recognize and work to address areas in need of improvement in each student.

A critical feature of our classrooms will be **differentiated instruction**. Students will move through the curriculum at a pace appropriate for him or her at that particular time. In more traditional settings the curriculum keeps moving and many students get “left behind”. Our small class size and highly qualified staff will allow for structured lessons and projects that maximize student learning at an *individual* level, not an arbitrary level that may be inappropriate. Staff at TES will receive ample time for planning, collaboration, and staff development in order to maintain a consistent focus to provide students with appropriate challenge.

The Expedition School will offer regular **hands-on learning**. Research shows that hands-on experiences increase student performance and motivation. A meta-analysis of 15 years of research on the advantages of hands-on learning, including 57 studies of 13,000 students in 1,000 classrooms, demonstrated that students in activity-based programs performed up to 20% higher than groups using traditional or textbook approaches. The greatest gains occurred in creativity, attitude, perception, and logic (Bredderman, 1982).” (Case for Hands-on Learning). Hands-on learning is a research based method that will help all kinds of learners achieve.

TES will offer **free tutoring** to students who are in need of extra support. This will occur after school at least 3 days a week. TES teachers will provide the tutoring.

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

Innovative teaching methods are at the core of The Expedition School. Developmentally appropriate, differentiated, integrated, hands-on/experiential learning, project based and child-centered are teaching principles well-known in the educational lexicon but not necessarily implemented well in the curriculum. The Expedition School will concentrate on the implementation of these principles.

Developmentally Appropriate

"Developmentally-appropriate" instruction combines the following principles to create the learning environment:

- Development proceeds at varying rates from child to child as well as unevenly within different areas of each child's functioning.
- Development proceeds in predictable directions toward greater complexity, organization, and internalization.
- **Children are active learners**, drawing on direct physical and social experience as well as culturally transmitted knowledge to construct their own understandings of the world around them.
- Development advances when children have **opportunities to practice newly acquired skills**, as well as when they experience a challenge just beyond the level of their present mastery.
- Children demonstrate different modes of knowing and learning and **different ways of representing what they know**.
- Children learn best in the context of a community in which they are safe and valued, their physical needs are met, and they feel psychologically secure.
- Children learn best when goals are challenging, yet achievable.

(Wood, Chip. Yardsticks, Children in the Classroom and NAEYC)

Integrated

An integrated curriculum considers the integrated nature of development: what happens in one aspect of development, such as physical development, inevitably influences development in other domains. It includes various subject matter disciplines such as science, mathematics, and literacy in common activities, rather than as separate branches of knowledge. By providing an organizing topic or concept within the children's range of experience, children can explore, interpret, and engage in learning activities that draw on goals from one or more subject-matter disciplines. An emphasis on building from children's interests and experiences offers a concrete context of activities to associate learning in a meaningful way, and opportunities to apply skills and knowledge on authentic problems. Integrated curriculum activities also offer a variety of related experiences that allow for individual learning styles and multiple intelligences.

Project Based Learning

Project-based learning is a dynamic approach to teaching in which students explore real-world problems and challenges. With this type of active and engaged learning, students are inspired to obtain a deeper knowledge of the subjects they're studying. Teachers purposefully plan project outcomes and experiences that integrate subjects, learning styles, and experiences that are authentic and meaningful to students.

Why Project Based Learning?

- Research indicates that students are more likely to retain the knowledge gained through this approach far more readily than through traditional textbook-centered learning.
- In the process of completing their projects, students also hone their organizational and research skills, develop better communication with their peers and adults, and often work within their community while seeing the positive effect of their work.
- Project based learning naturally connects subjects allowing children to learn and apply knowledge in an integrated fashion.
- Project based learning naturally sets up situations that enable students to work collaboratively, using their own and each other's strengths, learning to rely on one another, as well as do their own part. It naturally builds "21st century skills."
- "Inquiry-driven and project-based learning makes sense for today's learners because it gives them the opportunity to connect the work they do in school with the larger world around them. We must stop saying that school is "preparation for real life" and acknowledge that school is real life for the kids while they are in it. Project-based learning allows that to happen in powerful, meaningful ways." *Chris Lehmann is the founding principal of the [Science Leadership Academy](#), in Philadelphia.*
- While research supports the use of project based learning in schools, the North Carolina Department of Public Instruction STEM Education Schools and Programs STEM attribute implementation rubric, which the school will use, even requires it. Project based learning with integrated content will be used to create meaningful learning experiences that will help students grasp and make sense of material. (To view the rubric, please see the appendix.)

Child-Centered

Most importantly, everything about the school will be child-centered. Child-centered means that the organization and structuring of the school is based on responding to a particular image of the child as full of strengths, energy and curiosity that can exponentially grow, and that each child has something meaningful to offer to the world.

A child-centered or emergent learning environment is structured with a commitment to understanding how children learn and develop and in capitalizing on their areas of interest. Particular care is taken in planning environments and instruction to support the stages of cognitive development through which children progress. Teachers work to create a concept rich classroom providing materials, tools, opportunities and guidance while encouraging children to make choices, to interact with the environment and other children. Children learn or construct knowledge through meaningful experiences building interest, motivation, and the love of learning.

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

In order for children to remain curious, to welcome challenge, to seek improvement and celebrate success, their teachers must do the same. Opportunities for teachers to be challenged, to seek improvement and celebrate success will be at the heart of The Expedition School.

The organizational structure, while traditionally hierarchical, will allow for management and instructional decisions to be made by the people most affected by those decisions in consultation with each other. The board of the school will make policy, financial, and long term planning goals with input from the director, staff, and parents. The school director and staff will make day to day operational and curricular decisions.

Teachers will be encouraged to develop their own professional development plans and include projects such as action research, curriculum design, child study, grant writing, study groups, conferences and site visitations. The School has budgeted generously for staff development to make sure this is a reality. The school plans to have a Director of Curriculum and professional development who will conduct regular professional development sessions with the teachers on the school site and make the professional development plan become a reality. Also, additional funds have been budgeted to provide professional development in addition to the development provided by the Director of Curriculum.

The School Director and the Director of Curriculum and Professional Development will share administrative duties and regularly collaborate with teachers. This shift not only allows the Director and Curriculum Director to spend part of every day in the classrooms, but also prevents the isolation of teachers and principals that often occurs in school settings. Teachers will work together closely. They will meet each week in professional learning communities to discuss essential learning outcomes, children's learning needs, to share successes, and to brainstorm challenges. Teachers act as managing partners who guide students, collaborate with colleagues and parents as well as school Directors to create a positive learning environment for each student.

It is the goal of The Expedition School to encourage curiosity and celebrate challenge for everyone in the school community.

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

The Expedition School recognizes that there is a desire for more varied educational opportunities outside the public and private school realm based on feedback from local parents and community members (see Evidence Section above). Our school offers small class sizes, a project-based approach, a STEM focus, and a strong commitment to community. This type of school is currently not available in the Orange County public school system. All parents should be able to choose this educational philosophy if it is best for their child. The Expedition School will provide parents and students with a choice that is distinctly different from the current available public options.

(6) Hold the schools established under this Part accountable for meeting measurable student achievement results, and provide the schools with a method to change from rule based to performance based accountability systems.

The Expedition School will achieve measurable student achievement results using a performance based accountability system.

Evaluation Tools

The evaluation tools at The Expedition School will include the following:

- Participation in the ABC accountability Model
- NC required End of Grade/End of Course tests
- MAP testing (By NWEA)
- Comprehensive, authentic assessment
- Portfolio review
- Use of the North Carolina Department of Public Instruction STEM Education Schools and Programs STEM attribute implementation rubric

The Expedition School will use **Comprehensive Assessment** to promote student accountability for learning. The Expedition School will focus on child-centered, learning-focused assessments. These include but are not limited to essays and written work, role plays that mirror real life tasks, teacher observations, checklists, real-life project applications of knowledge graded using rubrics, experiments, projects, performances, multiple choice tests, and portfolios, as primary evaluation tools. These tools and other assessment choices designed by the teacher team will constitute The Expedition School's Comprehensive Assessment. EOG and MAP testing will also be used as assessment tools.

Comprehensive Assessment drives instruction because, "Time is not lost for teaching and learning. The time spent IS teaching and learning. Actual conduct of the assessment is a learning experience for students. It informs teaching, [and] gives feedback to teachers immediately about how to meet students' needs, so it is actually productive time." Linda Darling-Hammond, Professor, Stanford University School of Education (<http://www.edutopia.org/comprehensive-assessment-overview-video>)

Comprehensive Assessment promotes:

- Student accountability
- Student self-reflection
- Presentation skills needed for the work world

Comprehensive Assessment allows students to practice and model not only content standards, but also skills needed in the work world that are not commonly tested; skills such as determination, ability to problem-solve, collaboration and leadership skills. Since comprehensive assessment provides immediate feedback to teachers, curriculum can be adjusted to meet students' needs on an ongoing basis. Assessments such as projects, performances, portfolios, and real-life applications take time. As teachers observe and work with students who are completing tasks, teachers can intervene, adjust curriculum and instruct even during the assessment period, making the assessment an integral part of the learning experience.

Because it is also important to document how students are progressing in the multi-age environment, and to provide teachers with further instructional information, and to provide parents with Nationally Normed concrete data of their student's growth, The Expedition school will also use MAP (Measure of Academic Progress) testing from the Northwest Evaluation Association (NWEA). MAP testing will be administered at least two times per year in fall and spring for all grades K-8 in reading, and math. Science testing will be administered in grades 5-8. These tests help teachers identify students' instructional needs, and the Descartes continuum of learning that is an outcome of MAP testing helps teachers pinpoint where students are ready to learn. It is aligned to state standards and helps translate the raw data from the assessment into actionable plans for instruction, grouping and more. MAP testing provides student growth scores. Therefore student growth can be measured, used for instruction, and reported to parents and other constituents.

Participation in North Carolina Testing Program: The Expedition school will comply with the North Carolina Testing Program, including ABC Accountability Model, EOG Tests, EOC Tests, other state mandated tests, writing assessments, computer skill assessment, and student portfolio requirements.

Use of the North Carolina Department of Public Instruction STEM Education Schools and Programs STEM attribute implementation rubric (See appendix)

This rubric, designed by the North Carolina Department of Public Instruction, NC STEM Community Collaborative, the Golden Leaf Foundation and the William Ida Friday Institute for Educational Innovation, will help our school learn and measure the steps needed to become a "prepared" or "targeted" quality program. The STEM Attributes describe a quality STEM education school or program. For each attribute, there are criteria to describe an Early, Developing, Prepared or Targeted school or program. While some of the attributes specifically target high school populations, we feel the majority of this rubric holds relevance to our school's goals. Our goal is to open the school with at least 50% of the STEM attributes at the "Prepared" level and move towards 80% of the K-8 appropriate attributes at the "Prepared" level by year 3. By year 5, the school should have 90% of the K-8 appropriate attributes at or beyond the "Prepared" level.

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.

The Expedition school is a diverse and innovative academic community school. Our Mission is To embrace the natural curiosity of children and empower them to become innovative problem solvers and community builders. To provide excellent and innovative education to students through experiential and project based learning and STEM (Science, Technology, Engineering and Math) focused curriculum.

We embrace children as naturally full of energy and curiosity, believing that all children can learn regardless of background. The school's belief is that students, working with dedicated faculty and families, will excel in their academic goals and life pursuits.

In order to prepare our children for a future in our global society, and to prepare students to be creative, innovative problem solvers, The Expedition School places a strong emphasis on experiential learning in science, technology, engineering and math, integrated with literacy, social studies and the arts.

The Expedition School's child-centered environment deepens learning by connecting it to real-world themes and ideas and providing experiential, hands-on experiences, including project-based learning. Learning at The Expedition School is collaborative, reflective, and challenging and provides opportunities for student choice.

We believe that strong communities aid student success. At The Expedition School, students are grouped in multi-age classrooms in which students remain for a 2-year span. This allows the student/teacher/family and peer relationships to grow stronger, and allows for students to learn at a pace that is appropriate for them. Parents, families and the community are welcome at the school.

The Expedition School aims to prepare students to create the best today and the best future possible.

IV. GOVERNANCE

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

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

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

The Expedition School has not yet applied for nonprofit status. The Expedition School will expedite this process upon charter approval.

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

PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CMO)

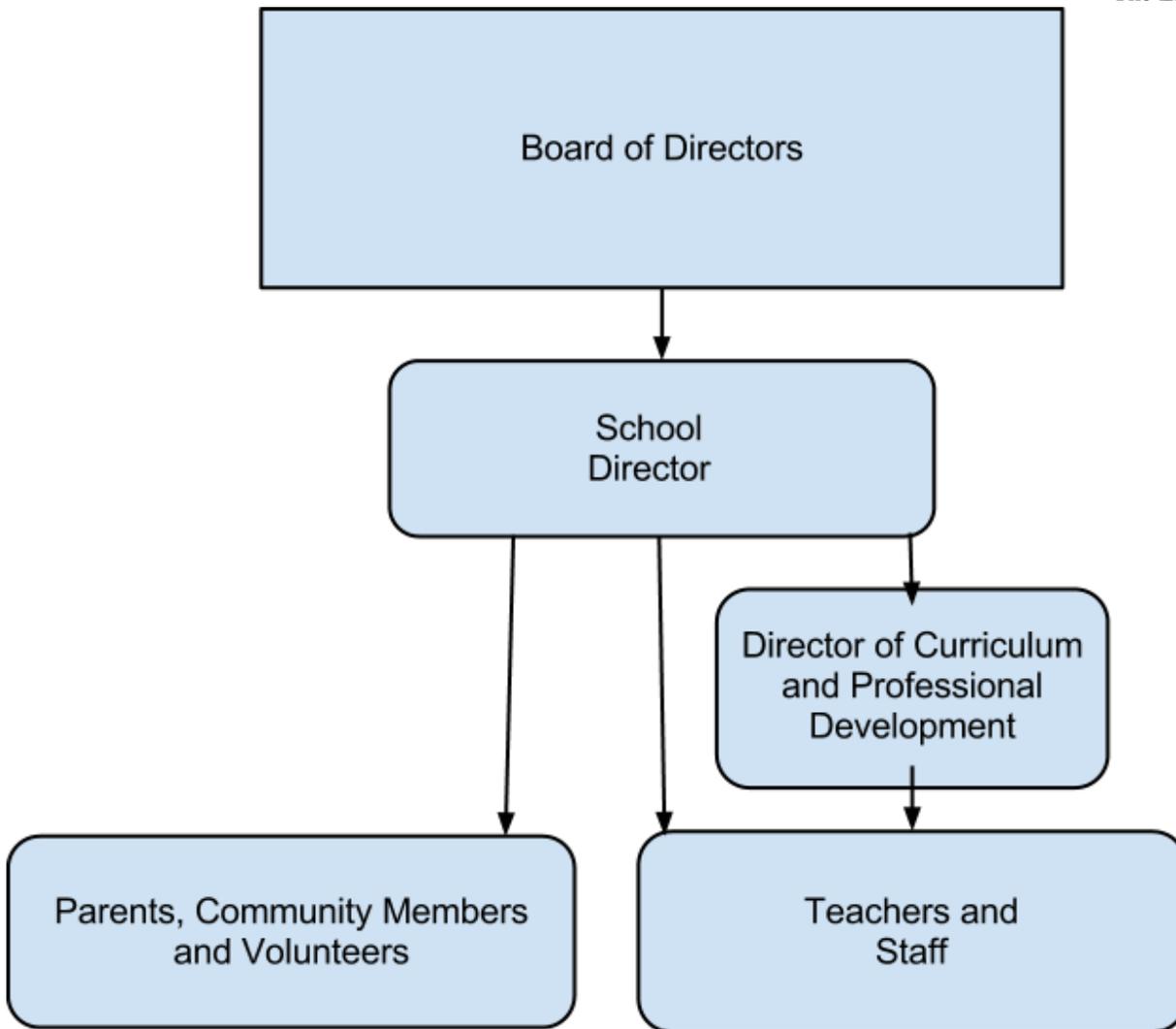
TES has no plans to contract with and EMO or CMO.

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

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

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

APPLICATION: (Do not include as an appendices.)



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

Tammy Finch
Mebane, NC

2000-present: National Board Certified Teacher

1996-present: NC licensed teacher K-5

2000-present: Gifted Education Specialist, Chapel Hill, NC

- Train teachers in the use of differentiation in the classroom
- Collaborate with teachers K-5 to provide assignments appropriate to gifted learners, tier assignments to meet different learning needs, and co-teach differentiated lessons
- Administer achievement and aptitude tests to students, keeping testing documents and setting secure and appropriate
- Collect, organize and prioritize data and use this data to identify students as gifted.
- Communicate with parents regarding students gifted identifications and services
- Maintain a website detailing gifted education and student assignments
- Create and deliver presentations for parent and community groups regarding differentiation and other education topics
- Write a grant for a school garden, and orchestrate its creation
- Provide leadership to PLC teacher teams in regards to curriculum, instruction, and differentiation

1996-1999: 4th and 5th grade teacher, Chapel Hill, NC

- Created a project-based, differentiated, hands-on learning environment
- Coached students in developing character traits
- Organized daily learning and taught all subjects to a diverse student population
- Maintained and followed IEP goals for individual students, participated in IEP meetings
- Participated on school teams

Training

- 2011-12: Smartboard training: Training teachers on how to create high-level, hands-on smartboard lessons for students
- 2011-present: RtI Responsiveness to Instruction
- 2010-present: Professional Learning Communities
- 2000-present: Balanced Literacy
- 1998-2000: Gifted Education

Education:

- 1996: Masters in Teaching: City University, Tacoma, Washington
- 1995: Bachelor of Arts: Pacific Lutheran University, Tacoma, Washington

**Patricia Brummitt
Chapel Hill, NC**

EDUCATION

Master's of Education, K-12 Reading **May 2008**
North Carolina State University, Raleigh, NC

Bachelor of Science, Elementary Education **May 2002**
Appalachian State University, Boone, NC
○ Graduated Cum Laude

Spanish Language Training **Summer 2003**
Antigua, Guatemala
○ Completed four weeks of Spanish immersion programs

EMPLOYMENT

Chapel Hill Moving Company **2008-Present**
Owner

- Manage day to day operations
- Coordinate moves
- Manage bookkeeping
- Responsible for growth in revenues for three consecutive years by optimizing use of website and providing quality customer service

Chapel Hill-Carrboro City School, NC **2009-2010**
Gifted Specialist

- Collaborated with K-5 teachers to provide differentiated lessons to gifted students
- Assisted in collecting and organizing data to identify students as gifted
- Communicated with parents regarding gifted services

Perry Harrison Elementary School, Pittsboro, NC **2003-2005**
Teacher

- Taught all fifth grade academic subjects, in compliance with North Carolina standard course of study
- Used differentiated instruction to provide lessons appropriate for diverse learning needs
- Successfully prepared students for North Carolina End of Grade Tests with 100% passing
- Served on Cultural Arts Committee, setting up multicultural events throughout the school years
- Worked with quiz bowl team to prepare for countywide competition
- Served on media and technology committee

OTHER EXPERIENCE

Extensive travel in Guatemala, Honduras, Costa Rica, Belize, Croatia, Ireland, Italy, Spain, France and Switzerland

Rochelle S. Sutton
6200 Oak View Court, Hillsborough, NC 27278
(H) 919-479-5155 (C) 919-357-5477
ShelleSutton@mindspring.com

Work Experience:

BB&T

December 2003-Present

Vice President and
Sales and Service Leader

- Responsible for growth and revenue production for 17 branch offices
- Support Bank initiatives through coaching
- Act as liaison for Financial Center Leaders to Senior Leadership

Vice President and
Financial Center Leader III, Hillsborough

- Responsible for managing overall balanced performance of branch with focus on lending, deposit and revenue growth and client service;
- Provide sales and service leadership, support and direction for branch employees, including recruiting, coaching and retention efforts;
- Responsible for maintaining, documenting and reporting sales and service levels of branch while meeting bank budget and client expectations;
- Understand and reevaluate as necessary to help bank achieve goals effectively;
- Effectively grow profitability of branch deposit and loan portfolios through cross sales efforts and acquisition from competition;
- Coordinate and manage operational aspects of branch for maximum efficiency;
- Train and act as mentor to new Financial Center Leaders and speak at Retail Academy
- Maintain good community relations by being an engaged and involved member of the community.

SunTrust Bank, Atlanta

April 1997-June 2003

Assistant Vice President and
Branch Manager

- Responsible for day to day sales and operations of branch with a focus on deposit acquisition;
- Oversaw team of 3 sales people and 7 tellers;
- Moved branch profitability from bottom quartile to top 10 in first year in branch;
- Assisted in implementing new hire procedures for bank

SunTrust Bank, Atlanta

April 1997-June 2003

Assistant Vice President and
Branch Manager

- Responsible for day to day sales and operations of branch with a focus on deposit acquisition;
- Oversaw team of 3 sales people and 7 tellers;
- Moved branch profitability from bottom quartile to top 10 in first year in branch;
- Assisted in implementing new hire procedures for bank

Wells Fargo Bank, Los Angeles

May 1990-April 1997

Agent Officer
Customer Service Officer/Banking Officer

Management Development Associate
Customer Service Representative
Commercial Teller
Specialty Teller
Teller

Education:

California State University, Fullerton
Bachelor of the Arts, Psychology

June 1994

BB&T Banking School at Wake Forest University

July 2010

Community Involvement:

Hillsborough/Orange County Chamber of Commerce

- 2006-Present Executive Board Member
- 2010 and 2011 Board President
- 2010 Business of the Year
- 2006 Business Person of the Year
- 2006-2009 Ambassador Committee Chair

Orange County Relay for Life

- 2003-Present Volunteer

Girl Scouts of America

- 2010-Present Troop Leader

Curriculum Vitae
Steven D. Holdaway
Chapel Hill, NC 27514

Education

The University of Michigan - Ann Arbor - Bachelor of Science in Mechanical Engineering 1977
DePaul University - Chicago - Master of Business Administration in Finance 1982

Professional Experience

Academy Solar, LLC (April 2010-present):

President and one of three founders
Responsible for overall strategy, financial management and commercial sales

ZyCare, Inc. (2005-March 2010):

CEO

Led preparation of the FDA 510k filing for their web-based medical software application and responsible for a private placement memorandum and fund raising efforts (\$2.8M), all of which were successful. Successful sale of Company to Inverness Medical Innovations in Fall 2009 and moved on after transition contract completed.

Nuada Pharmaceuticals, Inc. (formerly ChemCodes Inc.) (2001-2005):

Chief Financial Officer and Chief Operating Officer responsible for all operations, finance, legal procurement and engineering and shareholder relations.

Glaxo/Glaxo Wellcome/GlaxoSmithKline (1990-2001):

London, England: Senior Director of Project Management leading the design and construction of a \$1.2B R&D campus. Also responsible for design and construction of a research facility in Madrid, Spain and a corporate headquarters in Lisbon, Portugal. Headed up the design and construction of a \$120M manufacturing facility in Toronto, Canada. Moved to RTP in 1996 as Senior Director US R&D Operations, then Senior Director of Engineering. 1998, appointed to VP-North American Procurement. 2000, appointed Director, WorldWide Procurement Transactions

Amoco Oil Company (1977-1990):

Refinery Design Engineer, including engineering and project management, operations planning and maintenance and senior operations roles

SharedVue, Inc. (Raleigh, NC)/Technovashun, Inc. (Chapel Hill, NC):

Serve on board of directors for this technology company, also owner/founder of Technovashun, Inc., creator of medical devices

TERRI C. CARBRE

SCANA CORPORATION

07/95-PRESENT

ACCOUNT MANAGER

- COORDINATE INDUSTRIAL CONTRACT RENEWAL AND ACQUISITION PROCESS, WHICH INCLUDES UTILIZATION OF PRICING STRATEGY, COMPILING VOLUME DATA AND REVIEWING CREDIT HISTORY
- MANAGE A PROFITABLE BOOK OF BUSINESS WHICH INCLUDES MAINTAINING THE EXISTING PORTFOLIO AND ADDING NEW BUSINESS
- PROVIDE LEADERSHIP AND ADMINISTRATIVE MANAGEMENT NECESSARY FOR THE SUCCESSFUL PROMOTION AND SALE OF SERVICES TO INDUSTRIAL CUSTOMERS
- SERVE AS PRIMARY POINT OF CONTACT FOR INDUSTRIAL CUSTOMERS
- MANAGE SALES-RELATED CUSTOMER SERVICE AND PUBLIC RELATIONS ACTIVITIES

VOLUNTEER: INDEPENDENT ANIMAL RESCUE

BIG BROTHERS, BIG SISTERS OF THE TRIANGLE
NC EQUALITY
HUMAN RIGHTS CAMPAIGN
UNITED CHURCH OF CHAPEL HILL
SPECIAL OLYMPIC WORLD SUMMER GAMES

AWARDS:

PRESIDENT CIRCLE AWARD AT SCANA FOR 3 CONSECUTIVE YEARS
PRESIDENTS CLUB AWARD AT SCANA
AWARDED THE PRESIDENTS RING AT PEOPLES NATURAL GAS CO

TRAINING:

MARKET MANIPULATION AND ANTI-TRUST TRAINING
FERC TRAINING YEARLY
CODE OF CONDUCT TRAINING YEARLY
GROWING BETTER TOGETHER WORKSHOP
PLANNING YOUR CAREER IN A CHANGING WORKPLACE
INTERACTION SKILLS FOR SUCCESS

Laura Harris Brightwood, LCSW

4439 New Hope Spring Drive ~ Hillsborough, NC 27278

919 / 316 -9705 ~ LaurabrightwoodLCSW@gmail.com

<http://www.LauraBrightwoodLCSW.com>

EDUCATION:

- **Licensed Clinical Social Worker:** North Carolina, 2001
- **Master of Social Work:** University of Kentucky, 1996
- **Master of Divinity:** Southern Seminary, 1992
 - Pastoral Counseling
- **Clinical Pastoral Education:**
 - Central State Hospital (Acute Psychiatric), LaGrange, KY, 1991
 - NC Baptist Hospital, (Intensive Care Nursery), Winston Salem, NC, 1992
- **Bachelor of Science:** Eastern Kentucky University, 1988

PROFESSIONAL EMPLOYMENT:

- **DIRECTOR OF CURRICULUM DEVELOPMENT/ART DIRECTOR-**

<http://www.3cisid.com> and <http://www.SelMEDIAinc.com>

3C Institute of Social Development, Cary, NC 2004- Present

(Plan, develops, coordinates, writes, and implement ongoing multi-media and evidenced based curriculum. Focus on social and emotional learning, emotional literacy, multicultural education, and mood regulation. Responsibilities include full art direction, character design, book illustration, print layout, commercialization, and video direction, as well as, responsible for supervisory and company leadership.)

- **INDIVIDUAL AND FAMILY THERAPIST –**
Private Practice – Chapel Hill NC 6/2011 - Present
<http://www.3cfs.com> 3C Family Services, Cary, NC 2008- 2011

- **CLINICAL / RESEARCH SOCIAL WORKER:**

Duke University

Durham, NC, 2003-2004

(Direct clinical services to actively dying individuals and their families and support networks)

- **CONSULTANT/CHANGE MANAGEMENT/TRANSFORMATIONAL LEARNING:**

St. Thomas Hospital, Ascension Health, Nashville, TN 2002-2003

(Plan, develop, coordinate, and implement ongoing training initiatives based on contemporary learning organization, Mindfulness Based Stress Reduction, and personal development technologies)

- **DIRECTOR OF BEREAVEMENT:**

Hospice of the Highland Rim, Tullahoma, TN, 2002

(Program management, ongoing staff development courses, community education and supervision of bereavement staff)

- **CLINICAL SOCIAL WORKER:**

Duke University's Triangle Hospice, Durham, NC, 1999-2002

(Direct clinical services to actively dying individuals and their families and support networks)

- **CLINICAL SOCIAL WORKER:**

Home of the Innocents, Louisville, KY, 1996-1999

(Clinical services management, staff supervision and organizational development for residential program)

- **CLIENT SERVICES COORDINATOR:**

AIDS Volunteers (AVOL), Lexington, KY, 1995-1996

(Organizational and community development and training, program management, curriculum development, grant writing, direct clinical services for individuals living with HIV)

- **MENTAL HEALTH ASSOCIATE:**

Charter Ridge Hospital, Lexington, KY, 1993-1995

PUBLICATIONS:

Laura Harris and Steve Dawson (1997). *Adventure in the Land of Grief. Words on the Wind Publishing. Wilmore, Ky.*

Laura Harris and Steve Dawson (1999). *Death of the Forest Queen. Words on the Wind Publishing. Wilmore, Ky.*

Laura Harris and Steve Dawson (1999). *Jack's Journey. Words on the Wind Publishing. Wilmore, Ky.*

Melissa DeRosier & Laura Harris Brightwood (2006). *LifeStories For Kids (Grades K-2) 3C Institute for Social Development, Cary, NC, 27513*

Laura Harris Brightwood & Melissa DeRosier . (2007). *LifeStories For Kids (Grades 3-5). 3C Institute for Social Development, Cary, NC, 27513*

Laura Harris Brightwood (2007). *LifeStories for Kids: Storybook Series. 3C Institute for Social Development, Cary, NC, 27513*

DeRosier, M.E., North, K., McMillen, J.S., & Brightwood, L.H. (2009). *Social Skills Group Intervention – High Functioning Autism (S.S.GRIN-HFA; Grades 3-5)*

Laura Harris Brightwood , Melissa DeRosier, Melanie Elliott Wilson, Marc Brackett, Susan Rivers (2009). *Emotional Literacy in the Classroom (Grades K-2; version 2) (Includes 27 storybooks written and illustrated by Laura Brightwood*

Laura Harris Brightwood (2009). *Emotional Literacy in the Classroom: Storybook Series (Grade K) . 3C Institute for Social Development, Cary, NC, 27513*

Laura Harris Brightwood (2009). *Emotional Literacy in the Classroom: Storybook Series (Grade) . 3C Institute for Social Development, Cary, NC, 27513*

Laura Harris Brightwood (2009). *Emotional Literacy in the Classroom: Storybook Series (Grade 2) . 3C Institute for Social Development, Cary, NC, 27513*

Laura Harris Brightwood (2011). *Adventures in Emotional Literacy: Chapter Book Series (Grade 3) (in press). 3C Institute for Social Development, Cary, NC, 27513*

Laura Harris Brightwood (2011). *Adventures in Emotional Literacy: Chapter Book Series (Grade 4) (in press). 3C Institute for Social Development, Cary, NC, 27513*

Laura Harris Brightwood (2011). *Adventures in Emotional Literacy: Chapter Book Series (Grade 5) (in press). 3C Institute for Social Development, Cary, NC, 27513*

Laura Harris Brightwood (2011) *Alley Matt (in press). 3C Institute for Social Development, Cary, NC, 27513*

Laura Harris Brightwood (2011) *The Cleaning Crew (in press). 3C Institute for Social Development, Cary, NC, 27513*

John Cooper, PhD

Chapel Hill, NC

Program Director: MDC Durham, NC

- Focus on community development, environmental justice, dispute resolution, public policy research, emergency management, and land-use planning.
- Directed the FEMA Emergency Preparedness Demonstration Program, a \$2.5 million effort to understand barriers to increased disaster awareness and preparedness in marginalized communities.
- Provided consultation to community development advocates on issues of planning and civic engagement, and been a visiting lecturer in the Department of City and Regional Planning (DCRP) at the University of North Carolina Chapel Hill (UNC).
- Past member of the Z. Smith Reynolds Foundation's Advisory Panel and The Community Home Trust (Chapel Hill, NC) Board of Directors.
- Currently serves on a number of advisory boards including, the Board of Visitors for the UNC Institute for the Environment, the Technical and Operational Advisory Committee of the Southern Rural Development Center (SRDC) and the Advisory Board for the Center for the Study of Natural Hazards and Disasters at UNC.

Education

Economics, urban planning, city and regional planning

- Texas A & M University
- University of North Carolina at Chapel Hill

The Expedition School Advisory Board

The advisory board is a non-voting segment of the board whom are called upon for specific advise and counsel as needed.

Dr. Alexis T. Franseze

Hillsborough, NC

Assistant Professor, Department of Sociology and Anthropology, Elon University

Terri M. Manente

Hillsborough, NC

Ceridian, Human Resources Outsourcing (HRO) Group, Minneapolis, Minnesota (2010 – Present)
Implementation Program Manager (Client Facing Role)

Roger Gerber

Founder and Executive Director: League of Charter Schools, NC. Founder of Woods Charter School, Village Charter School and Orange Charter. 1998-2002: member of the Charter School Advisory Committee.

Cathy Angel

Hillsborough, NC

Associate Producer, Spanish Services Coordinator. Fluent in Spanish. Educator of English and Spanish.

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)

Thanks and credit given to Triangle Math and Science. We have made use of their bylaws with minor adjustments to fit our school. These bylaws are proposed.

The Expedition School By Laws

ARTICLE I: NAME

Section 1: Name

The name of the nonprofit corporation is The Expedition School (sometimes referred herein as —The Corporation).

Section 2: Principal Office and Registered Agent

The Expedition School has not yet applied for non-profit status, and does not yet have a registered agent.

ARTICLE II: PURPOSE

Section 1: Purpose

The purpose of the Corporation is to apply for, establish, and govern charter schools under North Carolina Charter School Statutes and to pursue related educational endeavors.

ARTICLE III: MEMBERSHIP

Section 1: Membership

The corporation shall have no members.

ARTICLE IV: BOARD OF DIRECTORS

Section 1: Powers

The activities, affairs and business of the Corporation shall be conducted by or under the direction of the Board of Directors (referred to herein as the —Board).

Section 2: Mission

The school Director and staff will perform and manage the day-to-day operations of the school.

The mission of the Board of Directors is to focus on implementing the school's vision through policy making that clarifies roles and responsibilities, philosophies, and expectations for the school organization, and assures a system of accountability. The board will conduct long term planning, financial management and selection and hiring of the school director.

Section 3: Number, Qualifications, Election and Tenure

- a) The number of persons constituting the Board of Directors who have voting authority shall be no less than five (5) and nor more than seven (7).
- b) A person needs to be at least twenty-one (21) years old and in good standing to be qualified as a Director.
- c) Election procedures to the Board of Directors are outlined as follows: Nominations may be made by any Board member; Vote to be taken publicly by show of hands;

A nominee is declared a Director as long as he/she receives the votes of the majority of the Directors.

d) Directors shall serve for a term of three years, or until their successors are elected. A Director will be removed by a majority vote of the Board at any meeting. In order to be re-elected, he/she can be nominated by a Board member similar to any other nominee; Directors can nominate themselves as well.

e) Parents may serve as Board members.

Section 4: Duties

The Board is committed to the education of all students to the best of their individual abilities; to a constant awareness of the concerns and desires of the community regarding the quality and performance of the School with the Board assuming an educational leadership role; and to the employment of school personnel who, under the direction of the Principal, will see that the school maintains an outstanding position and will carry out the policies of the Board with imagination and dedication.

Additionally, the Board's specific policy and direction goals are:

To interpret the education needs and aspirations of the community through the formulation of policies which stimulate the learner and the learning process, in accordance with the mission and philosophy of the school;

To govern the school in accordance with federal and state laws;

To provide leadership in order to carry out the goals and objectives of the school effectively;

To facilitate communication with the community served by the school

To develop and provide the data appropriate for the management functions of planning, evaluating, organizing, controlling and executing.

The Board should attempt to reflect the opinion of the community. However, Board members must look to the future more clearly than is required of the average citizen. The results of many of the decisions and actions of the Board may not be realized at once, but will set the course of education for future years. The Board should fearlessly support those educational philosophies and procedures needed to promote proper education for this community based upon the needs of the pupil population.

In addition, Directors shall meet at such times and places as required by these bylaws. The Board may consider a Director with three consecutive un-excused absences from regular meetings as having resigned. Directors shall register their home/business address, home/office/cellular phone numbers and e-mail addresses with the Secretary of the School.

Section 5: Meeting Procedures

All meetings of the Board shall be open to the public, including the news media, except when permitted or required by law to be closed. Visual and sound recordings shall be permitted during open meetings. The President of the Board shall preside at Board meetings and shall rule on questions of order. In the absence of the President, the Vice President shall preside. In the absence of both the President and Vice President, the attending members shall elect one of their numbers to preside. Meetings of the Board shall be formal enough to allow for the orderly conduct of business but informal enough to encourage free discussion among Board members and to promote group thinking and action.

Section 6: Meeting Schedule

The Board annually shall adopt a schedule for the upcoming year stating the date, time and place of its regular meetings. The meeting schedule shall be posted in a prominent place at the Schools' administration building and at any other locations where such scheduled meetings will be held. Electronic and other means of informing the public about the Board meetings shall be used where feasible. Any scheduled meeting may be cancelled, postponed or adjourned.

Section 7: 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. The schedule shall call for the meetings to be held at the Schools' administration building or any other appropriate place. The board's regular meetings are legislative in nature. This is where most of the Board's formal actions are taken.

Section 8: Special or Called Meetings

In accordance with the state law, special meetings may be called by the Board President on the request of three or more Board members, or the Principal in accordance with state law. Due notice of such meetings shall be given to the public and shall include at a minimum the posting of a written notice for at least 24 hours at the place of regular meetings and by the giving of written or oral notice at least 24 hours in advance at the front door and Parent Information Center. Board members will be given at least 24 hours' notice of the meeting and the topics to be addressed. Notice to Board members may be by telephone, e-mail, fax or some other means to achieve notification.

Section 9: Emergency Meetings

When special circumstances occur and are so declared by the Board, the Board may meet on less than 24 hours notice. Board members and the public shall be given as much notice of the meeting and subjects expected to be considered as is reasonable under the circumstances, including the posting of a written notice at the place of regular meetings. The minutes of the meeting shall reflect

the reason for holding the meeting on the less than 24 hours notice and the nature of the notice given.

Section 10: Quorum

A majority of the Board members having voting authority and currently in office shall constitute a quorum for the transaction of business. If a quorum is not present at the time and place of any meeting, the Directors present shall adjourn the meeting until a quorum shall be present.

Section 11: Voting

Except as otherwise expressly provided by statute, or by the Charter of the Corporation, or by these by-laws, the action of a majority of the Directors present at a meeting in which there is a quorum shall be the action of the Board of Directors.

Section 12: Resignation of Directors

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

Section 13: Compensation

Directors shall serve without compensation for their services to the Board except travel and related expenses as may be authorized by the Board for in-state or national conferences.

Section 14: Conflict of Interest

If any member of the Board faces a conflict of interest in a matter pending before the Board, such member shall make full disclosure to the Board of the nature of the conflict. Upon full disclosure, the Board may approve the transaction only by the majority vote of Board members having no conflict of interest. However, no such transaction may be approved if it would constitute self-dealing, prohibited under Section 4941 of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws, or if it would result in the imposition of any excise tax under any other provision of Chapter 49A of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws.

Section 15: Nepotism Policy

Consistent with the principle that School employees and prospective employees shall be hired, evaluated, and advanced on the basis of individual merit, without reference to considerations of race,

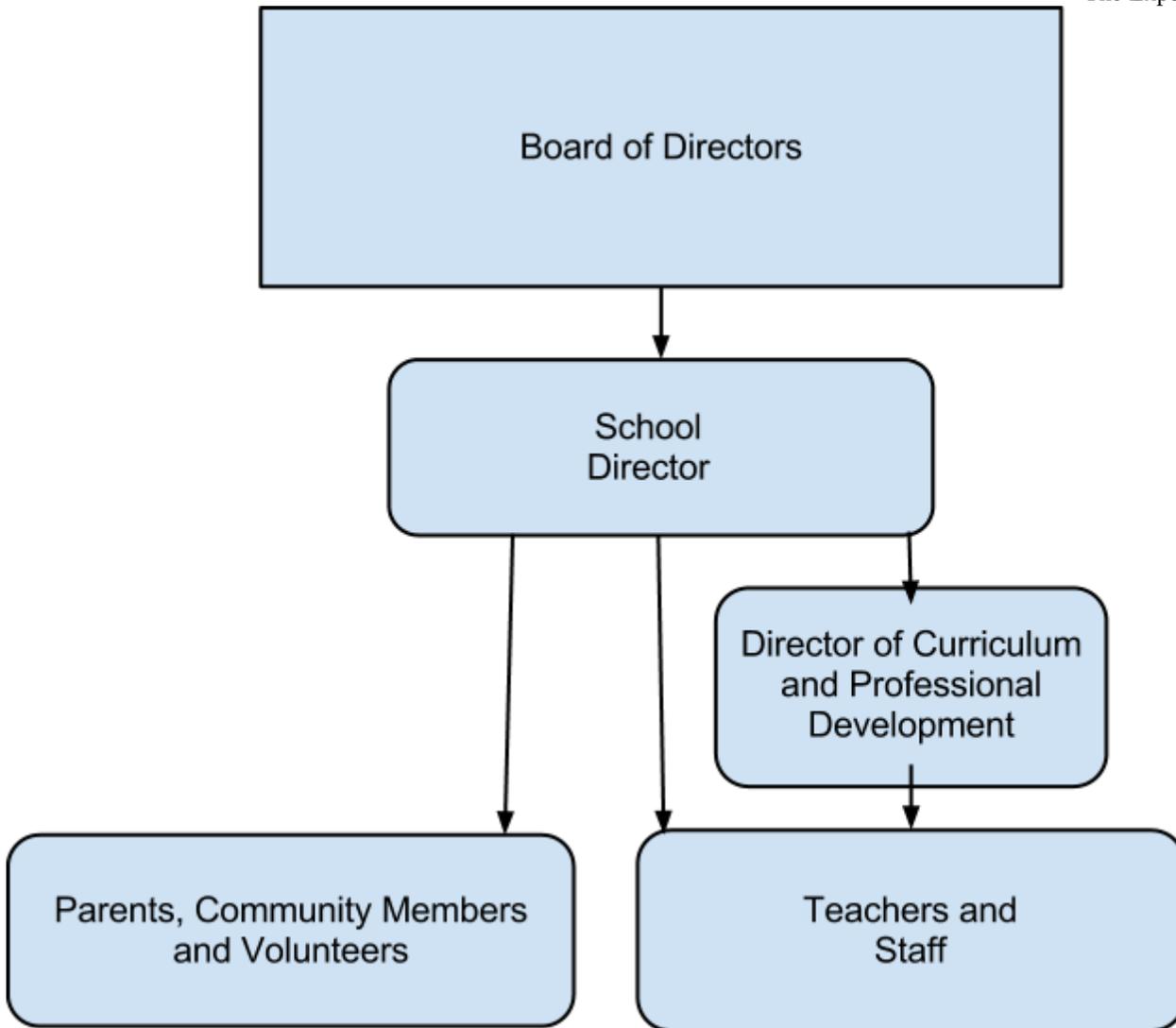
sex, religion, sexual orientation, or national origin, or any other factors not involving professional qualifications and performance, the following restrictions shall be observed with respect to personnel matters to avoid the possibility of favoritism based on family or personal relationship:

- a) In the context of this nepotism policy, related individuals are defined as husband, wife, son, son-in-law, daughter, daughter-in-law, father, father-in-law, mother, mother-in-law, brother, brother-in-law, sister, sister-in-law, grandparents, and grandchildren.
- b) No one with supervisory responsibility shall hire, recommend for hire or supervise any related employee.
- c) Related persons currently employed by the School shall immediately disclose all family and personal relationships with other School employees. All persons wishing to be considered for employment with the School shall disclose family and personal relationships with then-current School employees.
- d) No Board member, member of the School administration or faculty member shall engage in recommendations, discussions, or otherwise participate in any final decision or recommendation relating to the appointment, promotion, retention, tenure, or other condition of employment of a related person.
- e) In the event of a lack of candidates, a need for specialized skills, or other unique circumstances as determined on a case-by-case basis, the restriction against hiring related persons may be waived in the best interest of the School upon recommendation of a review committee comprised of non-related administrator(s), and upon the approval of the Board of Directors.

Section 16: Certain Director Liability

A member of the Board shall be subject to the liabilities imposed by law upon Board members of nonprofit corporations. In addition, all Board members who vote for or assent to any distribution of assets of the Corporation contrary to any restrictions imposed by the Nonprofit Corporation Act of North Carolina, the corporate articles of incorporation, charter, or by-laws, shall be jointly and severally liable to the Corporation for the amount of such distribution. Furthermore, such liabilities shall not exceed the debts, obligations and liabilities existing at the time of the vote or assent where the Board member relied on, and acted in good faith in the belief that, financial statements of the Corporation were correct and were based on generally accepted principles of sound accounting practice used by the president or the treasurer, or certified by an independent public accountant or firm of such accountants to fairly reflect the financial condition of the Corporation.

Section 17: Organizational Chart of School Governance



ARTICLE V: OFFICERS

Section 1: Designation of Officers

Officers of the Corporation shall be President, Vice President, Secretary and Treasurer. The Board may designate and fill other officers as needed. Any two offices except for the office of President may be held by one person. No officer shall sign or execute any document in more than one capacity.

Section 2: Election, Term of Office and Qualifications

At its regular annual meeting in September each year, the Board shall organize and elect officers among its own members. A President shall be elected to serve for a period of one year. A Vice President shall be elected to serve for a period of one year. The Secretary shall be elected to serve

for a period of one year. The President shall preside over the election of the vice president and secretary unless decided otherwise by majority of the Board members.

Section 3: Subordinate Officers and Agents

The Board may appoint other officers or agents to chair committees or perform certain other duties. Each such officer or agent shall hold office for such period, have such authority, and perform such duties as the Board determines. The Board may delegate to any officer or agent the authority to appoint subordinate officers or agents and to prescribe their respective authorities or duties.

Section 4: Duties

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

Section 5: Removal

Majority vote of the Board with or without cause. The persons who are officers or agents pursuant to Section 3 of this Article may be removed by majority vote of the Board.

Section 6: Resignations

Any officer may resign at any time by giving written notice to the President or the Secretary of the Board, or, if that officer was appointed by an officer or agent in accordance with Section 3 of this Article, by giving written notice to the appointing officer or agent. Any such resignation shall take effect at the time specified or if no time is specified, at the time the President or the Secretary receives such resignation.

Section 7: Vacancies

A vacancy in any office because of death, resignation, removal or disqualification, or any other cause, shall be filled for the unexpired portion of the term of such office in the manner prescribed by these bylaws for regular appointments or elections to such offices. The Board may also reassign some or all of the duties of an absent officer as provided in Section 8 of this Article.

Section 8: 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.

Section 9: Principal or School Director

The Board shall appoint the Principal or School Director by entering into a contract with a person to serve in that capacity. The contract shall specify the period of time for which the person is employed as Principal or School Director as well as his or her authority and duties. The Principal shall generally be responsible for the business and affairs of the Corporation and shall be authorized to hire/fire and have control over its employees. In addition to the management of day-to-day operations of the Corporation, the School Director shall perform such other duties as are assigned by the Board. The Principal/School Director may be removed, with or without cause, by a majority vote of the Board.

Sections 10: President

The President shall be the principal person charged with supervising, organizing and managing the business of the Board and shall have the responsibility of conducting Board meetings. The president shall perform such other duties as are assigned by the Board.

Section 11: Vice President

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

Section 12: Secretary

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

Section 13: Treasurer

The Treasurer is responsible to manage the funds, receipts, disbursements and securities of the Corporation. The treasurer shall perform such other duties and have such other authority as may be assigned or granted by the Board. The treasurer may be required to give a bond for the faithful performance of the duties of the office in such form and amount as the Board may determine.

ARTICLE VI: PROCEDURES AND RESTRICTIONS

Section 1: Contracts

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

Section 2: Loans

The Board must authorize in advance the borrowing of any funds by the Corporation and the issuance of any promissory notes or other evidence of indebtedness in the name of the Corporation. Any officer or agent of the Corporation authorized by the Board to do so may obtain loans or advances on behalf of the Corporation provided said authority has been granted by means of a majority vote of the Board of Directors affirming the indebtedness or obligation, and in order to obtain such loans and advances, may make, execute, and deliver promissory notes, bonds, or other evidences of indebtedness of the Corporation.

Section 3: Deposits

All funds of the Corporation shall be deposited to the credit of the Corporation in such banks or trust companies or with such bankers or other depositories as the Board may select, or as may be selected by any officer or agent of the Corporation authorized by the Board to do so.

Section 4: Checks, Drafts

All notes, drafts, acceptances, checks and endorsements or other evidences of indebtedness shall be signed by:

any two Board members, or
any Board member and the Principal, or
the Principal and the Assistant Principal for recurring expenses, contractual expenses, and expenses not exceeding \$5,000, or
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 5: Gifts

The Board 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.

ARTICLE VII: GENERAL PROVISIONS Section 1: Corporate Seal

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

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: Amendments to Bylaws

These bylaws may be altered, amended, or repealed, or new bylaws adopted at any regular or special meeting upon a super (2/3) majority vote of the Board members.

Section 4: Books and Records

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

Section 5: Officer and Director Indemnification

The Corporation shall indemnify any present or former members of the Board, Officers, Principal or other employee or agent against liabilities and reasonable litigation expenses, including attorneys' fees, incurred in connection with any action, suit or proceeding in which that person is made or threatened to be made a party by reason of being or having been such Board member, Officer, Principal or other employee except in relation to matters as to which the person shall be adjudged in such action, suit or proceeding to have acted in bad faith, to have been liable or guilty by reason of willful misconduct in the performance of duty, to have taken actions known or believed by the person to be clearly in conflict with the best interests of the Corporation, to have received an improper personal benefit, or in connection with a proceeding by or in the right of the Corporation, where the person was adjudged liable to the Corporation.

The indemnification authorized by this section shall be in addition to that permitted by the North Carolina General Statutes or otherwise as authorized in these by-laws. The Corporation may purchase and maintain insurance on behalf of any person who is or was a member of the Board, Officer, Principal or other employee or agent of the Corporation or is or was serving at the request of the Corporation as a Director, Officer, employee, or agent of another corporation, partnership, joint

venture, trust, or other enterprise, against any liability asserted against and incurred by the person in such capacity, or arising out of the person's (Board member's, Officer's, employee's or agent's) status as such, whether or not the Corporation would have the power to indemnify that person against such liability.

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

Section 6: Meeting Regulation

All meetings of the Board shall be held in compliance with the North Carolina Open Meetings Law, Article 33C. While the Board may elect not to proceed in full compliance with the Roberts Rules of Order, it will serve as a guideline for the conduct of all meetings

Section 7: Gender

The masculine and feminine gender used in these by-laws shall include both the feminine and the masculine persons.

Section 8: Prohibited Activities

The Corporation shall comply with all prohibitions against substantial lobbying and involvement in political campaigns for public candidates, contained in Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws. No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to, its Board members or Officers.

Notwithstanding any other provisions of these articles, the Corporation shall not carry on any other activities not permitted to be carried on by corporations exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws, or by a corporation, contributions to which are deductible under Section 17Q(c)(2) of the Code.

Section 9: Disposal of Assets

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

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

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

The Expedition School does not yet have articles of incorporation.

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

The governing board's job is to facilitate the school in fulfilling its mission to embrace the natural curiosity of children and empower them to become innovative problem solvers and community builders as well as provide excellent education to students through experiential, project based learning and STEM focused curriculum. The board will focus on implementing the school's vision through policy making that clarifies roles and responsibilities, philosophies, and expectations for the school organization, and assures a system of accountability. The board will conduct long term planning, financial management and selection and hiring of the school director.

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

The board will use a majority vote decision making process. Decisions can be modified via discussion prior to a vote. In the event of a serious grievance or disagreement, the Chair of the Board will appoint a committee that includes teacher representatives, parent representatives and Board of Directors representatives to research the issue and recommend a solution. This recommendation will be put before the Board of Directors for a final determination.

Advisory Board

The advisory board will consist of individuals interested in helping the school in an advisory capacity. The advisory board will provide advice to the Board of Directors on a request basis, and are not considered Board of Director members, thus do not have voting power on the board. The advisory board is not required to attend board meetings. Children of advisory board members are not guaranteed enrollment in the school and must use the school's application process, if they wish to enroll. The Advisory Board enhances The Expedition School's Board of Directors ability to make

informed decisions regarding the school by providing expertise and advise in particular special areas. Advisory Board members are not liable for Board of Director decisions.

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

The board will retain at least one position on the board for a parent representative and actively work to recruit community members to fill positions as they open. A parent association will be established at the school. This association will have a non-voting advisory representative who will report parent views and ideas to the board for consideration and act as a liaison between the board and parents.

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

Drawing upon the mission, philosophy and educational focus of The Expedition School, the academic and non-academic performance goals and the school’s organizational goals are listed below. The performance indicators and assessment tools will be further detailed in the educational plan.

Student’s Academic Performance Goals:

1. Students will master increasingly challenging concepts in reading, writing, math and science as required by the NCLB act.
2. Students will show a year’s worth of growth per year in school as reflected in their EOG scores, MAP testing scores or work portfolio.
3. Students will become effective communicators and will be able to read, write, and speak clearly.
4. Students will obtain a solid foundation in the scientific method through hands-on, inquiry science experiences.
5. Students will connect what they are learning to the “real world” through projects with authentic outcomes.
6. Students will build their knowledge of science, technology, engineering and math and understand their connection to the “real-world” including career opportunities, through hands-on exploration and projects.

Students Non-academic performance goals

1. Through project based learning, students will: obtain, comprehend, analyze, communicate, apply, synthesize, evaluate information across core disciplines.
2. Students will demonstrate 21st century skills such as: collaborating with others, leadership, determination, presentation skills, resiliency, self-reflection, and an ability to problem solve.
3. Students will develop self-reflection and goal-setting through selecting and analyzing pieces to keep in their portfolio.
4. Students will demonstrate positive social behavior as an outcome of the Responsive Classrooms model of character education.
5. Students will respect and value differences among others through multi-age, differentiated classroom settings

School’s Organizational Performance Goals

1. The school will maintain healthy finance and practice effective use of resources through the commitment and professionalism of active Board of Directors.
2. The school will foster a dynamic and successful educational environment that retains quality teachers, promotes professional development, and maintains a high level of parental involvement.
3. The director and administrative team will be committed to maintaining a culture of trust by keeping the lines of communication open among staff, teachers, parents and students.
4. The school will form strong bridges between the school, parents and community through outreach and partnerships related to projects.

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

If any member of the Board faces a conflict of interest in a matter pending before the Board, such member shall make full disclosure to the Board of the nature of the conflict. Upon full disclosure, the Board may approve the transaction only by the majority vote of Board members having no conflict of interest. However, no such transaction may be approved if it would constitute self-dealing, prohibited under Section 491 of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws, or if it would results in the imposition of any excise tax under any other provision of Chapter 49A of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws.

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

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

At The Expedition School, any child who is qualified under the laws of the State for admission to a public school is qualified for admission to a charter school. As per Charter Law, The Expedition School shall not discriminate against any student on the basis of ethnicity, national origin, gender, sexual orientation 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, sexual orientation, national origin, religion, or ancestry. Notwithstanding any law to the contrary, The Expedition School may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C-391 until the period of suspension or expulsion has expired.

The school will open the application submission window, based upon final SBE approval of the charter, on or about March 15, 2013 and will close applications on April 15, 2013. If necessary, an open, public lottery will be held on April 15th. Notices of the application period will be published, posted and advertised as per NCGS 143-318.12. The lottery will be conducted in a public forum. At this time, the school's goal is to limit the class size to 17-20 students.

Each student must complete an application to be placed in the admissions lottery. The application packet will consist of, but may not be limited to, the following items: a personal application form that gives name, address of residence, e-mail address, parent's name and address, birthday, present school, grade attending.

The Expedition School Process for Admission:

1. Completion and submission of student application form by parent or legal guardian by due date
2. Applications will be reviewed for completeness. Lottery cards will be assigned to each applicant.
3. The timing of the lottery will be aligned with other area charter, magnet, and private school application dates if possible. The lottery will be conducted by an Expedition School volunteer unaffiliated with the school or board. Applicants will receive confirmation of being in the lottery, the date, time and place. All lottery names will be placed in a large container and the volunteer(s) will draw cards from the container. This will be a public lottery and openings will be filled in each grade and class in the order drawn.
4. A numbered waiting list for each grade level may be established to fill slots that become available at a later date during the academic year.

Children of current faculty members are exempt from the lottery, provided their number does not exceed the number of available seats in a given grade. Children of the Board of Directors are exempt from the lottery, so long as (i) these children are limited to no more than ten percent (10%) of the school's total enrollment or to 20 students, whichever is less, and (ii) the charter school is not a former public or private school. If multiple birth siblings apply for admission to The Expedition School and a lottery is needed under G.S. 115C-238.29F(g)(6), The Expedition School shall enter one surname into the lottery to represent all of the multiple birth siblings. If that surname of the multiple birth siblings is selected, then all of the multiple birth siblings shall be admitted.

Process for withdrawals or transfers:

Students/families requesting transfer to another educational institution, for reasons of discipline or personal preference, will be processed immediately upon written request to the School Director, and records will be sent by the Office Manager to the transferring institution as soon as possible and/or within 48 hours.

Evaluation of enrolled population:

Each year in the fall the School Director will present to the Board the diversity statistics for the newly enrolled school population. Based on that information, the Board and school leadership will modify the plans for school marketing communications and recruitment events and plans for the upcoming school year. These efforts will ensure all ethnic groups are provided the same opportunity for school enrollment.

**The Expedition School
Education Plan**

V. EDUCATION PLAN

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

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

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

- Educational theory, foundation of the model, and proposed innovative offerings.
- Teaching approach, class structure, curriculum design, courses of study, sample daily schedule, pillars of the school culture, and instructional methodology that align with the school’s mission.
- Demonstration that selected goals are clear, specific, measurable, ambitious and attainable.
- Entrance and exit requirements as well as graduation requirements (if the school is to be high school).
- The school calendar (must provide instruction for a minimum of 185 instructional days) (G.S.115C-238.29F(d)(1)) and how it coincides with the tenets of the proposed mission.
- A concise description of any evaluation tool or test, if any, that the proposed charter school will use in addition to any state or federally mandated tests and how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.
- Provide an overview of the professional development needs associated with the mission and proposed instructional program. Be sure this discussion matches with the funding of the budget section.
- 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.
- Details in how the proposed charter plans to involve parents and community members within the school.
- Describe how the school will meet the needs of gifted, at-risk children, English language learners by explaining the proposed school’s process for identification and service of these students.
- Discuss any proposed extra-curricular activities to be offered by the school and how these offerings match the over-all mission of the school.

Note: All above questions are answered in the narrative below.

The Expedition School has modeled its instructional program after Central Park School for Children and Voyager Academy, both “NC schools of distinction” and project based charter schools in Durham NC. The Expedition School aims to prepare students to create the best today and the best future possible.

We have explained below the key attributes, theories, teaching approach, and innovative offerings of our school. The 4 areas highlighted are **pillars of our school culture**.

1. Experiential Teaching Methods

Instructional strategies at The Expedition School will include the following:

- Integrative Units
- Project-based learning
- Small group activities
- Classroom workshop
- Authentic experience with hands-on learning
- Child-centered and developmentally appropriate learning
- Reflective and formative comprehensive assessments
- Public speaking and presentations

Our educational theory begins with the realization that all children, regardless of background, can learn, and more students will learn if material is presented in a variety of engrossing ways. One method does not work for all students all of the time. A variety of learning styles needs to be addressed; all students need to be captivated; and all teachers need to be invested in the curriculum. Much of the foundation for this school comes from the book, Methods That Matter by Harvey Daniels and Marilyn Bizar. These authors have integrated “best practice” ideas taken from multiple studies by groups such as the National Council of Teachers of Mathematics, the National Science Teachers Association, and the Center for the Study of Reading. Despite the differing subject matters, the studies show the same truths about successful classrooms across all subjects and in all grade levels. The studies acknowledge success in classes that are student-oriented, experiential, reflective, collaborative, developmental, and challenging. The studies support what many teachers have always known: children learn by doing, in context, and from meaningful reflection. They produce more when they have choice, opportunities for collaboration, and ownership of their work. We seek to provide such an environment at The Expedition School.

Teachers at The Expedition School will be required to follow the Common Core Standards and Essential Standards; and they will be encouraged to present that curriculum in a variety of ways.

The eight characteristics of effective classrooms, listed above, will be utilized throughout all subject areas. All units of study will be built around these foundations of successful instruction.

Students will be given choices about their own learning. The Director of Curriculum and Professional Development will provide staff training and assistance in the instructional strategies as well Science,

Technology, Engineering, and Math (STEM) curriculum, project-based learning and curriculum mapping. Simulations will be experienced at each grade level, providing students the chance to “live” the curriculum. A hands-on, discovery approach will be taken in subjects wherever possible. Literature circles and guided reading will be important parts of the Language Arts curriculum. Science at all grade levels will be a focus, tying in with other curricular areas, with students completing experiments wherever the curriculum allows.

A variety of final products will be used to present individual and group learning on a topic. For example, Voicethreads (A web-based presentation method), songs, paintings, poetry, or plays could be created to show the life cycle of a frog. Ample opportunities will be provided for students to speak and present their work to authentic audiences. Regular classroom teachers will seek to incorporate the arts into all units of study.

The Expedition School will have a school-wide initiative to provide students with the means of effectively communicating their thoughts with their peers and the world at large. At each grade level, goals will be established for students to demonstrate their public speaking abilities. These goals come from the Common Core and are vital 21st century skills.

For more detail about The Expedition School’s Teaching Methods, **see Appendix 2**

2. Responsive Classrooms

The Expedition School believes that discipline, character development, and learning how to become self-regulated and independent are subjects worthy of classroom instruction. To build community, teach and model positive social behavior, and set a positive tone for the day, each class will begin with a morning meeting. In this meeting, students learn to greet and speak to each other and to adults, learn about one another, learn about and discuss positive character traits, and set goals for themselves and the day. The set of social skills that children will learn and practice in order to be successful form the acronym CARES - Cooperation, Assertion, Responsibility, Empathy and Self-control. Social and behavioral learning and character development will not be isolated to the morning meeting, but will continue throughout the day, integrated into the daily flow. Teachers are keen observers of students and will provide positive feedback, guidance and re-direction as needed. Student growth in discipline, character development, responsibility and independence will be communicated to families at least twice per year during parent teacher conferences.

As a part of our responsive classrooms, some students will be selected to be trained in peer mediation. Training students as model leaders of positive behavior who are able to help others is empowering to both the peer mediator and the students receiving the help.

3. Small, Familial, Multi-age Environment

Educational opportunities at The Expedition School will include the following:

- Multi-age classes- averaging 17-20 students
- Team building in a caring, familial environment
- Student choice in academic assignments
- Collaborative activities
- Self-assessments and opportunities for reflection

- Non-graded

All classes at The Expedition School will start with a Morning Meeting, which is an important element in a creating safe, caring, familial environment. Team building within the classroom and school is an important element of our program. To this end, as much as possible, pull-out will not be a part of the standard school day.

Students are more motivated about their learning when given choices about what they are learning or how they will demonstrate that learning. Students will be offered choices of topics, activities, products, etc. as a regular part of the class lessons.

Students will be expected to collaborate regularly, learning to help one another and to be responsible for doing their own part. Students will learn the success of counting on one another to succeed. In addition, they will learn the consequences of letting their teammates down. The result will be a student who has an understanding of the importance of participating as a responsible member of a group working towards a common goal.

TES will provide students the opportunity to reflect upon and assess their own learning. As a result, they will feel more empowered and prepared to grow and achieve. Students will use tools such as rubrics, peer conferencing, reflection sheets, and portfolio collections that they analyze over time to self-assess their work. They see how their own hard work pays off as they see their own growth.

Closely related to the developmentally-appropriate principle, a non-graded, continuous progress instruction provides a framework where children are challenged appropriately according to their ability to master intellectual, physical, emotional and social tasks at progressively more difficult levels. A non-graded instructional plan increases the educational possibilities for every child and thus makes success for each child more probable.

In a multiage classroom, all students remain with the teacher for two or more years. Therefore, approximately half the class moves on to a new teacher each year. This provides student leaders in the classroom each year.

A multiage classroom will provide consistency by providing the teacher double the time to get to know each student. The teachers will be able to develop a deep relationship and knowledge of the student's skills over time, decreasing the need for breaks in the learning process for assessments and "get to know you" activities, or for covering classroom expectations.

Multiage classrooms provide the setting for students to progress through the non-graded curricular objectives at their own developmental pace. Traditional "graded" classroom place normative pressure on children due to consistent comparison to age-mates. Multiage classrooms are intentionally blended in order to take advantage of the different skills and talents students at various ages can offer (Miller, 1996). Katz, Evangelou, and Hartman (1990) claim that children spontaneously create mixed-age peer groups in a natural environment because children of different ages supplement each other's needs and abilities. Many educators (Pavan, 1992; Katz, 1995; Guastad,

1995; Ishler and Vogel 1996) believe that multiage classrooms make learning more developmentally appropriate. (Heins, Ichenor, Coggins, Hutchinson 2000).

Multiage classrooms will allow for continuous progress, student collaboration and allow students and teachers to learn to value each other's strengths as they work together on integrated projects. Multiage classrooms will help us to instill the positive values of community.

4. Integrated STEM Project-Based Focus

The Innovative teaching methods and educational opportunities at The Expedition School will include the following:

- The regular integration of STEM disciplines with other subject matters through project-based and experiential learning
- Open-ended and “real-world” authentic problems that integrate content
- Finding and optimizing solutions using the scientific inquiry process
- Communication of project results to authentic audiences
- Reflection about work with goal setting

“Current research in project-based learning demonstrates that projects can increase student interest in science, technology, engineering, and math (STEM) because they involve students in solving authentic problems, working with others, and building real solutions (Fortus, Krajcikb, Dersheimerb, Marx, & Mamlok-Naamand, 2005).

“Through an integrated approach to STEM education focused on real-world, authentic problems, students learn to reflect on the problem-solving process. Research tells us that students learn best when encouraged to construct their own knowledge of the world around them (Satchwell & Loepp, 2002). It is through integrated STEM projects that this type of learning can occur.”

As expressed in the references above, authentic problems explored via project based learning provide effective instruction. STEM subjects are best learned through the use of the application of concepts. Simply reading and memorizing facts about concepts does not provide a deep understanding.

Challenging students to answer open-ended, authentic problems provides students the opportunity to develop an understanding of how to research questions/issues, build knowledge, and then formulate solutions. As students form solutions, teachers guide students to test and analyze their solutions in order develop and optimize their solutions by asking new questions and trying new methods.

Students communicate their studies, projects and solutions using technology, writing, speaking, art, etc. Students are regularly asked to reflect upon their work, analyzing it not only for completeness and accuracy, but also for quality, creativity and personal growth. Students will be encouraged to improve upon their work after self-reflection and before deciding upon their product.

An Example:

One hands-on, inquiry-based resource we will use is the Engineering is Elementary curriculum. *Engineering is Elementary*® (EiE) curriculum fosters engineering and technological literacy among children. EiE has created a research-based, standards-driven, and classroom-tested curriculum that integrates engineering and technology concepts and skills with elementary science topics. EiE lessons not only promote K-12 science, technology, engineering, and mathematics (STEM) learning, but also connect with literacy and social studies.

“Storybooks featuring children from a variety of cultures and backgrounds introduce students to an engineering problem. Students are then challenged to solve a problem similar to that faced by the storybook character. Through a hands-on engineering design challenge, students work in teams to apply their knowledge of science and mathematics; use their inquiry and problem-solving skills; and tap their creativity as they design, create, and improve possible solutions. In the end, students realize that everyone can engineer!” (EiE: <http://www.mos.org/eie/>)

Sample Schedule

Elementary grade K-4 Schedule

8:00 - 10:00 morning meeting, reading, writing, vocabulary, spelling, social studies, integrated arts
 10:00-10:15 1st recess
 10:15-11:00 reading, writing, vocabulary, spelling, social studies, integrated arts
 11:00-11:45 special classes
 11:45-12:15 lunch
 12:15-1:45 math, science, integrated arts
 1:45-2:00 2nd recess
 2:00-3:15 science, math, integrated arts, organizational activities/wrapping up day

Middle School grade 5-8 Schedule

8:00-10:55 morning meeting, math, science, engineering and technology, integrated arts.
 (movement break built in)
 10:55-11:40 special classes
 11:40-12:20 recess/movement/lunch
 12:20-3:15 reading, writing, vocabulary, social studies, integrated arts (movement break built in)

Minimum Daily Time allotment. *Since subjects are integrated, daily times can vary and often are longer due to overlap.*

Morning Meeting: 15 minutes
 Reading and Writing: 2 hours
 Social Studies: 45 minutes
 Math: 90m minutes
 Science: 60 minutes
 Special classes including arts: 45 minutes
 Lunch: 30 minutes

Recess: 30 minutes

Total time: 7 hours 15 minutes (6.25 instructional hours)

The Expedition School will run this schedule M, W, TH and F. On Tuesdays, students will be released at 1:15 p.m. Students may choose to go home at this time. There will also be the option for students to participate in tutoring, enrichment classes and clubs, or additional arts education held at school.

The Expedition School reserves the right to make its own choices about opening late or closing early due to adverse weather conditions.

Year Round Schedule

The Expedition School will provide educational programming for 185 school days and operate on a year round schedule. We believe a year-round schedule provides the consistency children need to maintain their learning growth. It creates a more fluid year for teaching and learning, eliminating the need to “start over” after a summer break. This, in turn, reduces the amount of assessment and review time needed each year as teachers will have a continuous “eye” on each student. This model also fits well with our multi-age classrooms in that teachers will have the opportunity to continue with each student’s growth for more than one year with shorter break periods.

Quarterly intersessions provide time to schedule enrichment camps that students can attend. The Expedition School will provide age appropriate intersession enrichment opportunities for students to remain in an engaging, child-centered environment throughout the year.

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

Total student days 185

In the case of inclement weather, class may be made up on the next available Saturday or Saturdays. Teacher workdays may also be used.

The Expedition school will follow the Orange County School’s year-round schedule in order for students to take advantage of local enrichment and camp offerings for intersession breaks. At the time of this publication, this calendar was not yet published. The Expedition School reserves the right to modify this schedule if needed to best fit the school’s needs.

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

Evaluation Tools

The Expedition School will achieve measurable student achievement results using a performance based accountability system.

Evaluation Tools

The evaluation tools at The Expedition School will include the following:

- Participation in the ABC accountability Model
- NC required End of Grade/End of Course tests
- MAP testing
- Comprehensive, authentic assessment
- Portfolio review

The Expedition School will use Comprehensive Assessment to promote student accountability for learning. The Expedition School will focus on child-centered, learning-focused assessments. These include but are not limited to essays and written work, role plays that mirror real life tasks, teacher observations, checklists, real-life project applications of knowledge graded using rubrics, experiments, projects, performances, multiple choice tests, and portfolios, as primary evaluation tools. These tools and other assessment choices designed by the teacher team, paired with standardized assessments such as the EOG, and MAP testing constitute The Expedition School's Comprehensive Assessment.

Comprehensive Assessment drives instruction because, "Time is not lost for teaching and learning. The time spent IS teaching and learning. Actual conduct of the assessment is a learning experience for students. It informs teaching, [and] gives feedback to teachers immediately about how to meet students' needs, so it is actually productive time." Linda Darling-Hammond, Professor, Stanford University School of Education (<http://www.edutopia.org/comprehensive-assessment-overview-video>)

Comprehensive Assessment promotes:

- Student accountability
- Student self-reflection
- Presentation skills needed for the work world

Comprehensive Assessment allows students to practice and model not only content standards, but also skills needed in the work world that are not commonly tested; skills such as determination, ability to problem-solve, collaboration and leadership skills. Since comprehensive assessment provides immediate feedback to teachers, curriculum can be adjusted to meet students' needs on an ongoing basis. Assessments such as projects, performances, portfolios, and real-life applications take time. As teachers observe and work with students who are completing tasks, teachers can intervene, adjust curriculum and instruct even during the assessment period, making the assessment an integral part of the learning experience.

Because it is also important to document how students are progressing in the multi-age environment, and to provide teachers with further instructional information, and to provide parents with Nationally Normed concrete data of their student's growth, The Expedition school will also use MAP (Measure of Academic Progress) testing from the Northwest Evaluation Association (NWEA). MAP testing will be

administered at least two times per year in fall and spring for all grades K-8 in reading, and math. Science testing will be administered in grades 5-8. These tests help teachers identify students' instructional needs, and the Descartes continuum of learning that is an outcome of MAP testing helps teachers pinpoint where students are ready to learn. It is aligned to state standards and helps translate the raw data from the assessment into actionable plans for instruction, grouping and more. MAP testing provides student growth scores. Therefore student growth can be measured, used for instruction, and reported to parents and other constituents.

Participation in North Carolina Testing Program: The Expedition school will comply with the North Carolina Testing Program, including ABC Accountability Model, EOG Tests, EOC Tests, other state mandated tests, writing assessments, computer skill assessment, and student portfolio requirements.

GOALS FOR THE PROPOSED CHARTER SCHOOL:

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

Goals for the School

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

The Expedition School will guide students towards personal growth in problem-solving, character development, and community building, and expect academic excellence. The Expedition School believes that the school's teaching methods, and results of Comprehensive Assessment will translate to exceptional EOG scores and MAP growth scores. The students' performance levels will be targeted to meet or exceed the standards defined by NC Essential Standards and Common Core Standards. The overall goal is that when measured at the end of year or course, all students regardless of race, poverty, language or disability will be equipped with the knowledge and skills needed to be successful in school, college and life.

Timeline:

2013-14

- Teachers design student centered assessments with at least two major performance assessments to include in the portfolio. Teachers analyze and students self-analyze portfolio and share with parents.
- Pending funding: MAP testing begins Fall and Spring
- At least 78% of students show expected growth on their MAP tests scores
- At least 78% of students meet level III on the EOG test.
- At least 78% of students show expected growth in their portfolio work.

2014-15

- Teachers add to and refine student centered assessments and portfolio components. Students self-analyze portfolio (with the ability to look back to last year's work too) and share with parents.
 - Middle school portfolio critique circles begin
- MAP testing
- At least 80% of students show expected growth on their MAP scores
- At least 80% of students meet level III on the EOG
- At least 80% of students show expected growth in their portfolio work.

2015-2016

- Teachers add to and refine student centered assessments and portfolio components. Students self-analyze portfolio (with the ability to look back to last two year's work) and share with parents.
- MAP testing
- At least 82% of students show expected growth on their MAP scores
- At least 82% of students meet level III on the EOG
- At least 82% of students show expected growth in their portfolio work.

Portfolio Assessment:

In doing project based learning, students will: obtain, comprehend, analyze, communicate, apply, synthesize, and evaluate information across core disciplines. In addition, students will demonstrate 21st century skills such as: collaborating with others, leadership, determination, presentation skills, resiliency, self-reflection, and ability to problem solve.

The skills above and other qualitative elements such as motivation and work habits are not normally tested on standardized tests. Therefore, they will be demonstrated through projects, which will be evaluated using rubrics, peer conferencing, reflection sheets, etc. and collected in a portfolio. Project rubrics will include ratings of academic growth as well as additional skills mentioned above (such as collaboration or leadership) to help students develop a comprehensive picture of their own progress.

To promote self-reflection and goal setting, students will be instrumental in selecting and analyzing pieces to keep in their portfolio. **Portfolios guide teachers and students as they develop goals that emphasize individual student growth rather than competition with other students.** Self-evaluation is an integral part of portfolio assessment, thus students will be taught to set goals based upon portfolio selections.

At a minimum, two comprehensive assessment or project outcomes that integrate curricular areas (from Fall/Spring) will be saved in a student's portfolio. Students and teachers will analyze the student's growth over time by reviewing the portfolio pieces.

The project based instruction at The Expedition School will allow students to read, write, discuss, create, assess and live the curriculum, thus broadening their experiences. Evaluation of student understanding will be varied. Examples may include works of writing, art, drama, rubric assessments, standardized assessments, conferences, group participation, exit slips and other forms of assessment chosen by the school community. Any of these items may also be included in the portfolio to show student growth.

This portfolio review will be presented to parents by each student and teacher as an accountability measure during bi-annual parent conferences.

Middle School portfolios:

Middle school students (grade 5-8) will be taught how to participate in critique circles: a group of 5 to 6 students who provide feedback on each other's work. Prior to the critique circle, students create a "personal reflection" detailing what they have learned from that assignment and include questions as prompts for discussion during the critique circle. Monitored by teachers, students develop the ability to go deeper and provide meaningful feedback. After a critique circle, students can elect to further edit their work prior to filing it in their portfolios, or decide to enter the work into their portfolio "as-is."

Eighth graders will participate in the "Eighth Grade Review" during which they showcase their culminating portfolios to teachers, community business members and parents. They defend their learning and prove they are ready to move to high school. Eighth grade portfolios require proof of learning in the 4 core subject areas, plus a successful cross-disciplinary research project.

(source: <http://www.edutopia.org/showing-what-they-know> and <http://www.edutopia.org/performance-assessment-portfolios-presentations>)

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

- **The charter school must accept special needs children under the federal legislation Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 Et seq.) and the state legislation (G.S. 115C-106 Et seq.). The proposed school will abide by the charter school legislation, G.S. 115C-238.29F(g)(5), as stated below:**
- **A charter school shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. Except as otherwise provided by law or the mission of the school as set out in the charter, the school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.**
- **Provide a clear and thorough explanation of the procedures the proposed charter will follow to insure compliance of the above laws. As part of this section, the plan should include how you will identify and meet the needs of your projected students (at-risk, gifted/talented, English language learners, and students with disabilities) in a manner that aligns with the overall curriculum, instructional approach, and mission.**

and

• **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.**

Special Education

Special education at The Expedition School will include the following:

- Least Restrictive Environment
- Full Inclusion Program
- Differentiated Instruction
- Continuum of Learning appropriate to student
- Full-time Special Education Teacher(s)
- Contracted teachers to meet special needs such as Speech, OT/PT

The Expedition School will comply with IDEA and state legislation to serve special education students. The school will follow a student’s IEP or 504 plan, regularly assessing and adjusting the IEP or 504 plan as necessary, in collaboration with the student’s teachers and parents/guardians (IEP team).

Staffing for Special Education:

The Expedition School will open with at least one special education teacher in place who will help manage the above process, and work with students. As stated in the lottery procedures, “No student will be denied based on academic performance or special needs.” Students who apply will be polled to see if they currently have an IEP or 504 plan, and this information will be used to help plan positions hired. This information will NOT be used to determine enrollment.

If specific needs arise that The Expedition School special education teacher is not able to serve, The Expedition School will contract personnel to meet students’ needs on a per-student basis until the school builds capacity to hire more full-time staff.

The school will provide assistance to those not performing at expected levels through the use of small class size, differentiated instruction, extra time, and collaboration between special education, ESL and general education teachers.

At our school, students work at a pace appropriate for their learning needs. Student progress is marked on a continuum of learning. MAP testing assists in pinpointing starting points on this continuum. The continuum includes student objectives for a several year span and will show whether a student is progressing towards, or has mastered, particular objectives. Student achievement goals are set by the teacher, the teaching team, which may include the ESL or EC teacher, and as appropriate, with student and parent input.

Expected levels are indicated by the student’s achievement goals as described above. Students will be working on their objectives at their own pace. Teachers work with students at the student’s own level. In the multi-age classroom, and with integrated curriculum, there is less pressure to move on in curriculum at a lock-step pace, and more incentive to provide what each child needs when they need

it, at the appropriate pace for the child, with the ongoing goal to build student strengths and to move the child onward on a journey of excellence.

In cases in which differentiation is not enough to meet a student's needs, a small-group or individual pull-out model of instruction will be implemented. Also, the school will be offering free tutoring. Students not meeting goals will be provided tutoring in addition. Tutoring can be accessed by any student, not only EC students.

Small class size: Allows teachers to give more individualistic attention and prescriptive help to those who need it. Classes will be an average of 17 students.

Differentiated instruction:

TES believes in focusing on student's strengths and building a community where all learners can thrive and play their part at a pace that makes sense for them. Differentiated instruction allows each learner to access the learning at their own starting point. Teachers push students from where they are to the next level. This model will serve learners on any level, from gifted students to at risk students. This model is the primary means for serving AIG (gifted) students and struggling students. Since instruction can be tailored to meet differing needs, levels and strengths, differentiation allows AIG students, struggling students, and any student, to work on activities that meet their challenge and interest level.

Extra time:

The day at The Expedition School is longer. Of the 7 hours and 15 minutes in the school day, 6.25 hours are dedicated to instruction. Approximately 2 hours and 45 minutes for integrated literacy, social studies and arts, and 2 hours and 30 minutes for integrated math, science and arts are scheduled. This extra time will allow opportunities for more exposure to content areas, more time to practice, and the inclusion of remediation within the regular day for students who need it. The year-round schedule will help all students retain what they have learned and help them not "lose" their learning across long vacations.

Also, the multi-age classrooms will be set up with the expectation that students may stay in that classroom for two or three years. The classrooms will be comprised of a "lower school" or grades K-4, and an "upper school" or grades 5-8. Students will progress through these classes as they meet their objectives for learning, rather than just by age. Therefore, if a student needs more time to learn an objective, up to a whole year can naturally be given. This year will not be a "repeat" year, but a year where students begin from where they are and progress towards mastery of the content for that level. Likewise, gifted students will be able to progress at a faster rate, as appropriate for their learning needs.

Our ESL, EC and AIG students will be served in their least restrictive environment through differentiated learning and collaboration among the teaching team members. Teachers are expected to meet together to plan specific modifications and differentiation targeting specific student needs. EC and ESL teachers are a part of that collaboration. Likewise, the EC and ESL teachers will serve students in the regular classroom as much as possible through team teaching, small group teaching and modification of the activities and curriculum to meet student needs.

With the use of small class size, differentiated instruction, extra time, and collaboration between special education, ESL, and general education teachers, along with individual goals on a continuum of learning, the needs of gifted, ESL, and EC students can be met.

Identification:

Gifted: Students in our school will not go through a process to be identified as “gifted.” Understanding that intelligence is not a fixed trait, and that students can “get smarter every day” (Carol Dweck, *Mindset*, 2006) students are allowed to progress through the curriculum with the use of differentiated instruction, at their appropriate pace and challenge level. Since our classrooms are multi-age, it will be a common occurrence for different students to be doing different assignments based on need and interest, thus the gifted child will be able to progress at his or her pace naturally. The MAP testing and ongoing pre-assessments prior to teaching will guide teachers to flexibly group students based on need. Our goal is to meet the needs of the students. Therefore, if a student’s needs are beyond what differentiation can meet in the current classroom, the student may be cross-grade grouped, and move into another classroom for a portion of the day. Thus students with needs for advancement, enrichment and extensions, can receive what they need without the need for a gifted label. This model will provide the flexibility for all students to receive challenging instruction as needed. It will also not use valuable time with unnecessary testing and paperwork, allowing for more instructional time at appropriate levels for the student who does not have to wait for “a label” in order to be served. The Director of Curriculum and Professional development will provide teacher training in differentiation practices as they relate to gifted students, as well as training in how to assure projects are differentiated for learning style, multiple intelligences, and various levels of mastery.

EC and ESL: Along these lines, students having learning difficulties, or are entering with English as a second language, also are allowed to progress through the curriculum using differentiated instruction. EC and ESL teachers, along with the Director of Curriculum and Professional Development will collaborate with general education teachers to help modify instruction and curriculum to meet the needs of struggling learners. If a learner needs more support than is available through what has already been mentioned above, then the following process will be followed.

1. The EC teacher, general education teacher and teaching team collaborate to provide modification to the instruction, curriculum or environment for the student. Progress is monitored.
2. If progress is not being made, student is offered psycho-educational testing to help pinpoint areas of need.
3. Once areas of need are identified, a decision is made by the school team and parents regarding the best educational plan for the student.
4. If deemed necessary, an IEP or 504 plan will be written to address the student’s specific needs.

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

Involving Parents and the Community

The expedition school will involve parents and the community in the following ways:

- Parent partnership
- Community partnership

We are committed to encourage exceptional parental and community involvement. We require 2 hours of parental involvement per month. Our volunteer coordinator organizes these efforts. We also cooperate with the businesses in our geographic vicinity, forming partnerships. We try to integrate into school projects ways for students to be compassionate and make a difference in the community.

Our Parent Partnership Philosophy

The partnership philosophy is implemented by an agreement among parents, students, the board of directors and the faculty. It requires two areas of participation: a requirement to be involved in the development of the student, and a requirement that families support the overall operation of the school.

Family Partnership Expectations:

1. To communicate honestly, thoroughly and respectfully with the faculty and administrators.
2. To attend parent-teacher conferences.
3. To contribute at least two hours a month to school activities.
4. To reinforce learning by engaging in frequent and detailed discussions with your student about his or her academic and behavioral progress.
5. To provide a home environment in which education is valued.
6. To foster cooperation and communication with the faculty by providing complete current contact information.
7. To ensure compliance with interventions and assist with remedial needs.
8. To provide positive reinforcement for appropriate attitudes and behaviors.
9. To ensure that your student attends school daily, arrives on time, and is ready to learn.

The Expedition School will draw upon parents and school families to aid in providing authentic feedback and work-related experiences to students to enhance project based learning.

Community Partnership

1. Area businesses and community members will be welcomed to support the school.
2. The Expedition School will draw upon area businesses and community members to aid in providing authentic feedback and work-related experiences to students to enhance project-based learning.
3. Staff and students at The Expedition School will be encouraged to connect with the community by finding ways to get involved to make the community a better place.
 - **Discuss any proposed extra-curricular activities to be offered by the school and how these offerings match the over-all mission of the school.**

Extra Curricular Activities

The Expedition School will build capacity to offer the following extra curricular activities

- Tuesday early release enrichment classes, clubs, and additional arts instruction

- Tutoring
- Intersession enrichment camps

One day per week, students will be released 2 hours early. This will facilitate the school's ability to both incorporate intensive staff development and to enrich and expand students' experiences.

Two 1-hour long classes will be offered each afternoon. Some of the classes will be fee based, and some will be free to the students.

The Expedition School has a STEM focus. Therefore, many of the extra curricular activities will be clubs that also have a STEM focus. Ideas for these clubs include but are not limited to:

- Science Fair club, Math Olympiads, Science Olympiads, Chess Club, Technology Club, Engineering Club, Odyssey of the Mind

In addition to the school's STEM focus, The Expedition School also believes in integrating the arts. The arts are a key medium through which children can be creative and express themselves. The arts create a balance with the STEM disciplines, allowing children to explore in more ways. Therefore, The Expedition School will also offer arts focused enrichment activities. Some of these activities will be fee based. Some of these activities will be taught by Expedition School electives teachers, thus creating "free" enrichment options for students. Arts enrichment may include but are not limited to:

- Orchestra, Band, Chorus, Theater/Drama, Martial Arts, Drawing/Painting, Clay/Sculpture, Arts and Crafts, Video/Movie making, etc.

In addition, The Expedition School wants to be able to build on student's strengths, and also believes in wellness of the whole child. Therefore, some of the offerings will be movement and sports related such as:

- Outdoor Games, Basketball, Soccer, Dance, Running Club, Jump Rope, yoga, etc.

The Expedition School will use some of the enrichment time to offer tutoring to struggling learners as well. Since we believe that children do not all progress and learn at the same rate, we understand that some children may need extra time and help to learn material. Therefore, tutoring will be offered during the first hour of the enrichment period. This will allow struggling students to receive tutoring, and still participate in an enrichment opportunity.

Some of the enrichment teachers will be Expedition School staff members or parents. The Expedition School's enrichment coordinator will work to locate enrichment teachers from the community and build the unique offerings each semester.

Within the first three years, quarterly intersessions provide time to schedule enrichment camps that students can attend. The Expedition School will have age appropriate intersession enrichment opportunities for students to remain in an engaging, child-centered environment throughout the year.

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

Staff Development Plan

Staff development at The Expedition School will include the following:

- Led by the Director of Curriculum and Professional Development, or by contract vendors
- Focus on the teacher's and student's current needs
- Be aligned with the school's mission

Staff development will be implemented weekly on the early release day. One day per week, students will be released 2 hours early. Similar to Voyager Academy in Durham, students will have the option of going home or attending numerous extra curricular offerings on this day for students. **Weekly staff development will help strengthen staff skills and empower staff to grow as educators.**

Staff development plans will be reviewed yearly and adjusted based on staff and school needs.

1. Differentiation training-- Year 1

Differentiation training for teachers will not only help teachers serve gifted students in their classrooms, but will provide also provide teachers with the tools needed to differentiate the curriculum for all learners while focusing on students' strengths. Differentiation strategies will prepare teachers to work in a multi-age environment, designing appropriate experiences for each level of learner. Differentiated instruction will provide teachers with strategies for designing projects that include all levels of students.

Ongoing differentiation training will be tailored to specific teacher/grade level needs and projects. This will be provided by the Director of Curriculum and Professional Development.

1A. Responsive Classroom - Year 1

Bringing teachers in to the Responsive Classroom model at the onset of the school will help strengthen the school's community atmosphere and move forward towards achieving it's character building goals. At a minimum, teachers will learn the basics of the classroom "morning meeting," positive teacher language, and the CARES character traits.

1B. Project Based Learning Introduction - Year 1

One of the school's focuses is on using project-based learning with a STEM focus. Teachers will benefit from support and development in this area to become expert teachers using project-based learning.

2. Project Based Learning with a STEM focus--Year 2

One of the focuses of our school is on using project based, integrated learning with a STEM focus. Teachers will benefit from support and development in this area to become expert teachers using project based learning.

2A. MAP testing training -Year 2

This item will be started in year 1 if funding is available. At the Expedition School, students in multi-age classrooms progress along their own learning continuum. MAP testing provides results that show where students need to learn along the Descartes Continuum of Learning to reach their optimal challenge level. This training will aid teachers in interpreting and using this data to increase student learning. More on Descartes

2B. Responsive Classroom Training: Continuation

Further developing teacher's responsive classroom techniques will continue to strengthen the school's community atmosphere and character building goals, as well as promote positive student behavior.

3. STEM and Inquiry Learning-- Year 3

Training in STEM and inquiry learning will help develop teacher's in-depth knowledge of these topics and help teachers design projects that use inquiry methods.

4. Common Core training: ongoing

Our school will use the Common Core Standards. Teachers will need to be more than familiar with these Standards in order to develop integrated projects that address each one.

Student Conduct and Discipline

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

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

Student Handbook Draft:

(Credit and thanks are given to Voyager Academy for much of the language in this handbook.)

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MISSION

To embrace the natural curiosity of children and empower them to become innovative problem solvers and community builders. To provide excellent and innovative education to students through experiential and project based learning and STEM focused curriculum.

At Our Core

STEM Exploration

Science, Technology, Engineering, and Math exploration provides a foundation for students to meet tomorrow's global challenges.

Child-Centered, Strength-Focused Classrooms

Each student comes to school full of strengths, energy, and curiosity that can exponentially grow. Each child has something meaningful to offer to the world. It is important to find and build upon children's individual strengths, energy, and curiosity while challenging them to reach for new goals.

Experiential and Project-Based Learning

Intellectual curiosity through project-based learning propels both learners and their guides to explore multiple paths to creative solutions.

Critical Thinking with Character Building

Compassionate, bold critical thinkers respect and reflect upon their world and promote positive changes.

PROJECT BASED LEARNING (PBL)

PBL is an engaging teaching method which engages students with meaningful work that matters to them through tasks and inquiries designed to meet educational standards. Meaningful projects at The Expedition School have several key components.

- A need to know
- A driving question
- Student choice
- Integration of disciplines
- 21st century skills including collaboration, critical thinking and technology
- Inquiry and innovation
- Feedback, revision and reflection
- A publicly presented product

In addition to learning educational standards and skills through all of the components of PBL, students develop and nurture the habits of mind and characteristics of lifelong learners. Students working in projects develop the characteristics of effective thinkers including:

- Persisting
- Thinking flexibly
- Striving for accuracy and precision
- Questioning and posing problems
- Creating, imagining and innovating
- Thinking interdependently

PBL at The Expedition School prepares students to become effective , efficient problem solvers in preparation for all future endeavors.

From the School Director

A welcome message from the school director will be placed here.

From the School Counselor

A welcome message from the school counselor will be placed here.

School Personnel

Board of Directors

The Expedition School is a North Carolina non-profit corporation and, as such, ultimate responsibility for the overall operation of the school rests with its Board of Directors. The Expedition School has no shareholders or owners, and board members serve strictly as volunteers.

Consistent with its mission, the Board strives to achieve site-based management of The Expedition School, encouraging input from administrators, faculty, parents, and students. With Board oversight,

day -to-day operations are generally carried out by the administrator, faculty, and other administrative personnel supported by parent volunteers. Ultimately subject to Board approval, many operational aspects have been delegated to these individuals as well as various committees.

The Board is directly responsible for providing facilities and equipment, handling personnel matters, budgeting, setting the school calendar and school hours, managing admissions, and assuring compliance with applicable laws including the charter school statutes. The Board also adopts various policies to facilitate the implementation of Expedition's educational mission.

Finally, the Board serves as a liaison with the Orange County Public School System, the Orange County School Board, the North Carolina Department of Public Instruction, the North Carolina State Board of Education, and other agencies and organizations involved in public education.

Current Board Of Directors:

Tammy Finch:

Patricia Brummitt:

Terri Carbre

Laura Brightwood

Rochelle Sutton

Steve Holdaway

John Cooper

Board meetings are generally held on the fourth Thursday of each month on the campus of The Expedition School. Parents will be notified of changes in this schedule through the website. Board meetings are open to the public and follow all North Carolina Open Meetings Laws. Minutes from board meetings will be located in the school office and available at any time.

Administration

School Director: TBD

Director of Curriculum and Professional Development: TBD

Faculty and Staff

Once hired, a list of faculty and staff and their positions will be placed here.

Please contact teachers directly to gather any information, ask questions or express concerns. This step is vital to our communication.

Operational Policies and Procedures

Faculty Expectations

1. To ensure the accomplishment of the school's mission.
2. To embrace and teach using the school's philosophy.
3. To communicate regularly with parents regarding their child's strengths and progress.
4. To use positive and responsive classroom management with the students.
5. To hold students to high academic standards.

6. To be life-long learners themselves, taking yearly professional development classes.
7. To be reflective of their practice and make adjustments and changes to best meet students' needs.
8. To collaborate with colleagues regularly.
9. To create a safe, orderly, academically challenging, emotionally nurturing, and child-centered learning environment.

Student Support Team

The purpose of SST is to provide a sounding board for teachers to address academic or behavioral issues in the classroom. SST will provide interventions/strategies for the teacher and follow up to determine the success of the strategies. The committee will be comprised of teachers, the counselor and administrators.

Any staff member may complete a referral for one or more students addressing academic or behavioral concerns. Once SST receives a referral, the committee will meet with the teacher to discuss the referral. This meeting will occur within 48 hours of receiving the referral. SST will offer suggestions or strategies including one or more observations in the classroom. A committee member will follow up with the teacher to determine the success of the strategies and/or arrange a meeting with the parent(s) should the strategies not be deemed successful. If the referral is for academic concerns and the instructional strategies are not effective, SST will determine the next step.

Important note: A decision to submit a referral to SST is deemed a strength for the teacher. It represents a willingness to accept advice from others and recognition that one person may not have all the answers when it comes to difficult situations. The Expedition School honors that philosophy and the SST process, if done well, will give teachers additional strategies to reach all students.

Student Expectations

The Expedition School will require good manners, respect for self and others, appreciation for property, honesty, punctuality, reliability and responsibility from all students, staff, parents and community participants. Vital to creating this climate is our character education curriculum delivered during morning meetings and reinforced throughout the day. It is The Expedition School's intention to use positive reinforcement and to promote ethical responsibility.

Day to day application of the code of conduct and its consequences will be the responsibility of the School Director and classroom teachers. Recommendations to expel will be made to the Board of Directors. Each disciplinary issue will be handled on an individual basis. A procedure for appeal will be available for consideration by the School Director and Board of Directors.

WE HAVE DEVELOPED GUIDELINES GOVERNING EXPECTATIONS FOR OUR STUDENTS:

- Students will focus on their academic work during school hours.
- Students will be civil and kind to each other, to the staff, and to the larger community.
- Students will follow the dress code.
- Teachers reserve the right to set standards for their classrooms.

- Students will attend class regularly. They will be on time and prepared every day.
- Students will accept responsibility for helping to maintain our facilities, laptops and other materials.

UNACCEPTABLE BEHAVIOR

While we expect and trust each Expedition School student to exhibit exceptional behavior, we inform our parents and students of the consequences of unacceptable behavior. All students at The Expedition School must abide by the regulations set by The Expedition School Board and administration.

The following behaviors are not permitted and will result in immediate suspension and may also result in the contacting of legal authorities as required by law:

- Assault, fighting, making physical threats, robbery, or any other illegal activity
- Sexual Assault
- Issuing a fire alarm or bomb threat
- Possession and/or use of narcotics, alcoholic beverages, stimulant drugs, and drug paraphernalia
- Possession or use of a weapon or other object that could reasonably be considered a weapon.
 - Students may not bring knives or other weapons or weapon-facsimiles to school or any school events.
- Leaving the school or failing to attend class without permission
- Act of Hate Violence- Causing, threatening or attempting to cause or participating in an act of hate violence because of another person's race, national origin, religion, disability or sexual orientation
- Noncompliance with a teacher's or staff member's directive to go to the office because of the student's unacceptable behavior.

The following behaviors are not accepted at The Expedition School and will be addressed on an individual basis by the teachers and administration:

- Theft or damage to personal or school property
- Not following the school rules
- Noncompliance with a teacher's or staff member's expectations and rules
- Insubordination to staff members
- Disruption of learning
- Tardiness to class or activity
- Use of inappropriate language
- Smoking or using tobacco during school hours or school events. School hours include the times when the student has arrived in the vicinity of the school. No student may go off campus to smoke during school hours or events.
- Eating and drinking in the classrooms without the consent of the teacher

- Using a cell phone at an unapproved time. Cell phones calls may ONLY be made before and after school, and during lunch. Text messaging or other app based functions may be used before school, after school, between classes and during lunch. If students need to use a phone during the school day, they should ask to use the phone in the main office.
- Using an electronic device during class without permission. All electronic devices must be turned off during class.
- Bullying
- Cyber Bullying
- Using the school phones, computers, or other school technologies without permission
- Gambling
- Violations of the Acceptable Computer Use Policy
- Academic dishonesty, including cheating, plagiarism and forgery

Consequences for failing to meet behavioral expectations may include time-out (younger students), detention, Friday after school detention, restitution, service hours, parent involvement and/or suspension. Our expectations for our students during the school day apply to all extracurricular and co-curricular events both on campus and off campus.

It shall be a Class I felony for any person to possess or carry, whether openly or concealed, any gun, rifle, pistol, or other firearm of any kind, or any dynamite cartridge, bomb, grenade, mine, or powerful explosive on school property or to a curricular or extracurricular activity sponsored by the school. State law mandates that student violators of this law be suspended for a full 365-day term regardless of the time of year the offense occurs. Also, all violators will be prosecuted.

It shall be a Class I misdemeanor for any person to possess or carry, whether openly or concealed, any BB gun, stungun, air pistol, bowieknife, dirk, dagger, slingshot, leaded cane, switchblade knife, blackjack, metallic knuckles, razors, and razor blades on school property.

A case-by-case evaluation of possessions or behaviors deemed to be potentially dangerous or disruptive made be done by the school Director along with other school staff.

See Public School Law 115C-391 and General Statute 14-269.

ATTENDANCE

Attendance to class is critical for academic success at The Expedition School. Students should have fewer than 10 days absent per year to be considered present. In accordance with the Compulsory Attendance Law, G.S. 115C-378, excessive unexcused absences will be investigated by the School Counselor and referred to the District Attorney's Office after ten (10) unexcused absences.

Students who are ill should remain at home to recover. However, parents and students should be aware that frequent absences often result in academic difficulties. We encourage you to schedule appointments and travel during non-school hours and scheduled breaks. Tardiness has a negative impact not only on the tardy student's education, but also on that of his or her classmates. Students should arrive at class on time and ready to participate. The accumulation of 2 tardies = parent

contact, 3 tardies = 1 absence. If tardies continue, the family will be required to attend a meeting to plan how to get the student to school on time.

ARRIVAL AND DEPARTURE

School begins at 8:00 a.m. To accommodate parents' schedules, students may arrive at school as early as 7:30 a.m. Any student arriving on campus between 7:30 and 7:50 a.m. must come into the building and will be required to stay in a staff supervised silent study hall in the designated classroom until 7:50a.m. Students must remain in silent study hall until 7:50 a.m. so that teachers can prepare for the school day. Because there is no staff available to supervise students prior to 7:30 a.m., students must not arrive on campus before that time. Between arriving on campus and departing campus, students must stay in the immediate vicinity of our buildings. When students arrive at school, they must come into the building. Students must not loiter in the school parking lot or vicinity.

School ends at 3:15 p.m. and all students must be picked up by 3:30 p.m. Students may stay after school for athletics, club meetings, or to receive extra help from a teacher. Students not working with a teacher may attend a silent study hall in the designated classroom from 3:15 until 4:15 p.m. Mondays, Wednesdays through Friday. On Tuesdays school ends at 1:15 p.m., and all students must be picked up by 1:30p.m. Students may stay after school in the designated silent study hall classroom until 4:15p.m. on Tuesdays, but are encouraged to sign up for extra-curricular electives offered on this day. Not following the silence requirement during silent study hall may result in a loss of the study hall privilege.

Students must be participating in a faculty supervised activity if they remain on campus after dismissal each day.

LATE ARRIVAL

If students arrive at school after 8:00 a.m. they must provide a note from a parent or guardian explaining the tardiness and must sign-in in the office. Office staff will give the student a pass to enter class. 2 tardies = parent contact. 3 tardies = 1 absence. Continued tardies = meeting with family to create an attendance plan.

EARLY DEPARTURE

If students must leave school early, they should bring a note from a parent or guardian explaining the reason for the departure. Upon arrival at school, the student should show the note to the teacher. The parent or guardian must sign the child out at the office immediately prior to departure. (If a student leaves school for an appointment, the parent or guardian must sign the child out and then back in again when returning to campus.) If a student gets sick during the school day and needs to leave school, the student should go to the office and call a parent or guardian.

ABSENCES

Parents must contact the school whenever their child is absent from school.

Parents may leave phone messages with the school before 7:30 a.m. For those absences that are unexplained, a follow-up call will be made by a teacher or teacher assistant to check on the reason for the absence. In addition to calling the school, written documentation from parents or guardians is required for all absences. A student must attend school for at least half a day in order to be counted present. Children must arrive at school by 11:30 a.m. to be counted in attendance.

The State Department of Public Instruction outlines what constitutes an “excused” absence. The reasons are as follows: illness or injury*; quarantine; death in the immediate family; medical or dental appointments; court or administrative proceedings; religious observations; or educational opportunity (requires approval by principal prior to absence).

All other absences are unexcused and unlawful for reasons other than those stated above. Truancy, vacations and no reason indicated are all unexcused absences. However, if a child is suspended from school, that absence is excused.

In accordance with the Compulsory Attendance Law, G.S. 115C-378, excessive unexcused absences will be investigated by the School Counselor and referred to the District Attorney’s Office after ten (10) unexcused absences.

*Please note: Students with a temperature of 100 degrees Fahrenheit (oral), vomiting or diarrhea will be excluded from school and may not participate in school activities until they are symptom-free without medication for 24 hours. Students with an undiagnosed rash may be excluded from school. If they are excluded from school, readmission is contingent upon a note from a physician, being symptom-free and receiving appropriate treatment. Parents will be called when a student’s condition prevents participation in normal school activities.

MAKE-UP WORK

Students are responsible for making up work when they are absent. Parents and students should work with their teachers to make arrangements to complete assignments, tests, and quizzes in a timely fashion. Students who are absent or anticipate being absent for two or more days may arrange to get assignments from their teachers at school or via email. When that arrangement is not possible, students or parents may request assignments through the office.

Facility

Students will enter the building (details TBD). During the school day students should remain inside the school building or on the school grounds or playground. All other areas should only be accessed under the supervision of a faculty member. Students may obtain teacher permission to use the student restrooms as needed.

LUNCH

Students must bring their lunch to school each day. Students who forget their lunch will be charged \$5.00 for a school provided lunch. There will be a large commons room and other designated class

rooms in which students may eat lunch. Adults supervising the lunch areas will determine at their discretion when a room is full. We all contribute to the cleanliness of the school. Each student is responsible for cleaning up after lunch; this includes their individual waste, as well as the area in which they ate. Students may not eat lunch in the classroom after the designated lunch period. Parents please note the lunch times and if needed deliver lunch to the office before that time.

DISTRIBUTION OF MEDICATION

Students may bring and self-administer cough drops at school. If a student's health requires prescription medication, or pain medication, medication should be administered by a parent before or after school.

If prescribed medication must be administered during the school day, it must be sent to school in a sealed, original container labeled with the following information.

1. the student's name and grade
2. the name of the medication
3. the amount of the medication to be taken
4. the time the child is to take the medication
5. a signed Parent Request and Physician's Order Form must be completed.

Medication will be administered by authorized school staff only. Students are responsible for going to the office at the appropriate time to receive his/her medication.

VISITORS AND VOLUNTEERS

All persons not on the faculty or enrolled as a current student at The Expedition School must report to the office, state a purpose for entering the building, and wear a visitor's badge each time they visit the building. Parents wishing to meet with a teacher must schedule an appointment with the teacher ahead of time. Any volunteer working one-on-one with students or driving students to school events must submit to a criminal background check.

Parent volunteers are the key to success at a small school like The Expedition School. Admittance to The Expedition School carries a parental requirement of 20 hours of volunteer service per year. There are many ways parents can volunteer including the following:

Car Pool Assistance, Field Trip Chaperone, Copy Room, Lunch / Recess Coverage, Marketing / Publicity, Fundraising – Clubs, Special Lunches, School Merchandise, School Beautification, reading to students, prepping materials for a teacher, etc.

As you are volunteering in the school, we would like to remind everyone of a few things. First, the school dress code applies to all students, faculty, staff AND visitors. We, as the adults, are role models for our children; please make sure that you comply with the school dress code when volunteering at school. Remember this applies to chaperoning field trips! Secondly, academics are the priority of The Expedition School. Classroom disruptions due to unscheduled visits hinder the learning environment. Likewise, conversations and people in the hallways can be a distraction to the

learners. Please move quickly and quietly through the building to your volunteer destination. As always, please make sure to check-in and out at the main desk.

INCLEMENT WEATHER

In case of severe weather, watch the local news to obtain information on The Expedition School's delays and closings. A 3-hour delay will eliminate lunch from the daily schedule. In the event of an emergency closing with less than a 2-hour parent notification period, an automated phone message will be employed.

Delays or cancellations will be posted on The Expedition School's website as soon as possible. Please check the website before calling the school. To facilitate all emergency notifications, please notify the office and your child's teacher when home, work or cell phone numbers change.

If it is necessary to delay or close school due to weather, notices will be available through the following means:

- An announcement will be posted on www.TheExpeditionSchool.com
- TV Channel 5 (WRAL)

We will attempt to announce the status of school by 6:00 a.m.

Should weather conditions deteriorate during the course of a school day to the point that it is necessary to close the school, the same media will be alerted as to the closing of school.

TRANSPORTATION

Families will need to provide transportation to and from school for their child. The school will facilitate carpool arrangements yearly and parents are encouraged to sign up for carpools.

More details here on drop-off areas.....TBD

A map of drop off areas will be included

PARKING

This section will contain information regarding parking.

A map of parking areas will be included.

GRADING

Grading at The Expedition School will be communicated in two ways. First, the child's progress through the curriculum and the child's strengths will be documented on the continuum of learning. Secondly, the child's effort toward the goals may be graded using scores.

90-100% = "Expert" level.

The student can work successfully on the material alone, and can guide others.

80-89% = "Practitioner" level.

The student can work successfully on the material with periodic guidance.

70-79% = "Apprentice" level.

The student can work successfully on the material with significant guidance.

Below 70% = Novice level.

The student has not yet mastered enough of the material.

There are four grading periods.

Students must complete all assignments given by the classroom teacher. Therefore students must make up any missing assignment by the end of the grading period in which it was assigned.

In each quarter, cumulative grades will be reported at the end of each nine weeks. Grades do not carry over between marking periods.

PROGRESS REPORTS AND REPORT CARDS

Parents will be given access to EnGrade an online grading system used by the faculty at The Expedition School, in lieu of hard copy progress reports. This online program allows parents to view their student's grades, tardies and absences. Teachers are also able to post comments and add assignments as attachments within the program. If any parent does not have access to the Internet they can schedule a time with the office to use a school computer to access their student's EnGrade information. Hard Copy reports will be given to parents at the end of each grading period.

HOMEWORK

The Expedition School courses are scheduled for the most efficient use of classroom time, and we believe that appropriate homework assignments are essential for student growth.

Each student is asked to read each night at home.

K: 15 minutes

1 and 2: 20 minutes

3 and 4: 30 minutes

5 through 8: 45 minutes

In the elementary grades, students are learning how to approach homework. As students learn and grow, they will be able to handle different kinds and different amounts of homework. Parents are asked to support students as they learn how to organize and manage homework with more and more independence.

While each student's homework approach will create variations in how long is spent on homework, time amount guidelines for each grade of homework stands as follows:

Teachers should not assign more than:

K: 10 min

1 and 2: 15 to 20 min

3 and 4: 20 to 30 min

5 and 6: 30 to 45 min

7 and 8: 45 min to 1 hour

Homework will not be given over holidays unless student make-up work is required due to student absence.

Homework will not be given over weekends for grades K-6.

Limited homework may be given over weekends in grades 7-8.

LATE ASSIGNMENTS

We believe assignments given by each teacher are essential to learning the content required to master a course. Therefore it is imperative that students complete all work assigned. We do not allow students to opt out of an assignment. Teachers set their own late-work policy, but all work must be completed by the end of the nine-week grading period. Students who do not complete work may be required to attend a lunch time study hall, or before or after school study hall.

HALLWAY CLEANLINESS

It is imperative to student safety and school cleanliness that no items are stored on the floors in the hallways. All items found on the floor will be discarded. If a computer is left unattended in the hallway it will be turned in to the office. If a student repeatedly leaves their computer unattended they may lose the privilege to use a school computer.

ACCEPTABLE COMPUTER USE POLICY

The Expedition School provides students with Internet usage to access resources that support education and research. Access to the Internet is a privilege, and is therefore subject to restrictions set forth by the Board of Directors. Violation of any provisions in the Acceptable Use Policy (AUP) may result in disciplinary action and/or cancellation of student access to the The Expedition School network. This policy applies to all Internet access on The Expedition School property, including Internet access using mobile devices.

ACCESS TO INFORMATION

The Internet gives students access to sites all over the world. The Expedition School cannot completely control the information available to students; however, The Expedition School will monitor the online activities of students and use software to provide Internet control and filtering. The filtering software is intended to allow valuable Internet content, while prohibiting access to obscene material, merchandising, and games. Although it is possible that a student may find inappropriate material, The Expedition School feels the educational benefit provided by the Internet outweighs any possible disadvantages. Parents are encouraged to talk with their children about sites and material in which the parents do not want students to access. The Expedition School cannot accept responsibility for enforcing specific parental restrictions that go beyond those imposed by the school.

ACCEPTABLE USES

All Internet use by students at The Expedition School must have an educational purpose and comply with all student behavior guidelines. All students should understand that acceptable uses include:

- Visiting websites or databases that pertain to classroom activities, lessons, or information

- Under the direction of staff, students may create or maintain school or individual webpages or conduct mail communications
- Using search engines to access information, websites, or pictures that pertain to classroom material or projects

UNACCEPTABLE USES

- The transmission of materials that violate state or federal law or The Expedition School policy is strictly prohibited. Unacceptable uses include, but are not limited to, the following: Taking any actions that may disrupt the network; this includes knowingly introducing a virus and “hacking”
- Disclosing, using, or disseminating personal information about any minor
- Accessing threatening or obscene materials
- Using language that threatens another individual
- Violating copyright laws
- Accessing personal email accounts or chat programs unless given specific authorization by a teacher
- Using the name and password of another user

Each Expedition School student and a parent or guardian of the student must sign the Student Internet Use Permission Form acknowledging that they accept the terms of the Acceptable Use Policy. If a parent or guardian does not wish for their child to be allowed access to the Internet while at The Expedition School, a request must be made in writing to the school.

STUDENT INTERNET USE PERMISSION FORM

Student Name _____
Address _____
City _____ Zip _____ Phone _____
School _____ Grade _____
Parent's Name _____

I understand that access to the Internet through The Expedition School is a privilege that is to be used for educational purposes. I agree to abide by The Expedition School Acceptable Use Policy for Internet Usage. I understand that any violation of these policies is unethical and may constitute a criminal offense. Should I commit a violation of this policy, my access privileges will be revoked and school disciplinary action and/or appropriate legal action may be taken. Since all files are on a public network and on equipment provided by the school system, I understand that they are subject to examination and review at any time.

Student Signature _____ Date _____

I have read and understand The Expedition School's Acceptable Use Policy for Internet Usage. I understand that Internet access is designed for educational purposes only. In addition, I have discussed appropriate use of the computer network with my son/daughter. I understand that there are text and graphics files available on the Internet which may be inappropriate for minors, and the network administrators cannot monitor all use. While the schools will monitor student usage of the network, my son/daughter is ultimately responsible for his/her actions, and the school will not be held responsible for materials which my son/daughter might access.

Parent
Signature _____ Date _____

DRESS CODE

CLOTHING THAT CANNOT BE WORN:

- Clothing or attachments that are disruptive to the teaching and learning process.
- Hats, hoods, headbands, bandanas or sunglasses worn inside the building.
- Clothing that exposes the midriff at any time.

- Clothing that is too tight or revealing.
- Shorts which are shorter than the student's thumb tip when their arms are held by their side.
- Clothing that is sheer or mesh. (See-through)
- Halter tops.
- Sleeveless tops that are not tight-fitted in the underarm section.
- Visible Undergarments.
- Clothing that contains symbols or words that contain profanity, nudity, acts of violence, or is sexual in nature.
- Clothing which promotes alcoholic beverages, tobacco products or the use of controlled substances by words or symbols.
- Sagging pants.
- Spaghetti straps smaller than 2 inches.
- Large holes, holes revealing undergarments
- Flip-flop shoes or sandals without ankle straps
- If a student is wearing an unapproved item they will be asked to: 1. Change clothes if readily available. 2. Call home for a change of clothes. 3. Wear school provided attire until a change of clothes is available.

HOURS

Since studies at The Expedition School are conducted through project-based learning, studies are often integrated. Therefore, actual times on subjects may occur simultaneously or otherwise vary from this schedule.

Elementary Grade K-6 Typical Schedule

8:00 - 10:00 Community Building morning meeting, reading, writing, vocabulary, spelling, social studies, integrated arts

10:00-10:15 1st recess

10:15-11:00 Reading, writing, vocabulary, spelling, social studies, integrated arts

11:00-11:45 Special Classes

11:45-12:15 Lunch

12:15-1:45 Math, science, integrated arts

1:45-2:00 2nd recess

2:00-3:15 Science, math, integrated arts

Middle School grade 7-8 Schedule

8:00-11:00 Community Building meeting, math, science, engineering and technology, integrated arts

11:00-11:45 Special Classes

11:45-12:15 Lunch/activity time

12:15-3:15 Reading, writing, vocabulary, social studies, integrated arts

Tuesday 1:15 Dismissal

8:00-10:00 Morning Meeting, reading, writing, vocabulary, spelling

10:00-10:20 Recess

10:20-11:00 Social studies or science integrated with reading, writing, and vocabulary

11:00-11:45 Special Classes

11:45-12:15 Lunch

12:15-1:15 Math/science

Extra Curricular Activities

Electives and Clubs

Electives and Clubs give students the opportunity to expand their learning and experiences into areas of personal interest. Tuesday 1:15 p.m. release offers students opportunities to sign up for extra curricular electives and clubs. There will be two extra-curricular/club sessions per Tuesday. Session 1: 1:20-2:15 and Session 2: 2:20 to 3:15. Students may participate in session 1 and then go home if desired. Students must participate in Session 1 in order to participate in a Session 2 offering.

Elective and course offerings will be available on The Expedition School website at least 3 weeks prior to the new session start date. Students must sign up for sessions and be placed in sessions in order to participate. Some sessions require fees and some are free. Fees need to be paid on or before the first session of a fee-based elective.

COMMUNICATION AND SUPPORT SERVICES

The school welcomes communication from parents. Depending upon your need, you may choose to communicate via e-mail, phone, note or conference. Staff members will make every effort to respond to you within two (2) school days. Please follow the guidelines set out below.

E-mail

E-mail works well when asking questions or making simple requests for information. All faculty, administration and staff members can be reached via e-mail.

Suggestions when e-mailing your student's teacher, principal or any school staff:

- Please remember that e-mail is not confidential.
- Be concise.
- Make a simple request for information
- If the concern is lengthy or involved, please request a conference instead of using e-mail.

The need to repeat e-mails over an extended period of time is a signal that the parent or teacher should request a conference.

Notes

Notes are required when your child is absent from school for any reason. Be sure to include the child's full name, date and reason for absence.

Parents may use notes to address simple requests or concerns. Please remember that notes are not always delivered to the school. If you do not receive a response and need one, please follow up with a phone call.

Phones

Teacher Phones

Each teacher may be contacted by telephone. Parents and others should not expect classroom telephones to be answered during the instructional day when staff is teaching. At the beginning of the year, staff members will provide their phone numbers, or parents can call the main office and be connected to the teacher's extension.

If an emergency arises, call the main office for assistance.

Parent-Teacher Conferences

A conference provides for two-way communication. By exchanging information, parents and teachers can set the stage for a great school year. Conferences will be scheduled to discuss student progress at least twice per year. Parents with concerns are encouraged to ask for a conference at any time during the year. Parents should expect to spend 20 to 30 minutes at an elementary school conference. For specific needs, parents may call the teacher to schedule a conference or send an e-mail message requesting a conference.

How to Schedule an Elementary School Parent-Teacher Conference

Elementary schools schedule conferences in both the fall and the spring. The teacher will develop a conference schedule and invite parents to sign up for conference times. Some times are during the day and others are after school. An evening date is set for both fall and spring conferences.

Parents may also ask for a conference with teachers of other subject areas, such as reading teachers, exceptional education teachers, art, music, ESL, second language or physical education teachers.

Tips for Parents on Parent-Teacher Conferences

Parents should notify the school's translation contact several days in advance if they need a translator for the conference.

Parents or teachers may request a third party to join the conference, such as a family member, translator, administrator, advocate or special services staff person. It is helpful to inform conference participants in advance.

EXCEPTIONAL CHILDREN SERVICES

The Expedition School will offer a full inclusion program for the majority of our students. Inclusion works effectively with most students who are identified. However, self-contained and/or one-on-one services will be provided for students that have Individual Education Plans which indicate these services are necessary. Research has shown that students with exceptional needs whose educational needs can be met in a general classroom setting benefit from remaining in that setting. We seek to offer our students the least restrictive environment possible for their optimal learning. The Expedition School will continue to provide this fully inclusive model in conjunction with an exceptional children's teacher who will make necessary accommodations and supplement curriculum for identified students.

The certified exceptional children teacher will co-teach in classrooms to provide an even smaller student/teacher ratio, will provide special education consultative services when needed, and will assist with transition planning and services. The special education teacher will plan with the general education teacher and will assist the classroom teacher in making necessary accommodations and adjusting the presentation of curriculum so all students can be successful.

Students' individualized educational plans are followed and updated annually. Psychological evaluations, re-evaluations, and educational testing are conducted as required by state mandates.

The exceptional children's program at The Expedition School may provide some of the following:

- Extended Time On Assignments
- Multiple Sessions
- Individual Pull-Out Instruction
- In-Classroom Collaboration With The Special Education Teacher
- Preferential Seating
- Small Group Instruction
- Peer Tutoring
- Differentiated Assignments

Appeal Process for suspension and expulsion

Student suspension and expulsion will be done in a fair and evenhanded manner.

This means that students and parents have a right to:

- Know the school's rules ahead of time, as published in this handbook and created by the student's class or teacher
- Meaningful notice of the misconduct charged against the student either orally or in writing
- An explanation of the evidence against the student, including the specific incidence involved
- An opportunity for students to tell his or her side of the story
- The exact number of days of the suspension, and when the suspension begins and ends

- If the parents wish to appeal the suspension, a specific date, time and location of a hearing with the principal where a parent can appear and challenge the suspension will be provided. An expulsion may be appealed before the school board.

If a student's actions present an immediate danger or disruption to the academic process, the child can be immediately removed from the school without advance notice to the parents, but the parents will be notified of the incident as soon as possible.

TIMELINES

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

Pre-Charter Submission Activities for The Expedition School (TES)

Activity	Date/Time-frame	Person(s) Involved
First seed of starting a school was planted	10/16/10	Patricia Brummitt and Tammy Finch
Meeting with private school head (Chip Denton-Trinity School) to learn about starting a school	11/10	Patricia Brummitt and Tammy Finch
Visit to Hawbridge Charter School to learn about charters	11/10	Tammy Finch
Visit to Central Park School for Children--to learn about project-based charter	12/10	Patricia Brummitt
First contact made to Darrell Allison (PFEFNC) to gauge charter legislation climate.	12/10	Patricia Brummitt
Charter Application Drafting	1/11-3/12	Patricia Brummitt and Tammy Finch
First Draft of website goes to the public for review-included a survey/feedback section	2/11	Patricia Brummitt and Tammy Finch
Meeting with Harrell Rentz, Head of Woods Charter-- to get advice about running a charter.	6/11	Patricia Brummitt and Tammy Finch
Contact with Acadia Northstar regarding services for financials and student data	10/11-present	Patricia Brummitt and Tammy Finch, and later, Board of Directors (BOD)
First Board Member joins, Terri Carbre	11/11	Patricia Brummitt ,Tammy Finch, Terri Carbre
Second Contact with PFEFNC to gather insight on charter application	11/11	Patricia Brummitt

Meeting with Carl Forsyth, Head of Voyager Academy- gathered more advice/insight about running a charter school	11/11	Patricia Brummitt and Tammy Finch
Welcomed new board member, Laura Brightwood	12/11	Patricia Brummitt ,Tammy Finch, Terri Carbre
Attended DPI Charter School Application Training	1/12	Patricia Brummitt and Tammy Finch
Attended NC Charter Alliance information session at Carter Community Charter School- Durham	1/12	Patricia Brummitt
Disbursement of fliers to advertise school in Hillsborough	2/12-3/12	BOD
Information table about TES at Weaver St. Market in Hillsborough, NC	2/12	Patricia Brummitt and Tammy Finch
Information table about TES at Eno River Farmer's Market	3/12	Patricia Brummitt
Public Meeting to Advertise School-- Held at Hillsborough Public Library	3/12	BOD
Welcomed board member, Rochelle Sutton	3/12	BOD
Met with Hillsborough paper, "The News of Orange", to advertise school to Hillsborough area	3/12	Patricia Brummitt and Tammy Finch
Meeting with Hillsborough developer about potential school site	3/12	Patricia Brummitt, Terri Carbre and Tammy Finch
Meeting with Tom Williams from Acadia Northstar to finalize Business Plan	3/12	Patricia Brummitt and Tammy Finch
Welcomed board Member, Steve Holdaway	4/12	BOD
Welcomed board member John Cooper	4/12	BOD
Submit Charter Application to DPI	4/12	BOD

Post Charter Application-School Opening Plan of Action

Activity	Date/Timeframe	Person(s) Involved
Seek Partnerships to Support School financially or otherwise	on-going	BOD
Market school to Hillsborough and surrounding communities (information sessions, tables at local businesses, newspaper articles, fliers, social media)	ongoing	BOD
Staff Recruitment	10/12-3/13	Tammy Finch, Patricia Brummitt, Director
Recruitment of School Director	Target Date Met: by 12/13	BOD
New and Improved Website Completion	10/12	Tammy Finch, Patricia Brummitt, Laura Brightwood, with the volunteer assistance of local website designer
Facility Search	On-going; Target Completion 12/12	BOD
Student Application Process Initiated	1/13	Patricia Brummitt and Tammy Finch
Staff Training	3/13-6/13	Tammy Finch and Director
Curriculum Materials Selected (for all subjects)	Selected By 2/13; Purchased by 5/2013	Tammy Finch, Patricia Brummitt, Director
Facility Ready for Move-In	By 6/13	Patricia Brummitt, Terri Carbre, Contractors, Landlord, parent volunteers
Student Enrollment, Lottery if needed	March 2013-April 2013 Lottery: April 13, 2013	School Staff, Director, Volunteer
Information About Parent Volunteering	May 4, 2013	Patricia Brummitt, Terri Carbre

Obtain Insurance	ASAP after facility is determined	Patricia Brummitt, Rochelle Sutton
Set-up After School, Early Release, and Intersession Options	By: 3/13	Director, BOD
Facility Move-In	By: end of 6/13	Patricia Brummitt, Chapel Hill Moving Co, Inc.
Student Orientation	6/13	Director, Faculty

The Expedition School is not a private School Conversion

VII. BUSINESS PLAN

PROJECTED STAFF and QUALIFICATIONS:

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.)

Position List:

- 1 School Director
- 1 Director of Curriculum and Professional Development
- 1.5 Clerical Office Manager
- 18 Classroom Teachers when at full capacity K-8
- 1 to 3 Special Education Teachers depending on number of student needs
- 1 ESL teacher
- 1 Technology Specialist
- 3-5 Electives Teachers (chorus, orchestra/band, movement, Spanish, art)
- 3 Teaching Assistants
- 1 School Counselor/testing coordinator
- 1 Volunteer Coordinator (as funding allows and as school grows. This position will begin as a volunteer position)
- 1 School Nurse (as funding allows)
- 2 School maintenance and custodial workers, unless contracted out

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.

Criminal background checks of all personnel are required by law and will be conducted on all applicants for board, faculty, staff, administrative, and volunteer positions.

Plan to meet licensure requirements

At The Expedition School we believe having a dedicated teaching staff is paramount to the success of our students and school, and the Federal standards for Highly Qualified teachers will be followed. A Baccalaureate degree or higher and proven experience/aptitude in the subject(s) being taught will be required.

Teachers will be required to meet the standards set forth by NC Law for teachers in a NC Charter school (75% licensed in grades K-5, 50% licensed in grades 6-12 in the subject areas where they are teaching) as well as those set by No Child Left Behind (NCLB) legislation,

which requires teachers in core subject areas to meet Highly Qualified standards. The Expedition School will assist teaching candidates to become NC licensed and highly qualified, as necessary, including reciprocity agreements, lateral entry, and alternative national licensure programs.

School Director Job Description

The School Director will serve as a lead partner with the teaching staff and clerical staff. The director will be responsible for reporting to the Board of Directors. The Director will operate according to the mission and philosophy of the school.

A highly qualified candidate will:

- Have 3 or more years of successful school administrative experience.
- See children as full of strengths, energy, and curiosity
- Have a growth mindset
- Articulate and provide leadership to achieve school philosophy and policies
- Provide leadership for the school's short and long-term planning, including strategic planning and report to the board of directors
- Provide professional support as needed, respond to areas of need
- Help to hire and integrate new staff
- Coordinate with Curriculum Director to observe and assess staff throughout the year and provide on-going feedback and end-of-year teacher review.
- Serve as a liaison to State Board of Education and NC Charter School office
- Coordinate with Curriculum Director to interpret effectiveness of assessments and interpret scoring
- Respond to parents
- Support teachers with regards to discipline issues
- Respond to serious discipline issues as needed
- Communicate regularly via a Director's newsletter/blog
- Monitor budget and budget planning (work with Board of Directors)
- Set fund raising goals
- Help ensure the safety of students and staff
- Desired, but not required: Have experience with STEM education or project-based, experiential learning. Have experience with multi-age groupings

Director of curriculum and professional development Job Description

The Expedition School offers an exceptional project based learning with a STEM focused environment that seeks to develop high-level analytical and critical thinking skills in all of its students. This focus is fully integrated within the core academic disciplines of mathematics,

science, social sciences, language arts, and technology. This engaging and rigorous approach to educating students is implemented by a collaborative team of teachers at each multi-age grade level. The director of curriculum and professional development will supervise, support and train teachers to achieve the school's goals.

The Curriculum Director will

- Have experience coaching teachers
- See children as full of strengths, energy, and curiosity
- Have a growth mindset
- Report to the School Director
- Articulate and provide leadership to achieve school philosophy and policies
- Have experience and expertise in project based and experiential learning and possess an ability to train others in this area
- Have experience in, or willingness to learn about multi-age classroom instruction
- Initiate kindergarten through grade eight leadership for curriculum planning, curriculum mapping, development and implementation of project based and experiential learning.
- Administer, coordinate and supervise the instructional program of the school, by cooperatively working with the principal and faculty.
- Regularly observe classroom instruction, provide teachers with feedback,
- Assist in the development of the annual budget by preparing cooperatively with the principal and faculty the curriculum and instruction portion of the budget.
- Approve the selection of instructional materials through proper channels
- Keep the curriculum and instruction programs up to date with particular emphasis on evaluating new developments in STEM, project-based, and experiential instruction.
- Coordinate and/or lead a program of orientation for new teachers and in-service training for experienced teachers.
- Attend Board meetings and other meetings as requested by the School Director
- Perform all other acts reasonable and necessary to accomplish this primary function

Teacher Job Description (K, 1-2, 3-4, 5-6, 7-8,)

The Expedition School offers an exceptional project based learning with a STEM focused environment that seeks to develop high level analytical and critical thinking skills in all of its students. This focus is fully integrated within the core academic disciplines of mathematics, science, social sciences, language arts, and technology. This engaging and rigorous approach to educating students is implemented by a collaborative team of teachers at each multi-age grade level.

A highly qualified candidate will:

- Have a bachelor's degree and be certified in the grades taught
- See children as full of strengths, energy and curiosity
- Have a growth mindset

- Be able to uncover student strengths and utilize these in differentiated learning experiences that address multiple learning modalities, multiple intelligences and multiple achievement levels.
- Be a learner, flexible and willing to grow
- Work to achieve school philosophy and policies
- Be able to collaborate with other staff
- Utilize effective classroom management techniques in a multi-age classroom
- Attend weekly staff development and/or meetings during designated school hours
- Attend necessary IEP/Special ed meetings
- Communicate regularly and effectively with parents
- Be willing to have an “open-door” classroom where parents, prospective parents, and staff members can observe regularly
- Participate in the school’s after-school tutoring program one hour per week.

Requirements:

- Familiarize yourself with school website and other school documents prior to applying.
- Teaching certificate (Highly qualified status preferred.)
- Bachelor’s Degree
- Outline for an integrated, project based unit, include at least 3 sample lesson plans
- A one-page paper outlining how your teaching philosophy will compliment The Expedition School’s mission.
- Completion of the school’s screening survey

School Clerical Office Manager Job Description

To assure the smooth and efficient operation of the school office, to assist in the administration of the school’s business affairs so as to provide the maximum impact on the education of the children and services for the financial resources available.

A Highly Qualified Candidate:

- See children as full of strengths, energy and curiosity
- Have a Growth Mindset
- Perform the usual office routines and practices associated with a busy yet productive and smoothly run office.
- Maintain student records as shall be required and disseminates copies as requested.
- Maintain a complete and systematic set of records of all financial transactions of the school.
- Provide First Aid/Medication Administration – primary first responder and medication administrator. Maintain documentation of all medications administered.
- Record detail of school financial transactions in appropriate journals and subsidiary ledgers from such sources as requisitions and records.

- Summarize and balance entries recorded in individual journals and ledgers, transfers data as appropriate.
- Trace errors and records adjustments to correct charges or credits posted to incorrect accounts.
- Compute and record cash receipt summaries.
- Reconcile canceled checks with bank statements and verify bank balance with statements.
- Maintain financial records and complete monthly reports for Finance. Handle all bank deposits of school monies and work with management company to prepare payroll records for employees.
- Responsible for the school's accounts receivable and accounts payable.
- Maintain stock supplies and orders as needed and distributes stock to employees, as requested.
- Receive and route all incoming calls, serve as the school receptionist. Handle all mail and distributes it appropriately.
- Maintain a daily teacher attendance log and the concomitant records to substitute teachers. Maintain daily and monthly student attendance records.
- Provide partial supervision to office assistant as assigned.
- Maintain log of visitors to the school as well as a record of the students' arrival and departure during the school day.
- Maintain inventory of all state-adopted textbooks and maintain records of books issued to teachers/students.
- Perform other duties as assigned by the School Director.

Requirements:

- High school diploma
- One (1) year of secretarial school-training
- Two (2) years of prior secretarial or bookkeeping experience
- Experience and proficiency in Microsoft Office or similar
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable
- Warm and friendly nature

Technology Specialist

- See children as full of strengths, energy and curiosity
- Have a growth mindset
- Be a learner, flexible and willing to grow
- Work to achieve school philosophy and policies
- Be able to collaborate with other staff
- Utilize effective classroom management techniques in a multi-age classroom
- Be willing to have an "open-door" classroom where parents, prospective parents, and staff members can observe regularly

- Attend weekly staff development and/or meetings during designated school hours
- Be knowledgeable about educational technology and ability to communicate this knowledge to staff and to children. Keep abreast of new technology and help the school to keep technologically updated.
- Connect and troubleshoot school's computers, printers, programs, and other technology and assist in keeping them in working order
- Collaborate with staff to assist them in implementing technology with their students
- Provide guidance in school technology purchase decisions
- Research and apply for grants that will further the school's technology goals.
- Participate in the school's after-school tutoring program one hour per week.
- Other tasks as required

Requirements:

- Familiarize yourself with school website and other school documents prior to applying.
- Teaching certificate preferred but not required
- Bachelors Degree in related field if not certified
- 3 Sample lesson plans, one in reading, math and science respectively, that integrate technology
- A one-page paper outlining how your teaching philosophy will complement The Expedition School's mission.
- Completion of the school's screening survey

Special Education Teachers (K-4) (5-8)

The Expedition School offers an exceptional project based learning with a STEM focused environment that seeks to develop high-level analytical and critical thinking skills in all of its students. This focus is fully integrated within the core academic disciplines of mathematics, science, social sciences, language arts, and technology. This engaging and rigorous approach to educating students is implemented by a collaborative team of teachers at each multi-age grade level. Within this model, special education students are included in their least-restrictive environment.

A highly qualified candidate will:

- See children as full of strengths, energy and curiosity
- Have a growth mindset
- Be able to uncover student strengths and utilize these in differentiated learning experiences that address multiple learning modalities, multiple intelligences and multiple achievement levels.
- Be a learner yourself, flexible and willing to grow
- Work to achieve school philosophy and policies
- Be able to collaborate with other staff, and purposely collaborate with staff to meet the needs of special education students

- Utilize effective classroom management techniques
- Attend weekly staff development and/or meetings during designated school hours
- Attend necessary IEP/Special ed meetings and provide leadership at those meetings
- Communicate regularly and effectively with parents
- Be willing to have an “open-door” classroom where parents, prospective parents, and staff members can observe regularly
- Participate in the school’s after-school tutoring program one hour per week.
- Keep all special education paperwork updated, complete and secure.
- Communicate special education student’s IEP goals to teachers and parents.

Requirements:

- Familiarize yourself with school website and other school documents prior to applying.
- Teaching certificate (Highly qualified status preferred.)
- Bachelors Degree
- 3 sample lesson plans, one in math, reading and science, with detailed modifications for a hypothetical special education student. Begin your lesson plans with a one-paragraph introduction explaining the profile of the hypothetical student each lesson plan targets.
- A one-page paper outlining how your teaching philosophy will compliment The Expedition School’s mission.
- Completion of the school’s screening survey

ESL teacher

The Expedition School offers an exceptional project based learning with a STEM focused environment that seeks to develop high-level analytical and critical thinking skills in all of its students. This focus is fully integrated within the core academic disciplines of mathematics, science, social sciences, language arts, and technology. This engaging and rigorous approach to educating students is implemented by a collaborative team of teachers at each multi-age grade level. Within this model, ESL students are included in their least-restrictive environment.

A highly qualified candidate will:

- See children as full of strengths, energy and curiosity
- Have a growth mindset
- Be able to uncover student strengths and utilize these in differentiated learning experiences that address multiple learning modalities, multiple intelligences and multiple achievement levels.
- Be a learner yourself, flexible and willing to grow
- Work to achieve school philosophy and policies
- Be able to collaborate with other staff, and purposely collaborate with staff to meet the needs of ESL students within the regular classroom setting
- Utilize effective classroom management techniques
- Attend weekly staff development and/or meetings during designated school hours
- Attend necessary student service meetings and provide leadership at those meetings

- Communicate regularly and effectively with parents
- Be willing to have an “open-door” classroom where parents, prospective parents, and staff members can observe regularly
- Participate in the school’s after-school tutoring program one hour per week.
- Keep all ESL paperwork updated, complete and secure.
- Communicate ESL student’s goals to teachers and parents.
- Conduct any necessary ESL testing and screening

Requirements:

- Familiarize yourself with school website and other school documents prior to applying.
- Teaching certificate (Highly qualified status preferred.)
- Bachelors Degree
- A sample math lesson plan that includes specific modifications for ESL students
- A sample reading lesson plan that includes specific modifications for ESL students
- A sample science lesson plan that includes specific modifications for ESL students
- A one-page paper outlining how your teaching philosophy will compliment The Expedition School’s mission.
- Completion of the school’s screening survey

Specialist/ Electives Teachers

Physical Education, Music (Chorus, orchestra, band), Art, Theater, Biotech (7-8), Engineering (7-8)

- Be an expert in your field.
- See children as full of strengths, energy and curiosity
- Have a Growth Mindset
- Work to achieve school philosophy and policies
- Be able to uncover student strengths and utilize these in differentiated learning experiences
- Be a learner yourself, flexible and willing to grow
- Be able to collaborate with other staff
- Utilize effective classroom management techniques in a multi-age classroom
- Be willing to have an “open-door” classroom where parents, prospective parents, and staff members can observe regularly
- Bachelor’s degree required
- Teaching certificate preferred

Teaching Assistant (K-3) (4-8)

The Expedition School offers an exceptional project based learning with a STEM focused environment that seeks to develop high-level analytical and critical thinking skills in all of its students. This focus is fully integrated within the core academic disciplines of mathematics, science, social sciences, language arts, and technology. This engaging and rigorous approach

to educating students is implemented by a collaborative team of teachers at each multi-age grade level.

We will actively seek out at least one teaching assistant fluent in Spanish. This person will also act as translator for conferences, and do document translation as needed.

The Teaching assistant will be scheduled to complete tasks created by their grade-span team. These tasks may include but are not limited to

- Photocopying
- Working with small groups of students
- Working one-on-one with a student
- Supervising the transition of students to and from special classes
- Collecting together and organizing learning materials
- Covering a class in the event a teacher needs to step out

The Teaching assistant will also be available to substitute teach a class in the event a teacher is absent and another substitute teacher is not available.

Requirements:

- See children as full of strengths, energy and curiosity
- Have a growth mindset
- Work to achieve school philosophy and policies
- Be able to uncover student strengths
- Be a learner yourself, flexible and willing to grow
- Be able to collaborate effectively with a variety other staff
- Utilize effective classroom management techniques in a multi-age classroom
- Able to multi-task
- Be a self-starter, able to organize one's personal schedule to "get the job done"
- Be an effective communicator
- Associate's degree in a related field or at least 3 years of related experience required

School Counselor

The Expedition School offers an exceptional project based learning with a STEM focused environment that seeks to develop high-level analytical and critical thinking skills in all of its students. This focus is fully integrated within the core academic disciplines of mathematics, science, social sciences, language arts, and technology. This engaging and rigorous approach to educating students is implemented by a collaborative team of teachers at each multi-age grade level.

The Expedition School also offers an exceptional school environment program that focuses on student's social/emotional development. This program utilizes morning meetings at all levels with focused work on student's social/emotional growth. An important aspect of the school's environment is peer mediation. The school counselor will lead in the implementation of the social/emotional development program, and will lead the peer mediation program, training students as peer mediators. The counselor will also meet with individual or small groups of students as needed, and coordinate school testing efforts.

Additional Requirements

- See children as full of strengths, energy and curiosity
- Have a growth mindset
- Work to achieve school philosophy and policies
- Be able to uncover student strengths
- Be a learner yourself, flexible and willing to grow
- Be able to collaborate effectively with a variety other staff
- Be a self-starter, able to organize one's personal schedule to "get the job done"
- Be an effective communicator
- Have experience with peer mediation
- Bachelor's degree in school counselling or related field
- Articulate effective classroom/small group management strategies
- Submit 3 lesson plans, one for a 15-minute morning meeting that addresses students' social/emotional needs, one for a 30-minute small group social/emotional session, and one for peer-mediation training.

Volunteer Coordinator (may be a volunteer position) Latino family Liaison (.5 position added as needed)

Qualifications and Experience

He or she recruits, assists in training, and manages volunteers for various Expedition School projects that address specific program and community needs, including heading up the volunteers and other individuals providing enrichment or tutoring on early release days. Basic volunteer service project categories include one-day, short-term, and long-term service projects.

The Volunteer Coordinator will be required to attend after-school hours volunteer events, and recruitment events, therefore, this position will have flexible hours.

Qualifications:

- Dedication to volunteerism and coordinating volunteer activities
- Experience in leadership role
- Experience recruiting, training, managing, and supporting groups of people and individuals to address school needs through service
- Ability to build relationships and work with volunteers, and community members
- Track record of planning and implementing events
- Desire to learn about The Expedition School practices,

Communication

- Strong language and communication skills

- Ability to give presentations to large groups
- Desire to share the The Expedition School mission with the community

Commitment to service

- Community service experience
- Ability to work with people from diverse backgrounds
- Enthusiastic and positive attitude toward helping others

Professionalism

- Ability to work well independently and on a team
- Maturity and good judgment in relating to The Expedition School's parents, students, partners, and families
- Ability to work with people from diverse backgrounds
- Availability, dependability, and willingness to be flexible
- Demonstrated ability to solve problems and think strategically
- Enthusiastic and positive attitude toward helping others

School Nurse

Characteristics of Work

Provides preventive health services to facilitate the grade K-8 student's optimal physical, mental, emotional and social growth and development. With the school counselor, aids in the implementation of the school's social and emotional development program. Identifies problems and disabilities and provides such services as case finding, health education, referring and care in order to help prevent serious health problems which would later be more difficult and costly to address. Supports the education process by working to assure the health of the students.

Examples of work:

This list is not intended to be exhaustive, but rather to give examples of the type of work encountered.

- Promote and protect the optimal health of the students and staff
- Collect immunization and health history and follow up with families as needed in order to comply with immunization laws
- Provide health assessments such as vision, hearing, etc.
- Develop student health plans as needed
- Collaborate with teachers to teach health education lessons
- Work with the school director to help develop emergency procedures
- Apply first aid to students with at-school injuries
- Promote and participate in community and school based health activities

Minimum Requirements

- B.S. Nursing or Registered Nurse with a Bachelor's degree in related discipline

- Min. 1 year experience in public nursing, pediatric nursing, community health nursing or school nursing
- Certified CPR

School Maintenance and Custodian

This position may be filled by contracting out with a maintenance and cleaning company.

Under general direction, performs Expedition School custodial and general maintenance services by keeping assigned areas clean, orderly, and secure; performs related duties as assigned.

DIRECTLY RESPONSIBLE TO

The Expedition School Director

SUPERVISION OVER

None; however, may provide technical direction to substitute custodians, and volunteers.

DUTIES AND RESPONSIBILITIES (Any one position may not include all of the listed duties, nor do all of the listed examples include all tasks which may be found in positions within this classification.)

Sanitation

Vacuums, sweeps, mops, and spot cleans floors; wet mops cafeteria daily; wet mops or vacuums classrooms; empties trash from containers both inside and outside and changes trash liners; sanitizes restroom areas; disinfects toilets, urinals, sinks, cleans and/or disinfects tables, desks, blackboards, dry erase boards, countertops, woodwork, and vents in classrooms and work areas; spot cleans walls as needed; shampoos carpets, strips, waxes, and buffs floors; washes windows on both the inside and outside; performs major indoor and/or outdoor cleaning of walls, wet dusts and polishes all furniture; schedules major cleaning activities around site meetings and school schedules; moves equipment and furniture when performing above cleaning activities.

Safety/Security/Maintenance

Reports and removes any safety hazards; reads and interprets safety labels; understands and follows procedures to handle and store chemicals properly; maintains log of material safety data sheets; under direction, performs minor electrical, plumbing, lighting, furniture, fence, gate, sprinklers, and other related repairs; identifies and reports the need for major repairs to an administrator; replaces, light bulbs, HV/AC filters, reports and/or repairs damage done to campus property; reports any unauthorized visitors; secures gates, doors, windows, and building areas; opens and closes buildings; turns off lights and sets alarm systems prior to leaving buildings.

Grounds Keeping

Keeps grounds neat and clean at all times; removes grass, pine needles, leaves, fallen trees and branches, ice and/or snow from trails, walkways, stairways, decks, courts, roofs and gutters; unclogs storm drains; removes trash from grounds areas; maintains grounds by spraying herbicide, weeding, and pruning trees and bushes to create a firebreak;

Supply/Inventory Control and Distribution

Requisitions all supplies and equipment in a timely manner to ensure adequate supplies and levels are available; receives, unloads, inventories, and maintains supplies for the Sly Park warehouse and distributes supplies as requested to appropriate buildings; keeps warehouse organized for supplies and school store products; prepares necessary paperwork to order items and maintains records related to inventory and supplies; refills all supplies and paper products in rest rooms.

MINIMUM QUALIFICATIONS

Education

Sufficient formal and/or informal training to provide the ability to read and write at a level consistent with the requirements of the position.

Training and Experience

Any combination of training and experience which demonstrates ability to perform the duties as described; a typical qualifying background would include custodial experience at a school site and basic, carpentry, electrical and plumbing experience.

Knowledge of

Cleaning materials and methods and the proper use of chemicals and materials in cleaning; safety practices and sanitary procedures; proper lifting techniques; basic mathematical skills to understand ratios for mixing cleaning solutions; rules, regulations, and procedures to properly dispose of hazardous fluids, blood borne pathogens, and chemicals; requirements of maintaining classrooms and buildings in a safe, clean and orderly condition.

Skill and Ability to

Communicate effectively in both oral and written form; read, understand and follow instructions, schedules, and safety label directions; operate a variety of cleaning and maintenance equipment in a safe manner including snow/leaf blower, drills, buffers, perform minor repairs using hand and power tools; maintain tools and equipment in clean working order; perform routine maintenance on buildings and equipment; work cooperatively and effectively with individuals and groups; work independently with minimal supervision; organize and prioritize tasks to meet cleaning and maintenance schedules; perform the physical requirements of the position.

Other Characteristics

Possession of a valid driver's license and evidence of a safe driving record within the last three years required. (DMV printout acceptable); ability and willingness to travel on work assignments.

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

- **Process to advertise for and employ members of the school**

The Expedition School will begin advertising for staff as soon as the charter has been approved.

Website: Once the school is approved, the school will make "live" a page on the site regarding employment, with the ability to apply online.

Education Job Fairs: Representatives of TES will be aware of and attend local and/or state education job fairs to find teachers and other staff.

Advertisements: The Expedition School will advertise available positions on key teacher-hiring websites, as well as in newspapers and parenting magazines.

Open Houses for Teacher/Staff Recruitment: TES will have at least 2 pre-marketed open houses for interested teachers and other school personnel. These will be held in the Orange County area.

- **Procedures for grievance and/or termination**: See attached handbook
- **Sample employment policies to be implemented by the proposed charter school**
See attached handbook
- **Description, if the proposed charter school partners with an EMO, of the relationship that will exist between the charter school employees and the management company.**
The Expedition School will not partner with an EMO.

The Expedition School will support teachers in maintaining their status and earning the necessary continuing education credits by following the staff development plan outlined in the staff development section. Teachers will be required to take courses on their own time to fill any gaps they may need to maintain Highly Qualified status.

Staff Development Plan Summary

Staff development at The Expedition School will include the following:

- Led by the Director of Curriculum and Professional Development, or by contract vendors
- Focus on the teacher's and students' current needs
- Be aligned with the school's mission

Timeline Summary (for the full explanation, see the Staff Development Plan)

Differentiation training - Year 1

Responsive Classroom - Year 1

Project Based learning intro - Year 1

Project Based Learning with a STEM focus -Year 2
MAP testing training - Year 2
Responsive Classroom Training: Continuation, Year 2
STEM and Inquiry Learning - Year 3
Common Core training: ongoing

Staff development will be implemented weekly on the early release day.
Staff development plans will be reviewed yearly and adjusted based on staff and school needs.

Mentoring Staff

The director of curriculum and professional development will take a large role in mentoring staff. He or she will regularly observe, model lessons, and organize and attend curriculum planning sessions, or “Learning Team Sessions” with staff members in order to help staff become experts in the school’s intended methods and philosophies. As lead teachers emerge, those teachers will be give leadership roles within their teams to assist in staff mentorship of their teaching team.

Staff Evaluation

The School Director or the Director of Curriculum and Professional Development will evaluate all employees, both staff and faculty, annually. Evaluations for faculty will include feedback from the Learning Team sessions, regular observations and reflection meetings, and results of the students on their progressive assessments. Staff will be evaluated on performance based on job expectations, descriptions and objectives. School leadership will be evaluated based upon their annual goals and objectives by the Board of Directors annually before the June Meeting of the Board.

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

See Appendix

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.

Building Diversity at TES

General Marketing Tools: TES will reach all groups of the population by using methods listed in the “Marketing to the General Public” section (below).

Transportation: TES is committed to providing transportation. The board of directors will make it a priority to plan for and seek out funding in order to ensure that transportation will be a reality for those who need it. For example, The Expedition School will work to organize ride-sharing and carpooling, and “walking-buses” in neighborhoods. The Expedition School will set aside funds each year to save up for van or bus transportation options.

Spanish-Speaking Liaison: TES will have an employed or volunteer Spanish-speaking person(s) to translate documents in order to make information accessible to the Spanish-speaking population in the local area. In addition, this person will be aware of specific venues and ways to market the school to the Hispanic community.

Read the charter school State Statute regarding admissions GS 115C.238.29F(g) (1-7) carefully. Describe how the board will market the school to all populations (including various community ethnic groups, teachers and other employees, and the general public) to ensure that the school fully complies with the State Statute to mirror the diversity of the local education agency.

The Expedition School markets itself to various demographic populations of students, employees, and the general public using multiple venues and marketing efforts. The marketing information below highlights what we have done in order to prepare for the potential opening of TES as well as what we plan to do to continue to build a presence for TES in the Orange County and surrounding area.

Marketing to the General Public:

The Expedition School will maintain an ambitious marketing campaign each year with special emphasis on targeting a diverse population of applicants. We feel that if we can attract a diverse population of applicants then our school will more accurately reflect the diversity of the surrounding community.

Website: TES will maintain a website where people can learn what is being offered at TES, provide feedback, stay up to date about the progress of the school, and get in touch with board members.

“Tabling” Events: Farmers Markets and local businesses that support non-profits have allowed us to set up tables at their location in order to disburse information about TES. Setting up information tables at these various locations has proven to be an effective means to reach different groups. The Expedition School will continue this practice and assure that “tabling events” occur at businesses, and non-profits that serve a diverse population.

Information Presentations: Representatives of TES will continue to hold public presentations where the public is invited to learn about the school and have the opportunity to ask questions. These presentations will be marketed ahead of time to ensure attendance. These presentations will be marketed in newspapers, via fliers and tabling events at various strategic locations to target a diverse population.

News Press Releases: TES will make efforts to keep the school happenings in the local papers via press releases. The Expedition school will utilize our school’s Hispanic liaison to assure press releases also occur in Spanish. At least one specific event per year will be held in Spanish.

Fliers: Members of TES board and volunteers will continue to distribute fliers in a variety of types of locations to make various groups aware of the school's public informational meetings as well as how to find out more about the school. Our school's Hispanic liaison will assist in creating fliers in Spanish.

Facebook: TES will maintain a presence on Facebook to capitalize on the power of social networking.

Open Houses: Once the school is open, we will maintain an open door policy and allow the public to tour and view the school at work. Scheduled visits by prospective families will be facilitated at least 2 times per quarter. The public will also be invited to attend exhibitions of the student's work at the culmination of a project.

Fund Raising Community Events: TES will hold at least one fund-raising event where the community is invited to participate. Examples of this kind of event include a Strawberry Festival, a School Carnival, etc. During these events the public will be welcomed to attend and enjoy festivities. In this way the school will be making a positive impact on the community, and developing positive relationships.

Marketing to Employees

In addition to methods listed in the "Marketing to the General Public" section, TES will make a specific effort to reach potential teachers, directors, and other staff for the school. Once candidates are identified, the board will conduct an application and interview process that fits each specific job description. The board of directors will hire the school director. The School director and Director of Curriculum and professional development will be on the hiring team.

Website: Once the school is approved, the school will make "live" a page on the site regarding employment, with the ability to apply online.

Education Job Fairs: Representatives of TES will be aware of and attend local and/or state education job fairs to find teachers and other staff.

Advertisements: The Expedition School will advertise available positions on key teacher-hiring websites, as well as in newspapers and parenting magazines.

Open Houses for Teacher/Staff Recruitment: TES will have at least 2 pre-marketed open houses for interested teachers and other school personnel. These will be held in the Orange County area.

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

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

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match those on the initial cover page. In describing your budgetary assumptions, explain the analysis utilized to project these specific enrollment figures. If your budget projections are lower than anticipated, how will the school adjust this budget and what is the determined break-even point for student enrollment?

Also, in narrative format, explain how your spending priorities align with the school's mission, curricular offerings, transportation plans, and professional development needs. Be able to depict in chart format and discuss in a narrative how the school will maintain a small, contingency reserve and operate using sound fiscal practices. As you construct the budget, include any and all documentation about cash on hand, bonds, real estate, or grants as part of this application package.

PROJECTED ENROLLMENT

Class size by grade:

K:17
1-2:17
3-4:17
5-6:20
7-8:20

As indicated in the charts below, TES will open with grades K-6. Kindergarten will consist of two classes. The rest of grades 1-8 will be multiage. Classes will be grouped: K, 1-2, 3-4, 5-6, 7-8. Because we are looping the students, only half the class will move to the next multiage classroom. So, for example, in year 1 there will be 2 kindergarten classes. In year 2, these kindergartners will move into the 4 different 1-2 classes to make up half of each class. In year two, the 6th graders from three classrooms (about 30 students) will move up to grade 7. We moved these students up into two classrooms. This will leave room to enroll 10 more interested students in grade 7. In year three, these 40 students will move up to a 7-8 classroom. There will be 4 rooms, so the students will be divided into the 4 rooms, allowing space for the 40 rising 6th graders to join them in the multiage

setting as 7th graders. To make the school happen as we hope, we will need to be aggressive in marketing to get students to enroll. The numbers shown in year 1 are our break even point. We need to have 230 students enrolled at a minimum to achieve our program goals as written.

Full Capacity will consist of 330 students in grades K-8. The 2013-14 and 2014-15 school years will build toward the school capacity. The start of 2015-16 will be the first year that the school will operate at full capacity. The school will stay at this enrollment indefinitely. At this time, there are not plans to expand to include more grade levels.

Gradespan Chart

Grade	2013-14			2014-15			2015-18		
	Class Size	# classes	Total	Class Size	# classes	Total	Class size	# classes	Total
K	17	2	34	17	2	34	17	2	34
1-2	17	4	68	17	4	68	17	4	68
3-4	17	4	68	17	4	68	17	4	68
5-6	20	3	60	20	4	80	20	4	80
7-8	20	0	0	20	2	40	20	4	80
Totals	91	13	230	91	16	290	91	18	330

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 –Orange (85%)
LEA #2 – Durham (10%)
LEA #3 – Alamance (5%)

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
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	LEA1	LEA 2	LEA 3	LEA1	LEA 2	LEA 3	LEA 1	LEA 2	LEA3	LEA 1	LEA 2	LEA3	LEA 1	LEA 2	LEA 3
Grade															
K	29	3	2	29	3	2	29	3	2	29	3	2	29	3	2
1/2	58	7	3	58	7	3	58	7	3	58	7	3	58	7	3
3/4	58	7	3	58	7	3	58	7	3	58	7	3	58	7	3
5/6	51	6	3	68	8	4	68	8	4	68	8	4	68	8	4
7/8	0	0	0	34	4	2	68	8	4	68	8	4	68	8	4
LEA Total	196	23	11	247	29	14	281	33	16	281	33	16	281	33	16

Total	230	290	330	330	330
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2013-2014

	ADM	\$/ADM	Total
State Revenues			
Regular ADM	230	\$4,906.61	\$1,128,520.30
EC	23	\$3,381.67	\$77,778.41
Total State			\$1,206,298.71
Local Revenues	ADM	\$/ADM	Total
LEA 1 (Orange)	196	\$3,205.20	\$628,219.20
LEA 2 (Durham)	23	\$3,045.20	\$70,039.60
LEA 3 (Alamance)	11	\$1,495.90	\$16,454.90
Total Local			\$714,713.70
		Total Local and State	\$1,921,012.41

2014-2015

State Revenues			
	ADM	\$/ADM	Total
Regular ADM	290	\$4,906.61	\$1,422,916.90
EC	29	\$3,381.67	\$98,068.43
Total State			\$1,520,985.33
Local Revenues			
	ADM	\$/ADM	Total
LEA 1 (Orange)	247	\$3,205.20	\$791,684.40
LEA 2 (Durham)	29	\$3,045.20	\$88,310.80
LEA 3 (Alamance)	14	\$1,495.90	\$20,942.60
Total Local			\$900,937.80
		Total Local and State	\$2,421,923.13

2015-2018

State Revenues			
	ADM	\$/ADM	Total
Regular ADM	330	\$4,906.61	\$1,619,181.30
EC	33	\$3,381.67	\$111,595.11
Total State			\$1,730,776.41
Local Revenues			
	ADM	\$/ADM	Total
LEA 1 (Orange)	281	\$3,205.20	\$900,661.20
LEA 2 (Durham)	33	\$3,045.20	\$100,491.60
LEA 3 (Alamance)	16	\$1,495.90	\$23,934.40
Total Local			\$1,025,087.20
		Total Local and State	\$2,755,863.61

The Expedition School has contracted with **Acadia Northstar, LLC** to provide both NCWise data reporting as well as financial record keeping. TES board made the decision to contract with Acadia Northstar due to their successful record providing charter schools fiscal management for over a decade. The Director and School Board will use fiscal reports from Acadia to make decisions to best carry out the mission and philosophy of the school. Contracting with Acadia to oversee the budget and NCWise reporting will allow the school staff and administrators more time to concentrate on providing a quality instructional program.

Budget: Revenue Projections 2013-14 through 2017-2018

INCOME: REVENUE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
--State ADM Funds	\$1,206,298.71	\$1,520,985.00	\$1,730,776.00	\$1,730,776.00	\$1,730,776.00
--Local Per Pupil Funds	\$714,713.70	\$900,937.80	\$1,025,087.20	\$1,025,087.20	\$1,025,087.20
--Federal Funds	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
--Grants*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
--Foundations*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
--Private Funds*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
--Other Funds*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL INCOME	\$1,921,012.41	\$2,421,923.13	\$2,755,863.20	\$2,755,863.20	\$2,755,863.20
*If you are depending on these sources of funding to balance your operating budget, please provide documentation, such as signed statements from donors, foundations, etc., on the availability of these funds.					

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

MAY BE AMENDED AS THE NEEDS OF THE SCHOOL DICTATES.

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
PERSONNEL					
Total # of staff	#24	#30	#32	#32	#32
--Administrator(s) #2	\$145,000	\$145,000	\$145,000	\$145,000	\$145,000
--Clerical #1.5-2	\$45,000	\$60,000	\$60,000	\$60,000	\$60,000
--Teachers #17-24	\$731,100	\$948,850	\$1,033,950	\$1,033,950	\$1,033,950
--Librarians #0	\$0	\$0	\$0	\$0	\$0
--Guidance #.5-1	\$20,900	\$41,800	\$41,800	\$41,800	\$41,800
--Teacher Assistants #1-3	\$20,000	\$60,000	\$60,000	\$60,000	\$60,000
--Custodian #0	\$0	\$0	\$0	\$0	\$0
--Maintenance #0	\$0	\$0	\$0	\$0	\$0
--Food Service #0	\$0	\$0	\$	\$	\$
--Nurse #0-1	\$0	\$0	\$30,000	\$30,000	\$30,000
--Other					
EMPLOYEE BENEFITS	\$314,534	\$414,967.31	\$455,031.58	\$455,494.78	\$455,494.78
STAFF DEVELOPMENT	\$10,000	\$18,000	\$18,000	\$12,000	\$12,000
MATERIALS AND SUPPLIES	\$103,350	\$94,600	\$91,650	\$42,400	\$42,400
OFFICE SUPPLIES	\$6,000	\$7,500	\$7,500	\$7,500	\$7,500
INSTRUCTIONAL EQUIPMENT	\$82,075	\$74,765	\$70,445	\$67,125	\$67,125
OFFICE EQUIPMENT	\$23,000	\$14,000	\$14,000	\$14,000	\$14,000

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

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
TESTING MATERIALS	\$2,500	\$3,600	\$5,000	\$5,000	\$5,000
INSURANCE	\$18,289	\$23,812.80	\$23,812.80	\$23,812.80	\$23,812.80
UTILITIES	\$31,000	\$45,500	\$51,500	\$51,500	\$51,500
RENT	\$216,000	\$216,000	\$216,000	\$216,000	\$216,000
MAINTENANCE & REPAIR	\$65,500	\$71,600	\$81,600	\$81,600	\$81,600
TRANSPORTATION	\$0	\$24,219.23	\$27,558.63	\$27,558.63	\$27,558.63
MARKETING	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
FOOD/CAFETERIA SUPPLIES	\$1,500	\$1,875	\$2,250	\$2,625	\$3,000
CONTRACTED SERVICES	\$50,900	\$73,700	\$81,500	\$81,500	\$81,500
TOTALS	\$1,889,648.60	\$2,342,789.33	\$2,519,598.01	\$2,461,116.21	\$2,460,741.21

Contingency Reserve

The chart below depicts the contingency reserve that TES has in place based on the budget. This reserve will remain in a Savings type account unless needed. The Director and Board may use the reserve funds if the use of these savings is deemed necessary.

	2013-2014	2014-2015	2015-2016	2017-2017	2017-2018
Previous Contingency	\$0	\$20,000	\$60,000	\$100,000	\$150,000
Planned Contingency	\$20,000	\$40,000	\$40,000	\$50,000	\$50,000
Running Contingency Balance	\$20,000	\$60,000	\$100,000	\$150,000	\$200,000

BUDGET NARRATIVE: Please include additional information that showcases all assumptions for your budgetary calculations. For instance, you may start the first year with 10 teachers but plan to add 2 teachers each year. The increase may be seen in the budget; however, the specific assumptions are missing beyond the projected first year. Use this space to explain, in depth, your budget calculations for years 2 through 5.

Budgetary assumptions, year 2-5

Salaries/Bonuses and Classroom Growth

The Expedition School will open with the K, 1-2, and 3-4 classes at full capacity and with three of the final four 5-6 classes. Because we are looping the students, only half of each class will move up to the next multiage class each year. As the progression of students causes the 5-6 and 7-8 classes grow, teachers will be added in years two and three to accommodate that growth. The school will reach full capacity in year three (2015-2016).

We have budgeted to set aside some money for incentive pay for teachers. This is money is budgeted to pay teachers extra for certification such as National Board Certification or for extra leadership duties such as primary “lead teacher” and tutoring. This incentive money will help us meet our goal of attracting and retaining the best teachers.

Other School Staff

- In year two, we increase our secretarial/office clerical to a total of two positions which we maintain.
- We add an additional EC teacher in year two to cover the additional population. The school has a NET surplus available by year three to add additional EC teachers, if the population requires it.
- We plan to contract out for Speech services and have budgeted for this each year and accounted for some growth in need for these services as the school grows.
- In year two the school hires a full time counselor/test coordinator. This person will be key to help serve our students’ social/emotional needs and also to help prepare our grade 8 students for high school in year three.
- In year three, we have added a nurse.
- We have not budgeted for a librarian because having this position depends on our school building space and our capacity to develop a library collection. We will count on our parents and school fundraising to create a library. Once we have school support and space, we hope to hire a librarian by year 5 or 6. The board of directors will be able to make this decision based on school needs.

Specialist Teachers

In year 1, the school will operate with a PE instructor, a music instructor and a technology instructor. In year two the budget allows for the addition of a Spanish instructor. In year 3 and on, we have the capacity to add an additional specialist teacher if the board sees fit.

Staff Development

The Expedition School has budgeted with staff development as a priority every year. The position of the “Director of Curriculum and Professional Development” is dedicated to providing professional development to teachers. This person will be the in-house trainer that assists teachers in developing STEM focused and integrated project-based lessons in line with the school’s mission.

In year one, \$10,000 has been budgeted for necessary expenditures to deliver initial MAP test training, differentiation training and introductory project-based learning training. In years two and three, the budget increases to \$18,000 of additional funds to continue professional development in these areas as well as incorporate the Responsive Schools program training. Full training for the Responsive Schools program includes costs for books, a consultant and a conference registration. Once this training is complete, the extra staff development costs decrease to \$12,000 per year. This yearly budget will assist in implementing the school’s continuous commitment to professional development plans.

Benefits

We are going to join the NC State retirement plan and health insurance programs. We feel these programs will assist us in meeting our needs to attract and retain high quality staff.

Materials and Supplies

Textbook funds increase each year to facilitate the addition of more grades and students and to stock classroom libraries and trade books for reading groups. Instructional supplies remains a strong line item in years two through five to continue to provide for an increased student load, as well as for materials needed for project-based learning.

Technology is an important part of The Expedition School and plays a key role in STEM. \$30,000 per year is budgeted in years two through five to continue to purchase computers, ipads, projectors, document cameras, and to begin to outfit the school with Smartboards. Instructional software is budgeted at increasing levels in years two and three and maintained in years four and five to purchase software such as imovie, Brainpop, Dreambox Learning and Voicethread. These are quality programs that will enhance our project based, STEM focused curriculum.

Internet services are funded each year.

Office Equipment

The budget in year one accounts for the funds needed to purchase classroom, office, and other school furniture. The budgeted amount will decrease each year as the school reaches its full capacity.

Testing Materials

The school will purchase more testing materials in years two and three to account for the growth in school population. This rate will maintain in years four and five as the populations remains steady.

Insurance

Insurance increases in year two as the population of the school increases. It remains steady from year three through five.

Utilities

Utilities increase in years two and three due to the increase in school population. It remains steady in years three through five.

Rent

We budgeted generously for rent and maintained the rental rate in years one through five. We hope to locate in a facility which will allow us to remain for all five years, meaning that the facility will be large enough for the 330 student population from year one. We will grow into the space.

Maintenance

Maintenance increases in years two and three, then remains steady in years four and five. This relates to the increase in population of the school and the subsequent increase in the amount of space used in the building by students and staff.

Transportation

We plan to save 1% of the budget beginning in year two to purchase vans or buses to transport students. The savings for transportation increases between year two and three due to the increase of the student population. Once sufficient funds are saved, they will be spent to transport students to the school.

Marketing

We maintain an extensive marketing campaign in years one through five and have maintained funding for marketing each year.

Food/Cafeteria

We included in the budget money to cover lunches for students who are in need. This lunch subsidy increases each year to reflect the increase in the population. It continues to increase in years four and five. Our plans to have transportation in place will likely aid in appealing to a more diverse population, including more students who may need subsidized lunch.

Contracted Services

Contracted custodial services increase over years two and three and maintain in years four and five to reflect the growing population up to year three and the population stability after that.

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

Cash on Hand	\$0
Certificates of Deposit	\$0
Bonds	\$0
Real Estate	\$0
Capital Equipment	\$0
Motor Vehicles	\$0
Other Assets	\$0
TOTAL	\$0

SCHOOL AUDITS:

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

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

The Expedition School will analyze the results of student EOG testing, MAP testing and work portfolios. These results will be compared to the school's goals as outlined in the assessment section to determine strengths and weaknesses in school programming.

The school will also utilize the North Carolina Department of Public Instruction STEM Education Schools and Programs STEM attribute implementation rubric (See appendix). This rubric, designed by the North Carolina Department of Public Instruction, NC STEM Community Collaborative, the Golden Leaf Foundation and the William Ida Friday Institute for Educational Innovation, will help our school learn and measure the steps needed to become a "prepared" or "targeted" quality STEM program. The STEM Attributes describe a quality STEM education school or program. For each attribute, there are criteria to describe an Early, Developing, Prepared or Targeted school or program. While some of the attributes specifically target high school populations, we feel the majority of this rubric holds relevance to our school's STEM goals. Our goal is to open the school with at least 50% of the K-8 appropriate STEM attributes at the "Prepared" level and move towards 80% of the K-8 appropriate attributes at the "Prepared" level by year 3. By year 5, the school should have 90% of the K-8 appropriate attributes at or beyond the "Prepared" level.

FINANCIAL AUDITS: GS 115C-238.29F(f)(1)

Describe the procedure and method for conducting an independent financial audit for the proposed charter school. Give the name of the firm approved by the NC Local Government Commission (GCC) that will conduct the audit. Include the complete mailing address, telephone number and fax number.

The Expedition School will use an independent auditor to conduct the audit. We will use either of the following auditors:

Batchelor, Tillery and Roberts, LLP, CPA
Jim Black
3605 Glenwood Ave, Suite 350
Raleigh, NC 27612
919-781-0217
Fax:(919) 783-6724

OR

Petway, Mills & Pearson
Phyllis Pearson

5116 Burr Oak Circle
Raleigh, NC 27612
919-269-7405
Fax: 919-781-1052

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

State the proposed coverage for:

Comprehensive General Liability	\$1,000,000 per occurrence
Officers and Directors/ Errors and Omissions	\$1,000,000 per claim
Property Insurance	To Be Determined once building is secured
Motor Vehicle Liability	\$1,000,000
Bonding	
Minimum amount:	\$250,000
Maximum amount:	\$250,000
Other	Workers' Compensation

We have spoken with Steve Griffin from The Insurance People to obtain a quote if approved.

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

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

The Expedition School will ensure no child is denied access to the school due to lack of transportation. The school will save 1% of it's annual budget yearly beginning in year 2, to build capacity to purchase buses or van transportation, or otherwise assist in transportation of students. While the savings accrues, the school will diligently work to organize carpools and ride-sharing among school families and teachers. If located in a walkable neighborhood, the school will organize "walking school buses" led by parents that collect children along the school's walking route and supervise their safe travel to and from school.

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

Describe the facility in which the school will be located. Include information on how the site is appropriate to your instructional program. Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a facility and

has provided a valid Certificate of Occupancy for Educational use to The Office of Charter Schools.

Name of the facility (if known): Facility is not yet known

Address:

City/State/Zip:

Description of the Facility:

Total square feet:

Number of Classrooms:

Number of Restrooms:

Other Rooms:

Auditorium:

Gymnasium:

Music Room:

Art Room:

Laboratory:

Ownership: Fee Simple or Lease

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

a. Term of the Lease:

b. Type of Lease:

c. Rent: \$ per month

Name of Landlord:

Address:

City/State/Zip:

Phone:

Fax:

Document inspections for the following:

(a) Fire:

(b) Safety:

(c) Handicapped accessibility?

Describe how the maintenance will be provided for the facility.

Describe the method of finding a facility if one is not readily available at this time including information about the spatial needs of the school to best suit your adopted educational program and instructional methodologies. Does the applicant have a facility contingency plan should their initial efforts not be successful?

The Expedition School will continue to use the assistance of Mr. Gregory Payne of Pickett-Sprouse to search for a facility. The Expedition School began this search in March of 2012 with his assistance.

Desiring to open the school with around 230 students and desiring to grow to 330 students, The Expedition School is searching for a large space of around 20,000 - 25,000 sf. The space will need to accommodate: 18 classrooms when at full capacity, 3 to 5 specialist rooms for art, music, technology, library, a large space for physical activity, a student presentation space, an office suite for administration, and Special Education teachers such as EC and ESL. The Expedition School board is also exploring the use of modular classrooms for the school.

The building will be handicap accessible. The building will be inspected for any health and safety hazards prior to signing a lease to assure the facility will be safe for children.

This type of space fits with the mission of the school, allowing for large classrooms so classes can spread out project work, and also a presentation room, where students can exhibit their final projects. Rooms for specialist teachers will allow for effective delivery of special content such as music and art. A large indoor space can serve as a movement room or gym. Spaces for EC and ESL will allow for small-group break-out sessions, one-on-one teaching and tutoring. The building will need to be wired for computer internet access from every room so that teachers and students can access technology to teach and learn. Students will be able to eat lunches in their classrooms rather than moving to a cafeteria area. The building should have some land in close proximity to the building that will allow for outdoor play, and ideally, a school garden. Being outdoors and using an outdoor classroom or garden, is integral to many of the science content areas for several grade levels. Also, space for daily movement and play is developmentally appropriate for the K-8 student.

The proposed schedule for locating a building:

1. Sept. 2012: Charter granted
2. Search for site resumes with board members and Pickett-Sprouse
3. Board seeks grants and funding for building up-fit
3. Dec 2012: Site selected
4. May-June 2013: Building up-fit completed, as needed
5. June-July 2013: Building occupancy

If The Expedition School is not able to locate the best-fit space, the school's contingency plan is to rent space in the basement of a local church until a suitable space can be found.

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

Describe how the school plans to adhere to the requirements of the health and safety laws and regulations of the federal and state governments. Address how the proposed charter school will meet the following requirements:

Safety

The school will grant access to local health and fire department officials for inspection of premises or operations of the School for purposes of ensuring the health, safety, and welfare of students and employees.

The safety of all Expedition's staff and students are of utmost importance. Therefore, the initial school policies and requirements will include the items outlined below. Each Expedition School employee,

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

The Board will ensure that policies for responses to emergencies and natural disasters, including fires, hurricanes, and tornados are established. The Expedition School will comply with all policies set forth for Local Safe School Plans under GS 115C-105.47.

The Expedition School strictly will function as a tobacco free institution in accordance with GS 115C-407. Further, any use of drug or alcohol will be strictly prohibited.

Science and computer labs will have special laboratory safety handouts. Policies will be developed for each lab based on its special requirements, such as the proper use of eye protection devices described in 115C-166. Health and safety policies will be incorporated into student and staff handbooks. Policies will be continuously reviewed and various policies will be amended as required.

Immunization of Students

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

Fire and Safety Regulations

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

Food Inspections

The school will comply with all guidelines 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

Hazardous chemicals will be clearly labeled and safely stored in a locked cabinet. The Expedition School will employ procedures of use, storage, and disposal in accordance with established state statutes.

Bloodborne Pathogens

The school will provide training and printed materials to all staff members regarding bloodborne pathogens in accordance with state statutes.

Diabetes Care Plans

The school will provide training and all printed or electronic materials to all staff members as well as parents and students in accordance with state and federal statutes.

The school will also work with the local Health and Human Services Department and hold information sessions providing parents and guardians with information about:

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

The Expedition School will provide information about meningococcal meningitis, influenza, cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent these diseases by distributing fliers in the beginning of each school year. The school will also work with the local Health and Human Services Department and hold information sessions throughout the year. Our school is a K-8 school, thus the school director, and by year two, the school counselor, will maintain information regarding lawfully abandoning a newborn, and will share this information appropriately should it become necessary.

VII. LEA IMPACT STATEMENT

Pursuant to G.S. 115C-238.29B(d), the charter school applicant must submit a copy of the application to the LEA in which the school will locate within seven days of the submission of the application to the Office of Charter Schools. Applicants are encouraged to submit their application to the LEA first so that proof of submission can be included in the complete application packet. The LEA may then submit information or comment directly to the Office of Charter Schools for consideration by the State Board of Education.

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

This school will have a positive impact on the surrounding districts and region. The USA.com statistics show that 14,727 students are enrolled in Orange County Schools in grades K-8. Students may enroll in the Expedition School from Orange County, and from surrounding counties, which enlarges the number of students enrolled in schools. The Expedition School will enroll 230-330 of these students. We do not foresee enrolling less than 2% of the region's population as being of significant financial impact, but do see the social and educational impact of a model and scalable school as important.

VIII. APPENDICES (OPTIONAL)

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

Appendix 1: Bibliography

Appendix 2: Expanded Educational Plan

Appendix 3: Staff Handbook

Appendix 4: STEM attributes rubric

Appendix 5: Press release from Chapel Hill weekly

SIGNATURE PAGE

The foregoing application is submitted on behalf of The Expedition School. 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: Tammy Finch

Position: The Expedition School Board Member

Signature: Tammy Finch

Date: 4/10/12

Sworn to and subscribed before me this

10th day of April, 2012.

Kristin Legrow
Notary Public Official Seal



My commission expires: January 18, 2017

Appendix 1: The Expedition School Application Bibliography

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Appendix 2: Expanded Educational Plan

Reading and Writing

In the lower grades years, children learn to read and write by reading and writing rather than by doing pages of abstract exercises in workbooks. Beginning readers dictate stories to teachers and learn to read back their own words. They are encouraged to attempt their own writing by spelling words the way they sound. They write or dictate signs, lists, letters, songs, stories, reports, recipes, new articles, or play-scripts out of a need to communicate. They read in order to follow a recipe, to decipher a note from a friend, to gain information about a topic or interest and to enjoy good literature of many kinds.

In the context of meaningful reading and writing, younger children are guided to develop knowledge of letter sounds, spelling patterns, punctuation, capitalization, and other skills necessary for communicating meaning through print. Children learn about important elements of literature and apply them in their own writing. They also learn to revise and edit their writing in order to publish or display it. By the upper elementary grades, children are composing and revising detailed reports, creative stories, letters of opinion, and eloquent poems.

In the middle grades years, teachers continue to guide students to use reading, writing, collaboration and communication in ways that are meaningful to the student and that include real-life applications. Examples can include publishing a school literary magazine or school newspaper, writing their congress-person about an issue of concern, creating stories and books, and reading about current issues and events happening in the world, looking at the issue from multiple view points. Students in the middle grades learn to analyze literature in more depth, conduct research projects using focus questions, collaborate with diverse peers, and communicate in multiple mediums.

Teachers help children develop as readers and authors through the following activities: carefully organized projects that involve use of reading and writing, group writing during class meetings, smaller literature and writing discussion groups, mini-lessons in composition and writing mechanics, individual reading and writing conferences, reading and revision of writing with peers, class read-aloud discussions, and quiet reading and writing times. Children receive specific response regarding things they are doing well, and set individualized goals during conferences with their teacher and in small group discussions. Their individual strengths and goals are listed for continued reference in their personal writing notebook or writing folder.

The Expedition School emphasizes the fact that print is meant to carry meaning and that we read and write to communicate real ideas. Therefore learning to read and write is always done in a context which holds meaning for the children involved.

The Expedition School will use the Common Core State Standards for English Language Arts to guide children in becoming college and career ready. As laid out in that document, a portrait of a student who meets these standards display the following traits:

1. They demonstrate independence
2. build strong content knowledge
3. respond to the varying demands of audience, task, purpose, and discipline,
4. comprehend as well as critique
5. value evidence
6. use technology and digital media strategically and capably
7. and come to understand other perspectives and cultures.

To create a common language throughout the school and across the grades, The Expedition School will use the research based resource Step Up To Writing, by Maureen Auman. This resource provides explicit, hands-on, multisensory strategies for reading and writing that can be integrated across subject areas, and provides a common language, organization, and strategies for writing that can be used across grade levels.

Mathematics

At The Expedition School, Math is a critical learning component, essential for preparing students for the future. We will provide a minimum of 90 minutes per day for math instruction, enabling our students to develop deep understanding of math concepts and hone skills as they progress from level to level.

Our goal is for children to view math as an accessible, logical tool, rather than as a set of unfathomable, arbitrary rules applied to rows of computation problems. To do this, we will embed math into real-world situations in order to develop meaningful mathematical understandings. Children will utilize a variety of tools (such as pattern blocks, base ten manipulatives, calculators, computers, rulers, and so on) to explore ways to solve authentic problems and to explain their thinking. Problem-based activities—rather than solely textbooks---will foster mathematical understandings rather than the memorization of procedures. The children will discover math concepts and algorithms rather than being told them. In other words, the children will become true Mathematicians.

Math concepts can be approached from differing levels of understanding. Teachers will provide opportunities for each child to extend his/her learning as he/she solves problems, shares his/her thinking, and listens to the ideas and discoveries of classmates.

In our classrooms, students will apply their mathematical understandings and skills in real-world problem solving situations in other areas of the curriculum. For example children may graph weather patterns, apply measuring skills as they build a garden or cook, or create a business, calculating profit or loss.

At The Expedition School, teachers will guide students to become proficient in the Common Core State Standards (CCSS) in Math, which have been adopted by North Carolina. These standards include both mathematical content goals and the following mathematical practices:

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

Source: <http://www.corestandards.org/the-standards/mathematics/introduction/standards-for-mathematical-practice/>

These practices provide the means for our students to engage in meaningful tasks with partners, in small groups, or independently as they discover and learn to apply mathematical skills and understandings.

Resources for high quality, project based, inquiry mathematics

AIMS Education Foundation Hands-on Math and Science
Contexts for Learning Mathematics by Catherine Fosnot and Colleagues
Teaching Student Centered Mathematics; Van de Walle
Math by all Means; Marilyn Burns
Teaching Arithmetic; Marilyn Burns
Connected Math II; National Science Foundation

Science- As Inquiry

At The Expedition School, science is considered to be a very important learning component and essential for preparing students for their future. At our school, a minimum of 60 minutes per day is dedicated to science inquiry. Science will also be integrated into other curriculum areas. Our school will use the National Science Standards as Published by the National Research Council and adopted by North Carolina.

Expedition will teach science as inquiry. Inquiry based science balances teaching science content with guiding students in experiencing the processes that lead to scientific explanations, evidence, discoveries, and new questions. Science is not viewed as a lock-step formula that students simply accept as the way to “do” science. The goal is for students to understand that the scientific truths we know as a society came about due to both inquisitiveness and a process of inquiry. In addition, students learn that they too can be scientists, who have unique questions, and make discoveries.

Teachers will focus on the “essential features of classroom inquiry” (see below) from the National Research Council. These will serve as a guide for evaluating student understanding as well as for planning for science. For example, as students progress, their ability to give priority to evidence or communicate their proposed explanations also progresses. Although the emphasis is on the learner, the teacher takes special care in planning and preparation so that students have the tools and time available to get a deeper understanding of the content at hand. Teachers guide students in starting with what they know and what they want to know. Teachers pay attention to both science content and the processes of science when doing science with their students.

As referenced in the National Research Council; Inquiry and the National Science Education Standards, the essential features of classroom inquiry include:

- Learners are engaged by scientifically oriented questions
- Learners give priority to **evidence**, which allows them to develop and evaluate explanations that address scientifically oriented questions
- Learners formulate **explanations** from evidence to address scientifically oriented questions
- Learners evaluate their explanations in light of alternative explanations, particularly those reflecting scientific understanding
- Learners communicate and justify their proposed explanations

(source: National Research Council; Inquiry and the National Science Education Standards; 2000, pg 25)

The *National Science Education Standards* envision change throughout the system. The teaching standards encompass the following changes in emphases:

LESS EMPHASIS ON	MORE EMPHASIS ON
Treating all students alike and responding to the group as a whole	Understanding and responding to individual student's interests, strengths, experiences, and needs
Rigidly following curriculum	Selecting and adapting curriculum
Focusing on student acquisition of	Focusing on student understanding and use of scientific

information	knowledge, ideas, and inquiry processes
Presenting scientific knowledge through lecture, text, and demonstration	Guiding students in active and extended scientific inquiry
Asking for recitation of acquired knowledge	Providing opportunities for scientific discussion and debate among students
Testing students for factual information at the end of the unit or chapter	Continuously assessing student understanding
Maintaining responsibility and authority	Sharing responsibility for learning with students
Supporting competition	Supporting a classroom community with cooperation, shared responsibility, and respect
Working alone	Working with other teachers to enhance the science program

To facilitate inquiry science, teachers at Expedition will use the teaching standards as outlined in the National Science Standards. They include:

Teaching Standard A

Teachers of science plan an inquiry-based science program for their students. In doing this, teachers

- II. Develop a framework of yearlong and short-term goals for students.
- III. Select science content and adapt and design curricula to meet the interests, knowledge, understanding, abilities, and experiences of students.
- IV. Select teaching and assessment strategies that support the development of student understanding and nurture a community of science learners.
- V. Work together as colleagues within and across disciplines and grade levels.

Teaching Standard B

Teachers of science guide and facilitate learning. In doing this, teachers

- Focus and support inquiries while interacting with students.
- Orchestrate discourse among students about scientific ideas.
- Challenge students to accept and share responsibility for their own learning.
- Recognize and respond to student diversity and encourage all students to participate fully in science learning.
- Encourage and model the skills of scientific inquiry, as well as the curiosity, openness to new ideas and data, and skepticism that characterize science.

Teaching Standard C

Teachers of science engage in ongoing assessment of their teaching and of student learning. In doing this, teachers

- Use multiple methods and systematically gather data about student understanding and ability.
- Analyze assessment data to guide teaching.
- Guide students in self-assessment.
- Use student data, observations of teaching, and interactions with colleagues to reflect on and improve teaching practice.
- Use student data, observations of teaching, and interactions with colleagues to report student achievement and opportunities to learn to students, teachers, parents, policy makers, and the general public.

Teaching Standard D

Teachers of science design and manage learning environments that provide students with the time, space, and resources needed for learning science. In doing this, teachers

- Structure the time available so that students are able to engage in extended investigations.
- Create a setting for student work that is flexible and supportive of science inquiry.
- Ensure a safe working environment.
- Make the available science tools, materials, media, and technological resources accessible to students.
- Identify and use resources outside the school.
- Engage students in designing the learning environment.

Teaching Standard E

Teachers of science develop communities of science learners that reflect the intellectual rigor of scientific inquiry and the attitudes and social values conducive to science learning. In doing this, teachers

- Display and demand respect for the diverse ideas, skills, and experiences of all students.
- Enable students to have a significant voice in decisions about the content and context of their work and require students to take responsibility for the learning of all members of the community.
- Nurture collaboration among students.
- Structure and facilitate ongoing formal and informal discussion based on a shared understanding of rules of scientific discourse.

- Model and emphasize the skills, attitudes, and values of scientific inquiry.

Teaching Standard F

Teachers of science actively participate in the ongoing planning and development of the school science program. In doing this, teachers

- Plan and develop the school science program.
- Participate in decisions concerning the allocation of time and other resources to the science program.
- Participate fully in planning and implementing professional growth and development strategies for themselves and their colleagues.

A combination of types of assessments will be used to determine student learning, including: process assessment, portfolios, and authentic assessment. (See Assessment Section)

Resources for inquiry, hands-on, project based science

Center for Inquiry Based Learning (in NC)

Engineering is Elementary; Museum of Science, Boston

DREAMS program for middle school; Morehead Planetarium and Science Center

The Science House at NC State University

SMT: North Carolina Science, Mathematics and Technology Education Center

Engineering

At The Expedition School, students will also experience engineering lessons as a part of the math and science learning. To begin, The Expedition school will use the curriculum, Engineering is Elementary, designed by the Museum of Science, Boston.

The following information is from: Engineering is Elementary, www.mos.org/eie, © Museum of Science, Boston

Why teach engineering to children?

There are many reasons to introduce children to engineering in elementary school:

- Children are fascinated with building and with taking things apart to see how they work, they engineer informally all the time. By encouraging these explorations in elementary school, we can keep these interests alive. Describing their activities as "engineering" when they are engaged in the natural design process can help children develop positive associations with engineering, and increase their desire to pursue such activities in the future.
- Engineering projects integrate other disciplines. Engaging students in hands-on, real-world engineering experiences can enliven math and science and other content areas. Engineering projects can motivate students to learn math and science concepts by illustrating relevant applications.

- Engineering fosters problem-solving skills, including problem formulation, iteration, testing of alternative solutions, and evaluation of data to guide decisions.
- Engineering embraces project-based learning, encompasses hands-on construction, and sharpens children's abilities to function in three dimensions - all skills that are important for prospering in the modern world.
- Learning about engineering will increase students' awareness of and access to scientific and technical careers. The number of American citizens pursuing engineering is decreasing. Early introduction to engineering can encourage many capable students, especially girls and minorities, to consider it as a career and enroll in the necessary science and math courses in high school.
- Engineering and technological literacy are necessary for the 21st century. As our society increasingly depends on engineering and technology, our citizens need to understand these fields.

Social Studies-

Our social studies program embraces the following from the NCSS: **teaching and learning in social studies are powerful when they are meaningful, integrative, value-based, challenging, and active.**

At Expedition, students will explore social studies concepts in an integrated way through collaborative projects that help social studies come alive. For example, students might conduct a mock archaeological dig in the playground or do an in-depth study of the Industrial Revolution. Students will explore social studies through major themes such as change or conflict in order to help tie their studies together. Students will also participate in service projects each year to help them understand how their actions can make a difference in their own community.

Based on the National Council for the Social Studies:

- Children pursue projects or investigations, and they encounter many problems and questions based in civics, economics, geography, and history. With teacher guidance, children can actively explore both the processes and concepts of social studies while simultaneously exploring other content areas.
- Students work individually and collaboratively, using rich and varied sources, to reach understandings, make decisions, discuss issues and solve problems.
- Students will be encouraged to generate questions to guide their inquiry.
- Children will learn to view issues and problems from different angles and identify multiple perspectives, as well as develop their own viewpoints.
- Skills that enhance critical thinking, socio-emotional development, interpersonal interactions, and information literacy are more meaningful and useful when developed within the context of social studies.

Awareness of the world is important in today's society. Not only understanding what is near: our classroom, town, state, and country; but also understanding what and who is farther away and how we are all connected, is critical in our global society. Expedition will be using the North Carolina

Essential Standards for social studies. In addition, In order to gain a more global perspective, we will supplement the Essential Standards Social Studies Standards with what we call “Focus Countries.” This means that each grade span will incorporate information about several specific countries into curriculum and projects each year. This may involve creating connections with classes in another country, studying the culture, arts, foods, government, land, etc. of that country, and comparing that country to where we live. In this way we aim to help students understand that they are a part of a large world community where everyone has an important contribution.

Expedition’s social studies program will work to:

- prepare students to be competent, responsible citizens who participate in their communities and help to solve problems
- have an understanding of the past and its connection to our present and future.

The Expedition School

STAFF HANDBOOK

Section 1 – About The Expedition School.

MISSION:

To embrace the natural curiosity of children and empower them to become innovative problem solvers and community builders. To provide excellent education to students through an experiential, project based, and STEM focused curriculum.

At Our Core

STEM Exploration

Science, Technology, Engineering, and Math exploration provides a foundation for students to meet tomorrow's global challenges.

Child Centered, Strength Focused Classrooms

Each student comes to school full of strengths, energy, and curiosity that can exponentially grow.

Each child has something meaningful to offer to the world.

It is important to find and build upon children's individual strengths, energy, and curiosity while challenging them to reach for new goals.

Experiential and Project Based Learning

Intellectual curiosity through project-based learning propels both learners and their guides to explore multiple paths to creative solutions.

Critical Thinking with Character Building

Compassionate, bold critical thinkers respect and reflect upon their world and promote positive changes.

Our mission is achieved through the commitment of our parents, the consistent effort of our students, and the dedication and effort of our faculty and staff.

PHILOSOPHY

Philosophy

We believe that children are eager to learn, connect with others, and feel like important contributors in a community. Children thrive in a learning environment that is child centered, strength focused, and connected to larger, real-world themes and ideas.

Curriculum

Children learn best when curriculum comes to life. Hands-on, integrated, project based learning allows children to connect to big ideas and attach real world meaning to what they are learning. Instead of skimming the surface of a concept, children participating in project-based learning delve deeply into topics of study and are encouraged to ask questions, find answers, and take ownership of their learning. Students work individually and collaboratively on projects that build character and can make a difference, allowing them to develop respect and compassion for individuals, our community, and the global community. In order to prepare our children for a future in our global society, we believe a strong emphasis on science, technology, engineering, and math (STEM), integrated with literacy, social studies, and art is essential for students to be creative, innovative problem solvers. Curriculum will include study in sustainability and the environment, as well as other current scientific issues, in order to prepare students to create the best future possible.

Teachers

Good teachers come to their students as learning partners. They bring compassion, respect, and enthusiasm to their students and their work. Teachers help students to find their strengths, talents, and confidence in order to guide children to achieve high standards, build character, and foster a culture of innovation. Research based practices, consistent assessment, and keen observation guide a teacher's instruction. Strong teachers are consistently reflective of their practice and maintain a growth mindset that enables them to constantly evolve to best serve their students.

School

A school is not merely a facility where children learn, but a community committed to working together to support children and their learning. We believe a strong bond between school and family is an important factor in a child's education. Exceptional parental and community involvement are greatly encouraged to see that the school is successful in preparing our children and always striving to rise to the next level. The school's mission and philosophy are upheld in its programs and policies. The school strives to reflect and respect its community's diversity in its student body, teaching staff,

curriculum, and programs.

This handbook is designed to acquaint you with The Expedition School (the “School”) and provide you with information concerning what you can expect from the School and what the School expects from you in order to help us to achieve our lofty mission. The Expedition School believes that an honest, open relationship with each employee is vital to our mutual success.

No employee handbook can anticipate every circumstance or question about policy. This handbook clarifies the School/Employee relationship and provides general information on the policies and procedures of The Expedition School. Nothing in this handbook is meant to imply, create, or constitute a contract of employment or limit the School’s discretion to discipline or terminate employment. Also, no employee, agent, or representative of The Expedition School has the authority to authorize an employee to engage in any conduct or behavior that conflicts with The Expedition School employment policies and procedures or to offer an expressed or implied contract of employment unless that authorization is set forth in writing and signed by an Officer of the School.

As The Expedition School continues to grow, the need may arise and The Expedition School reserves the rights to revise, supplement, or rescind any policies or portion of the handbook from time-to-time, as it deems appropriate, in its sole and absolute discretion. At this same time, The Expedition School’s employment-at-will policy dictates that the employee or The Expedition School, as the employer may end the relationship for any reason at any time. Employees will be notified of any changes to the handbook as they occur.

DEFINITIONS

The following definitions apply throughout this Employee Handbook:

“**Employer**”, “**We**”, “**Us**”, “**Our**”, “**School**”, “**The School**”, “**TES**”, “**The Expedition School**”, “**The Board**”, “**Board**”, “**Board of Directors**”, “**Employer**”, “**School**” refer to The Expedition School, Incorporated.

“**Employee**”, “**You**”, “**Yours**” refer to the employee acknowledging receipt and understanding of this Employee Handbook.

EQUAL EMPLOYMENT OPPORTUNITY

The Expedition School strives to hire qualified applicants without regard to race, color, religion, national origin, national ancestry, age, sex, gender, disability or veteran status. A major objective is to select hard working people with the desire and ability to embrace the mission of the school and to do a good job and contribute to the growth of The Expedition School.

The Expedition School endeavors not to discriminate in employment opportunities, advancement opportunities or practices on the basis of race, color, religion, gender, national origin, age, disability, or any other characteristic protected by law.

This policy governs all aspects of employment, including selection, job assignment, compensation, discipline, termination, and access to benefits and training.

EMPLOYMENT AT WILL

Employment with The Expedition School is voluntary and the employee is free to resign at will at any time, with or without cause. Similarly, The Expedition School may terminate the employment relationship at will at any time, with or without notice or cause, so long as there is no violation of applicable Federal or State law. However, employees are requested to give a minimum of two (2) weeks notice.

Policies set forth in this handbook are not intended to create a contract, nor are they to be construed to constitute contractual obligations of any kind or a contract of employment between The Expedition School and any of its employees. The provisions of the handbook have been developed at the discretion of management and, except for its policy of employment-at-will, may be amended or cancelled at any time, at the sole discretion of The Expedition School.

These provisions supersede all existing policies and practices and may not be amended or added to without the express written approval of the Board of Directors of The Expedition School, Inc.

EMPLOYMENT APPLICATIONS

The Expedition School relies upon the accuracy of information contained in the employment application, as well as the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in the School's exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

EMPLOYMENT REFERENCES

To ensure that individuals who join The Expedition School are well qualified and have a strong potential to be productive and successful, it is the policy of the School to check the employment references of all applicants. Only appropriate personnel are authorized to provide employee references. Responses to such inquiries will only confirm dates of employment and position(s) held unless information is requested in writing pursuant to statute. No further employment data will be released without a written authorization and release signed by the individual who is subject of the inquiry.

CRIMINAL RECORD HISTORY CHECK

The Expedition School, Inc. will obtain a criminal record history check on all new employees from the State Bureau of Investigation ("SBI") or from other qualified source(s) prior to their initial employment.

EDUCATION BACKGROUND AND TEACHER CERTIFICATION

For organizational or school positions where proof of graduation from a college or university is necessary, employees will be required to provide documents supporting their degree upon or prior to employment with The Expedition School. Additionally, all teaching positions will require documentation to support either a Statement of Eligibility or Certification in the state of North Carolina.

It is the responsibility of the individual employee to achieve and maintain re-certification and/or renewal of licenses as appropriate and to provide copies of such documentation to The Expedition School. Failure to maintain a current teaching license may result in termination of employment.

DRUG FREE WORKPLACE POLICY

The Expedition School is committed to providing a safe, efficient, and productive work environment that is free from illegal drug use, sale, possession or distribution. To accomplish this goal, a confidential drug screening may be conducted not only during the pre-employment process but also when reasonable cause exists to suspect an employee of being under the influence of illegal drugs and for accidents that occur at work.

Reporting to work under the influence of alcohol or illegal drugs is prohibited, as is the use, sale, manufacture, possession or distribution of alcohol or illegal drugs. Violations will result in termination of employment with The Expedition School and may have legal consequences.

To enforce this policy, The Expedition School reserves the right to request employees to participate in random, periodic tests for illegal substances and alcohol abuse.

PURSUANT TO THE DRUG FREE WORKPLACE ACT OF 1988, THE SCHOOL SPECIFICALLY MAKES COMPLIANCE WITH THIS POLICY A CONDITION OF EMPLOYMENT. AN EMPLOYEE WHO VIOLATES THIS POLICY WILL BE SUBJECT TO DISCIPLINARY ACTION UP TO AND INCLUDING DISCHARGE.

Employees who believe they may have a drug abuse problem are urged to request confidential assistance from the Director. The Director will provide assistance on a strictly confidential basis and will refer the employee to the appropriate treatment and counseling services.

THE COSTS OF SUCH SERVICES ARE STRICTLY THOSE OF THE EMPLOYEE. EMPLOYEES WHO VOLUNTARILY REQUEST ASSISTANCE WILL NOT PREVENT DISCIPLINARY ACTION FOR VIOLATION OF THE SCHOOL'S POLICY. EMPLOYEES WHO UNDERGO VOLUNTARY COUNSELING OR TREATMENT PURSUANT TO REFERRAL BY THE ADMINISTRATION AND WHO CONTINUE TO WORK MUST MEET ALL ESTABLISHED STANDARDS OF CONDUCT AND JOB PERFORMANCE.

The School has a continuing objective to provide the highest quality performance and service to our students.

Possessing, using, purchasing, distributing, selling, or being under the influence of controlled substances without a prescription is strictly prohibited. Self-administering prescribed drugs in improper dosages or consuming alcohol during the workday on School property or while conducting School business is prohibited. Violation of this policy may result in disciplinary action up to and including discharge.

As used in this policy, the term "controlled substance" includes illegal drugs that are not authorized for sale, possession, or distribution under either federal or state Law, legal substances, either prescribed or over-the-counter, taken in a dosage or combination that results in mental/physical impairment.

All school employees, including administrators, teachers, teacher aides, school secretaries, counselors, bus drivers, etc. are considered employees holding safety sensitive positions and any lapse in attention or judgment on the part of these employees could result in an immediate threat to a child's safety.

Applicants for these positions may be tested after they have been offered a job. Full time employment is contingent upon a negative screening result. Each applicant will be given a copy of the policy in advance of the physical and are to sign an acknowledgment prior to the substance screening permitting the summary result to be transmitted to the school administration. An applicant refusing to complete any part of the drug testing procedure will not be considered a valid candidate for employment with the school and such refusal will be considered as a withdrawal of the individual's application for employment.

If the substance screening shows a confirmed positive result for which there is no current physician's prescription, a second confirming test may be requested by the school administration or the employee. If the first or any requested second confirming test is positive, any job offer will be revoked.

Whenever the school administration through its Director or the person authorized to act on behalf of the Director reasonably suspects that an employee's work performance or on the job behavior may have been affected in any way by illegal drugs or alcohol, or that an employee has otherwise violated the school's drug free workplace substance abuse policy, the employee may be required to submit to a breath and/or urine sample for drug and alcohol testing. When an employee is observed exhibiting behavior that leads fellow employees and/or administration to reasonably conclude that the employee is in violation of the substance abuse policy, the employee may be required to submit to the testing based upon reasonable suspicion. If the employee refuses to submit to the testing, the employee will be charged with insubordination and subject to disciplinary sanctions up to and including termination.

Further, an employee testing positive on a reasonable suspicion test will be found to be in violation of the policy and such a violation will constitute grounds for termination. Only a quorum of the Board of Directors, the Director or a person authorized by the Director are authorized to make a determination that reasonable suspicion or cause exists and to subsequently order a drug screening of the employee.

The two types of cases for which reasonable suspicion procedures may be invoked:

- X. Chronic case – Deteriorating job performance or changes in personal traits, characteristics, where the use of alcohol or drugs may be reasonably suspected as the cause. These cases may develop over a fairly long period of time.
- XI. Acute case – The appearance, in a specific incident or observation, of being under the present influence of alcohol and/or drugs regardless of previous history.

Circumstances under which substance screening may be considered, which include, but or not limited to, the following:

- VI. Observed use, possession or sale of illegal drugs and/or use, possession, sale or abuse of alcohol and/or the illegal use or sale of prescription drugs.
- VII. Apparent physical state of impairment of motor functions.
- VIII. Marked changes in personal behavior not attributable to other factors.
- IX. Employee involvement in or contribution to an accident where the use of alcohol or drugs is reasonably suspected or employee involvement in a pattern of repetitive accidents, whether or not they involve actual or potential injury.
- X. Employee involvement or contribution to a crime involving alcohol or drugs where civil and/or criminal charges have been filed.
- XI. Violations of civil and criminal laws applying to the use, distribution, selling, trafficking or possession of illegal drugs, alcohol, or non-prescribed drugs.

The school reserves the right to discipline or terminate employees convicted of an offense that involves the use, distribution, sale, trafficking or possession of illegal drugs. Further, the school reserves the right to search any areas on school premises for illegal, illicit, controlled and/or prohibited substances including lockers, desks, lunch boxes, briefcases, pocketbooks, cars, trucks and any other areas as part of this policy.

EXPOSURE CONTROL

'Employees will receive information and training to cover the Exposure Control Plan (ECP) and have an opportunity to review this Plan in accordance with OSHA Standard 29CFR 1910.1030, "Occupational Exposure to blood borne Pathogens." Employees will be instructed on the methods of implementation of the ECP. If requested, employees will be provided with a copy of the ECP free of charge. Personal Protective Equipment will be provided to employees at no cost.'

CONCEALED WEAPONS

The School strictly prohibits the carrying and/or possession or storage of a concealed weapon on School premises. North Carolina law strictly prohibits the carrying of concealed weapons on school property. The prohibition of the possession of a weapon of any kind on the School premises extends to personal vehicles as well as School-owned vehicles, which are subject to search as outlined in our workplace searches policy. Violation of this policy may result in immediate termination and/or criminal prosecution.

TRANSFERS

Transfer of employees to other positions or departments for the School's convenience may be made as needed at the discretion of administration.

POLITICAL ACTIVITIES

The school recognizes that employees have the same fundamental civic responsibilities and privileges as other citizens. Among these is campaigning for an elected public office or appointed public office to the extent that the activity does not conflict with the employee's duties in the school district. The school board will determine whether campaigning for, and/or holding an elected and/or appointed office, is compatible with the duties assigned by the school.

An employee who wishes to file for an elected or an appointed position on a governing board or agency must affirm in writing to the Director that such position will not conflict with State or Federal law and/or regulations concerning the employee's right to serve (e.g. dual office holding, conflict of interest, etc.). The employee must notify the Director in writing at the earliest possible time. The notice must include the position sought and the employee's intentions as to the possibility of continued employment and the conditions of that employment. The Director will report this information to the school board at its next regular meeting. The Board will make a final decision as to whether the activities proposed by the employee are consistent with his or her services to the school and the best interests of education of the students.

In connection with campaigning or holding a public office, no employee will:

- use school system facilities, equipment or supplies;
- discuss his/her campaign with school personnel, children or citizens during the working hours;
- use any time during the working day for campaigning purposes, either through his or her own activities or the activities of a colleague.

As a 501(c)(3) nonprofit corporation, The Expedition School is required by the Internal Revenue Code to provide a detailed annual report to the Internal Revenue Service of any attempts "to influence federal, state, or local legislation, including any attempt to influence public opinion on a legislative matter or referendum, through volunteers, paid staff and management, media advertisements, and mailings to legislators and the public." Employees are not permitted to use school system facilities, equipment, or supplies to attempt to influence federal, state, or local legislation without the prior written approval of the Director / principal (or his designee in his absence). Classroom or homework assignments and extracurricular or other school-sponsored activities that entail mailings to legislators and / or the public in an attempt to influence federal, state, or local legislation, including public opinion on a legislative matter or referendum, are not permitted without the prior written approval of the Director / principal (or his designee in his absence).

HARASSMENT

The Expedition School is committed to providing a work environment in which its employees and students are treated with courtesy, respect and dignity, and are free of harassment, whether sexual,

threatening or discriminatory in nature. It is illegal and against School policy for any employee to make unwelcome sexual advances, requests for sexual favors, and other verbal, written, or physical conduct of a sexual nature; or to create an intimidating, hostile, or offensive working environment through physical or verbal conduct relative to an employee's gender, religion, age, national origin, or disability.

Any employee engaging in harassing activity will be subject to disciplinary action, including suspension and/or termination. Employees who believe that they are being subjected to harassment must immediately report the incident to the Director or, in his absence, the Chairperson of the Board of Directors, who will conduct a thorough investigation and determine what action will be taken. The identity of the employee making a report will be kept confidential to the greatest extent possible.

Any supervisor or manager who becomes aware of possible sexual or other unlawful harassment should promptly advise the Chairperson of the Board of Directors of the School.

This policy has been established to ensure employees that the issue of harassment will be dealt with in a prompt and confidential manner. Employees will not be penalized for reporting an incident or for participating in the investigation.

OPEN DOOR POLICY

Employees are encouraged to communicate directly with one another, but even then, misunderstandings may occur that cause questions or complaints about the workplace. The "Open Door" Policy is a way to get a solution to questions or problems. The policy is as follows:

When there is a concern, the employee should first consult with their immediate supervisor. Most problems can be resolved satisfactorily through early identification and discussion. If the employee is not satisfied with the results of this meeting, or prefers to speak with someone else, he/she should contact the Director. The situation will be reviewed and the employee will receive an answer based on compliance with School policy.

MINUTES OF MEETINGS

Minutes of all meetings conducted by The Expedition School employees, including staff meetings, committee meetings, department meetings, grade-level meetings, and parent conferences, should be submitted to school administration within one day of the completion of the meeting. It is the responsibility of the employee chairing the meeting to take minutes (or to delegate the responsibility of taking minutes).

CONFLICTS OF INTEREST

The Expedition School has established itself as a reputable Charter School of high ethical standards. This reputation has been earned by the demonstration of the personal integrity of its people and the School's policy that all actions taken on its behalf will be based on sound ethical principles. Since the actions of employees either enhance or detract from this reputation, it is essential that all personnel act appropriately professional when dealing with others.

Employment with The Expedition School imposes a responsibility to act in its best interest. Transactions with individuals or organizations outside of The Expedition School must be conducted within a framework established and controlled by the Board of Directors of the School. As an

employee of the School, it is imperative that any dealings with outside firms or individuals will not result in unusual gains or personal gains for the employee, the individual or the said firm. Unusual gain refers to bribes, product bonuses, special fringe benefits, unusual price breaks, and other windfalls designed to ultimately benefit either party, or both. Personal gain may result not only in cases where an employee or relative has a significant ownership in a firm with which The Expedition School does business, but also when an employee or relative receives any kickback, bribe, substantial gift, or special consideration as a result of any transaction or business dealings involving The Expedition School. Promotional plans that could be interpreted to involve unusual or personal gain require specific approval from the Board of Directors of the School. For the purpose of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

No "presumption of guilt" is created by the mere existence of a relationship with outside firms. However, if employees have any influence on transactions involving purchases, contracts, or leases, it is imperative that they disclose to an officer of the School as soon as possible the existence of any actual or potential conflict of interest so that safeguards can be established to protect all parties.

OUTSIDE EMPLOYMENT

Employees may hold outside jobs as long as the outside employment does not, in the opinion of the employee’s supervisor, compromise or otherwise diminish their ability to meet performance standards of their job with The Expedition School. All employees will be judged by the same performance standards and will be subject to The Expedition School's scheduling demands, regardless of any existing outside work requirements.

If The Expedition School determines that an employee's outside work interferes with performance or the ability to meet the requirements of the School as they are modified from time to time, the employee may be asked to terminate outside employment if he or she wishes to remain with The Expedition School .

Outside employment that constitutes a conflict of interest is prohibited. Employees may not receive any income or material gain from individuals outside The Expedition School for materials produced or services rendered while performing their jobs.

NON-DISCLOSURE

The protection of confidential information is vital to the interests of the School. Such confidential information may include, but is not limited to, the following examples:

Compensation data	
Parent information	
Financial information	
Labor relations strategies	

Student health records	
Student lists/demographics	
Student records/addresses	
Technological data and systems	

Employees may be required to sign a non-disclosure agreement as a condition of employment. Employees who improperly use or disclose trade secrets or confidential business information will be subject to disciplinary action, up to and including termination of employment and legal action, even if they do not actually benefit from the disclosed information.

IMMIGRATION LAW COMPLIANCE

The Expedition School is committed to employing United States citizens and aliens who are authorized to work in the United States. The School does not unlawfully discriminate on the basis of citizenship or national origin.

In compliance with the Immigration Reform and Control Act of 1986, each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility. Former employees who are rehired must also complete the form if they have not completed an I-9 with the School within the past three years, or if their previous I-9 is no longer retained or valid.

HIRING OF RELATIVES

The employment of relatives in the same area of an organization may cause serious conflicts and problems with favoritism and employee morale. In addition to claims of partiality in treatment at work, personal conflicts from outside the work environment can be carried into day-to-day working relationships.

Relatives of persons currently employed by The Expedition School may not work directly for or supervise a relative without specific board approval. This policy applies to any relative, higher or lower in the organization, which has the authority to review employment decisions. The Expedition School employees may not be transferred into such a reporting relationship without specific board approval. Ultimately, the hiring of family members is subject to the approval of the Board of Directors, and may be considered on a case-by-case basis.

If the relative relationship is established after employment, the Director or his/her designee will decide who is to be transferred, absent board approval. Every effort will be made to provide an opportunity that is similar in scope and salary to their existing position; however, no guarantee of employment can be offered.

In other cases where a conflict or the potential for conflict arises, even if there is no supervisory relationship involved, the parties may be separated by reassignment or terminated from employment.

For the purposes of this policy, a relative is any person who is within the third degree of consanguinity.

VOLUNTARY RESIGNATION/TERMINATION

If you find it necessary to resign your position, you should do so in a positive, professional manner that will reflect well on your personnel record. Employees are requested to give a minimum of two (2) weeks notice. Employees with health insurance coverage will be entitled to continue their coverage under COBRA.

Any employee who resigns or is terminated will be responsible for returning all School property, including uniforms. Failure to do so will result in the cost of these items being deducted from the employee's final paycheck.

EXIT INTERVIEWS

If you resign, you are requested to discuss with the Director your decision and the circumstances that led to your decision. Matters relating to final pay and other personal matters will be arranged at the time of the final interview.

Section 2 – About Your Job

INTRODUCTORY PERIOD

Although The Expedition School works closely with employees throughout their employment, the first 90 days are regarded as especially important in determining a mutual work relationship. Throughout this introductory period, the School will be evaluating the employee's capabilities, work habits and overall progress with regard to the quality and quantity of the employee's work, the cooperation and behavior displayed towards the employee's job, fellow employees and the School's clients and students, the employee's dependability and punctuality and the employee's safe working habits.

Any absence will automatically extend an introductory period by the length of the leave.

During the introductory period, new employees are eligible for those benefits that are required by law. Employees may also be eligible for other Expedition School provided benefits, subject to terms and conditions of each individual program. Consult the employee literature and information for each specific program for the details on eligibility requirements.

Upon satisfactory completion of this initial employment period, employees are considered as "regular" employees. The introductory period may be extended if additional time is needed for effective demonstration of an employee's skills and work habits. Either the employee or the School may end

the employment relationship at will at any time during or after the introductory period, with or without cause or advance notice.

LENGTH OF SCHOOL DAY

Full-time teachers and staff are expected to be at school at 7:30AM and on campus until 3:45PM. If any employee must leave campus within these hours, he/she MUST sign out and sign back in upon his/her return. Time off campus will be deducted from the 64 hours of allotted personal/sick days only when the cumulative time in one day exceeds 30 minutes. Time off campus may only be utilized between 9AM and 2PM. In addition staff members leaving the building and grounds for non-school activities during the school day for more than 30 minutes must inform, via e-mail, the Director or Principal, or his/her designee, and are required to sign out and back in at the main offices. Employees who leave before the designated time MUST sign out. On designated teacher work days, all staff members are expected to be on campus between 8AM and 3PM, unless otherwise designated by the Director or Principal, or their designees.

Hourly employees MUST clock in as soon as they arrive on campus, and clock out each time they leave campus for non-school related reasons.

POSITION CLASSIFICATIONS AND STATUS

Each The Expedition School position is classified as either *Non-Exempt* or *Exempt* in compliance with the Fair Labor Standards Act (FLSA). These classifications do not guarantee employment for any specified period of time, but rather determine specific provisions as outlined in the FLSA laws. Additionally, employee status will be classified as *Full-time* or *Part-time* (see definitions below).

Exempt employees are salaried employees and are exempt from the payment of overtime. These are employees who serve in an executive, administrative or professional capacity and the exempt classification is dependent on the type of work the individual performs (please note, however, that not all salaried employees are exempt).

Non-exempt employees receive 1.5 times their regular hourly rate for all hours physically worked over 40 in the School's scheduled workweek, and detailed records must be kept of the employee's daily and weekly hours worked.

STATUS DEFINITIONS

REGULAR FULL-TIME employees are those who are not in a temporary or introductory status and who are regularly scheduled to work The Expedition School's full-time schedule. Generally, they are eligible for the School's benefit package, subject to the terms, conditions, and limitations of each benefit program.

PART-TIME employees are those who are not assigned to a temporary or introductory status and who are regularly scheduled to work between twenty and thirty hours per week. While they do

receive all legally mandated benefits (such as workers' compensation insurance), they may be ineligible for all of the School's other benefit programs including, but not limited to, paid holidays, insurance benefits and paid vacation.

INTRODUCTORY employees are those whose performance is being evaluated to determine whether further employment in a specific position or with The Expedition School is appropriate. Employees who satisfactorily complete the introductory period will be classified as a regular full-time or part-time employee based upon their work schedule.

TEMPORARY employees are those who are hired as interim replacements, to temporarily supplement the work force, or to assist in the completion of a specific project. Employment assignments in this category are of limited time duration. Employment beyond any initially stated period does not in any way imply a change in employment status. Temporary employees retain the status unless and until notified of a change. While temporary employees receive all legally mandated benefits (such as Worker's Compensation insurance), they are ineligible for all of The Expedition School's other benefit programs.

PER DIEM employees are those who routinely work either a full-time or part-time schedule and who accept additional compensation in lieu of participation in all but legally mandated benefit programs (such as Worker's Compensation insurance). The Expedition School offers this category in limited classifications and to limited numbers of employees. Individuals participating in this program must waive of their rights to participate in the benefit programs applicable to regular employees. Service in this category cannot be credited in any way toward any benefit program, even if the employee is later assigned to a benefit-eligible category. A change to or from this category can be accomplished only with the written consent of the School.

CASUAL employees are those who have established an employment relationship with The Expedition School but who are assigned to work on an intermittent and/or unpredictable basis. While they receive all legally mandated benefits (such as Worker's Compensation insurance), they are ineligible for all of The Expedition School's other benefit programs.

PERFORMANCE EVALUATION

Supervisors and employees are strongly encouraged to discuss job performance and goals on an informal, day-to-day basis. The Director, principal, and designated senior staff members will formally appraise all teachers at least twice per year; first year and ILT teachers will be appraised at least three times a year. This will include establishing criteria against which performance is measured, communicating with teachers about their performance, and establishing goals for the next year. Teachers will also be asked to comment on their appraisals and provide signatures acknowledging that the appraisals were discussed. All appraisals will be kept in employee files. Personnel assigned to Mentor/Mentee relationships will be responsible for procedures, records, and other materials.

Additional formal performance evaluations are encouraged to provide both supervisors and employees the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals.

School-wide performance evaluations (for non-teaching and non-Director positions) are scheduled annually. The Expedition School may award merit-based adjustments in an effort to recognize truly superior employee performance. The decision to award such an adjustment is dependent upon numerous factors, including the information documented by this formal performance evaluation process and the School's financial standing.

COMPENSATION POLICY

It is The Expedition School's policy to compensate employees competitively for the work they perform.

STIPENDS

For certain duties and responsibilities outside that of an employee's normal duties, the School may provide a stipend. The Director is responsible for recommending such stipends to the Board of Directors who, at their discretion, may incorporate stipends within the annual operating budget.

PAY PERIODS

NOTE: PAYROLL CHECKS WILL NOT BE RELEASED TO ANYONE OTHER THAN THE EMPLOYEE WHO IS NAMED AS THE PAYEE ON THE CHECK. If an employee cannot collect their check personally and would prefer to have another individual collect the paycheck, the employee **MUST** submit a completed Paycheck Release Authorization Form listing those individuals to whom the employee's paycheck may be released. **NO EXCEPTIONS WILL BE MADE.**

The Expedition School currently operates on a monthly pay cycle (21.5 working days per month). The pay period per month is the last day of each month. Paychecks are issued the last working day of each month.

If a regular payday falls during an employee's vacation, the employee's paycheck will be available upon his or her return from vacation.

Direct Deposit of Payroll: The Expedition School offers a quick and convenient direct deposit option, which allows the employee to forgo the inconvenience of a manual paper check. Employees are encouraged to sign up for direct deposit. (The School is not responsible for any fees charged to an employee for payroll errors resulting from miscommunication of address or direct deposit changes.)

ADMINISTRATIVE PAY CORRECTIONS

The Expedition School takes all reasonable steps to ensure that employees receive the correct amount of pay in each paycheck and that employees are paid promptly on the scheduled payday.

In the unlikely event there is an error in the amount of pay, the employee should promptly bring the discrepancy to the attention of the finance officer so that corrections can be made as quickly as possible.

PAYCHECK ERRORS

Underpayments: In the event of an error resulting in an underpayment to an employee, the employee will be properly compensated on or before the next scheduled pay date.

Overpayments and deduction adjustments of \$50.00 or less: If an employee has been mistakenly overpaid or deductions under-withheld by \$50.00 or less, an adjustment will be made on the next scheduled pay date. The School will notify the employee no later than five calendar days before the adjustment is made.

Overpayments and deduction adjustments greater than \$50.00: The Expedition School may collect overpayments not to exceed one (1) year in duration from the date a notification of overpayment is mailed to the affected employee.

The School will notify the affected employee via a "Payroll Adjustment Form" if an overpayment or under-withheld deduction of over \$50.00 has occurred. The form will contain two payback options for

the employee's consideration. If the employee finds one of the options acceptable, he/she will check the box on the form and return it to the School within five business days. If the employee does not find either option acceptable, he/she will check the appropriate box on the form requesting a meeting with the Director within five business days.

PAY DEDUCTIONS AND SETOFFS

Federal and State laws mandate that the School make deductions from every employee's paycheck for certain items such as Federal income taxes, state income taxes, Social Security and Medicare. No deductions, other than those required by law or assigned by a court order, levy or garnishment, will be made from the employee's paycheck without written authorization. Participation in School medical/dental and retirement plans implies employee authorization of related payroll deductions.

Pay setoffs are pay deductions taken by the School usually to help pay off a debt or obligation to The Expedition School or others. Questions concerning why deductions were made from an employee's paycheck or how they were calculated should be directed to the Director.

TIMEKEEPING

Accurately recording time worked is the responsibility of every non-exempt employee. Federal and State laws require that The Expedition School keep an accurate record of time worked in order to calculate employee pay and benefits.

Non-exempt employees should accurately record the time they begin and end their work, as well as the beginning and ending time of each meal period. They should also record the beginning and ending time of any split shift or departure from work for personal reasons. Overtime work must always be approved before it is performed. Altering, falsifying, tampering with time records, or recording time on another employee's time record may result in disciplinary action, up to and including termination of employment.

Non-exempt employees should report to work no more than 5 minutes prior to their scheduled starting time nor stay more than 5 minutes after their scheduled stop time without expressed, prior authorization from their supervisor.

It is the employees' responsibility to review their time records and to certify the accuracy of all time recorded. The supervisor will review and then initial the time record before submitting it for payroll processing. In addition, if corrections or modifications are made to the time record, both the employee and the supervisor must verify the accuracy of the changes.

The School is responsible for accurate reporting and maintaining documented time reports.

OVERTIME

Overtime compensation is paid to all non-exempt employees in accordance with Federal and State wage and hour regulations. Overtime pay is based on actual hours worked. Time off on sick leave, vacation leave, or any leave of absence will not be considered hours worked for purposes of performing overtime calculations. Non-exempt employees will be paid time and one-half for all hours *physically* worked in excess of 40 hours in any one workweek. Failure to work scheduled overtime or overtime worked without prior authorization from the supervisor may result in disciplinary action, up to and including possible termination of employment.

Section 3 – Your Responsibilities

PROFESSIONAL PERSONNEL ETHICS

School staff, administrators and teachers are under the jurisdiction of ethical conduct as promulgated by federal, state and local statute and administrative code and are subject to the Rule(s) of Conduct of said statutes or codes. Such rules include but may not be limited to the following:

The Expedition School Employees . . .

- May not use their position or office for personal financial gain;
- Must report within five days the receipt of anything of value, \$50 or more;
- Understand that classroom equipment purchased with parent or other school funds is the property of the school, and not the property of the individual teacher/staff member;
- May not receive compensation to influence action;
- May not receive additional money as payment for advice or assistance given in the course of their employment;
- May not receive anything of value for speaking before a public or private group if the employee is acting in an official capacity;
- May not use government personnel, equipment, materials in an election campaign;
- May not use or disclose confidential information gained in the course of their employment;
- May not serve as a member or employee of a governmental regulatory commission that regulates any business with which they are associated;
- May not represent another person before a governmental entity;
- May not have an economic interest in a contract if the employee is authorized to perform an official function relating to the contract.

The Expedition School Staff are expected to follow the Code of Ethics for North Carolina Educators, policy ID number: TCP-C-014:

Code of Ethics for North Carolina Educators

Preamble: The purpose of this Code of Ethics is to define standards of professional conduct.

The responsibility to teach and the freedom to learn, and the guarantee of equal opportunity for all are essential to the achievement of these principles. The professional educator acknowledges the worth and dignity of every person and demonstrates the pursuit of truth and devotion to excellence, acquires knowledge, and nurtures democratic citizenship. The educator exemplifies a commitment to the teaching and learning processes with accountability to the students, maintains professional growth, exercises professional judgment, and personifies integrity. The educator strives to maintain the respect and confidence of colleagues, students, parents and legal guardians, and the community, and to serve as an appropriate role model.

To uphold these commitments, the educator:

- Commitment to the Student.

- Protects students from conditions within the educator's control that circumvent learning or are detrimental to the health and safety of students.
- Maintains an appropriate relationship with students in all settings; does not encourage, solicit, or engage in a sexual or romantic relationship with students, nor touch a student in an inappropriate way for personal gratification, with intent to harm, or out of anger.
- Evaluates students and assigns grades based upon the students' demonstrated competencies and performance.
- Disciplines students justly and fairly and does not deliberately embarrass or humiliate them.
- Holds in confidence information learned in professional practice except for professional reasons or in compliance with pertinent regulations or statutes.
- Refuses to accept significant gifts, favors, or additional compensation that might influence or appear to influence professional decisions or actions.
- Commitment to the School and School System
 - Utilizes available resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent.
 - Acknowledges the diverse views of students, parents and legal guardians, and colleagues as they work collaboratively to shape educational goals, policies, and decisions; does not proselytize for personal viewpoints that are outside the scope of professional practice.
 - Signs a contract in good faith and does not abandon contracted professional duties without a substantive reason.
 - Participates actively in professional decision-making processes and supports the expression of professional opinions and judgments by colleagues in decision-making processes or due process proceedings.
 - When acting in an administrative capacity:
 - Acts fairly, consistently, and prudently in the exercise of authority with colleagues, subordinates, students, and parents and legal guardians.
 - Evaluates the work of other educators using appropriate procedures and established statutes and regulations.
 - Protects the rights of others in the educational setting, and does not retaliate, coerce, or intentionally intimidate others in the exercise of rights protected by law.
 - Recommend persons for employment, promotion, or transfer according to their professional qualifications, the needs and policies of the LEA, and according to the law.
- Commitment to the Profession

- Provides accurate credentials and information regarding licensure or employment and does not knowingly assist others in providing untruthful information.
- Takes action to remedy an observed violation of the Code of Ethics for North Carolina Educators and promotes understanding of the principles of professional ethics.
- Pursues growth and development in the practice of the profession and uses that knowledge in improving the educational opportunities, experiences, and performance of students and colleagues.

As adopted by the State Board of Education June 5, 1997.

SECTION .0600 - CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR NORTH CAROLINA EDUCATORS

16 NCAC 6C.0601 – THE PURPOSE AND APPLICABILITY OF THE RULES OF PROFESSIONAL CONDUCT FOR EDUCATORS

The purpose of these rules is to establish and uphold uniform standards of professional conduct for licensed professional educators throughout the State. These rules shall be binding on every person licensed by the SBE, hereinafter referred to as "educator" or "professional educator," and the possible consequences of any willful breach shall include license suspension or revocation. The prohibition of certain conduct in these rules shall not be interpreted as approval of conduct not specifically cited.

History Note: Authority G.S. 115C-295.3;
Eff. April 1, 1998.

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

- The standards listed in this Section shall be generally accepted for the education profession and shall be the basis for State Board review of performance of professional educators. These standards shall establish mandatory prohibitions and requirements for educators. Violation of these standards shall subject an educator to investigation and disciplinary action by the SBE or LEA.
- Professional educators shall adhere to the standards of professional conduct contained in this Rule. Any intentional act or omission that violates these standards is prohibited.
 - Generally recognized professional standards. The educator shall practice the professional standards of federal, state, and local governing bodies.
 - Personal conduct. The educator shall serve as a positive role model for students, parents, and the community. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall demonstrate a high standard of personal character and conduct.

- Honesty. The educator shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties including the following:
 - statement of professional qualifications;
 - application or recommendation for professional employment, promotion, or licensure;
 - application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit;
 - representation of completion of college or staff development credit;
 - evaluation or grading of students or personnel;
 - submission of financial or program compliance reports submitted to state, federal, or other governmental agencies;
 - submission of information in the course of an official inquiry by the employing LEA or the SBE related to facts of unprofessional conduct, provided, however, that an educator shall be given adequate notice of the allegations and may be represented by legal counsel; and
 - submission of information in the course of an investigation by a law enforcement agency, child protective services, or any other agency with the right to investigate, regarding school-related criminal activity; provided, however, that an educator shall be entitled to decline to give evidence to law enforcement if such evidence may tend to incriminate the educator as that term is defined by the Fifth Amendment to the U.S. Constitution.
- Proper remunerative conduct. The educator shall not solicit current students or parents of students to purchase equipment, supplies, or services from the educator in a private remunerative capacity. An educator shall not tutor for remuneration students currently assigned to the educator's classes, unless approved by the local superintendent. An educator shall not accept any compensation, benefit, or thing of value other than the educator's regular compensation for the performance of any service that the educator is required to render in the course and scope of the educator's employment. This Rule shall not restrict performance of any overtime or supplemental services at the request of the LEA; nor shall it apply to or restrict the acceptance of gifts or tokens of minimal value offered and accepted openly from students, parents, or other persons in recognition or appreciation of service.
- Conduct with students. The educator shall treat all students with respect. The educator shall not commit any abusive act or sexual exploitation with, to, or in the presence of a student, whether or not that student is or has been under the care or supervision of that educator, as defined below:
 - any use of language that is considered profane, vulgar, or demeaning;
 - any sexual act;
 - any solicitation of a sexual act, whether written, verbal, or physical;
 - any act of child abuse, as defined by law;
 - any act of sexual harassment, as defined by law; and
 - any intentional solicitation, encouragement, or consummation of a romantic or physical relationship with a student, or any sexual contact with a student. The term "romantic relationship" shall include dating any student.
- Confidential information. The educator shall keep in confidence personally identifiable information regarding students or their family members that has been obtained in the

course of professional service, unless disclosure is required or permitted by law or professional standards, or is necessary for the personal safety of the student or others.

- Rights of others. The educator shall not willfully or maliciously violate the constitutional or civil rights of a student, parent/legal guardian, or colleague.
- Required reports. The educator shall make all reports required by Chapter 115C of the North Carolina General Statutes.
- Alcohol or controlled substance abuse. The educator shall not:
 - be under the influence of, possess, use, or consume on school premises or at a school-sponsored activity a controlled substance as defined by N.C. Gen. Stat. § 90-95, the Controlled Substances Act, without a prescription authorizing such use;
 - be under the influence of, possess, use, or consume an alcoholic beverage or a controlled substance on school premises or at a school-sponsored activity involving students; or
 - furnish alcohol or a controlled substance to any student except as indicated in the professional duties of administering legally prescribed medications.
- Compliance with criminal laws. The educator shall not commit any act referred to in G.S. 115C-332 and any felony under the laws of the United States or of any state.
- Public funds and property. The educator shall not misuse public funds or property, funds of a school-related organization, or colleague's funds. The educator shall account for funds collected from students, colleagues, or parents/legal guardians. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
- Scope of professional practice. The educator shall not perform any act as an employee in a position for which licensure is required by the rules of the SBE or by Chapter 115C or the North Carolina General Statutes during any period in which the educator's license has been suspended or revoked.
- Conduct related to ethical violations. The educator shall not directly or indirectly use or threaten to use any official authority or influence in any manner that tends to discourage, restrain, interfere with, coerce, or discriminate against any subordinate or any licensee who in good faith reports, discloses, divulges, or otherwise brings to the attention of an LEA, the SBE, or any other public agency authorized to take remedial action, any facts or information relative to actual or suspected violation of any law regulating the duties of persons serving in the public school system, including but not limited to these Rules.

History Note: Authority G.S. 115C-295.3;
Eff. May 1, 1998.

GUIDELINES FOR CONDUCT

Rules exist that should not be violated under any circumstances. Violation of these rules may lead to discipline, up to and including immediate termination. The following list is not all-inclusive and there may be other circumstances for which employees may be disciplined up to and including immediate termination. Questions about these rules or what The Expedition School, Inc. expects of its employees should be discussed with the Director and/or Dean of Students.

THE SCHOOL'S IDENTIFICATION OF THESE RULES DOES NOT ALTER THE AT-WILL NATURE OF EMPLOYMENT. EMPLOYEES HAVE A RIGHT TO TERMINATE EMPLOYMENT AT ANY TIME WITH OR WITHOUT CAUSE OR NOTICE AND The Expedition School, INC. HAS THE RIGHT TO TERMINATE EMPLOYMENT AT ANY TIME WITH OR WITHOUT CAUSE OR NOTICE.

- **Substance Abuse.** Substance abuse will not be tolerated. The drug and alcohol policy explains the position of The Expedition School, Inc. regarding alcohol and drug use, as well as the use of other intoxicants and mind-altering substances.
- **Insubordination.** It is a violation of policy for any employee to refuse to follow the directions of a supervisor or administrator or to treat a supervisor or administrator in an insubordinate manner in any respect. Documentation will be provided to the employee specifying the basis for insubordination.
- **Courtesy.** Courtesy is the responsibility of all employees of The Expedition School. All employees are expected to be courteous, polite and friendly at all times and to all persons. The use of profanity, inflammatory language, argumentative tones or confrontational behavior damages the reputation and image of The Expedition School, Inc. and is, therefore, strictly prohibited.
- **Attitude.** Every employee should display a positive attitude toward their job and their job assignments. A poor attitude creates a difficult working environment and prevents The Expedition School, Inc. from providing a quality, problem-free educational environment for students.
- **Performance.** Employees are expected to make every effort to perform their duties and to do so to the best of their abilities and at a level that satisfactorily meets or exceeds the expectations of supervisors.
- **Theft.** In the interest of protecting all employees, visitors and students The Expedition School, Inc. reserves the right to inspect and search all purses, briefcases, toolboxes, lockers, desks, bags, vehicles, e-mailboxes, backpacks, computer disks and other data storage devices located on school property.
- **Threats and Weapons in the Workplace.** The Expedition School, Inc. does not allow fighting, threatening words or behavior or possession of weapons of any kind on the school premises or in any vehicle either personally owned or owned by the school.
- **Damage to Property.** Deliberate or careless damage to school property or the property of coworkers, students, visitors or others is prohibited.
- **Safety.** The Expedition School, Inc. is committed to providing a safe workplace for all employees and has established a safety program to ensure that everyone understands the importance of safety. Employees are expected to exercise good judgment and common sense in the workplace with regard to safety. [Horseplay and practical jokes are likely to cause unforeseen accidents and injuries and are, therefore, not permitted.] REMOVE!!
- **Harassment.** The Expedition School, Inc. strictly prohibits any and all kinds, forms and types of harassment. Employees are required to sign and adhere to the Harassment Policy.
- **Absenteeism and Tardiness.** Excessive or unauthorized absenteeism or any absence with or without notice is not conducive to a responsible, productive learning environment and will not be tolerated. Employees are not permitted to leave work during their regularly scheduled hours unless specifically authorized to do so by the Director or his/her designee and adheres to policy of signing in and out.

- **Misuse of Property.** No employee should misuse or use without authorization equipment, vehicles or other school property or property owned by students, coworkers or visitors.
- **Fraud, Dishonesty and False Statements.** No employee or applicant should ever falsify any application, medical history, record, invoice, paperwork, timesheet, timecard or any other documents. Violations should be reported immediately to the Director and/or Dean of Students.
- **Detrimental Activities.** Employees are not permitted to engage in any kind of activity that reflects detrimentally or adversely on the school's reputation or image.
- **Honesty.** Misrepresentation of any kind by an employee of The Expedition School, Inc. is a violation of professional ethics and is prohibited.
- **Violation and/or Lack of Enforcement of School Rules.** All employees are the mentors of students and are responsible for the enforcement and observance of all school rules, policies and procedures as found in the Student/parent Handbook and any other document or memorandum.
- **Confidentiality.** All records and files of the School are property of the School and considered confidential. No employee is authorized to copy or disclose any file or record. Confidential information includes all letters or any other information concerning personnel records of past or present employees, including your own, financial records of the School, and all records pertaining to every aspect of the School and in particular school records. Please refer to the Confidentiality of Information policy.

The Expedition School Social Networking Policy (August 2011)

In order to consider the appropriate use of electronic communication between TES staff and students, the following guidelines are suggested for staff consideration. It is not the intent of the guidelines to interfere with private communications between individuals—nor is it the intent of the guidelines to deny access to recognized student organizations that wish to announce upcoming events that may be of interest to members of the school or community. The goal is to provide guidance on how and where boundaries should be drawn with regard to technology related communication between staff and students.

Staff members should consider the following guidelines when communicating with students via social media:

- They should use email accounts that are provided by TES to communicate electronically with students.
- They should communicate with students and parents using a blog platform, school website, TES e-mail system, or phone that is provided at the school.
- They should decline or disregard invitations from currently enrolled to interact one-on-one through instant messaging, texting, and social networking sites.
- They should not use a personally owned device such as a cell phone or smart phone to communicate with a student, unless prior approval is given for team and club communications related to school activities.

- They should not use a web cam or Internet type of phone to communicate with a student.
- Anytime there is electronic or telephone communication to a student involving schedule changes, cancelation of practice, weather cancelations, etc., the parent or guardian should also be notified.
- Anytime a teacher uploads a file directly to students, one's supervisor should also be copied along with the file that was uploaded.
- Staff in the organization are forbidden from knowingly participating in any type of online games with students.
- In the case of an emergency, if an adult uses a personal communications device or email account to contact an individual student, the date, time, and nature of the contact should be reported via e-mail to one's supervisor on the next school day.
- Staff must acknowledge that they are aware that technology auditing software is being used by the district or entity in order to protect both students and adults.

If there is a concern from a member of the school community that these guidelines have been breached, a letter should be addressed to the Director.

SOURCE: Robert Hugh Farley, "Technology Related Communication between Adults and Students"

The Expedition School

Anti Racism Policy and Grievance Procedures Statement of Policy Regarding Racism in the Workplace

The Expedition School ("TES") rejects racism in all its forms. It is committed to the elimination of racial discrimination -including direct and indirect racism, racial vilification and harassment - in its organization, structures and culture, in its curriculum and in the learning and working environments for which it is responsible.

The Expedition School will ensure that all employees understand and fulfill their responsibilities in implementing the anti-racism policy and these grievance procedures. This will be done through the provision of support and, if necessary, appropriate disciplinary sanctions.

Grievance Procedure Background

From time to time, staff, students, parents or community members may have complaints about racist incidents or racist practices in the school. TES is committed to fair and speedy resolution of all such complaints. Wherever possible, they will be resolved at the local level and with the maximum of confidentiality. These guidelines set out the procedures to be used to resolve complaints about racism. They complement the TES anti-racism policy as stated above. It is intended that these internal procedures will resolve most complaints; however, should there be a failure to resolve the matter at the local level, the matter may be elevated to the Grievance Committee as appointed annually by the TES Board of Directors for resolution.

Making a Complaint

Any person or group of people with a complaint should provide a written complaint to the senior-most supervisor on site (the "Contact Officer"). The written complaint must, at a minimum, contain the following information:

1. The name of the individual(s) filing the complaint;
 2. A description of the alleged racist conduct, including specific dates, times, witnesses and locations;
 3. The signature(s) of the individual(s) filing the complaint;
- The person(s) making the complaint should have either directly experienced or observed the alleged racist behavior or practice.

They may approach any staff member to help them bring their complaint to the Contact Officer.

A parent/guardian may lodge a complaint on behalf of their child.

The Contact Officer will:

1. Verify that the complaint is properly filed in accordance with the guidelines stated herein;
2. Forward the complaint to the Director within 5 working days of receipt;
3. Inform the person(s) making the complaint of:
 - a. the process by which the complaint will be investigated and the confidential nature of that process;
 - b. their right to be protected from retaliation for making the complaint;
 - c. Their right to appeal the TES Grievance Committee Chairperson should resolution be inconsistent with existing procedure or policy.

Investigating the Complaint

The contact officer will promptly, and in no case later than five days following receipt of the complaint, refer the complaint to the Director for action.

The Director, together with any counsel he deems appropriate, will:

1. Interview the person(s) who made the complaint and any other person who may be able to assist the investigation;
2. Interview the person or group against whom the complaint is made and inform them of the investigation process and their rights;
3. Conduct all interviews in a closed forum and treat all documents as confidential.
4. Record testimony via transcription or recording.
5. Consider a solution that attempts to satisfy all parties and that is consistent with the policies of TES;
6. Prepare a written report for the TES Board Chairperson.
 - a. This report must be made within 30 calendar days of the contact officer receiving the complaint.
 - b. If circumstances exist that preclude the Director from making a decision or providing for resolution, the report will include a description of said circumstances and a clear recommendation that the matter be referred to the TES Grievance Committee for a decision.
7. Advise all parties of the action and the reasons for it in a dated, written letter. The action taken may include:
 - a. Provision of a support program;
 - b. Requiring participation in an anti-racism development program;
 - c. Formal disciplinary action;
 - d. Dismissal of the complaint as groundless.

8. Advise the person(s) who made the complaint and any individual(s) found to have acted in a racist manner of their right to appeal and how to do so;
9. Monitor the situation in an ongoing manner including ordering the Contact Officer to provide a written progress report to the Director after 90 calendar days.

Appeals

Should the person(s) making the complaint, or the person(s) found to have acted in a racist manner allege that the decision of the Director was procedurally flawed or violates existing policy, they may appeal to the chairperson of the TES Grievance Committee within twenty calendar days of the date of the Director's written decision by submitting a written letter that clearly states the basis for the appeal and includes the sentence "*I/We appeal the decision of the Director*".

The Grievance Committee will:

1. Convene the committee and review the appeal within 30 calendar days of receipt of the appeal;
2. Review all the available material;
3. Listen to the recording of or review the transcript of any testimony;
4. Determine whether or not the decision of the Director was procedurally flawed or whether it violated existing policy;
5. Make a decision within 60 calendar days of the appeal;
6. Decide whether to uphold or overturn the decision of the Director. If the Director's decision is deemed to be procedurally flawed or in violation of existing policy, the matter shall be returned to the Director for consideration within the scope of existing procedure and policy.
7. Advise all parties of the committee's decision and the reason for it.

CONFIDENTIALITY AND PROTECTION OF EMPLOYEES FILING COMPLAINTS

Any staff member following procedure to file a complaint against any other employee for any conduct construed as breaching policies and/or procedures outlined in this staff handbook is protected from retaliation that may threaten job security at TES.

Making a Complaint:

Any person or group of people with a complaint must provide a **written complaint** to the senior-most supervisor on site (the "Contact Officer"). The written complaint must, at a minimum, contain the following information:

1. The name of the individual(s) filing the complaint;
2. A description of the alleged conduct, including specific dates, times, witnesses and locations;
3. The signature(s) of the individual(s) filing the complaint; The person(s) making the complaint should have either directly experienced or observed the alleged behavior or practice. They may approach any staff member to help them bring their complaint to the Contact Officer.

The Contact Officer will:

1. Verify that the complaint is properly filed in accordance with the guidelines stated herein;
2. Forward the complaint to the Director within 2 working days of receipt;
3. Inform the person(s) making the complaint of:
 - a. the process by which the complaint will be investigated and the confidential nature of that process;

- b. their right to be protected from retaliation for making the complaint;
- c. Their right to appeal the TES Grievance Committee Chairperson should resolution be inconsistent with existing procedure or policy.

DISCIPLINING OF EMPLOYEES

The School retains the discretion at all times to immediately terminate an employee or to decide what level or type of discipline is warranted, if any. All employees of the School are at-will employees and can be terminated at any time, without resorting to any type of discipline. The School is not required to use any of the following steps of discipline, and, if the School does choose to utilize any of the following steps of discipline, it is not required to apply or use them in any particular order, but retains the discretion at all times to determine the nature and severity of discipline and/or termination.

In the event it becomes necessary to discipline an employee, the following steps of discipline **may** occur at the discretion of the School:

- Verbal warning
- Written warning
- Final warning and/or probation
- Termination

The School retains the discretion to determine if the circumstances of a particular case warrant termination for the first offense, or whether one of the other three forms of disciplines listed above is warranted. All employees of the School are employees at-will, and can be terminated at any time for any reason or for no reason. Further, if an employee's conduct, performance, work habits, attitude or demeanor becomes unsatisfactory or unacceptable in the judgment of the School, including based on violations of any School policies, rules, guidelines, regulations, or rules of conduct, whether contained herein or in other documents, you will be subject to disciplinary action up to and including termination.

CONFIDENTIALITY OF INFORMATION

The School is engaged in providing a service that requires a strict code of confidentiality of information. No employee will remove from the school premises or store information outside of the School about any matter pertaining to the conduct of the School's business that may compromise a student, coworker, staff member, contractor, parent, family or the School to outsiders. Any employee who compromises any information regarding a student, coworker, staff member, contractor, parent, family or the School may be subject to discipline and/or termination.

CONFIDENTIALITY OF STUDENT RECORDS

In order to provide students with appropriate instruction and educational services, it is necessary for The Expedition School, Inc. to maintain extensive and sometimes personal information on them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, and be accessible to the student's parents or legal guardian or the student in accordance with law, yet be guarded as CONFIDENTIAL information.

The Expedition School, Inc. recognizes the legal requirement to maintain the confidentiality of student education records and personally identifiable information contained in the education records of students. The procedures for the confidentiality of student records shall be consistent with federal and state statutes and regulations, including the Family Educational Rights and Privacy Act of 1974 (FERPA) and its implementing regulations. Failure by any staff member to comply with these statutes, procedures, regulations or any part of this policy and its acSchooling regulation will subject that employee to disciplinary action, as permitted by law.

The Director and his designated assistants shall be responsible for ensuring that all requirements under federal and state statutes and regulations as well as The Expedition School, Inc. policy and regulation pertaining to the confidentiality of student education records are carried out by the school and its employees.

Student education records subject to confidentiality and protection from disclosure include those records, files, documents, and other materials that contain information directly related to a student and are maintained by the Charter School or by a person acting for the Charter School.

Personally identifiable information includes but is not limited to the student's name, the name of the student's parents or other family members, the address of the student and/or his or her family, personal identifiers such as social security numbers or student numbers, personal characteristics which make the student's identity traceable, and any other information which would make the student's identity easily traceable.

Student education records and personally identifiable information contained in a student's education records may not be released or disclosed without the prior written consent of the parent/guardian of a student under 18 years of age or a student over 18 years of age (eligible student), except as otherwise authorized by law. In accordance with law, prior written consent from a parent/guardian or eligible student is not required for the Charter School to disclose information contained in a student's education records if access to, and disclosure of, such information is made available under the following circumstances:

1. To individuals employed by them either as an administrator, supervisor, instructor, or support staff member including health or medical staff and law enforcement unit personnel, school board members when acting as a corporate entity in the discharge of statutory duties and responsibilities; and individuals with whom the Charter School has contracted to perform a special task (i.e., the school attorney, auditor, medical consultant, or therapist). However, access by, and disclosure to, any such individual without prior written consent by a

parent/guardian or eligible student is limited strictly to instances where a legitimate educational inquest justifies said access and disclose. The Building Director of the school shall determine whether any such individual has a legate educational interest to access a student's education record. A legitimate educational interest will be deemed to exist only when it can be shown that access and disclosure without prior written consent by a physician/guardian or eligible student is necessary for any such individual to fulfill his/her professional responsibilities;

2. To another school in which a student seeks to enroll or intends to enroll, upon request by such district and in accordance with law;
3. As otherwise expressly permitted by law.

ANNUAL NOTIFICATION

At the beginning of each school year, the Charter School shall make available to each student's parent or guardian a listing of the rights under the FERPA on the school's web page.

The notice must include a statement that the parent/guardian or eligible student has a right to:

- Inspect and review the student's education records;
- A specification of the intent of The Expedition School to *limit* the disclosure of student education records or personally identifiable information contained in a student's education record except:
 - I. by prior written consent of the student's parent(s)/guardian(s) or the eligible student;
 - II. as directory information, provided the Act has also given notice to the types of personally identifiable information is has designated as directory information and the Charter School has given the parent(s)/guardian(s) or eligible students an opportunity to refuse to let the Charter School designate any or all of those types of information about the student as directory information;
 - III. to another school district in which a student seeks or intends to enroll, upon request by such school district and in accordance with law;
 - IV. to individuals employed by the Charter School either as an administrator, advisor, instructor, or supporting staff member including health or medical staff and law enforcement unit personnel, school board members when acting as a corporate entity in the discharge of statutory duties and responsibilities, and individuals with whom the Charter School has contracted to perform a special task (i.e., the school attorney, auditor, medical consultant or therapist) who have a legitimate educational need for access to such records as set forth in the Charter School policy in accordance with law;
 - V. as otherwise expressly permitted by law.

3. Challenge the contents of the student's education records and ask for their amendment to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights; notice of any decision by the Charter School not to amend a student's education records as requested by the parent(s)/guardian(s) or eligible student and of the right of the parent(s)/guardian(s) or eligible student to a hearing regarding the denial of such a request for amendment;
4. File a complaint with the U.S. Department of Education alleging failure of the Charter School to comply with FERPA and its regulations; and
5. Obtain copies of this policy and its acSchooling regulation, as well as the locations where copies may be obtained.

When student records are inspected by parent(s)/guardian(s) or eligible students, appropriate school personnel must be present where necessary to prevent any misinterpretation or misunderstanding of records. Employees may inspect the records of their children under the supervision of an appropriate member of the professional staff; however, such staff member should not be under the direct evaluation of the parent employee who is viewing his/her child's records.

Under no circumstances may student records be removed from school premises.

The School shall arrange to provide translation of this notice to non-English speaking parent(s)/guardian(s) and eligible students in their native language.

SCHOOL SEARCHES

To safeguard the property and lives of our students, staff and administration and to help prevent the possession, sale and use of illegal drugs on the school premises, and support the school's prohibition of possessing weapons on the school premises. Pursuant to North Carolina law, any person entering the premises of our school will be deemed to have conceded to a reasonable search of his person and effects. Therefore, school administrators and officials may conduct reasonable searches on the school property of lockers, desks, vehicles and personal belongings such as purses, book bags, wallets, and satchels with or without probable cause.

In addition, the school reserves the right to search any employee's office, car, desk, files, locker, computer or any other area or article on the school's premises. In this connection it should be noted that all offices, desks, files, lockers and so forth are the property of the school and are issued for the use of the employees only during their employment with the school. Inspections may be conducted at any time at the discretion of the school.

Persons entering the premises who refuse to cooperate in an inspection conducted pursuant to this policy will not be permitted to enter the premises.

Employees working on or entering or leaving the premises who refuse to cooperate in an inspection as well as employees who after the inspection are believed to be in possession of stolen property or illegal drugs, will be escorted to the main office and will be subject to disciplinary action up to and including discharge if on investigation they are found to be in violation of the school security procedures or any other school rules and regulations.

ELECTRONIC AND TELEPHONIC COMMUNICATIONS

All electronic and telephonic communications systems and all communications and information transmitted by, received from, or stored in these systems are the property of the School and as such are to be used solely for job-related purposes. The use of any software and business equipment, including, but not limited to facsimiles, computers, and copy machines for private purposes is strictly prohibited.

Employees using such equipment for personal purposes do so at their own risk. Further, employees are not permitted to use a code, access a file or retrieve any stored communication unless they are an authorized School representative as designated by the Board of Directors of The Expedition School, Inc. to do so, or unless they have received permission from an authorized School representative. All pass codes are the property of the School.

Moreover, improper use of E-mail system (e.g., harassment or spreading offensive jokes or remarks) will not be tolerated. All electronic communications are considered matters of public record and are accessible to school, administrative, and legal review as necessary. Employees who violate this policy are subject to disciplinary action, up to and including discharge.

To ensure that the use of electronic and telephonic communications systems and business equipment is consistent with the School's legitimate interests, authorized representatives of the School may monitor the use of such equipment from time to time. This may include listening to stored voice-mail messages and viewing incoming and outgoing e-mail messages.

COMPUTER POLICY

Technology Acceptable Use Policy

The Expedition School, Inc. provides Internet access to students and teachers. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication. We believe the Internet offers vast, diverse, and unique resources to both students and teachers.

The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual subscribers. Students and staff will have access to:

- 1). Electronic mail (e-mail) communications;

- 2). Information and news as well as a variety of research institutions
- 3). Public domain software and shareware of all types; and

With access to computers and people worldwide comes the availability of material that may not have educational value in the context of the school setting. On a global network, however, it is impossible to control all materials and limit all access to information that has no educational value. The Expedition School, Inc. firmly believes that the valuable resources and interaction available on this network far outweigh the possibility that some users may procure material that is inconsistent with the educational goals of the school.

The smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided as a part of this document so that users are aware of their responsibilities when accessing the Internet. Any violations of these guidelines will subject the user to appropriate disciplinary action up to and including termination.

Internet-Terms and Condition of Use

- **Define a Purpose for Internet Use.** All use of the Internet during school hours must be in support of education and research and consistent with the educational objective of the school district. Users must have a well-defined, documented reason for accessing the Internet. No “surfing” is allowed. “Surfing” is the term describing unstructured searches or exploring with no specific, pre-determined goal or purpose. All Internet users must have a topic, or subject to be researched; student research must be directly related to a given assignment from one or more teacher(s). There should be adult supervision while any student is researching via the Internet.
- **Maintain Network Etiquette (sometimes called “Netiquette”):** Use or transmission of offensive or vulgar language or of threatening or abusive language is prohibited. Messages relating to or in support of illegal activities may be reported to the authorities. Disrupting network communications are prohibited. All information accessible via the network should be assumed to be private property of the person or organization presenting the material and may be subject to copyright, trademark or other legal protections.
- **Privileges:** The use of the Internet is a privilege, not a right, and inappropriate use may result in the suspension or revocation of the privilege. Any misuse of the Internet may result in disciplinary action.
- **Security:** Security on any computer system is a high priority, especially when the system involves many users. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.
- **Denying Access:** Children are not to be granted access to the Internet without proper parental or guardian permission. If a parent or guardian is uncomfortable with the option of

his or her child(ren) accessing the Internet, the student(s) may be assigned to a different activity when classmates are using the Internet. Teachers must provide alternative assignments to students in this circumstance. Please note that The Expedition School expressly focuses instruction on STEM areas, including the use of technology. The Expedition School strongly encourages parents to allow their student the use of technology, including the internet.

- **Disclaimer:** The Expedition School, Inc. makes no warranties of any kind, whether expressed or implied, of the quality or dependability of the Internet service it is providing or the information obtained from the Internet. The Expedition School, Inc. will not be responsible for any damages suffered while using the Internet. This includes but may not be limited to loss of data, delays or delivery failures or service interruptions caused by technical problems or by human error. Employees assume all responsibility and risk associated with the use of any general, copyrighted, prohibited or other information obtained via the Internet.
- **Username, Account ID, Account Numbers and Passwords:** Usernames, account numbers, account ID and passwords issued to staff members must remain confidential. Any staff member violating this policy may be subject to disciplinary action.
- **Independent Navigation on the Internet by Faculty and Staff:** Employees are encouraged to explore World Wide Web resources that are specifically related to the performance of their job. Downloading, uploading, saving and/or printing files and images containing content that is inappropriate for a K-12 environment and/or a professional business setting, is prohibited. Employees are expected to employ professional judgment in the determination of inappropriate content and poor judgment in this respect represents a basis for disciplinary action.
- **Students Use of Computers and the Internet:** Student use of the internet requires teacher consent and the student signature and parental permission granted via the Student Technology Use Agreement Form. Student internet use is permitted for school related activities only. Teachers, administrators and staff will always strive to maintain appropriate levels of supervision of Internet use by students. Students are not permitted to search for, download, or print any objectionable, vulgar, or offensive material. Unsupervised participation in group discussion chats or new groups is not permitted. Authorized representatives of the School may monitor the use of the school's equipment and network from time to time. This may include viewing incoming and outgoing e-mail messages. The Student Technology Use Agreement Form will be maintained by the school and should be verified prior to assigning independent research on the Internet.
- **Harassment-free Workplace:** The Expedition School, Inc. strives to maintain a workplace that is free of harassment and that is sensitive to the diversity of its employees. Therefore, The Expedition School, Inc. prohibits the use of computers and the e-mail system in ways that are disruptive, offensive to others, or harmful to morale. For example, the display or transmission of sexually explicit images, messages, and cartoons is not allowed. Other

misuse includes, but is not limited to, ethnic slurs, racial comments, off-color jokes, or anything that may be construed as harassment or disrespectful of others.

11. Risk of Prosecution: "Illegally downloading music, movies, software, and pornography using the school network may result in criminal prosecution. Hacking into the school network may also result in criminal prosecution."

Employee Guidelines for Installation of Personal Software

- Installing Personal Software: Teachers may install legally obtained and licensed software on their classroom computer(s) provided original disks and documentation must be kept at school. Shareware and Freeware can be used in the classroom. Any and all software must be age appropriate for the students served in that classroom.
- Personal Music: Personal music kept on school computers should be stored in a folder on your desktop and NOT in your My Documents folder. Music takes up a lot of space on our servers and does not need to be backup.
- Virus Protection: The Expedition School, Inc. is not responsible for any damage to employee-owned machines or programs resulting from the exchange or importation of infected programs or files.
- Computer Games: Playing computer games during the workday is prohibited, unless they serve an expressed educational need and have been approved by administration. Installation of computer games with an Entertainment Software Ratings Board ("ESRB") Game Rating of Mature 17+ ("M") or Adult Only ("A") is prohibited.

Employee Guidelines for Wireless Access

- Wireless Access: Teachers that have personal laptop or wireless device and want to have wireless access at school will have to obtain and maintain virus protection of their own. This will have to be verified before you are connected to the wireless network. Also the entire computer use policy applies while on school network. To get connected to the wireless please send a request to the technology specialist at your school.

- Wireless Access Code: No student is to be given the wireless access code. We have internet ready computers available.

RECORD RETENTION POLICY

TES will retain records based on guidelines set forth by state and federal agencies. Records will be retained as follows:

Financial records:

Accounts Payable and Account Receivable Records will be kept a minimum of 7 years.

Bank Records and Budget Reports will be kept for a minimum of 7 years.

Audit Reports, and Tax Returns will be kept permanently.

Insurance Records, Contacts and Leases, and Donation/Grant Records will be kept permanently.

Board Records, recorded or written minutes, will be kept permanently.

Student permanent files will be kept until the student graduates. Final Transcripts will be kept permanently.

Every effort will be made to digitize original records before destruction.

INVENTORY OF SCHOOL PROPERTY

An inventory of TES school equipment, furniture, and reusable supplies will be conducted at least once every two years.

ATTENDANCE AND PUNCTUALITY

Being at work, on time, every day is crucial to the efficient performance of employee duties. To succeed as a team and to set the proper examples for students and co-workers, employees must be present for work as scheduled. **Full-time teachers and staff are expected to be at school at 7:30AM and on campus until 3:45PM.** If any employee must leave campus within these hours, he/she MUST sign out and sign back in upon his/her return. Time off campus will be deducted from the 64 hours of allotted personal/sick days. Hourly employees MUST clock in as soon as they arrive on campus, and clock out each time they leave campus for non-school related reasons.

The School realizes that sometimes circumstances do arise which make being absent or late for work unavoidable. However, these circumstances must be kept to a minimum and the employee's supervisor should be informed of an unavoidable absence or lateness as soon as possible but no later than two hours prior to the employee's originally scheduled start time.

Poor attendance, unreported absences or lateness and excessive tardiness are disruptive and may lead to disciplinary action, up to and including termination of employment.

NOTIFICATION OF ABSENCE

A teacher absent from school due to personal illness will call the school Secretary by 6:30 AM the morning of the absence, but preferably, the previous evening. **Please do not e-mail or call the school.** It is not always possible to secure a substitute unless notification is prompt. Teachers who know that they will be absent from school for any reason must complete a notice of absence form at least two weeks prior to the scheduled date, if possible. These forms must be turned in to the Executive Secretary for Director signature and approval.

Teachers need to be certain that lesson plans and class rolls are available and can be easily located. The absence of these items can create problems for the substitute teacher. A minimum of one day's lesson plan **MUST** be on top of the teacher's desk at all times. Please note that administrative evaluations **WILL INCLUDE** confirmation of lesson plan availability. Teachers who will be absent more than one day due to sudden illness or other unplanned absences **MUST** e-mail or call in any additional necessary lesson plans to the grade chair and to the building secretary for distribution to the substitute teacher. A separate substitute file discussing any special information (or students with special health needs) should be available in the school administrative office. All arrangements to secure a substitute will be made through the Director's office. At no time should a teacher make his/her own arrangements for a substitute.

Full time teachers and teacher assistants may be called on at any time to substitute for an absent teacher.

PERSONAL APPEARANCE

Dress, grooming, and personal cleanliness standards contribute to the morale of all employees and affect the professional image The Expedition School presents to its students, parents, clients and visitors.

During business hours, employees are expected to present a clean and neat appearance and to dress in business professional attire. Employees who appear for work inappropriately dressed may be sent home and directed to return to work in proper attire, and may face additional disciplinary action. Under such circumstances, employees will not be compensated for the time away from work.

Gentlemen: Professional dress includes suits, dress shirts with ties or an approved TES polo shirt, dress slacks or khaki pants, and other non-casual clothing. Denim jeans, cargo pants, shorts, sweat suits, spandex/lycra clothing and t-shirts are strictly prohibited. Dress shoes or solid black tennis shoes or sneakers must be worn with socks. No sandals or flip-flops are permitted without a doctor's note for special requirements. Physical Education teachers and coaches may be attired in appropriate fitting shorts, t-shirts and sneakers during physical activity classes and sports practices only.

Ladies: Professional dress includes dresses, skirts, slacks and khakis, women's business suits, and other non-casual clothing. Jeans, shorts, sweat suits, spandex/lycra clothing, and clothing that in any way are tight or revealing are strictly prohibited. Cleavage must be covered. Appropriate dress shoes, dress sandals, or solid black tennis shoes must be worn. **No flip-flops are permitted.** Physical

Education teachers and coaches may be attired in appropriate fitting shorts, t-shirts and sneakers during physical activity classes and sports practices only.

USE OF EQUIPMENT

Equipment essential in accomplishing job duties is expensive and may be difficult to replace. When using property, employees are expected to exercise care, perform required maintenance, and follow all operating instructions, safety standards, and guidelines.

Supervisors or appropriate department personnel should be notified if any equipment, machines, or tools appear to be damaged, defective, or in need of repair. Prompt reporting of damages, defects, and the need for repairs could prevent deterioration of equipment and possible injury to employees or others.

The improper, careless, negligent, destructive, or unsafe use or operation of equipment can result in disciplinary action, up to and including termination of employment.

USE OF PHONE AND MAIL SYSTEMS

Personal use of School telephones for outgoing calls, including local calls, will be limited to emergency calls only during business hours. Employees will be required to reimburse the School for any charges resulting from personal use of the telephone or from any other personal use of School phones. Employees are required to inform the Finance Officer of the date, time and phone number of long distance personal calls and faxes made on School equipment. Personal cellular phone use should not take place during instructional time.

The mail system should be reserved for business purposes. The use of The Expedition School paid postage for personal correspondence is not permitted. Employees may purchase individual stamps for outgoing mail when absolutely necessary.

To ensure effective telephone communications, employees must always speak in a courteous and professional manner.

WORKPLACE MONITORING

Workplace monitoring may be conducted by The Expedition School to ensure quality control, employee safety, security, and customer satisfaction.

Computers furnished to employees are the property of The Expedition School. As such, computer usage and files may be monitored or accessed.

The School may conduct video surveillance of non-private workplace areas. Video monitoring may be used to identify safety concerns, maintain quality control, detect theft and misconduct, and discourage or prevent acts of harassment and workplace violence.

Employees can request access to information gathered through workplace monitoring that may impact employment decisions. Access will be granted unless there is a legitimate business reason to protect confidentiality or an ongoing investigation.

Because The Expedition School is sensitive to the legitimate privacy rights of employees, every effort will be made to guarantee that workplace monitoring is done in an ethical and respectful manner.

SMOKING AND TOBACCO USE

In keeping with The Expedition School's intent to provide a safe and healthful work environment, smoking and/or tobacco use of any kind is prohibited anywhere on school grounds, both indoors and outdoors. Employees found using any tobacco substances on campus, or carrying tobacco products with them on campus, will be given a warning for the first incident, and formal written reprimand for a second incident, and may face dismissal for a third incident.

This policy applies equally to all employees, customers, and visitors.

ENVIRONMENTAL AND ENERGY AWARENESS

The Expedition School supports environmental awareness by encouraging recycling and waste management in its business practices and operating procedures.

The Expedition School encourages reducing and, when possible, eliminating the use of disposable products. Source reduction decreases the consumption of valuable resources through such workplace practices as networking or communicating via E-mail, two-sided photocopying, reusing packaging material, turning off lights and air-conditioners when not in use and reusing folders and binders.

EMERGENCY CLOSINGS

At times, emergencies such as severe weather, fires, power failures, or earthquakes, can disrupt School operations. In extreme cases, these circumstances may require the closing of a work facility.

When operations are officially closed due to emergency conditions, the time off from scheduled work will be paid. In the event a facility is required to be closed for a period that exceeds one day, administration will determine compensation. Employees in essential operations may be asked to work on a day when operations are officially closed. Employees and TES families will be notified promptly of closings.

TEACHER/STAFF MEETINGS AND WORKDAYS

Teachers and professional staff will attend all meetings called by the Director/Principal, his designees, or the TES Board of Directors. Should the Director/Principal or his designees call any meetings or workdays, it is mandatory for all teachers and professional staff to report to the meetings and remain in attendance until dismissed. In addition, teachers MUST be on time to all scheduled meetings. Teachers and professional staff who must miss all or part of scheduled workdays or meetings MUST request time off using the Request for Leave from Regular Duties Form. Time requested WILL be deducted from the 64 hours allotment of Personal/Sick Day leave for full-time staff. Children of staff members must be supervised at all times while on campus.

SCHEDULING ACTIVITIES INVOLVING THE LOSS OF SCHOOL TIME

Attending class is the most important activity a student or teacher can participate in at The Expedition School and conflicts should be kept to a minimum. However, when a planned activity will conflict with class time, a teacher must request permission and receive approval from the Director before scheduling any field trip, athletic event, or other activity where there is loss of school time for students and/or teachers. No teacher, sponsor, or coach is to schedule activities that interfere with class time without first receiving permission from the TES Director/Principal, or his designee. Once permission is granted, the names of students who will be missing class time are to be provided within one school day of approval via e-mail to teachers with a reminder sent out the day before departure for the activity. An explanation stating the purpose and the duration of the absence must be included.

A complete transportation plan for using parent volunteer transportation must be submitted to the Director for approval at least two weeks in advance of the activity date. No transportation plans are to be carried out without the consent of the Director and the designated Transportation Coordinator.

BUSINESS TRAVEL GUIDELINES

It is the policy of The Expedition School to reimburse employees for reasonable expenses incurred while on official business for the School or School. Abuse of this business travel expenses policy, including falsifying expense reports to reflect costs not incurred by the employee, constitutes grounds for disciplinary action, up to and including termination of employment.

Air Travel

Air travel requires approval from the *Director and the finance officer*. Every attempt should be made to make travel arrangements at least one month in advance to take advantage of reduced airfares. Reservations for employee air travel must be made by the finance officer, or his/her designee, with the most cost effective airline without regard to "sky miles" incentives or memberships the employee may have. The school will only pay for coach fare.

Hotel Expenses

Employees should stay in safe hotels that offer state employee discounts. Any hotel expense in excess of \$100.00 (one hundred dollars) per night must be approved in advance by the Director/Principal. Movies, laundry, dry cleaning, personal items, room service and bar charges are the responsibility of the employee and will not be reimbursed. Other reimbursable_expenses should be paid for by the employee and must be submitted with receipts on an expense report for reimbursement.

Meals

Meal expenses are based on a per diem rate of \$37.00, including tips. Suggested meal costs to meet this per diem are *Breakfast - \$7.00; Lunch - \$10.00; Dinner - \$20.00*. Alcoholic beverages **are not** reimbursable for any reason. As a condition of reimbursement, the employee must submit printed original receipts with the items purchased, the date, the name and address of the restaurant are required. If the employee pays for additional persons, the back of the receipt must list the individuals' names and the purpose of the function. Tab receipts are not reimbursable. Tips exceeding 20% of the bill will not be reimbursed.

Automobile Travel

Automobile miles should be planned and managed to maximize efficiency and minimize expense. Mileage is reimbursed by the School at a rate of 40 cents per mile for staff development and other approved professional meeting. When travel is completed, employees must submit completed expense reports within two business days. Requests for reimbursements after two business days may be denied. Receipts for all individual expenses should accompany school reports. The employee should always maintain a copy of the expense report in their files. Car rentals must be pre-approved by the Director and Finance Officer.

Employees should contact their supervisor for guidance and assistance on procedures related to travel arrangements, expense reports, reimbursement for specific expenses, or any other business travel issues.

Accidents While Traveling

Employees who are involved in an accident while traveling on school business must promptly report the incident to their immediate supervisor, and to the administrative office.

GRADE LEVEL OVERNIGHT FIELD TRIP PROTOCOL

- Only one overnight field trip for grades 5-8 per school year is permitted.
- If an overnight trip will be taken, each grade team must decide on a **Common Core, Project related trip during summer teacher workdays**. Administration must approve trips, and assure no overlap between grade levels.
- **Overnight trips must be requested and paperwork completed by September 15. NO EXCEPTIONS!** A payment plan for parents must be set up and approved to make sure costs of per-registrations are covered.
- Fundraisers for field trips must be limited to one grade-wide fundraiser, approved by the school finance officer and principal/Director.

VISITORS IN THE WORKPLACE

To provide for the safety and security of students, employees and the facilities at The Expedition School, only authorized visitors are allowed in the workplace. Restricting unauthorized visitors helps maintain safety standards, protects students and faculty, guards against theft, ensures security of equipment, protects confidential information, safeguards employee welfare, and avoids potential distractions and disturbances.

Because of safety and security reasons, family and friends of employees are discouraged from visiting employees outside of lunch breaks without prior Director/Principal approval.

Upon entering a The Expedition School facility all visitors should report to the reception desk. Authorized visitors will receive visitor badges, and directions or be escorted to their destination. Employees are responsible for the conduct and safety of their visitors.

If an unauthorized individual is observed on The Expedition School's premises, employees should immediately notify the Director and Dean of Students or, if necessary, escort the individual to the reception desk. In the event that an unauthorized individual presents a threat to the safety of any individual, employees should contact the school Resource Officer immediately and then, as soon as is reasonably possible, report the incident to the Director and Dean of Students.

SAFETY

The Expedition School provides information to employees about workplace safety and health issues through regular internal communication channels such as supervisor-employee meetings, bulletin board postings, memos, or other written communications.

Each employee is expected to obey safety rules and to exercise caution in all work activities. Employees must immediately report any unsafe condition to the appropriate supervisor. Employees who violate safety standards, cause hazardous or dangerous situations, fail to report or, where appropriate, remedy such situations, may be subject to disciplinary action, up to and including termination of employment.

In the case of accidents that result in injury, regardless of how insignificant the injury may appear, employees should immediately notify the Director. Such reports are necessary to comply with laws and initiate insurance and workers' compensation benefits procedures.

MAINTENANCE REQUEST PROCEDURES (Revised August 2010)

1. **All maintenance requests** must be e-mailed to the school secretary. If an email is not sent, the work will not be placed on the maintenance calendar!
2. Once received, the request will be put on the on-line calendar to indicate the date the request was made.
3. The maintenance department will then get an estimated cost and submit a requisition form to the finance department.
4. Once the requisition is approved and signed by the Director or principal, requests will be scheduled to be completed in the order they were received. Those who requested the work order will be notified of the date the work is to be scheduled via email.
5. Requests not requiring funds to be spent will be scheduled in the next available time slot.

Note: If an emergency maintenance issue comes up, requests may have to be delayed. You will be notified via email of any delays.

All requests must be e-mailed to the school secretary to keep a complete log of work needed throughout the school year.

GIFTS AND GRATUITIES

The Expedition School employees may not accept gifts, entertainment, favors or other types of gratuities from competitors, parents, students, clients or suppliers other than promotional or other items of any value. Employees may, however, accept items of insignificant value as Holiday gifts and end of year gifts from students and parents. The Expedition School welcomes charitable donations to the school, including gifts to the school that benefit individual classrooms. The Expedition School employees may not accept personal gifts or other types of personal gratuities from competitors, clients, or suppliers without consent of the Director except for promotional items of less than \$50 value (with a \$100 annual limit that can be waived only with the written consent of the Director). Classroom equipment purchased with school funds is the property of the school, and not the property of the individual teacher/staff member.

Parents who wish to make charitable donations to benefit an individual classroom should be referred to the Director and the Finance Officer to ensure that IRS charitable donation regulations are met. The Expedition School employees may not accept personal gifts or other types of personal gratuities from any currently enrolled student or any parent or guardian of a currently enrolled student without consent of the Director except for parental gifts of less than \$50 value (with a \$100 annual limit that can be waived only with the written consent of the Director).

Employees may not use their position to obtain favorable pricing on personal purchases.

PERSONNEL FILES

Every employee has a personnel record on file. The employee personnel file is a record of employment with the School and it is important that it be kept up to date. Promptly notify (in writing via e-mail or fax) the Director of any changes in:

- Name
- Telephone number
- Children's names
- Beneficiary
- Changes in family status
- Address
- Emergency contact information
- Number of dependents
- Educational accomplishments

Personnel files are the property of The Expedition School and access to the information they contain is restricted. Only supervisors or management personnel of the School who have a legitimate reason to review information in a file are allowed to do so.

Employees who wish to review their own file should contact the Director. With reasonable advance notice, employees may review their own personnel files in the School's offices and in the presence of an individual appointed by The Expedition School to maintain the files.

RETURN OF PROPERTY

Employees are responsible for all property, materials, or written information issued to them or in their possession or control. Employees must return all School property immediately upon request or upon termination of employment.

Where permitted by applicable laws The Expedition School may withhold from the employee's check or final paycheck the cost of any items that are not returned when required.

The Expedition School may also take all action deemed appropriate to recover or protect its property.

BENEFITS CONTINUATION (COBRA)

The Federal Consolidated Omnibus Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under the School's health plan when a "qualifying event" would normally result in the loss of eligibility.

Some common qualifying events are resignation, termination of employment, or death of an employee; a reduction in an employee's hours or a leave of absence; an employee's divorce or legal separation; and dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at The Expedition School's group rates plus an administration fee. The School provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under The Expedition School's health insurance plan. The notice contains important information about the employee's rights and obligations.

SECURITY INSPECTIONS

The Expedition School strives to maintain a work environment that is free of illegal drugs, alcohol, firearms, explosives, or other improper materials. As such, the School prohibits the possession, transfer, sale, or use of such materials on its premises. The Expedition School requires the cooperation of all employees in administering this policy.

Desks and other storage devices may be provided for the convenience and use of employees but remain the sole property of The Expedition School .

Accordingly, any agent or representative of The Expedition School can inspect them, as well as any articles found within them, at any time, either with or without prior notice and with or without reasonable cause and/or suspicion.

The Expedition School reserves the right to at any time and for any reason inspect the contents of any part of the memory of a School-owned computer and cellular telephone in addition to the contents of any part of the memory of a School-owned memory device such as, but not limited to, hard drives, floppy disks, ZIP/JAZ disks and USB memory sticks.

The Expedition School likewise strictly discourages theft or unauthorized possession of the property of employees, The Expedition School , visitors, and customers.

To facilitate enforcement of this policy, The Expedition School or its representative may inspect not only desks but also persons entering and/or leaving the premises and any packages or other belongings.

Any employee who wishes to avoid inspection of any articles or materials should not bring such items onto The Expedition School's property.

SOLICITATION

In an effort to assure a productive and harmonious work environment, persons not employed by The Expedition School may not solicit or distribute literature in the workplace at any time for any purpose.

Employees may not solicit or distribute literature concerning these activities during working time. (Working time does not include lunch periods, work breaks, or any other periods in which employees are not on duty.)

Examples of prohibited forms of solicitation include the collection of money, goods or gifts for:

- Community groups
- Religious groups
- Political groups
- Charitable groups
- The sale of goods, services, or subscriptions outside the scope of official organization business
- The circulation of petitions
- The distribution of literature not approved by the employer
- The solicitation of memberships, fees, or dues

In addition, the posting of written solicitations on School bulletin boards is restricted. Bulletin boards display important information and employees should consult them frequently for:

- Employee announcements
- Job openings
- Payday notice
- State disability insurance/unemployment insurance information
- Workers' compensation insurance information
- Organizational announcements

Section 4 – Your Benefits

HEALTH INSURANCE

All eligible employees may participate in the The Expedition School group medical plan, currently, the State Health Plan of North Carolina.

The Group plan provides a comprehensive medical insurance program for employees and their eligible dependents covering doctor visits, lab work, hospitalization, surgical and major medical expenses. This plan protects employees from the high costs associated with catastrophic illness.

Eligibility

Eligible employees are able to participate in the plan on the first of the month after completing 30 days of service as a regular full time employee. Currently, The Expedition School contributes the entire portion of the cost of the employee's insurance. Coverage for spouse and dependents is available at an additional cost.

An employee may enroll in the medical plan when they are first eligible (as stated above) or they may enroll during "open enrollment," which occurs on an annual basis. In some instances, i.e. if a spouse loses medical coverage, the employee may be able to enroll in the The Expedition School plan at a time other than "open enrollment". To qualify under these conditions, enrollment must be requested within 30 days of the event.

For further information, consult the policy declarations and terms contained in distributed employee insurance literature.

SUPPLEMENTAL INSURANCE

The Expedition School offers employees the opportunity to purchase supplemental insurance, including life and dental insurance, through AFLAC during the annual enrollment period.

SECTION 125 PLAN

The Expedition School has initiated a Section 125 plan that allows the employee to have premiums for the selected benefits deducted from their paycheck. Selected coverages are offered on a pre-tax basis, which represents an advantage to the employee by reducing their taxable wages, however, Social Security benefits may be slightly reduced as a result of this election.

The Section 125 Plan also stipulates that the employee can increase or decrease coverage on open enrollment periods. However, the employee cannot withdraw from a program at other times except under a few very limited circumstances.

WORKERS' COMPENSATION INSURANCE

The Expedition School provides workers' compensation insurance program at no cost to employees. This program covers any injury or illness sustained in the course of employment that requires medical, surgical or hospital treatment.

Subject to applicable legal requirements, workers' compensation insurance provides benefits after a short waiting period or, if the employee is hospitalized, immediately.

Employees who sustain work-related injuries or illnesses should inform their supervisor immediately. No matter how minor an on-the-job injury may appear, it is important that it be reported immediately. This will enable an eligible employee to qualify for coverage as quickly as possible.

Neither the School nor the insurance carrier will be liable for the payment of workers' compensation benefits for injuries that occur during an employee's voluntary participation in any off-duty recreational, social, or athletic activity sponsored by The Expedition School

TYPES OF DUTIES AND LEAVES

Jury Duty

The Expedition School encourages employees to fulfill their civic responsibilities by serving jury duty when summoned. Employees in an eligible classification may request up to one week of jury duty leave over any one-year period. Jury duty pay will be calculated on the employee's base pay rate times the number of hours the employee would otherwise have worked on the day of the absence. Only Regular full-time employees qualify for paid Jury duty.

If employees are required to serve jury duty beyond the period of paid jury duty leave, they may use any available paid time off or may request an unpaid jury duty leave of absence. Employees must show the jury duty summons to the Director/Principal immediately when it is received so that arrangements may be made to accommodate their absence with teachers being responsible for completing a notice of absence form. Of course, employees are expected to report for work whenever the court schedule permits. Either the School or the employee may request an excuse from jury duty if, in The Expedition School's judgment, the employee's absence would create serious operational difficulties.

The School will continue to provide health insurance benefits for the full term of the jury duty absence. Benefit accruals, such as vacation, sick/personal time off, and holiday benefits, will continue to accrue during jury duty leave.

Witness Duty

The Expedition School supports employees who must appear in court for witness duty when subpoenaed to do so. If employees have been subpoenaed or otherwise requested to testify as witnesses by The Expedition School they will receive paid time off for the entire period of witness duty.

Employees will be granted a maximum of three (3) days of paid time off to appear in court as a witness at the request of a party other than The Expedition School. Employees will be paid at their base rate and are free to use any remaining paid leave benefits (such as vacation leave) to receive compensation for any period of witness duty absence that would otherwise be unpaid. The subpoena should be shown to the Director/Principal immediately after it is received so that operating requirements can be adjusted, where necessary, to accommodate the employee's absence. The

employee is expected to complete a notice of absence form and to report for work whenever the court schedule permits.

Bereavement Leave

Employees who need to take time off due to the death of an immediate family member should notify the *Director/Principal and the executive secretary* immediately. Up to three days of paid bereavement leave will be provided to regular full-time and part-time employees. No paid bereavement leave is available to other employee classifications. This will not be deducted from personal/sick day time.

Bereavement pay is calculated based on the base pay rate at the time of absence and will not include any special forms of compensation, such as incentives, commissions, bonuses, or shift differentials. Bereavement leave will be granted unless there are unusual business needs or staffing requirements. Employees may, with the Director's approval, use any available paid leave for additional time off as necessary.

The Expedition School defines "immediate family" as the employee's spouse, parent, child, stepchild, sibling, mother/father-in-law, brother/sister-in-law, daughter/son-in-law, grandparents or grandchildren.

Family and Medical Leave

The Expedition School adheres to all provisions of the Family Medical Leave Act and to any state acts regarding family and medical leave. The Expedition School will define all eligibilities, definitions and other conditions of family and/or medical leave as those promulgated by the FMLA and/or any applicable state act(s).

Eligible employees should make requests for family and medical leaves to the Director/Principal at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events. Employees requesting family and medical leaves related to the serious health condition of a child, spouse, or parent may be required to submit a health care provider's statement verifying the need for a family and medical leave to provide care, its beginning and ending dates, and the estimated time required in the leave.

Subject to the terms, conditions, and limitations of the applicable plans, health insurance benefits will be provided by The Expedition School for the full period of the family and medical leave whenever such insurance was provided before the leave was taken and on the same terms as if the employee had continued to work.

Benefit accruals, such as vacation, sick/personal leave, and holiday benefits will be suspended during the unpaid leave and will resume upon return to active employment.

So that an employee's return to work can be properly scheduled, an employee on family leave is requested to provide The Expedition School with at least two weeks advance notice of the date the employee intends to return to work. When family leave ends, the employee will be reinstated to the same position, if it is available, or to an equivalent position for which the employee is qualified. If an employee fails to report to work promptly at the end of the approved leave period, The Expedition

School will assume that the employee has resigned. As approved by the Board of Directors of TES on March 3, 2009:

The Expedition School **Medical Leave Policy**

The Expedition School strives to recruit and retain exceptional staff members. The school recognizes that supporting employees as they balance career, childbirth, and untimely medical issues ultimately benefits the institution. Our goal is to create a community that supports employees and their families and regards family care concerns as legitimate and important.

With this goal in mind, The Expedition School will provide **paid medical leave (PML)** under an accumulated medical leave program. Employees will accumulate paid medical leave days under the following formula:

- For each full month that a full-time employee (40 hours/week) has been on the TES payroll, he/she will earn one day of paid medical leave. Part-time employees (20-30hours) will earn ½ day of paid medical leave per month.
- A maximum of 30 paid medical leave days (six working weeks) can be accumulated by any employee.
- The PML shall ONLY be used for a doctor-documented extended medical leave of the employee, the employee's spouse, or employee's children concurrent with an FMLA documented leave request while the employee is on active TES payroll. These may not be used in lieu of established personal and sick days.
- The PML may be combined with unused personal and sick leave days (8 days), as long as the extended leave is documented by a doctor under FMLA.
- If all or part of the 30 days is used for a documented FMLA leave, upon the employee's return to work, additional leave days may begin to accumulate at the same rate of one per month up to a maximum of 30 days.
- PML days are not payable to employees upon separation of employment.

The benefits afforded staff under this policy are intended to be consistent and not in conflict with the rights afforded under the federal Family Medical Leave Act (FMLA). Any leave taken under this policy is intended to count as and run concurrent with FMLA leave.

Full-time employees are strongly encouraged to purchase short-term and/or disability insurance each year during open enrollment for cafeteria plan insurance policies. Employee purchased short-term disability insurance supplements income while employees are out of work under FMLA leave.

For information about FMLA, please refer to the following website
<http://www.dol.gov/esa/whd/fmla/index.htm>.

Overview

Covered employers must grant an eligible employee up to a total of 12 workweeks of unpaid leave during any 12-month period for one or more of the following reasons:

- for the birth and care of the newborn child of the employee;
- for placement with the employee of a son or daughter for adoption or foster care;
- to care for an immediate family member (spouse, child, or parent) with a serious health condition;
or
- to take medical leave when the employee is unable to work because of a serious health condition.

Sabbaticals and Leaves of Absence

The Expedition School *may* provide, at its own discretion, a sabbatical or leave of absence *without pay* to eligible employees who wish to take time off from work duties to fulfill personal obligations. Only regular, full-time employees who have worked for the School for a minimum of two consecutive years are eligible to request personal leave as described in this policy.

As soon as eligible employees become aware of the need for a sabbatical or leave of absence, they should request leave from the Director. A sabbatical or leave of absence may be granted for a period of up to 12 weeks for every 12 months worked. With approval, an employee may take any available sick or vacation time as part of the approved sabbatical or leave of absence.

Requests for a sabbatical or leave of absence will be evaluated based on a number of factors, including anticipated workload requirements and staffing considerations during the proposed period of absence.

When a sabbatical or leave of absence ends, every reasonable effort will be made to return the employee to the same position, if it is available, or to a similar available position for which the employee is qualified. However, The Expedition School does not guarantee reinstatement.

If an employee fails to report to work promptly at the expiration of the approved leave period, the School will assume the employee has resigned.

Personal and Sick Leave

All full-time personnel will be granted eight days (64 hours) of absence for personal reasons during the school year without loss of salary. Leave is not automatic or cumulative. Request forms must be obtained from the Director's office and should be filed with the executive secretary at least one week in advance of the requested leave.

Part-time salaried employees are allowed four days of personal/sick days per year (32 hours).

Necessary additional leave may be granted to an employee for absences due to other reasons, which are discussed with and approved by the Director. Staff members who exceed their allotted personal and sick days may have their salary reduced by an amount equivalent to cover a substitute for the additional day(s).

Longevity Pay

Beginning with the 2008/09 school year, in honor of the tenth anniversary of TES, the Board has established a longevity supplement to be paid as follows:

At the employee's tenth anniversary date as a TES employee, he/she will receive a one-time \$1,000 longevity supplement.

At each five year additional anniversary date, additional supplements will be paid in increments of \$500. Thus, at the 15th year anniversary, a \$1,500 supplement is paid; at the 20th, a \$2,000 supplement, etc.

Please note that all supplements are subject to payroll deductions.

Military Leave

The Expedition School complies with the Uniformed Services Employment and Re-Employment Rights Act of 1994 (USERRA). The Expedition School will define all eligibilities, definitions and other conditions of military leave, employment and reemployment as those promulgated by the USERRA.

NEW BENEFITS

From time to time, the School may change or add new School paid or supplemental benefits to our employee package. We strive to make additions and improvements available to our employees on a regular basis and information about new programs will be given to employees as they become available. Employee feedback is always appreciated.

EMPLOYEE ACKNOWLEDGEMENT OF UNDERSTANDING

EMPLOYEE COPY

I hereby acknowledge, by my signature below, that this employee handbook describes important information about The Expedition School , and I understand that I should consult with the Director regarding any questions not answered in the handbook.

I have entered into my employment relationship with The Expedition School voluntarily and acknowledge there is no specified length of employment. Accordingly, I understand that The Expedition School can terminate the relationship at will, with or without cause, at any time so long as there is no violation of applicable Federal or State law. I also understand that I can terminate the relationship at will, with or without cause, at any time so long as there is no violation of applicable Federal or State law.

Since the information, policies, and benefits described here are necessarily subject to change, I acknowledge that revisions to the handbook may occur, except to The Expedition School's policy of employment-at-will. All such changes will be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing policies. Only the Board of Directors has the ability to adopt any revisions to the policies set forth in this handbook.

Furthermore, I acknowledge that this handbook is neither a contract of employment nor a legal document. I have received the handbook and understand it is my responsibility to read and comply with the policies contained herein and any revisions that may follow.

Employee Name (printed):	
Employee Signature:	
Date:	_____ / _____ /20_____
Witness Name (printed):	
Witness Signature:	
Date:	_____ / _____ /20_____

EMPLOYEE ACKNOWLEDGMENT OF RECEIPT OF HANDBOOK

Employee Copy

- I received, I read and I understand this handbook.
- I understand that this handbook supersedes all other handbooks.
- I understand that this handbook can be modified, in whole or in part.
- I have received, read or had read to me and understand the disclaimer that provides that I am an employee at will.
- I consent to drug testing.
- I consent to electronic and other work place monitoring.
- I consent to security inspection.
- I understand that I have no privacy rights in any of my electronic communications including, but not limited to, voice mail, email and my computer.

PRINT FULL NAME: _____

SIGNED: _____

DATE: _____

REPRESENTATIVE OF EMPLOYER: _____

SIGNED: _____

DATE: _____

POSITION OF REPRESENTATIVE: _____

STEM ATTRIBUTE RUBRIC

North Carolina Department of Public Instruction STEM Education Schools and Programs STEM Attribute Implementation Rubric

STEM Attributes describe a quality STEM education school or program. For each attribute, there are criteria to describe an Early, Developing, Prepared, or Targeted school or program. These criteria will help schools learn the steps needed to become a prepared or targeted quality program.

STEM Attributes are based on local, state and national research and public feedback from 125 practitioners, educators, and business leaders.

STEM Attributes ** Reference STEM Implementation Rubric	Early	Developing	Prepared	Target
Integrated Science, Technology, Engineering and Mathematics (STEM) curriculum, aligned with state, national, international and industry standards				
A1) Project-based learning with integrated content across STEM subjects				
A2) Connections to effective in and out-of-school STEM programs				
A3) Integration of technology and virtual learning				
A4) Authentic assessment and exhibition of STEM skills				
A5) Professional development on integrated STEM curriculum, community/industry partnerships and postsecondary education connections				
A6) Outreach, support and focus on underserved, especially females, minorities, and economic disadvantaged				
On-going community and industry engagement				
B1) A communicated STEM plan is adopted across education, communities and businesses				
B2) STEM work-based learning experiences, to increase interest and abilities in fields requiring STEM skills, for each student and teacher				
B3) Business and community partnerships for mentorship, internship and other STEM opportunities that extend the classroom walls				
Connections with postsecondary education				
C1) Alignment of student's career pathway with post-secondary STEM program(s)				
C2) Credit completion at community colleges, colleges and/or universities				



North Carolina Department of Public Instruction STEM Education Schools and Programs
STEM Attribute Implementation Rubric

HOW TO USE THIS RUBRIC:

1. The following Rubric outlines the quality indicators of each STEM Attribute.
2. The Implementation Continuum across the page describes the degree of quality of each attribute in a school or program.

“Target”	Highest level of achievement representing a model
“Prepared”	Quality program meeting expectations
“Developing”	Needs improvement but program has a good start
“Early”	Beginning STEM program
3. The Key Elements on the side of the chart group the quality indicators into a category.
4. Directions:

Highlight the one implementation Continuum description that best describes your school or program for each key element.



(A1) Curriculum: Project-based learning (PBL) with integrated content across STEM subjects				
Key Elements	Implementation Continuum			
	Early →	Developing →	Prepared →	Target ●
Frequency of PBL	Project-based learning is used rarely in 1-2 subject(s)/grade level(s), providing few learning experiences that have high potential for student engagement (e.g. using technology tools, participating in issues- or community-based activities, and completing capstone projects that address real-world problems)	Project-based learning is used occasionally in more than 2 STEM subjects/grade levels, providing some learning experiences that have high potential for student engagement (e.g. using technology tools, participating in issues- or community-based activities, and completing capstone projects that address real-world problems)	Project-based learning is used frequently in all STEM subjects at all grade levels so that many learning experiences have high potential for student engagement (e.g. using technology tools, participating in issues- or community-based activities, and completing capstone projects that address real-world problems)	Project-based learning is used regularly across multiple subjects at all grade levels, so that a majority of learning experiences have high potential for student engagement (e.g. using technology tools, participating in issues- or community-based activities, and completing capstone projects that address real-world problems)
Frequency of STEM Integration	Up to 25% of teachers make explicit efforts to integrate STEM across core subjects, requiring students to synthesize knowledge across disciplines	26-51% of teachers make explicit efforts to integrate STEM across core subjects, requiring students to synthesize knowledge across disciplines	51-75% of teachers make explicit efforts to integrate STEM across core subjects, requiring students to synthesize knowledge across disciplines	Over 75% of teachers use rigorous, integrated curricula that make meaningful connections with STEM across core subjects, requiring students to synthesize knowledge across disciplines
STEM PLCs	Teachers occasionally share lessons and activities through infrequent, common planning and professional learning community meetings	In their professional learning communities teachers occasionally share lessons and activities that promote higher-level thinking	In their professional learning communities teachers frequently share and co-create new or improved activities that promote higher-level thinking	In their professional learning communities teachers regularly share and co-create new or improved activities that promote higher-level thinking
Multi-subject PLCs	No common planning time focuses on integrating teaching and learning across grades/content areas	Annual common planning time focuses on integrating teaching and learning across grades/content areas	Biannual common planning time focuses on integrating teaching and learning across grades/content areas	Quarterly common planning time focuses on integrating teaching and learning across grades/content areas
Physical Space	Computer labs or classrooms are transformed into collaborative spaces and project work areas when necessary	At least one space is available specifically for student collaboration and project work	At least 2 facilities and spaces are available specifically for student collaboration and project work	Multiple facilities and spaces are available for face-to-face and virtual collaboration among students and teachers, including small group learning areas, project rooms, inquiry studios, and exhibition spaces

(A2) Curriculum: Connections to effective in- and out-of-school STEM programs				
Key Elements	Implementation Continuum			
	Early →	Developing →	Prepared →	Target ●
STEM Network	Program has limited engagement with a STEM network, participating in occasional cross-sector partnerships and collaborations	Program has occasional engagement with a STEM network and is seeking to establish a few partnerships with other schools, communities, post-secondary institutions, and business/industry	Program frequently engages in a STEM network, maintaining several partnerships with other schools, communities, post-secondary institutions and business/industry experts and resources	The program continuously engages in a STEM network, maintaining multiple partnerships and establishing new ones, that connect schools to communities, post-secondary institutions and STEM business/industry experts and resources
Research & Development	Program leaders and participants do not access and share research and best practices related to their program goals	Program leaders and participants occasionally access and share research and best practices related to their program goals and occasionally use this data for program improvement	Program leaders and participants frequently access and share research and best practices related to their program goals and use this data for program improvement	Program leaders and participants regularly access and share research and best practices related to their program goals and use this data for program improvement
Students and STEM Professionals	Leaders are creating plans to provide opportunities for students to meet STEM professionals and to participate in STEM learning environments outside school (including opportunities such as field trips, clubs, competitions, study trips, internships, and summer/afterschool/weekend programs taught by STEM teachers and/or industry professionals)	Direct experiences with STEM professionals and STEM learning environments both during and outside school are available 1-2 times throughout the year (including opportunities such as field trips, clubs, competitions, study trips, internships, and summer/afterschool/weekend programs taught by STEM teachers and/or industry professionals)	Direct experiences with STEM professionals and STEM learning environments both during and outside school are available several times throughout the year (including opportunities such as field trips, clubs, competitions, study trips, internships, and summer/afterschool/weekend programs taught by STEM teachers and/or industry professionals)	Direct experiences with STEM professionals and STEM learning environments both during and outside school are available continuously throughout the year (including opportunities such as field trips, clubs, competitions, study trips, internships, and summer/afterschool/weekend programs taught by STEM teachers and/or industry professionals)

(A3) Curriculum: Integration of technology and virtual learning				
Key Elements	Implementation Continuum			
	Early →	Developing →	Prepared →	Target ●
Common Technology	Common technology resources linked to standards and curriculum have been identified	Common technology resources linked to standards and curriculum are available for teachers and students; up to 50% of students have mastered common technology applications	Common technology resources linked to standards and curriculum are being used by most teachers and students; 51-85% of students have mastered common technology applications	Common technology resources linked to standards and curriculum are being used by all teachers and students; more than 86% of students have mastered common technology applications
Integrated Technology	A few virtual, computer-based, mobile, and other technology tools are used infrequently to support teaching and learning	Virtual, computer-based, mobile, and other technology tools are used occasionally to support teaching and learning through activities such as web-based lessons, projects requiring students to use computer applications, probeware and other online learning activities	Virtual, computer-based, mobile, and other technology tools are used frequently to support teaching and learning through activities such as web-based lessons, projects requiring students to use computer applications, probeware, and other online learning activities	Virtual, computer-based, mobile, and other technology tools are integrated seamlessly into teaching and learning, including web-based lessons on standards-based content, projects requiring students to use computer applications, probeware, and online communication between and among teachers and students, etc.
Tech Resources for Teachers	Teachers have occasional access to digital instructional resources for STEM	Teachers have frequent access to digital instructional resources for STEM	Teachers have on-demand access to digital instructional resources for STEM throughout the entire school, and teachers receive occasional STEM resource notifications and updates	Teachers have on-demand access to digital instructional resources for STEM in various instructional settings (e.g. school, home, community) and teachers receive regular STEM resource notifications and updates
Tech Support	Teachers and administrators rarely have access to tech support for maintenance and consulting	Teachers and administrators occasionally have access to tech support for maintenance and consulting	Teachers, administrators and students have frequent access to tech-support for maintenance and consulting	Teachers, administrators and students have on-demand access to tech-support for maintenance and consulting

(A4) Curriculum: Authentic assessments and exhibition of STEM skills				
Key Elements	Implementation Continuum			
	Early →	Developing →	Prepared →	Target ■
Authentic Assessments	Teachers are being encouraged and supported to use multiple indicators of student success, including performance, project-based and portfolio assessments	As many as 50% of teachers use multiple indicators of student success, including performance, project-based and portfolio assessments	51-75% of teachers use multiple indicators of student success, including performance, project-based and portfolio assessments	All teachers and students are immersed in a student-centered learning environment that supports the use of multiple indicators of success, such as performance, project-based and portfolio assessments
Teachers Collaboratively Develop Assessments	Teachers do not share assessment strategies, such as formative, benchmark and summative assessments or performance-based assessments	A couple times a year teachers share assessment strategies, such as formative, benchmark and summative assessments or performance-based assessments; they occasionally co-create assessments	Teachers collaborate quarterly to develop or improve multiple measures of student success, such as formative, benchmark, summative, and performance-based assessments, and to discuss strategies for analyzing student performance and using results to inform instruction	Teachers collaborate at least monthly to develop or improve multiple measures of student success, such as formative, benchmark, summative, and performance-based assessments, and to discuss strategies for analyzing student performance and using results to inform instruction
Culture of Innovation	Program leadership occasionally honors and encourages innovation among students	Program leadership frequently honors and encourages innovation among students	Program leadership and program participants frequently honor and encourage innovation among both faculty and students	Program culture constantly honors, encourages and incentivizes innovation among faculty, parents, students and others
Celebrate STEM Work	Students, teachers and administrators rarely celebrate high-quality student work in STEM	Students, teachers and administrators celebrate high-quality student work in STEM with occasional on-site and online exhibits	Students, teachers and administrators celebrate high-quality student work in STEM with frequent on-site and online exhibits	Students, teachers and administrators celebrate high-quality student work in STEM through on-going student exhibits on-site, online and/or in state and national forums

(A5) Curriculum: Professional development on integrated STEM curriculum, community/industry partnerships and connections with postsecondary education				
Key Elements	Implementation Continuum			
	Early →	Developing →	Prepared →	Target ●
Individualized PD	Teachers participate in large group professional development sessions to acquire basic STEM skills	Teachers participate in large group professional development sessions focusing on building capacity to integrate STEM effectively into content areas, with follow-up that facilitates implementation	Individual teachers have unique STEM professional development goals and are able to tailor as much as 50% of their professional development activities to meet their individual needs	Individual teachers have unique STEM professional development goals and are able to tailor over 75% of their professional development activities to meet their individual needs
Job-embedded PD	Job-embedded approach to professional development, with opportunities for practice and reflection, is rarely used	Job-embedded approach to professional development, with opportunities for practice and reflection, is occasionally used	Job-embedded approach to professional development, with opportunities for practice and reflection, is frequently used	Job embedded approach to professional development, with opportunities for practice and reflection, is regularly used
Specific to Student-Learners	Professional development resources lack specificity and focus on standardized, scripted teaching strategies	Professional development resources occasionally focus on specific STEM content for specific types of learners	Professional development resources frequently focus on specific STEM content for specific types of learners	Professional development resources regularly focus on specific STEM content for specific types of learners
Frequency of PD	Teachers participate in less than 9 hours of STEM professional development per year	Teachers participate in 9-18 hours of STEM professional development per year	Teachers participate in 19-29 hours of STEM professional development per year	Teachers participate in 30 or more hours of STEM professional development per year

(A6) Curriculum: Outreach, support and focus on underserved students, especially females, minorities and economically disadvantaged students				
Key Elements	Implementation Continuum			
	Early →	Developing →	Prepared →	Target ●
Culture of Trust	A few program leaders have articulated what the culture of trust, inquiry, creativity, and possibility looks like, emphasizing the inclusion of all students and adults in this culture	A core group of program participants maintain a culture of trust, inquiry, creativity, and possibility, emphasizing the inclusion of all students and adults in this culture	A culture of trust, inquiry, creativity, and possibility exists throughout a majority of participants in the program, emphasizing the inclusion of all students and adults in this culture	A strong culture of trust, inquiry, creativity, and possibility exists between and among almost all participating students, teachers and administrators, emphasizing the inclusion of all students and adults in this culture
Support Under-Represented Students	No policies and practices that support equity and access for all students	Policies and practices that support equity and access for all students identify under-represented or struggling students; they engage as much as 50% of those students	Policies and practices that support equity and access for all students identify under-represented or struggling students; they engage 51-75% of those students	Policies and practices that support equity and access for all students identify under-represented or struggling students; they engage almost all of those students
Inspire Under-Represented Students	1 in-school program introduces, inspires and informs under-represented and struggling students about careers in STEM fields	2 or more in-school programs introduce, inspire and inform under-represented and struggling students about careers in STEM fields	2 or more in-school programs and 1-2 out-of-school programs introduce, inspire and inform under-represented and struggling students about careers in STEM fields (out-of-school programs can include direct experiences with real STEM professionals through summer bridge programs and field trips facilitated by community youth development organizations, for example)	Multiple in-school and out-of-school programs introduce, inspire and inform under-represented and struggling students about careers in STEM fields (out-of-school programs can include direct experiences with real STEM professionals through summer bridge programs and field trips facilitated by community youth development organizations, for example)

(B1) Community: A communicated STEM plan is adopted across education, communities and businesses				
Key Elements	Implementation Continuum			
	Early ➡	Developing ➡	Prepared ➡	Target ●
STEM Program Plan	The leadership team creates a basic STEM program plan in which <i>STEM Attributes</i> are not evident	The leadership team creates a detailed STEM program plan grounded in research and in which 1-4 <i>STEM Attributes</i> are evident	The leadership team, which includes at least one student, creates a detailed STEM program plan grounded in research, aligned with district strategic plans focused on student achievement in STEM and demonstrates evidence of 5-8 <i>STEM Attributes</i>	The leadership team, which includes multiple students, leads stakeholders in a collaborative decision-making process to create a STEM program plan grounded in research, aligned with district strategic plans and demonstrating evidence of 9 or more <i>STEM Attributes</i>
Communicate STEM Program Plan	The leadership team's minimal communication of a STEM program plan and other activities with teachers and key stakeholders maintains limited participation and buy-in	The leadership team's occasional communication of a STEM program plan and other activities with teachers and key stakeholders develops some participation and buy-in	The leadership team's frequent communication of the STEM program plan and other activities with teachers and key stakeholders secures increased participation and buy-in and bolsters sustainability of the initiative	The leadership team's constant communication of the STEM program plan and other activities with teachers and key stakeholders secures maximum participation and buy-in and bolsters sustainability of the initiative
Program Data	Student data on STEM performance is available annually to administrators and teachers and is rarely used to inform instructional and programmatic decision-making	Student data on STEM performance is available annually to administrators and teachers and is used yearly to inform instructional and programmatic decision-making	Student data on STEM performance is available quarterly to administrators and teachers and is used to inform instructional and programmatic decision-making and to support continuous improvement throughout the year	On-demand, up-to-date student data on STEM performance is available to administrators and teachers and is used to inform instructional and programmatic decision-making and support continuous improvement
Resource Allocation	Limited discretionary funds are allocated for implementation of STEM strategies	Discretionary funds and other resources are allocated to advance implementation of some STEM strategies outlined in the program plan	Discretionary funds and other resources are allocated to advance implementation of most of the STEM strategies outlined in the program plan	Discretionary funds and other resources are allocated to advance implementation of all the STEM strategies outlined in the program plan

(B2) Community: STEM work-based learning experiences, to increase interest and abilities in fields requiring STEM skills, for each student and teacher				
Key Elements	Implementation Continuum			
	Early →	Developing →	Prepared →	Target ●
Learning Directly Connected to Industries	Program leaders are researching and planning in-school learning opportunities that directly connect to current work in STEM industries and careers	1-2 in-school learning opportunities per year are directly connected to current work in STEM industries and careers	Several in-school learning opportunities are directly connected to current work in STEM industries and careers	In-school learning opportunities are frequently directly connected to current work in STEM industries and careers
Students Work in Teams	Students rarely work and learn in teams to frame problems and test solutions	Students occasionally work and learn in teams with clearly defined individual and team expectations to frame problems and test solutions	Students frequently work and learn in teams with clearly defined individual and team expectations to frame problems and test solutions	On a daily basis students work and learn in teams with clearly defined individual and team expectations to frame problems and test solutions
Teachers Interact with STEM Industries	Very few STEM teachers participate in customized, applied learning experiences in order to increase their STEM content knowledge and develop their pedagogy of inquiry and problem-solving	As many as 25% of STEM teachers participate in at least 1 customized, applied learning experience in order to increase their STEM content knowledge and develop their pedagogy of inquiry and problem-solving (opportunities can include teacher fellowships, externships, team-teaching with STEM industry partners, etc.)	As much as 50% of STEM teachers participate in at least 1 customized, applied learning experience in order to increase their STEM content knowledge and develop their pedagogy of inquiry and problem-solving (opportunities can include teacher fellowships, externships, team-teaching with STEM industry partners, etc.)	All STEM teachers participate in customized, applied learning opportunities in order to increase their STEM content knowledge and develop their pedagogy of inquiry and problem-solving (opportunities can include teacher fellowships, externships, team-teaching with STEM industry partners, etc.)
STEM Professionals & Lesson Planning	Teachers rarely interact with other STEM professionals in business, industry and higher education	Teachers occasionally have limited interactions with other STEM professionals in business, industry and higher education	Teachers occasionally collaborate with other STEM professionals in business, industry and higher education, developing together new learning environments to empower students to think critically and address real-world problems	Teachers frequently collaborate with other STEM professionals in business, industry and higher education, developing together new learning environments to empower students to think critically and address real-world problems

(B3) Community: Business & community partnerships for mentorship, internship and other STEM opportunities extend the classroom walls				
	Implementation Continuum			
	Early →	Developing →	Prepared ●	Target ●
Vertical Planning	Program leadership maintains collaboration within a STEM network through the exchange of resources and the sharing of best practices and lessons learned	Unified program leadership maintains reciprocal and trusted collaboration within a STEM network through the exchange of resources and the sharing of best practices and lessons learned	Unified leadership maintains reciprocal and trusted collaboration within a STEM network through transparent interactions and decisions, open communication, exchange of resources, reinforcement of shared visions and goals, and sharing of best practices and lessons learned	Teachers vertically plan within and across (between elementary, middle, and high) schools biannually
Counselor & Student Relationships	Communication tools, such as social media, newsletters, webinars, and meetings, are used occasionally to communicate externally	Communication tools, such as social media, newsletters, webinars, and meetings, are used frequently to communicate externally	Communication tools, such as social media, newsletters, webinars, meetings, are used regularly to communicate externally	Career counselors and students have developed one-on-one relationships and use both face-to-face and virtual communication frequently, including at least quarterly face-to-face meetings, to plan, discuss and track the connections and alignment of students' pathways to post-secondary education and careers
Counselors & Teachers Communicate	A team of stakeholders assembles roughly every 2-3 years to discuss STEM education problems, including long-term funding; these individuals include the district leadership team, local business partners, and other individuals	A team of stakeholders assembles annually to continue building long-term funding streams; these individuals include the district leadership team, local business partners, and other individuals	A team of stakeholders assembles semi-annually to maintain long-term funding streams; these individuals include the district leadership team, local business partners, and other business individuals	Career counselors and teachers meet quarterly to plan, discuss the connections and alignment of students' pathways to post-secondary education and careers
Information Sharing	Information about post-secondary STEM programs and STEM enrollment topics is rarely accessed and shared with counselors	Information about post-secondary STEM programs and STEM enrollment topics is occasionally accessed and shared with counselors	Information about post-secondary STEM programs and STEM enrollment topics is frequently accessed and shared with both teachers and counselors	Information about post-secondary STEM programs and STEM enrollment topics is regularly accessed and shared with both teachers and counselors

(C1) Connections: Alignment with students' career pathways to postsecondary STEM program(s)				
Key Elements	Implementation Continuum			
	Early →	Developing →	Prepared →	Target ●
Vertical Planning	Teachers do not vertically plan within and across (between elementary, middle and high) schools	Teachers vertically plan within and across (between elementary, middle and high) schools every 2-3 years	Teachers vertically plan within and across (between elementary, middle and high) schools annually	Teachers vertically plan within and across (between elementary, middle, and high) schools biannually
Counselor & Student Relationships	Career counselors and students have brief and limited interactions	Career counselors and students communicate virtually or face-to-face at least quarterly about the students' future plans and how they connect to their academic activities	Career counselors and students have developed one-on-one relationships, meeting face-to-face at least quarterly to discuss, plan and track the connections and alignment of students' pathways to post-secondary education and careers	Career counselors and students have developed one-on-one relationships and use both face-to-face and virtual communication frequently, including at least quarterly face-to-face meetings, to plan, discuss and track the connections and alignment of students' pathways to post-secondary education and careers
Counselors & Teachers Communication	Career counselors and teachers do not meet to plan, discuss and track the connections and alignment of students' pathways to post-secondary education and careers	Career counselors and teachers meet annually to plan, discuss and track the connections and alignment of students' pathways to post-secondary education and careers	Career counselors and teachers meet semi-annually to plan, discuss and track the connections and alignment of students' pathways to post-secondary education and careers	Career counselors and teachers meet quarterly to plan, discuss the connections and alignment of students' pathways to post-secondary education and careers
Information Sharing	Information about post-secondary STEM programs and STEM enrollment topics is rarely accessed and shared with counselors	Information about post-secondary STEM programs and STEM enrollment topics is occasionally accessed and shared with counselors	Information about post-secondary STEM programs and STEM enrollment topics is frequently accessed and shared with both teachers and counselors	Information about post-secondary STEM programs and STEM enrollment topics is regularly accessed and shared with both teachers and counselors

(C2) Connections: Credit completion at community colleges, colleges and/or universities				
Key Elements	Implementation Continuum			
	Early →	Developing →	Prepared →	Target ●
Credit Completion Availability	STEM program plan includes no formal course offerings for which credit completion would be available, but occasionally supports students to enroll in courses offered by post-secondary institutions	STEM program plan includes a few course offerings for which credit completion would be available based upon a limited agreement and relationship with a post-secondary institution	STEM program plan includes multiple course offerings for which credit completion is available based upon developing agreements and relationships with 1-2 post-secondary institutions; offerings were thoughtfully selected based upon the school's resource needs and the student population's needs	STEM program plan includes a wide variety of course offerings for which credit completion is available based upon strong agreements and relationships with 2-3 post-secondary institutions; offerings were thoughtfully selected based upon the school's resource needs and the student population's needs
Student Enrollment	Less than 5% of target students are enrolled in any credit completion opportunities	5-25% of target students are enrolled in any credit completion opportunities	26-50% of target students are enrolled in credit completion opportunities	Over 50% of target students are enrolled in credit completion opportunities
Comprehensive Advising	Some career counselors understand the credit completion and post-secondary enrollment process and rarely advise students on this opportunity	Career counselors understand the credit completion and post-secondary enrollment process and occasionally advise students on this opportunity	Both career counselors and STEM teachers understand the credit completion and post-secondary enrollment process and occasionally advise students on this opportunity	All career counselors and teachers thoroughly understand the credit completion and post-secondary enrollment process and regularly advise students on this opportunity

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A NEW CHARTER SCHOOL?

BACKERS GOING TO STATE WITH PROPOSAL FOR SCIENCE-FOCUSED K-8 IN HILLSBOROUGH

BY MATT GOAD

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The Howard and Lillian Lee Scholars Charter School may not be the last charter school for Orange County. And the next one might be on the way sooner than later. Backers of **The Expedition School** say they have a better way to teach science and math to youngsters — and a better way to teach every subject, for that matter.

Patricia Brummit, a teacher working on the proposal, says the school will be different because it will use “project-based learning,” an approach that allows students to learn several subjects in one assignment rather than learning one subject at a time. Students might have a garden project, for example, that would teach math, science, art and writing.

First, of course, the school must gain approval from the state **Board of Education**. The group is working on an application due by April 13. The plan is to open a K-8 school in Hillsborough in the fall of 2013, and it doesn't sound like

the Expedition folks will have a fight on their hands the way the Lee school did.

“Orange County has never opposed charter schools, and I don't anticipate that we will at this time,” **Superintendent Patrick Rhodes** says.

BACKSTORY The Board approved three charter schools in the Triangle earlier this month after the General Assembly lifted a 100-school cap. Included in that group, the Lee Scholars Charter School has the stated goal of narrowing the college achievement gap for minorities and low-income students. The proposed Expedition School would be a STEM- (Science, Technology, Engineering and Mathematics) focused school modeled after Durham's **Duke School for Children**, **Central Park School for Children** and **Voyager Academy**.

Chapel Hill-Carrboro City Schools and the NAACP opposed the Lee school, citing concerns about re-segregation and the school's management company, the for-profit **National Heritage Academies**. So far, plans for The Expedition School do not include for-profit companies. **TW**