

Pinnacle Classical Academy



DARE TO SOAR

Pinnacle Classical Academy

CHARTER SCHOOL APPLICATION
Anticipating Opening
Fall of 2013

I. APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: Pinnacle Classical Academy

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Pinnacle Classical Academy, Inc.

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

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

NAME OF CONTACT PERSON: Carolyn L. Jackson, Ph.D.

TITLE/RELATIONSHIP TO NONPROFIT: Education Consultant

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Location Proposed Charter School (LEA): Cleveland County

Conversion:

No:

Yes: If so, Public or Private:

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

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

Description of Targeted Population:

Pinnacle Classical Academy (PCA) will target every eligible student in Cleveland County and surrounding areas who desires a high quality, tuition-free education. Academic opportunities will be afforded for students including experiencing the *Core Knowledge Sequence*, STEM courses highly emphasized and participating in classical education topics. The International Baccalaureate Program will be incorporated into the PCA curriculum once upper grades are added and teachers are trained to implement the IB Program. The Board acknowledges that any North Carolina student is eligible to apply to enroll in PCA.

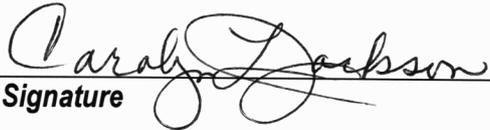
Surveys conducted in preparation for filing an application for a charter school indicate there is a need in Cleveland County for an alternative school for students. During the 2011-12 school year, approximately 600 students from the county either attended or were on the waiting lists for Thomas Jefferson Classical Academy-CFA in Rutherford County or Piedmont Community Charter School-CFA in Gaston County. Students travel up to forty minutes each way to attend these schools. PCA will provide families a more convenient choice for a rigorous curriculum and high expectations in their own community. PCA will also provide an educational choice to families whose students are currently enrolled in the Cleveland County school system and are unable to travel to either of the aforementioned schools. In addition, PCA will target students in local private schools and home-schooled students who would like a tuition-free, high-quality alternative educational experience. There have been strong indications from families, who favor charter schools, throughout Cleveland and surrounding counties that would choose to enroll their children in PCA. Active solicitation will target all eligible, interested students in Cleveland County and surrounding areas regardless of ethnicity, religion, or socio-economic status for enrollment in PCA.

Proposed Grades Served: K - 12 **Proposed Total Enrollment:** 484 at end of 5th year

Projected School Opening Year: 2013 **Month:** August

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	K-6	308		X
Second Year	K-7	352		X
Third Year	K-8	396		X
Fourth Year	K-9	440		X
Fifth Year	K-10	484		X

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


Signature

Carolyn L. Jackson, Ph.D.
Printed Name

Education Consultant
Title

April 11, 2012
Date

II. TABLE OF CONTENTS FOR THE APPLICATION

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

MISSION:

The mission of the proposed charter school is as follows:

Pinnacle Classical Academy will provide all students with a premier college preparatory education built on the foundation of the Core Knowledge Sequence, emphases of STEM courses and 21st Century Skills, good citizenship and classical education in collaboration with committed parents, inspiring educators and motivated students.

Mission Background Statement:

Pinnacle Classical Academy will be a tuition-free, public charter school which embraces research-based instructional practices, enhanced curriculum design, state of the art technology, and high academic and behavioral standards. The culture of the school will be built on a foundation of ethical character modeled by the school's staff. PCA will actively strive to engage families, community members, businesses, and local colleges and universities in the school community to help enhance the learning opportunities of the students at PCA.

PCA will implement the *Core Knowledge Sequence* in grades K-8 to create a program of study that will include the depth and breadth necessary to meet the needs of all students. Utilizing the *Core Knowledge Sequence* will ensure all students at PCA have access to the foundational skills that will serve them throughout the remainder of their education. Integrated within the sequence will be the STEM (science, technology, engineering, mathematics) emphasis. Research suggests that many students lose interest in these disciplines in the early grades. Employing teaching strategies of involving students in problem-solving in these fields is imperative if students are to be prepared to continue in the STEM areas in further education.

PCA will deliberately emphasize positive character traits throughout the curriculum and work to create a school culture that fosters and recognizes exemplary character. Character education will be integrated into all aspects of the educational program in the classroom. Service learning will be required to assist with this development to provide the continuation of character development outside of the classroom. The goal is to develop caring, productive citizens who exemplify ethical values throughout their daily lives.

Integrated into all aspects of the academic curriculum will be the accepted patterns for developing lifelong learners and globally competitive students. PCA will focus on incorporating elements of classical education, STEM, and best practices in education to aid students in developing critical and logical reasoning skills. The early grades will concentrate on essential facts and images needed to prepare them for the dialectic stage of learning as middle school students and finally to equip them to become skillful communicators as high school students, both through writing and speaking.

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.

A number of public community meetings were conducted by Pinnacle Classical Academy to determine the need and desire for a charter school in Cleveland County. Parents, city leaders and local business people have written letters and more than 1,200 individuals signed petitions in support of the school. Numerous Letters of Intent from parents intending to enroll their children in PCA when it opens are included as well. It has already been stated in the previous section that there a number of families in Cleveland County who currently send or would like to send their children to charter schools and private schools in neighboring counties. These families and students should be allowed the opportunity to attend a school which is located in their own community.

Cleveland County is home to two outstanding higher education institutions, Cleveland Community College and Gardner-Webb University. PCA hopes to partner with these higher education agencies in areas that complement and enhance the program offerings for PCA students.

Western North Carolina is quickly becoming home to many technological companies. Google, Facebook, and Apple have opened or will be opening data centers in and around Cleveland County. To keep these companies in the area and to help attract future companies to the area, the community must provide qualified individuals to staff them. PCA's curriculum is designed to prepare students for success in these professions. The number of workers qualified for high-skilled jobs are continuing to decrease nationwide. An online report from The Center for Public Education stresses the need for students to possess traditional knowledge and skills in subjects like mathematics, language arts, and science. The same report notes that students who have more advanced courses in mathematics have a distinct advantage over their peers. Projections by the Department of Labor show that 15 of the 20 fastest growing occupations require significant science and math skills. The curriculum for PCA students includes rigorous study in the specific disciplines as well as the knowledge of how to apply what has been learned in preparation for students to pursue higher education and/or future job opportunities. PCA will be contributing support to the community in which it is located by adequately preparing students to be competitive in the twenty-first century workforce.

Martin Luther King, Jr. is quoted as saying "We must remember that intelligence is not enough. Intelligence plus character – that is the true goal of education." The intentional focus on and teaching of what constitutes ethical character is particularly important for students to understand. In today's world, students are confronted with negative influences through the media and often in their own communities. Since children spend more than 900 hours per year in school, it is essential that schools proactively develop strategies and create positive environments which help students develop core, ethical values. At PCA, the development of students' character will be central to the mission of developing life-long learners.

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.

Student achievement and success are the ultimate goals of PCA. These will be measured and monitored continuously throughout the school year by both teachers and headmaster. Student classroom performance, their performance and growth on the assessment tests, and end-of-year standardized tests will be used.

One of the biggest indicators of PCA's success is the accomplishment of its high school graduates. PCA will reach out to alumni and survey them on how well their education at PCA prepared them for pursuits beyond high school.

The following are some of the academic goals of PCA, how the goals will be accomplished, and the target completion dates.

Student Goal	Method	Target completion date
A majority of students in grades 2 – 8 demonstrate growth throughout school year on ClassScape tests.	Administer ClassScape tests in order measure growth based on national growth norms; use test data and reports to inform instruction; continuous communication with students and parents regarding performance; using data reports to differentiate instruction and create tutoring groups	Ongoing throughout the year for guiding instruction and meeting individual student needs
>85% of students scoring proficient and above on EOGs and EOCs	Use of ClassScape tests, subject-specific benchmark tests, teacher observations, and other informal and formal assessments	06/2014
100% graduation rate	Continuous monitoring of grades and test scores and communication with students and parents; academic support when needed; high academic and behavioral expectations	First high school graduation
100% college acceptance of student applicants	Continuous monitoring of grades and test scores and communication with students and parents; academic support when needed; high academic and behavioral expectations; college counseling and support; PSAT testing and SAT testing support	First high school graduation
SAT and ACT scores above state average	Administration of PSAT in grades 10-11. EXPLORE grades 8 and 9, and the PLAN in grade 10; continuous communication of results with students and parents; structured and focused tutoring	Administrations of SAT and ACT

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.

I. Improve Student Learning:

Pinnacle Classical Academy will improve student learning by implementing the *Core Knowledge Sequence* in grades K-8, by guiding student exploration into a variety of focused Science, Technology, Engineering, and Mathematics (STEM) courses, by guiding students to become independent, critical thinkers through utilizing a classical education approach to learning and 21st Century Skills, by explicitly teaching character education, and ultimately by having a rigorous high school program with graduation requirements which exceed the present State mandated requirements.

The *Core Knowledge Sequence*, founded by E. D. Hirsch, Jr., is based on the belief that each student should learn the fundamentals of science, basic principles of government, important events in history, essential concepts in mathematics, masterpieces of art and music from around the world, and stories and poems that have been passed down from generation to generation. The *Core Knowledge Sequence* goes beyond the state standards by explicitly stating which people, places, events, and concepts students should learn and when they should learn them. The *Sequence* provides a clear outline of content to be learned grade by grade in order that knowledge, language, and skills build cumulatively from year to year. This sequential building of knowledge helps ensure that children enter each new grade ready to learn, prevents the need for repetition at the beginning of a new school year, and deters knowledge gaps which often occur when students do not have a solid knowledge base.

Using Dorothy Sayers' "The Lost Tools of Learning" as a guide, the classical education program allows students to grow and refine their knowledge by focusing on developing their ability to use logic to reason and to infer. Students then progress to use these skills to communicate their thoughts in a reasonable and effective manner. Once the high school program is in place, students will be involved in logic courses, a variety of AP courses and STEM (Science, Technology, Engineering and Math) electives to foster and challenge their critical thinking skills.

To promote and hone logical and critical thinking skills, students will be introduced to each of the four strands of STEM (Science, Technology, Engineering, and Mathematics) throughout their elementary and middle school instruction, which is integrated with the *Sequence*. Once at the high school, students will select to enroll in courses of their own choosing from the STEM.

The cultural arts will be integrated into all subjects throughout K – 12 completing a well-rounded curriculum. It is important to provide a venue for students' creativity as they develop critical thinking skills. A goal is to offer effective learning experiences inside and outside of the classroom at PCA to enable students to see the connections between what they are learning in their classes and what they are able to do with that knowledge in the real world.

The intentional teaching of character education along with the implementation of Positive Discipline at PCA is another effort to improve student learning. The current research supports the Positive Discipline model. This model is based on mutually respectful relationships at home, at school, and in the community. Positive Discipline teaches parents, educators, students and community members the skills necessary to create healthy interpersonal connections in an environment where each person's contribution has meaning, is valued, and expected (McVittie, 2003). Improving student achievement is not a mystery. Multiple research studies on high student performance point to specific factors in the school environment which promote resiliency and self-efficacy in students including supportive relationships with teachers and other adults; positive incentives and student recognition; supporting high expectations for all children; educating the "whole" child; celebrating cultural and linguistic diversity; communicating and involving parents and attention to health and safety (Education Trust, 2001; The Center for Public Education, 2005; Prichard Committee for Academic Excellence, 2005). Positive Discipline in the classroom is a program that prepares students for responsible citizenship and encourages the development of character education where children are involved in the creation of safe and caring communities.

As part of the effort to improve student learning, Pinnacle Classical Academy will limit class size to no more than 22 students per class. Realizing that the optimal class size for each grade is between 18-20 students, PCA will monitor class size and base all decisions on the best interest of students.

II. Increase student learning opportunities for all students

Pinnacle Classical Academy will actively solicit student enrollment from all sections of Cleveland County and surrounding areas regardless of race, religion, or socioeconomic status.

The *Core Knowledge Sequence* has a research-based record of improving student achievement as evidenced by standardized test scores as it ensures all students have been exposed to the essential concepts in all subject areas. A five-year analysis of the implementation and effects study states, "Overall, longitudinal gains measured on the Comprehensive Test of Basic Skills in reading comprehension have tended to favor Core Knowledge schools that had at least moderate levels of implementation" (Study from John Hopkins University, December, 2000). The John Hopkins Study results suggest that it is possible for schools that use the *Core Knowledge Sequence* curriculum to succeed particularly well in improving student achievement on standardized tests. As a result, all students at PCA will have the opportunity to receive a high-quality, rigorous learning experience.

In conjunction with the STEM (Science, Technology, Engineering, and Mathematics) focus, opportunities for partnerships with local colleges and universities as well as with businesses, such as newly opened data centers, will be made available to the students of PCA. These relationships will build reciprocal relationships between the community and school. These opportunities will be invaluable additions to the students' education and provide them with life lessons and unique experiences in the process.

Through character education classes and required community service, students of PCA will be afforded the opportunity to experience life lessons outside of the classroom. Students will see what different community organizations do for the members of the community and what it takes to operate these organizations. They will also learn the value of community service and the importance of giving back to their community. “Recent research tells us that children are “hardwired” from birth to connect with others, and that children who feel a sense of connection to their community, family, and school are less likely to misbehave. To be successful, contributing members of their community, children must learn necessary social and life skills. Positive Discipline is based on the understanding that discipline must be taught and that discipline teaches” (Positive Discipline, 2012).

III. Encourage the use of different and innovative teaching and learning methods

The *Core Knowledge Sequence* is written in such a way that allows for easy and intentional integration within subject areas. Since the *Core Knowledge Sequence* does not dictate instructional methods, teachers can work as a team to create varied learning activities throughout the subject areas. Project based learning, technology, cross-curricular assignments, integrated units of study, and many more options are available to teachers. The integration of topics in each subject area allows students to develop a deeper understanding and appreciation for the topics being learned. Focusing on encouraging students to become critical thinkers allows the teacher to focus on student-centered lessons as opposed to the traditional teacher-centered, direct instruction classroom lessons. This will make independent, differentiated assignments possible as students can work through assignments with little direct teacher direction. Teachers then will have the time to give more focused, individual guidance to students based on students’ learning styles, brain research, Marzano’s High Yield Instructional Strategies, and Howard Gardner’s Multiple Intelligences.

PCA’s school culture will include the strong emphasis on teachers working together through the development of Professional Learning Communities (PLCs) to determine the most effective ways to involve students in the learning process and to discuss curriculum. PCA acknowledges that the individual classroom teacher is the most important element in students’ education; therefore, to have the classroom teachers intentionally working together will only strengthen the curriculum of the school. Vertical and horizontal alignment of the curriculum in various PLC teams will certify there are no gaps in any curriculum areas. This will be an essential element of team building which will contribute to student success, and adequate planning time will be configured into the daily schedule for planned PLC team meetings.

In line with classical education techniques, the 21st Century Framework, the new Common Core Standards, and the Socratic teaching methods will be employed. Since this involves asking questions of students, requiring them to clarify their ideas, and presenting opposing views, this process will assist students in refining their critical thinking skills while allowing for a deeper investigation into the curriculum area. Teachers will challenge students to defend and explain their answers.

Another component of the classical educational approach will be formal instruction in Latin, logic, and rhetoric in upper grades. “Studies conducted by the Educational Testing Service show that Latin students consistently outperform all other students on the verbal portion of the SAT” (2010 data taken from 2010 College-Bound Seniors-Total Group Profile Report). The study of logic helps a student prepare for many areas he/she may encounter in later in life. Logic is necessary to analyze the beliefs of others, as well as to understand and communicate one’s own beliefs. Rhetoric allows students to articulate ideas and convictions persuasively.

The inclusion of STEM (Science, Technology, Engineering, and Mathematics) classes and emphasis upon them is highly encouraged by the federal government as imperative if the US is to maintain its economic power. A STEM-educated workforce is the world in which PCA students will find themselves in their future. Appropriate professional training opportunities will be afforded teachers in the elementary grades, so effective teaching strategies will be implemented in these areas. Teachers who have majors in the STEM disciplines will be responsible for teaching in these areas in the upper grades. Research strategies such as project-based and problem-based learning along with real-world application of skills will be applied on a regular basis. Technology will be the tool for exploring all disciplines in the many ways it affords.

PCA plans to use the ClassScape computer program as a supplement to classroom teaching. Utilization of the program allows for easy differentiated instruction and assessment for the various student levels. ClassScape is an assessment tool that was created to be used by North Carolina public and charter schools. All items are written by North Carolina classroom teachers and undergo a rigorous development process that includes reviews by EC and ESL teachers. ClassScape items are written to align with the North Carolina *Standard Course of Study*, and new items are being aligned to the *Common Core Standards* as well as the *NC Essential Standards* for science.

IV. Create new professional opportunities for teachers

All teachers at PCA will be encouraged and supported to be members of professional organizations in their teaching areas or disciplines, to attend state and national conferences germane to their teaching assignment, and to pursue further academic work leading to graduate degrees. Within the school, teachers will be afforded opportunities for professional growth through workshops planned by PLC teams, with teacher representations along with workshops deemed to be important by the headmaster of the school. A professional library will be housed in a central location so teachers have access to the most recent research journals, articles, and strategies.

V. Provide parents and students with expanded choices

Currently, approximately 600 students travel outside of Cleveland County to attend nearby charter schools. Pinnacle Classical Academy will provide families with a quality educational option without the need to travel as far.

PCA's program will provide parents and students with an expanded curriculum through the employment of the *Core Knowledge Sequence*, offering a classical education emphasis, the integration of STEM (Science, Technology, Engineering, and Mathematics) courses throughout all grades, cultural arts courses, opportunities in the community, and an intentional focus on character education through the implementation of a positive discipline program. Collectively, these standard educational approaches and the expanded alternative opportunities combine to make PCA a school which enables graduates to be prepared for the next step in their education or to become globally competitive in the workforce.

PCA will foster an environment where parent involvement is the norm. Regular parent-school communication will be the standard. Various opportunities will be afforded to parents, such as: parent involvement partnership meetings, parent volunteering requirement, online catalog of volunteering opportunities, participation in a PLC team, and the creation of a parent fundraising organization.

VI. Hold the school accountable for meeting measurable student achievement results

Pinnacle Classical Academy will be accountable to the North Carolina ABC testing program. In addition to the state mandated EOG and EOC tests, PCA will be proactive in assessment of all students. Students entering kindergarten will be assessed using standardized assessment tools. Current plans include use of

- The Brigance Early Childhood Screen, which allows teachers to easily identify potential learning delays and giftedness as well as strengths and needs in language, motor, self-help, social-emotional, and cognitive skills.
- DIBELS Next literacy assessments will be used for students in grades K-6
- ClassScape will be used as an assessment benchmark tool. These benchmarks are aligned with NC curriculum and will be beneficial for guiding instruction.

Students in grades 9 – 12 will be assessed using teacher created grade-level benchmark assessments, the PSAT, the SAT, the ACT Plan, and/or the ACT. PCA will administer the PSAT to students in grades 10 and 11, the EXPLORE exam in grades 8 and 9, and the PLAN exam in grade 10.

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.

Pinnacle Classical Academy will create a stimulating and nurturing environment that is conducive to learning. PCA will offer families in Cleveland County an alternative educational program for students in grades K-12. The school will open with grades K-6 the first year and continue to add a grade level each year until all grades K-12 make up Pinnacle Classical Academy.

The focus of PCA is to offer a comprehensive academic program utilizing educational programs and teaching methods for which there is data available that indicates evidence of success. Among the concentrations and programs to be utilized are the following:

- Core Knowledge Sequence - a content-rich learning experience for all students.
- Classical Education—to assist students in developing their critical thinking and logic skills
- STEM—a heavy emphasis on the courses in science, technology, engineering and mathematics to prepare students for their future life.
- Cultural Arts—courses in all areas of the arts/music and an emphasis on all students experiencing the enrichment to their lives through the cultural arts.
- Character Education—integrity and service to others will be an overlay in the total school program.
- 21st Century Framework and Skills – critical thinking skills in all content areas to produce globally competitive students.

As grade levels are added each year, it is intended that the International Baccalaureate program will become a part of the curriculum for middle and upper grade levels. The IB program provides the nationally recognized standard, which PCA aspires to offer students.

Parent involvement in the school will be an expectation, and various opportunities will be afforded for parents on a regular basis.

Professional opportunities for faculty will be ongoing to give teachers every opportunity to possess all the tools they need to be effective classroom teachers in the various areas which have been discussed.

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.

Name of Private Nonprofit: Pinnacle Classical Academy, Inc.

Mailing Address: P. O. Box 2695

City/State/Zip: Shelby, NC 28151

Street Address: 214 South Lafayette St, Suite B
Shelby, NC 28150

Phone: 704.277.3424

Fax: 704.482.4843

Email: Debbie@SenatorClary.com

Name of registered agent and address: Debbie Clary, PO Box 2695, Shelby, NC 28150

FEDERAL TAX ID: PCA submitted Articles of Incorporation to the NC Secretary of State on October 31, 2011 and is awaiting the Federal Tax ID Number.

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

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

- Yes (copy of letter from federal government attached)
 No - PCA will apply for tax-exempt status within 24 months of 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)

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

Pinnacle Classical Academy will not be contracting with any EMOs or CSOs.

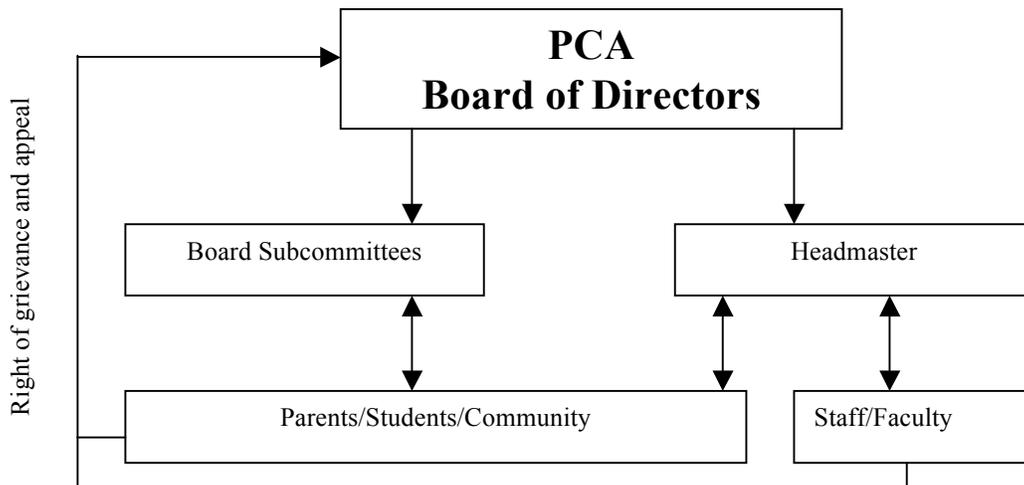
- Please include a copy of the proposed management agreement of the specified EMO and explain how the contract will be in the best educational and financial interests of the charter school. N/A
- What other EMO/CMOs were pursued and why did the applicant select this particular one? Please include information regarding other management fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school. N/A
- Provide and discuss performance and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the proposed population of students N/A
- Describe how the governance structure will be affected; if at all, by the EMO/CMO and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO. An organizational chart showing the lines of authority should be included. N/A
- Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO; and if necessary, terminate the contract without significant obstacles. N/A

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

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

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

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



- 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.

An initial 6-person Founding Board of Directors is in place. The Founding Board is expected to expand to approximately 9 to 11 members and transition over time to an operating Board of Directors.

The Founding Board of Directors:

- Julie Brame, RN
- Debbie Clary, State Senator, Chair; Business Owner
- Stephen Grinton, M.D.
- Betsy Selznick Harnage, Business Owner
- Carolyn L. Jackson, Ph.D.
- T.G. “Wes” Westmoreland, II, State Senator; Business Owner

The Board members who have been selected bring a wide range of experience and expertise, which serves to ensure the successful oversight of Pinnacle Classical Academy. Resumes indicating members’ experiences and expertise as members of the board are as follows:

Julie Brame, RN

Professional Experience

RN for eleven years assisting patients in ICU recovering from open-heart surgery
 Currently works part time as a radiology nurse
 Homemaker and mother to two daughters

Community Involvement

Started a Shelby chapter of the international MOMS Club supporting children in local children’s homes
 Served on committee which brought a summer music festival to the community
 Co-chaired the program committee which brought a Smithsonian touring exhibit to Shelby
 Committee member for American Heart Association’s Heart Ball Gala
 Serves with Greater Shelby Community Theater
 Volunteers at her daughters’ school

PCA Involvement

Believes all parents should have educational options for their children
 Works to ensure that the best educational opportunities are available for all children in the county
 Wants to be part of positive change and believes the approval of a charter school for Cleveland County will be beneficial for the community

Debbie Clary, State Senator, Business Owner

Professional and Political Experience

Seven terms as Representative in NC Legislature, served as Chair of House Appropriations,
Sponsor of 1995 Legislation to create Charter Schools in NC
Elected to two terms in the NC Senate, Retired in January 2012
President, WADA Broadcasting, Inc, Shelby, NC
President, Millennium Marketing Group, Inc, Shelby, NC
Liaison to the Legislature for Gaston County

Community Involvement

PCA Foundation Board member

PCA Involvement

Dedicated to economic development in NC
Recognizes the need for an educated workforce to attract research and technology
businesses to NC

Quote: *“In traveling to Asian countries with a prominent education group in the state, I have learned that one-size-fits all education theory simply does not work. Asian countries continue to excel with education policy that encourages parental involvement and focuses on the individual skill sets of children. Parents must be offered a free quality public education that prepares their children for a global competitive economy.”*

Stephen Grinton, M.D.

Professional Experience

Practicing physician in Cleveland County specializing in pulmonary medicine
Director of Intensive Care Unit and Respiratory Department, Cleveland Regional
Medical Center
Clinical Associate Professor of Medicine, UNC-Charlotte
Formerly Assistant Professor of Medicine at Mayo Medical School for 14 years
Three time winner of teacher of the year in pulmonary medicine
Author of numerous papers in peer-reviewed medical journals as well as abstracts

Community Involvement

Shelby Rotary Club, particularly active in service outreach

PCA Involvement

Supporter of school choice, parent of nine children, of whom
would be enrolled in PCA
Strong interest in programs which excel such as: the International Baccalaureate
program which would be part of PCA

Betsy Selznick Harnage, Business Owner

Professional Experience

Owner, with her husband, of Badcock Home Furniture & More
Manager of employees and supervisor for collections
BA degree in Elementary Education
Employment with child care facility

Community Involvement

PCA Foundation Board Chair
Civitan Board Member-Sergeant at Arms
PTO Vice President Graham Elementary School
Board Member-Greater Shelby Community Theater
Girl Scout Leader
Sports coach for YMCA/City team

PCA Involvement

Interested in students ability to obtain a classical education without having to leave the county for charter or private education
Chose Cleveland County as an area interested in education and relocated
Recognizes the importance of educational choice for students to help attract businesses to the area.

Carolyn L. Jackson, Ph.D.

Professional Experience

Assistant Provost and Professor of Education, Gardner-Webb University (retired)
Experience includes administrative and teaching responsibilities K-12 throughout NC and VA in both public and private schools.

Community Involvement

Boiling Springs Area Rotary Club, past-president
Guardian ad litem volunteer
Tutor, middle school mathematics
Cleveland County Boys and Girls Club Board Member

PCA Involvement

Served as educational consultant with the board for curriculum of PCA
Advocates for school choice for parents and students

T. G. “Wes” Westmoreland, II, Senator (since January, 2011), Business Owner

Professional Experience

Senator in NC Legislature
President and Founder, Westmoreland Printers, Inc.

Community Involvement

- PCA Foundation Board Member
- Cleveland County Republican Party Chairman 2004-2008, 2009-2011
- NC 10th District Republican Party Vice Chairman 2005-2008
- NC Republican Party Central Committee
- NC Republican Party Executive Committee
- Gardner-Webb University, Trustee 2006-2009
- Communities in Schools, Former member Board of Directors
- Spartanburg Technical College, Former member Commercial Graphics Advisory Committee
- Printing Industries of the Carolinas, Former member Political Action Committee
- GWU Alumni Association, past-President
- Cleveland County Chamber Small Business Council, Former Chair

Pinnacle Classical Academy Education Foundation

Creating a successful school means strong parent and community involvement in addition to an active board. Pinnacle Classical Academy has created an education foundation for the purpose of raising money for the school. PCA Education Foundation is chaired by Board Member Betsy Harnage and includes Debbie Clary and Wes Westmoreland as Foundation Board members. Each of these individuals has a successful background in fundraising and has set goals for the Foundation to raise money to supplement the needs of the teachers and students. It is the opinion of the Board that the Foundation is the basis of fundraising and grant writing. Additional funds will afford PCA the opportunity to utilize advanced technology and reach optimal and competitive salary levels for recruiting teachers and staff.

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

BYLAWS
OF
PINNACLE CLASSICAL ACADEMY

Article I

Organization

I.1 Name. The name of the corporation is Pinnacle Classical Academy, Inc. (the "Corporation"). The charter school shall operate under the corporation as: **Pinnacle Classical Academy**

I.2 Principal Office and Other Offices. The Corporation's principal office, known place of business, and place where its records shall be kept is 214 South Lafayette Street, Suite B, Shelby, NC 28150. The Corporation may change its principal office, or adopt other and additional offices, as the Board may designate from time to time.

I.3 Corporate Seal. No instrument executed by or on behalf of the Corporation shall require a corporate seal for validity, but if a corporate seal is used, the Board shall approve its form. The signature of an authorized agent or officer of the corporation shall suffice as a corporate seal, if required.

I.4 Fiscal Year. The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June next succeeding.

I.5 Registered Agent. The name and address of the Corporation's registered agent is Debbie Clary, P.O. Box 2695, Shelby, NC 28151

Article II

Purpose

II.1 The Corporation is organized for the purpose of being a Charter School under the Charter School Act of 1996, as codified in North Carolina General Statutes 115C-238.29A et seq.

Article III

Members

III.1 Members. There shall be no members in the Corporation.

Article IV

Board of Directors

IV.1 General Powers. All Corporate powers shall be exercised by or under the authority of, and the business and affairs of the Corporation shall be managed under the direction of, the Board of Directors.

IV.2 Number and Term. The Board of Directors shall consist of a minimum of five and a maximum of eleven directors. The actual number of Directors shall be determined from time-to-time at the discretion of the board. Directors shall serve for terms of three years, or until their successors assume office.

IV.3 Composition. The Board of Directors shall maintain a diversified representation of the population, based upon the demographics of the region.

IV.4 Authority. The powers of the Board of Directors shall include, without limitation, the authority to do the following:

IV.4.1 Appointments. Appoint, remove, replace and supervise all the Corporation's officers and any of the Corporation's employees;

IV.4.2 Investment. Invest and expend Corporation funds in order to carry out all the Corporation's business;

IV.4.3 Agents. Employ or discharge agents, employees and independent contractors;

IV.4.4 Agreements. Negotiate and enter into necessary agreements, or subcontracts to promote, develop and conduct the Corporation's business and otherwise to carry out the Corporation's intent and purpose;

IV.4.5 Insurance. Obtain liability, property and other insurance as necessary to properly protect the Corporation's business and properties and the Corporation's officers, directors, managers, members, and employees;

IV.4.6 Litigation. Institute litigation on routine collection matters for payments due to the Corporation for services rendered by or arranged by the Corporation;

IV.4.7 Borrowing. Borrow money for Corporation purposes;

IV.4.8 Execute Documents. Execute any instruments or documents necessary or convenient to carry on Corporation business; and

IV.4.9 Establish Procedures. Establish operating procedures, requirements, policies and guidelines for the Corporation which shall be implemented and followed by the Corporation's officers, employees, and independent contractors.

IV.5 Policies and Procedures. The Board of Directors shall be authorized from time to time to adjust, amend and repeal such policies and procedures as it may deem necessary or appropriate to govern the Corporation's operations.

IV.6 Action by the Board of Directors. A majority vote is required and sufficient for the Board of Directors to act except in those instances specifically described herein and in the Articles of Incorporation where a super-majority is required in order for the Board of Directors to act or in those designated instances when unanimous consent is required for it to act.

IV.7 Committees. The Board of Directors may establish, from time-to-time and at its discretion, committees in order to accomplish the goals and conduct the programs of the Corporation. Such committees shall have such responsibilities and powers as the Board of Directors shall specify. Committees may include, but are not limited to Finance, Personnel, Fundraising, Facility, Curriculum, Volunteers, and Enrollment, or others as may be needed. Members of committees may, but need not, be members of the Board of Directors. A committee member appointed by the Board of Directors may be removed by the Board of Directors, with or without cause.

IV.8 Compensation. No Director shall receive any compensation for his or her services as a Director. The Board of Directors may at any time and from time-to-time by resolution provide that Directors shall be reimbursed for their actual expenses. .

IV.9 Resignations. Any Director may resign at any time by giving written notice of his or her resignation to the Corporation. Any such resignation shall take effect at the time specified therein, or, if the time when it shall become effective is not specified therein, it shall take effect immediately upon its receipt by the Chair or the Secretary; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

IV.10 Full Time Services Not Required. Nothing in these Bylaws shall be deemed to require that a person serving on the Board of Directors spend his or her full time or any specific amount of time managing the Corporation's business; however, any person serving as a Board of Directors member shall be available at reasonable times to assist in the management of the Corporation's business.

IV.11 Director Responsibilities. All board members will be required to demonstrate commitment to the mission of the corporation and to the Pinnacle Classical Academy. Members will be required to serve on at least one committee and attend meetings of the Board of Directors. Directors absent from three (3) consecutive regular meetings of the Board of Directors or one-half of the regular meetings of the Board of Directors within one (1) fiscal year may be subject to removal.

IV.12 Vacancies. Any vacancy on the Board of Directors shall be filled by a majority vote of the remaining members of the Board at any meeting.

IV.13 Removal From the Board of Directors. A Board of Directors member may be removed with or without cause by a simple majority vote of the Board at any meeting.

Article V

Board of Directors Meetings

V.1 Regular Meetings. The Board of Directors shall meet at least six times per year, at such times and locations as it may determine suitable and appropriate. An annual meeting shall be held in the month of September each year unless determined otherwise by the Board of Directors. Reasonable notice of all Directors' meetings shall be provided to each Director by mail, telephone, or other means of communication as deemed appropriate by the Chairperson of the Board of Directors. All meetings of the Board of Directors shall comply with the open meetings law, 115C-4, of the North Carolina Public Schools Law.

V.2 Special Meetings. The Board of Directors also may hold special meetings called by the Chair or when a majority of the Board of Directors members shall request a meeting. In the event that a Special Meeting is called, each Board of Directors member shall be given 48 hours' notice of that Special Meeting. No other business but that specified in the notice may be transacted without the unanimous consent of all present at such meeting. Any special meeting(s) of the Board of Directors of the Company shall be announced and held in compliance with the open meetings law,

V.3 Quorum. The presence of at least one half of the Directors shall constitute a quorum and shall be necessary to conduct the business of the Corporation; however, a lesser number may reschedule a meeting, and the Corporation shall cause a notice of the rescheduled meeting to be given to all Directors who were not present at the originally called meeting. A quorum shall be required at the rescheduled meeting. Except as otherwise provided in these Bylaws or in the Corporation's Articles of Incorporation, the act of a majority of the directors present at a meeting at which a quorum exists shall be the act of the Board of Directors.

V.4 Means of Communication. The Board of Directors, or a committee thereof, may (a) permit a director or a committee member to participate in a meeting through the use of any means of communication by which all directors or committee members participating may simultaneously hear each other during the meeting. A director or a committee member participating in a meeting by such means shall be considered present at the meeting.

V.5 Compliance with NC Open Meeting Laws. Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with North Carolina law relating to meetings of public bodies.

V.6 Procedure. All business conducted at the meetings of the Corporation, including meetings of the Board of Directors, shall be conducted pursuant to Robert's Rules and Order or a reasonable, comparable format.

V.7 Conflict of Interest. If a matter comes before the Board which places a Director in a conflict of interest between the interests of the Corporation and the interest of the Director, or the Director's family or business, the Director with the conflict shall be prohibited from voting on the particular matter. In addition, the Corporation shall comply with the voting and disclosure provisions of the Director Conflict of Interest section of the Non-Profit Corporation Law NCGS 55A-8-31.

Article VI

Officers

VI.1 Officers. The Corporation's officers shall consist of a Chairperson, any number of Vice Chairs, a Secretary, and a Treasurer and such other officers as determined appropriate by the Board of Directors. Each officer designated by the Board of Directors shall have such authority and perform such duties as the Board of Directors may from time to time determine. The officers shall serve at the pleasure of the Board of Directors. Any number of offices may be held by the same person, other than the offices of President and Secretary. An officer may, but need not be, a member of the Board of Directors of the Corporation.

VI.2 Nominating Procedures. The Board of Directors shall appoint a Nominating Committee whose responsibility it will be to present a slate of candidates for Officers to the Board of Directors at the annual meeting. The Board of Directors may accept or decline the slate presented by the slating committee. If the slate is declined, nominations for officers may be entertained by the Board Chairperson.

VI.3 Removal and/or Resignation of Officers. Any officer may be removed with or without cause by the Board of Directors by a majority vote of the Board of Directors at any regular or special meeting held by the Board of Directors. The removal of a person as an officer of the Corporation does not automatically prevent the same person from serving on the Board of Directors. Any officer may resign at any time by giving written notice of resignation to the Corporation. Any such resignation shall take effect at the time specified therein, or, if the time when it shall become effective is not specified therein, it shall take effect immediately upon its receipt by the Corporation; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

VI.4 Duties of the Chairperson. The Chairperson shall preside at all meetings of the Board of Directors of the Corporation and shall be responsible for implementing policies established by the Board of Directors. The Chairperson shall establish the agenda, in consultation with the Headmaster, for each meeting of the Board of Directors, and have such powers as may be reasonably construed as belonging to the chief executive of any corporation, including the appointment of committees, committee chairpersons and committee membership. The Chair shall perform such other duties as the Board of Directors may prescribe.

VI.5 Duties of the Vice Chair. In the absence of the Chair, or in the event of the Chair's inability or refusal to serve, the Vice Chair, as selected by the Board of Directors, shall perform all the duties of the Chair and, when so acting, shall have all the powers and authority of the Chair. Such Chair shall have such other powers and perform such other duties as the Board of Directors or Chair may prescribe including acting as the parliamentarian of the Corporation.

VI.6 Duties of the Secretary. The Secretary shall cause minutes of all Board of Directors meetings to be kept, and review such minutes before presentation to the Board of Directors. The Secretary shall see that minutes of all meetings and all unanimous consents of the Board of Directors, these Bylaws, and all other records as required by law are properly kept. The Secretary shall file any certificate, reports and/or other filings required by any local, federal and/or state statute(s), give and serve all notices to Directors of the Corporation, maintain custody of the records and seal of the Corporation, submit to the Board of Directors any communications which shall be addressed to the Secretary of the Corporation, attend to all correspondence of the Corporation and exercise all duties incident to the office of Secretary. The Secretary will be custodian of the corporate seal, if any, and, except as otherwise specified in a Board of Directors resolution, the Secretary will be a proper officer to impress the Corporation seal, if any, on any instrument signed by the President or any other duly authorized person, and to attest to the same. The Secretary shall perform such other duties as may be assigned, from time to time, by the President or the Board of Directors.

VI.7 Duties of the Treasurer. The Treasurer shall be actively engaged in the oversight, custody and management of the monies, assets, property and or securities of the Corporation. The Treasurer shall render or delegate an appointed representative to render, at stated periods as the Board of Directors shall determine a written account of the finances of the Corporation, and shall exercise all duties incident to the office of Treasurer, including but not limited to the signing of the checks or drafts of the Corporation if so designated by the Directors.

VI.8 Duties of Other Officers. Each other officer of the Corporation shall perform such duties as the Board of Directors or the Chair may prescribe.

VI.9 Terms of Officers. Each officer shall hold office for a term of one year or until such time as his successor has been elected by the Board of Directors. An officer may serve for more than one term.

VI.10 Officer Vacancies. Vacancies in any office shall be filled by a vote of the Board of Directors at any regular or special meeting.

Article VII

Indemnification

VII.1 Indemnification. The Corporation shall indemnify any person who was or is a party, or is threatened to be made a party, to any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative, including all appeals (other than an action, suit, proceeding by or in the right of the Corporation) by reason of the fact that he is or was a director, officer, committee member, member, agent, or employee of the Corporation or is or was serving at the request of the Corporation as a member, director, officer, agent or employee of another entity, against expenses including attorneys' fees, judgments, decrees, fines, penalties, and amounts paid in settlement actually and reasonably incurred by him in connection with such action, suit, or proceeding if he acted, or failed to act, in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the Corporation and, with respect to any criminal action or proceeding, had no reasonable cause to believe his conduct was unlawful. The termination of any action, suit, or proceeding by judgment, order, settlement, conviction, or on a plea of no contest or its equivalent, shall not, of itself, create a presumption that the person acted or failed to act other than in good faith and in a manner which he reasonably believed to be in or not opposed to the best interests of the Corporation, and with respect to any criminal action or proceeding, had reasonable cause to believe his conduct was unlawful.

ARTICLE VIII

Contracts, Checks, Loans, Deposits, and Gifts

VIII.1 Contracts. The Board of Directors may authorize one (1) or more officers, agents, or employees of the Corporation to enter into any contract or execute any instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.

VIII.2 Negotiable Instruments. All checks, drafts or other orders for the payment of money, notes, or other evidence of an indebtedness issued in the Corporation's name shall bear the signatures of those officers or employees of the Corporation as authorized by resolution. The Board of Directors may require such officers or employees to be bonded in an amount fixed by the Board of Directors.

VIII.3 Gifts. The Board of Directors may accept on behalf of the Corporation any gift, bequest, devise, or other contribution for the purposes of the Corporation on such terms and conditions as the Board of Directors shall determine.

ARTICLE IX

Amendments

IX.1 Amendments. The power to make, alter, amend, or repeal the Bylaws is vested in the Board of Directors of the Corporation; provided, however, that any meeting of the Board of Directors at which the Bylaws are amended must be preceded by a notice sent to each director that sets forth verbatim the existing language to be changed and the proposed new language to be inserted. Amendments require an affirmative vote from two-thirds of the Board of Directors. Material changes to the Bylaws require approval from the North Carolina State Board of Education.

- 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.

A copy of Pinnacle Classical Academy application for Articles of Incorporation was filed with the Secretary of State on November 3, 2011 and is included in the appendix of this application.

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

Pursuant to NCGS 115C-238.29E(d), the Board of Directors of PCA shall decide all matters relating to the operation of the school including budgeting, curriculum and operating procedures.

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

A best-practices approach will be taken to develop school policies. Committees, in conjunction with the administration, will examine existing policies of successful schools, adapt those policies to conform to the needs of PCA and recommend the policies to the board for deliberation and action. Parents will be included on policy development committees, particularly in instances where policies under consideration would directly affect the students and/or parents.

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

Parents will be selected to serve as members of PCA's Professional Learning Community (PLC). Throughout the application, one will read about the PLC involved in many decision-making areas of the school governance. The PLC consists of the Headmaster, Teachers, and Parents. The PCA Board plans to sponsor an annual retreat with the PLC.

- 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.

Pinnacle Classical Academy will measure its organizational effectiveness in four ways.

First, PCA will administer all required state tests and has the ultimate goal of attaining the highest level of achievement in both proficiency and growth; in current terminology, the school has the ultimate goal of being an honors school of excellence with high growth. Designations assigned by the NC Department of Public Instruction will measure PCA progress toward these ultimate goals in proficiency (whether PCA is a school of progress, a school of distinction, or a school of excellence) and in growth (whether PCA is a school that does not meet growth, meets growth, or meets high growth).

Second, as a college-preparatory school, PCA has the goal of a 100% acceptance rate at two- or four-year colleges for all students who apply. The percentage of students accepted in each graduating class will provide measurements of progress toward achieving this goal.

Third, to help prepare students for college and to position students to receive academic scholarships, PCA has the goal of achieving SAT scores and ACT scores higher than the state average. To help students attain these goals, PCA will administer the PSAT to students in grades 10 and 11, the EXPLORE exam in grades 8 and 9, and the PLAN exam in grade 10. The difference between PCA mean SAT and ACT scores and the state's mean SAT and ACT scores will allow the school to measure its progress towards achieving these goals.

Fourth, PCA will use the ClassScape Assessment System (ClassScape). This program was designed to be an assessment tool to help North Carolina teachers evaluate students' academic progress on an ongoing basis, provide real-time feedback of the students' performance, and to allow teachers to self-assess the effectiveness of their instructional delivery in real time.

ClassScape is an online classroom-based assessment system that provides the mechanism for users to design customized assessments to meet their every need in the classroom. The system consists of a computerized assessment-building tool, a tool that allows students to take assessments of learning online, and delivers students' results almost instantly. By using the ClassScape system, teachers are able to evaluate the degree to which they have focused their instruction, aligned their instruction to designated standards, assessed the alignment of their own instructional strategies, and are able to monitor student progress on an ongoing basis. Also, teachers who use ClassScape are able to identify the strengths and weaknesses of their class as a whole and that of individual students on specific indicators critical to the mastery of the NC Common Core Standards and the NC Essential standards on every level.

Based on the analyses presented in a report from the Center for Urban Affairs and Community Services: North Carolina State University Raleigh, NC in November 2008, the data show that the ClassScape System has been effective in helping teachers within schools that administered the mathematics subject assessments to evaluate their students' performance on an ongoing basis throughout the year thus increasing performance on the summative EOG mathematics assessments more so than schools whose teachers did not use the system.

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

Pinnacle Classical Academy
Conflict of Interest Policy

The Board shall not enter into any contract or transaction with (a) one or more of its directors, (b) a director of a related organization, or (c) an organization in or of which a director of *Organization* is a director, officer, or legal representative, or in some other way has a material financial interest unless:

1. That interest is disclosed or known to the Board of Directors,
2. The Board approves, authorizes or ratifies the action in good faith,
3. The approval is by a majority of directors (excluding the interested director),
4. At a meeting where a quorum is present (excluding the interested director).

The interested director may not be present for discussion to answer questions, may not advocate for the action to be taken and must leave the room while a vote is taken. The minutes of all actions taken on such matters shall clearly reflect that these requirements have been met.

Pinnacle Classical Academy
Conflict of Interest Statement

The undersigned person acknowledges receipt of a copy of the Charter School Policy Concerning Conflict of Interest dated __/__/__. By my signature affixed below I acknowledge my agreement with the spirit and intent of this board policy and I agree to report to the Chairman of the Board of Directors any possible conflicts (other than those stated below) that may develop before completion of the next annual statement.

_____ I am not aware of any conflict of interest.

_____ I have a conflict of interest in the following area(s):

Signed _____

Print Name _____

Date _____

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.

Pinnacle Classical Academy will be open to all students who would otherwise qualify for enrollment in any public school in North Carolina. Since the final approval will not be given until February of 2013, Letters of Intent from prospective families will be collected prior to that date to ensure that we reach our enrollment goals. Families will be made aware that they will need to complete a formal application when the enrollment window opens. The school will open the enrollment window, based upon preliminary SBE approval of the charter, on February 1, 2013 and will close enrollment March 29, 2013, to assess if a lottery is needed. If not, those students who have applied will be considered enrolled in the school and will be contacted as such. If a lottery is required, a date and time will be set no later than April 5, 2013. Notices of the lottery will be published, posted and advertised. The lottery will be conducted in a public forum and in accordance with the North Carolina Charter School Act and policies adopted by the NC State Board of Education.

PCA will strive to ensure that the student population reflects that of Cleveland County. During the period of the collection of initial enrollment, PCA will reach out to all areas of the community, particularly underserved and underprivileged areas. After the first year of operation, the headmaster will analyze enrollment data to see if it is consistent with the population of the county. If needed, marketing strategies will be developed to target certain populations for enrollment in the coming school year.

Each student must complete an application to be considered for enrollment. The application packet will consist of, but may not be limited to, the following items: a personal application form which includes a student's name, address of residence, names of parents/guardians and address, birthday, present school, present grade, if the child is being served by an IEP and other information germane for having a complete record as per state reporting requirements. The packet will include a student record forms and a transfer request signed by the parent or guardian to be used if the child is enrolled through the admissions process (lottery if necessary.) Each family will be asked to complete a financial needs' report in order to maintain accurate records regarding free or reduced lunch counts or poverty counts which may be necessary to access federal or state funding. Families are not required to complete this form.

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.

The *Core Knowledge Sequence*, a collaborative and seamless education program, has been chosen to augment the North Carolina state curriculum. Making use of the *Core Knowledge Sequence* will provide a solid coherent foundation for learning, while allowing flexibility to meet and exceed the NC accountability standards, including the North Carolina Common Core and Essential State Standards.

The *Core Knowledge Sequence* offers students a strong content base, which is sequenced to provide a solid background of knowledge. The specificity of the content eliminates gaps and repetitions. Through Core Knowledge literature and in-depth historical profiles, the curriculum allows those students, who have not had the opportunity, to acquire a wealth of background knowledge through life experiences and the opportunity to gain insight into the world around them. Students will be given multiple opportunities to investigate real-world situations by employing skills to critically assess their role in a global society. Students who have been exposed to an experientially rich environment will find the *Core Knowledge Sequence* provides them with challenging applications toward in-depth critical inquiry. The classrooms of Pinnacle Classical Academy will provide opportunities for student growth and enhance each student's understanding of the philosophical and cultural differences that are part of their community, state, and world.

Focusing on the classical education trivium of grammar, logic, and rhetoric will allow students to develop their cognitive abilities and become thoughtful and articulate learners that will be productive in a globally competitive society. By using classical education techniques, such as Socratic questioning, students will develop into independent thinkers and learners.

To further enrich the *Core Knowledge Sequence* and allow students the opportunity to continue developing and employing their logical and critical thinking skills, PCA will introduce students to STEM (Science, Technology, Engineering, and Mathematics) courses engaging them in hands-on activities and real-world applications of classroom content. The content of these courses is an integral part of preparing students for higher education. The lack of mathematics study has been called the critical filter that prohibits some students from being able to pursue certain majors. Offering courses in STEM and encouraging all students to excel in these areas of the curriculum is a goal of PCA, knowing that skills in these disciplines are necessary if students are to be able to compete globally in 21st century.

A strong emphasis on the cultural arts integrated into the academic content will be provided for all students at PCA. Character education will be emphasized along with positive discipline which will be integrated into the academic program and coincides with the classical approach to instruction.

THREE DIVISIONS – ELEMENTARY, MIDDLE, AND HIGH SCHOOL:

The educational plan will be divided into three divisions –elementary, middle and high school. In the following discussion, there will be some spiraling content. The spiraling content is one of the most important portions of the curriculum. It assures the continuity of the curriculum and mandates communication of PLC teams among faculty from grade to grade as well as division to division. The Headmaster will be cognizant of the need to implement a seamless educational program.

ELEMENTARY SCHOOL K-6 GENERAL OVERVIEW:

The elementary school will consist of grades K-6 which includes intermediate grades of 5-6 to benefit the students developmentally. Classroom assistants and parent volunteers will be utilized to offer more one-on-one attention to students in the classrooms in these grade levels.

English language arts, history/social sciences, math, science, art, and music will form the core of the elementary curriculum and will be aligned with topics specified by the *Core Knowledge Sequence*. A strong foundation in science, technology, and math will be formed to ensure each student's future continued success in their STEM coursework.

The cultural arts programs will include the integration of art and music with the academic areas of content. The appropriate introduction of the arts to young children develops a life-long appreciation for the areas and is imperative towards developing well-rounded individuals.

Technology training and computer utilization will be an integral part of the elementary school curriculum. It will be employed by teachers in their instruction and in student-produced work. The North Carolina Information and Technology state standards will be used as a guide. Ongoing evaluation of technology skill development and additional integrated practice will take place as necessary. Students will be required to use technology to prepare and enhance their presentations and projects, increase the depth of their academic search, and use technology as a tool to improve their educational opportunities and quality of life. Students will have adequate access to the school's technology resources thus assuring each student has the opportunity to meet classroom expectations.

MIDDLE SCHOOL – GRADES 7-8 GENERAL OVERVIEW:

Middle grades students will continue with their academic pursuits with teachers employing the best practices of middle school philosophy. Assistants and/or volunteers will be made available to aid teachers with the preparation of materials thereby allowing the professionals more time for planning and teaching. Team teaching will allow for hiring teachers qualified in the discipline(s) in which they teach. It is in the middle school that students will begin a deeper exploration into a variety of STEM topics in addition to the core subjects of English, history/social sciences, math, science, art and music. Middle school students will also be introduced to Latin.

HIGH SCHOOL – GRADES 9-12 GENERAL OVERVIEW

Graduation requirements include students successfully completing four years of English, four years of history/social sciences, four years of math, and four years of science in addition to two years of Latin, one year of art or music, one course in logic and four electives in their STEM field of choice, and the successful completion of a senior rhetoric course and thesis.

High School students will be expected to exhibit their critical thinking skills in classroom discussions and assignments. Students will be required to give written and oral arguments on topics presented in all classes as part of their class assignments. The senior rhetoric thesis, a course required for graduation, will be the capstone of the school's curriculum. This involves student investigating a topic within their STEM focus and presenting written and oral arguments to a panel of judges. An internship will be required as a part of this project.

As the high school grades are added to PCA, efforts will be made to begin the International Baccalaureate program, phasing the program into the middle school grades as well. Sources of funding, such as available grants, will be sought to ensure ample funding for teacher training in IB and other costs associated with the program for becoming an IB Certified school.

The curriculum offerings at PCA are to enhance students' abilities for admission to any institution of higher education they should desire and to be sure they are adequately prepared for any career path they wish to pursue. Programs such as IB and STEM are recognized as providing the rigor needed for students to have gained the knowledge and skills need for future academic pursuits.

High school students will be required to continue their community service, completing 10 hours per year.

Summary

Pinnacle Classical Academy will seamlessly fuse the research-based *Core Knowledge Sequence*, the tried-and-true elements of classical education, the study of STEM courses, cultural arts courses, and a focus on character traits, which are necessary for students to become successful citizens in a global society. The International Baccalaureate Program will be phased in as high school grades are added to further enhance the curriculum.

An Overview of the Academic Programs

Mathematics K – 8:

Pinnacle Classical Academy will use the Math Connects Series in grades K – 6. By 7th grade, the intent is to have advanced the math curriculum to meet the needs of middle school philosophies and preparation for algebra and geometry. The Math Connects Series is a comprehensive standards-based and vertically aligned mathematics program. There is a balance between drill and creative thinking skills that are in line with the classical education model PCA will be using. The authors have incorporated a wide variety of instructional models and ancillaries, such as the use of manipulatives, literature, and real-world problems linking math to everyday situations, thus addressing the needs of students with different learning styles and developmental levels in mathematics. PCA will continually work to ensure that the *Core Knowledge Sequence* and the use of the Math Connects Series are aligned in a coherent manner to ensure that there are no gaps at any grade level.

To achieve student success in mathematics, teachers will continually participate in professional development. This will include, but not be limited to, professional development facilitated by the Core Knowledge Foundation and The Math Connects Series. Other professional development opportunities may include teacher participation in STEM partnerships and/or NASA on-line modules and partnerships with nearby universities. Membership and participation in the North Carolina Council of Teachers of Mathematics (NCCTM) will be encouraged and supported.

School-wide activities such as mathematics field days will be planned each year. Students in all grade levels will participate in age-appropriate activities designed by their teachers to promote understanding of math topics in a fun and engaging manner.

The math curriculum may be supplemented with guest presenters from the community or faculty members with specialized interests. Such options will be investigated and used when appropriate. Furthermore, this is often a wonderful opportunity to build community support for the school's program.

Reading and Language Arts K – 8:

Pinnacle Classical Academy will use the Core Knowledge guidelines in grades K – 8 as the Reading/English Language Arts focus. The *Core Knowledge Sequence* focuses on four strands of Reading/ELA: Listening and Speaking, Reading, Writing, and Language Conventions. A quality balanced literacy program will be implemented with a focus on reading and writing workshops. Reading aloud will occur on a regular basis in these grade levels. Read-aloud levels should exceed grade-level reading ability thus exposing the child to greater text complexity. Non-fiction read-alouds are aligned with topics from science and history classes. Thoughtful and focused discussions along with the use of graphic organizers will follow to allow the child to practice analyzing and synthesizing text.

As early as first grade, teachers begin modeling the process of “Plan, Draft, Edit, Publish” in writing instruction. The spiraling nature of the sequences allows students to be introduced to new material while continuing to practice previously learned skills.

PCA students in grades K–2 will utilize the Core Knowledge Language Arts program for reading instruction as a supplement to the *Core Knowledge Sequence*. The connection between language, background knowledge and reading comprehension has been at the heart of the Core Knowledge movement from its inception. The Core Knowledge Language Arts Program combines systematic phonics-based instruction in decoding skills with extensive read-alouds to build both oral language and background knowledge, word knowledge, and world knowledge. This program is currently being written to extend beyond grade 2. Once it is available, PCA will consider implementing it to maintain continuity of instruction.

Science K–8:

The *Core Knowledge Sequence* will be used for the instruction of science in conjunction with the forthcoming North Carolina Essential Standards in science. The cumulative and spiraling nature of Core Knowledge will allow for a deep and pervasive understanding of science topics. The content will be supplemented with hands-on activities and field experiences.

School-wide activities will be planned such as the celebration of Chemistry Week. Students in all grade levels will participate in age-appropriate activities designed by their teachers to promote understanding of science topics in fun and engaging manner.

Field trips will be used to bring the subject matter alive. These trips will be carefully planned and focused on the subject matter presently being presented in class.

The science curriculum may be supplemented with guest presenters from the community or faculty members with specialized interests. Such options will be investigated and used when appropriate. This is often an opportunity for building community support for the school's program.

History K – 8:

The *Core Knowledge Sequence* will be used for the instruction of social studies. The cumulative and spiraling nature of this sequence will allow for a deep and pervasive understanding of Social Studies topics being learned. Both world history and American history are taught to students beginning in kindergarten. Important events and people throughout history are presented in a logical and sequential order.

Field trips to local historical sites, such as to King’s Mountain National Military Park, will be used to bring the subject matter alive. These trips will be well planned, focused on the present subject matter being presented in class, and available to all students at all times.

There will also be school-wide activities, such as the celebration of Constitution Day to promote civic responsibilities. Students in all grade levels will participate in age-appropriate activities designed by their teachers to promote understanding of history topics in fun and engaging manner.

Technology:

Pinnacle Classical Academy will make it a priority to have at least two computers in each classroom for teachers to use in their daily instruction. In addition to the classroom computers, PCA will have a computer lab dedicated to each section of the school: elementary, middle, and high. These computer labs will be used for supplementary classes in elementary and for instructional classes in middle and high school as part of the focus on the technology strand of PCA’s STEM curriculum. It is also our goal to have at least three mobile iPad carts for all classes to use to enhance learning.

A comfort level with the use of technology as a tool for improving educational opportunities and the quality of life is an essential component in any student’s education. It is also true that the rapidity with which technology is changing can cause funding a technology program to become a challenge when one considers the large expense of technology compared to the often very short useful technological life of certain hardware and software. Understanding these concerns, the following steps will be used to finance, develop, and sustain a high quality but economically realistic technology plan.

- Technology will become a line item in the budget. A certain amount of revenue will be set aside each year to maintain and upgrade the technology program. In addition, purchases will be carefully scrutinized in order to maximize the investment in terms of useful technological life.
- PCA will employ an IT coordinator who will assist the teachers with the design of integrated lessons and will be able to communicate with those responsible for maintenance of the system. The school’s IT coordinator will also chair a PLC technology committee. The committee’s first assignment will be the development of a five-year technology plan. Meetings will be scheduled as needed to keep the plan up-to-date. Fulfillment of North Carolina’s Education Technology Standards and plan requirements will be integral to the school’s technology plan. The headmaster will be a member of this PLC committee along with representatives of the faculty. Local technology businesses with a strong interest in education may be invited to participate with the committee.

- PCA will make a coordinated effort to apply for any local, state, or federal technology funding, such as E-rate. Particular attention will be given to any grant opportunities available to schools implementing STEM.

Character Education:

Character education will be implemented every day along with positive discipline to teach life-long character traits necessary for strong ethical leaders in a globally competitive society. School-wide initiatives, such as monthly character virtues, guest speakers, and service opportunities will be planned by the faculty to further emphasize the importance of positive character traits in everyday life.

All aspects of the character education program will support the community service requirements for middle and high school students.

Physical/Health Education:

Physical education and health education will be provided for all grade levels. An emphasis will be placed on developing an awareness and appreciation of life-long healthful activities. The goal is for students to make healthy life-style choices.

After-School Programs/Activities

Pinnacle Classical Academy will coordinate student pick-up with after-school programs in the area. PCA will research and reach out to these programs and make parents aware of this opportunity. PCA also intends to offer an array of extra-curricular programs as mentioned previously in this application. If the need arises in the future, PCA will look at coordinating an after-school program on campus. This program will be based on the needs of our families.

- 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.

Teachers at Pinnacle Classical Academy will look to classical education practices in their approach to teaching. In the first stage, grammar, elementary students are ready to absorb information. During this period, classroom instruction will revolve around the learning of facts: rules of phonics and spelling, rules of grammar, poems, the vocabulary of foreign languages (Latin roots to enhance vocabulary), the stories of history and literature, descriptions of plants and animals and the human body, the facts of mathematics — the list goes on. These are all essential foundational skills that will be necessary to further the students' academic progress.

In the second state, logic, teaching will be less focused on facts as students in this stage begin to focus on the “why.” Teachers will assist students in noting cause and effect, the relationships between different fields of knowledge, and the way facts fit together into a logical framework. In their exploration of “why,” students will be introduced to different topics in STEM (Science, Technology, Engineering, and Mathematics). Students will explore the “whys” of astronomy, biology, chemistry, and various other topics by engaging in hands-on, exploratory learning.

In the final stage of learning, rhetoric, high school students learn to write and speak with force and originality. Students will apply what was learned in middle school to the foundational information learned in the early grades and express their conclusions in clear, forceful, elegant language. Students will begin to specialize in whatever branch of STEM attracts them. This will allow high school students to take ownership of their coursework and their educational interests.

Classes at PCA will be structured in a manner, which promotes learning and creates an environment in which students feel safe to express themselves. The PLC teams developed throughout the school will ensure the alignment of the curriculum, implement the best practices for instruction, and develop positive discipline procedures that will be consistent school-wide creating a cohesive school culture. These structures and policies will allow teachers to focus on student learning. In order to create classes where the teachers are capable of meeting the needs of all students and able to create relationships with students, class size will be held to a maximum of 22 students per class.

Teachers in grades K–8 will base their classroom curriculum on the *Core Knowledge Sequence*. Curriculum resources and professional development opportunities provided by the Core Knowledge Foundation will support the teachers' implementation of this curriculum. In grades 9–12, classroom curriculum and instruction will be based on Dorothy Sayers' *Lost Tools of Learning* and the classical education model.

Art will be available to all students K–12, and this curriculum will also be aligned with the *Core Knowledge Sequence* in grades K-8. Elective courses on STEM topics will have a specific curriculum that is developed by PLC teams.

In elementary grades, course offerings at PCA will focus on the basic skills for building a foundation for future learning. Elementary students will participate in reading, phonics, writing, math, science, and social studies lessons on a daily basis. Time priorities will be given to building skills in reading and math. Art, music, technology, and PE will be integrated into daily subject matter.

Once in middle school, students will begin having a 6-period day. Four of these six periods will be dedicated to the focused study of English, math, science, and social studies. Art and music will be offered in the fifth period. The sixth period will provide students with the opportunity to be introduced to additional STEM (Science, Technology, Engineering, and Math) topics on a rotating schedule. One of the four strands will be taught each nine week period, giving students a comprehensive view of possibilities in these four fields. By the end of the middle school career, students will have taken three courses in each of the four fields of study for a total of 450 hours of instruction in 12 STEM focused electives. These classes will offer hands-on, experimental learning in line with the Core Knowledge content they are learning at their grade level. Possible STEM courses might be offered as follows:

Grade	Electives
Sixth Grade	Science: Microbiology - correlates to Immune System Technology: Computer Applications - can be integrated with all other classes Engineering: How Does a Telescope Work? - correlates with Astronomy Mathematics: Proportions and Linear Relations - correlates to Ratios and Proportions
Seventh Grade	Science: Chemistry - correlates with Atomic Structure and Chemical Bond and Reactions Technology: Computer Animation - can be integrated with all other classes Engineering: How to Build a Bridge - can be integrated with Geography Mathematics: Probability and Statistics - correlates with Data and Probability
Eighth Grade	Science: Newton's Laws of Motion - correlates with Physics Technology: Computer Programming - correlates to Algebra and logical thinking focus Engineering: Alternate Energies - correlates with Electricity Mathematics: Trigonometry - correlates with Geometry topics

In high school, students must successfully complete four years of English, four years of history/social sciences, four years of math, and four years of science in addition to two years of Latin, one year of art or music, one course in logic and four electives in their STEM field of choice, and the successful completion of a senior rhetoric course and thesis. PCA will offer and encourage students to take AP and Honors courses. Possibilities for STEM course offerings are Anatomy, Botany, Computer Programming, Web Design, Blueprint Design, Architecture, Statistics and Probability, and Accounting. These offerings will vary depending on student interest. These courses will bind together the Core Knowledge background acquired in grades K–8, the skills developed through PCA's classical education focus, and their chosen STEM field of study.

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

Student Goal	Method	Target completion date
A majority of students in grades 2 – 8 demonstrate growth throughout school year on ClassScape tests.	Administer ClassScape tests in order measure growth based on national growth norms; use test data and reports to inform instruction; continuous communication with students and parents regarding performance; using data reports to differentiate instruction and create tutoring groups	Ongoing throughout the year for guiding instruction and meeting individual student needs
>85% of students scoring proficient and above on EOGs and EOCs	Use of ClassScape tests, subject-specific benchmark tests, teacher observations, and other informal and formal assessments	06/2014
100% graduation rate	Continuous monitoring of grades and test scores and communication with students and parents; academic support when needed; high academic and behavioral expectations	First high school graduation
100% college acceptance of student applicants	Continuous monitoring of grades and test scores and communication with students and parents; academic support when needed; high academic and behavioral expectations; college counseling and support; PSAT testing and SAT testing support	First high school graduation
SAT and ACT scores above state average	Administration of PSAT in grades 10-11. EXPLORE grades 8 and 9, and the PLAN in grade 10; continuous communication of results with students and parents; structured and focused tutoring	Administrations of SAT and ACT

A majority of elementary students in grades 2-8 will demonstrate growth throughout the school year, and this will be evidenced by ClassScape, DIBELS Next, and EOG tests at year-end. The goal is for 85% or above of all students in grades 3-12 scoring proficient and above on EOG and EOC state tests. Through continuous monitoring of grades and test scores along with communication with students and parents and setting high academic standards, a goal of 100% graduation rate and 100% college acceptance of student applicants is expected. All of these goals, methods of assessments, and target dates can be found in a table duplicated above.

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

As Pinnacle Classical Academy will be a public charter school, there will be no academic entrance requirements. PCA will only require that appropriate documentation be received prior to the beginning of the school year. Students transferring to PCA after 9th grade will be placed in the appropriate classes following an examination of the student's transcript to ensure that all of PCA's graduation requirements will be met.

Promotion decisions in grades K-8 will be based on a combination of factors including classroom performance and performance on assessments. Decisions regarding retention will be made through a collaborative process that incorporates input from teachers, parents, the headmaster and other appropriate participants if needed.

In high school, students must successfully complete four years of English, four years of history/social sciences, four years of math, and four years of science in addition to two years of Latin, one year of art or music, one course in logic and four electives in their STEM field of choice, and the successful completion of a senior rhetoric course and thesis.

- 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.

Pinnacle Classical Academy will use the following schedule which allows for 180 instructional days. The calendar allows for eight days at the beginning of the school year for teacher training and preparation. In addition, the school calendar also allows for seventeen days dedicated to professional development for teachers and three days dedicated to parent-teacher conferences.

September 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Labor Day Holiday	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14 Columbus Day Holiday	15	16	17	18	19
20	21	22	23 1st Quarter Ends	24	25	26
27	28	29	30	31		

August 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7 Teacher Orientation	8 Teacher Orientation	9 Teacher Orientation	10
11	12 Teacher Orientation	13 Teacher Orientation	14 Teacher Workday	15 Teacher Workday	16 Teacher Workday	17
18	19 Student/Family Orientation	20 First Day of School	21	22	23	24
25	26	27	28	29	30	31

November 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11 Veterans Day Holiday	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27 Thanksgiving Holidays	28 Thanksgiving Holidays	29 Thanksgiving Holidays	30

December 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Winter Holidays	2 Winter Holidays	3 Winter Holidays	4
5	6	7	8	9	10	11
12	13	14	15	16 2nd Quarter Ends	17	18
19	20 MLK Holiday	21	22	23	24	25
26	27 Teacher Workday	28 Teacher Workday Parent Conferences	29	30	31	

February 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17 President's Day Holiday	18 Teacher Workday	19	20	21	22
23	24	25	26	27	28	

March 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27 3rd Quarter Ends	28	29
30	31					

April 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3 Teacher Workday	4 Teacher Workday Parent Conferences	5
6	7	8	9	10	11	12
13	14	15	16	17	18 Spring Holiday	19
20	21 Spring Holiday	22 Spring Holiday	23 Spring Holiday	24 Spring Holiday	25 Spring Holiday	26
27	28	29	30			

May 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26 Memorial Day Holiday	27	28	29	30	31

June 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Teacher Workday	3	4	5	6	7
8	9	10	11	12 Last Day of School	13 Teacher Workday	14
15	16 Teacher Workday	17 Teacher Workday	18 Teacher Workday Luncheon	19	20	21
22	23	24	25	26	27	28
29	30					

- 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.

As discussed earlier in the application, it is PCA’s intent to use a variety of assessment tools to evaluate each student’s achievement and growth in addition to any and all state or federally mandated tests. These additional assessments are discussed below:

The BRIGANCE Early Childhood Assessment identifies the skills students need in order to be successful in school and helps teachers assess a student’s strengths and needs. The assessment helps identify the students’ present level of performance, set goals, and monitor their progress. The domains used in this assessment align with early learning standards to comply with IDEA.

DIBELS is a set of measures and procedures for assessing the acquisition of early literacy skills. DIBELS stands for Dynamic Indicators of Basic Early Literacy Skills, and is comprised of six measures that function as indicators of the essential skills that every child must master to become a proficient reader. The DIBELS measures are used to regularly monitor the development of early literacy and early reading skills. DIBELS was designed for use in identifying children

experiencing difficulty in the acquisition of basic early literacy skills, in order to provide support early and prevent the occurrence of later reading difficulties.

ClassScape is a tool that enables teachers to monitor individual student and class performance based on the new NC Common Core State Standards for Mathematics and English Language Arts and the North Carolina Essential Standards for Science. North Carolina teachers can build their own customized assessments or use ClassScape's prepackaged tests to assess student performance on specific objectives at any point during the year. ClassScape helps teachers evaluate the effectiveness of instructional strategies and monitor student progress on an ongoing basis. Teachers can select specific objectives to assess throughout the school year and access real-time and/or next-day data reports. Districts can utilize the benchmark assessment tool to create assessments for district-wide use, as well as to analyze performance data across the district (available by grade, subject, goal, objective and subgroup).

To help prepare students for college and to position students to receive academic scholarships, PCA has the goal of having students achieve SAT scores and ACT scores which are higher than the state average. To help students attain these goals, PCA will administer the PSAT to students in grade 10 and 11, the EXPLORE exam in grades 8 and 9, and the PLAN exam in grade 10. The difference between PCA's mean SAT and ACT scores and the state's mean SAT and ACT scores will allow the school to measure its progress towards achieving these goals. This testing will support each student's application to higher education. More information regarding these tests is available at, www.collegeboard.org and www.act.org.

- 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.

It is anticipated that many of the teachers who apply and are hired at PCA will have been involved in most of the academic programs offered at PCA. They will enter the school with experience and training in those areas. Teachers who are new to any of the programs will be involved in appropriate training, some of which will be offered in the school and some in professional sessions conducted by state and national agencies.

- 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.

All students at Pinnacle Classical Academy will be expected to do their individual best. Classroom observations, ClassScape test scores, EOG and EOC scores, and any other pertinent data will be used to determine each student's expected level of performance.

Students not performing at their expected levels will be offered a variety of support systems to help them be successful in reaching their expected performance levels. Parent communication will be a constant and consistent support tool utilized by the classroom teacher, the headmaster and other school personnel when needed. After school tutoring will be offered to all students as a means to improve skills.

A Personalized Education Plan (PEP) will be developed for any student who appears to be struggling with classroom content at the beginning of each year. The PEP consists of performance data for past standardized tests, apparent causes of academic deficiency, classroom strategies in place to address the observed difficulties, and strategies to be employed by students and parents.

All of these are discussed, monitored, and adapted when needed three times throughout the year. If these strategies work and the student's performance level improve, no further action will be taken.

If there is no improvement as a result of the strategies in place on the PEP, a student will be referred to the Student Support Management Team (SSMT). This team will consist of the Headmaster, the Exceptional Children's teacher, grade-level teachers, and other school personnel as needed. The team will meet with parents to discuss the deficiencies in the student's academic progress. The team will suggest additional interventions to be implemented in the classroom. The SSMT team will reconvene after one month to review student progress and adjust interventions accordingly. If interventions have not been effective by the third SSMT meeting, the student will be referred to the diagnostician for further testing.

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

Pinnacle Classical Academy is aware that parent and community involvement is crucial to the success of the school and its students. To that end, PCA will provide opportunities to involve parents, families and the community in activities at school.

PCA will involve parents in the school by having a Parent Booster Club. The Booster Club will be in charge of facilitating any and all fundraisers at the school. Parents will schedule, coordinate volunteers, and run fundraising events under the supervision of the headmaster. The Booster Club will be asked to survey the teachers of PCA for ideas on how funds raised through these events could be used to benefit of students' learning. The final decision on how the funds will be used will be based on the headmaster's recommendation and board approval.

Parents will also be asked to volunteer at the school to help teachers and staff by chaperoning field trips, volunteering for basic office tasks, helping at special events, and/or tutoring students.

Teachers at PCA will have the opportunity to reach out in the community to obtain volunteers to speak to their classes on a topic they are studying. An example would be when students are learning about how the eye works in third grade, the classroom teacher could invite an optometrist. When students are studying in their STEM courses, the school could seek qualified individuals from the various data centers located in the area. With both a strong community college and university in the county, there are opportunities for coordinating efforts with programs and individuals in those institutions.

PCA will involve the entire school community, teachers, students, and parent, in community service projects. It is a goal of PCA that this practice will help begin and sustain a mutually beneficial relationship between the PCA family and the surrounding communities.

- 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.

The *Core Knowledge Sequence* is structured in such a way that students at all levels have access to the content and are constantly challenged to learn new things. However, PCA acknowledges that additional experiences are sometimes necessary to ensure all students are met at their instructional level and attain growth. All students, both high- and low-performing, will be able to experience content at their instructional level through the use of ClassScape. Lessons will be differentiated based on student need and implemented accordingly.

Gifted students will be identified by the various assessments. The intent is to meet the needs of gifted students by differentiating the curriculum so they are challenged and rise to higher expectations and accountability. The goal is to provide educational experiences through accelerated instruction in the classroom and enrichment opportunities outside of the classroom, ie. Quiz Bowl, Battle of the Books, etc.

Students with limited-English proficiency (LEP) will be assessed when they are enrolled in the school. The school will provide services to qualifying students. PCA will comply with all legal requirements per the law to ensure that the LEP students are served appropriately. Teachers will receive training to develop teaching strategies to better serve this population. A timeline will be developed to accommodate the LEP students in a timely manner:

- *Home Language Survey*: Date of registration or within first week of school
- *Classification of LEP Levels*: Twenty days after registration or return of survey
- *Student Placement in LEP*: One month after student enters PCA
- *Parent/Guardian Notification*: Upon date of classification
- *Teacher Certification/Personnel*: Establish schedule upon opening of school
- *Update LEP Plan*: One month after student enters school
- *Check Cumulative Folder*: Upon receipt
- *Post Program Review*: One month after student enters PCA
- *Reclassification or Exiting of LEP Students*: Any point in year after 4 months of assessment or May, for end of year assessment.
- *Home-School Communication*: Ongoing throughout the year

ESE and LEP faculty members will be responsible for assisting the classroom teacher in designing a classroom to meet the needs of these students while concurrently meeting the needs of the other students in the class. It is the intent of the school to use an inclusion model to its fullest possible extent. It is understood that this may not always meet the needs of the students in each class.

At-risk students will be identified through classroom observations by teachers, as well as performance on assessments, and any and all other social, emotional or physical abnormalities. Students determined to be at-risk will be supported using a Personal Educational Plan, intervention services and any other resources available to PCA.

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

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.

The Board will hire certified staff to provide specialized educational services for students with exceptionalities including Exceptional Student Education (ESE) and Limited English Proficient (LEP) students. The applicants realize their responsibility in meeting the needs of these students and, at the very least, will contract with qualified, special education professionals to meet federal and state standards relating to children with special needs.

PCA is aware of the provisions of the state and federal special education law. The staff will be advised of students with an Individual Education Program (IEP) (in strict compliance with the Federal Education Rights and Privacy Act) and ensure that all requirements are being met as prescribed. In accordance with federal and state law, the IEP will be updated at least annually to be assured that students' needs are being met. A team will be formed to create checklists that meet specifications of (special education laws) NC State Law and Federal Law IDEA, ADA 1990 and Part 504 of the Rehabilitation Act of 1973, for identification of children with potential special needs. There will be ongoing assessments in all classrooms to determine if there is any child with special needs. PCA will address the needs of all exceptional children on an individual basis. PCA will have in place:

- A Non-Discriminatory Policy Regarding Identification, Location, Evaluation and Selection;
- Individual education plans (IEP) developed in IEP meetings with parents/guardians and the IEP Committee;
- Least restrictive environment;
- Parent/Student participation in decisions;
- Procedural due process.

Pinnacle Classical Academy's teachers who teach core content to ESE students will possess appropriate "in field assignment" in accordance with the ESE certification table in the NC Course Code Directory and Instructional Personnel Assignments.

Student needs will be supported through the interventions determined by a Student Support Management Team (SSMT). Students will be identified and evaluated in accordance with state and federal regulations. The SSMT process will identify whether the concern for the student is academic and/or behavioral in nature. Interventions will be established by the team and agreed upon by parents and teachers. The interventions will be in place for a minimum of three weeks, then evaluated by the SSMT. If the strategies prove to be successful the plan will be continued. Adjustments will be made where needed to implement a different set of interventions. If improvement is not evident through the prescribed interventions, the staffing team will refer the student to a school psychologist for a psychological evaluation to determine whether the student's needs warrant an individual education plan (IEP) and special education or related services. Other areas will also be assessed as warranted, i.e. speech/language, occupational therapy, physical therapy, etc. The SSMT committee, headmaster, and parents will review results and agree upon a plan. Following is a list of services which will be provided to serve the needs of the exceptional student population:

- *Academic Pullout:* All students will be included in regular education classes to the extent possible using the least restrictive environment. However, those students who require extra services or instructional assistance will be pulled-out of the regular classroom for tutoring by a certified ESE teacher. The amount of pull-out and the specific content area to be remediated will be determined as part of the Individual Education Plan.
- *Consultation and Collaboration:* Students who do not require "pull-out" services but require some assistance per the IEP will receive extensive monitoring.
- *Speech Therapy, Physical Therapy & Occupational Therapy:* These services will be contracted and services provided according to each student's IEP.

When the students require extended services, it will be the design of the school, whenever possible, to use itinerate classes to give these students the added instruction or services they require. The intent of this design is to keep these students from being seen as exceptional. During these two periods, other students will be receiving focused instruction to eliminate the stigma that students often associate with ESE or LEP services.

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.

A draft of the Student Handbook is as follows:

Attendance

Academic Year

The length of the school year is 180 instructional days. The school year is divided into four quarters (2 semesters). Report cards will be distributed at the end of each grading period. Three (3) Parent Teacher Conferences will be scheduled during the year, one at the end of each of the first three quarters.

Truancy Policy

North Carolina Compulsory Attendance law requires that every person from seven (7) to sixteen (16) years of age attend school every day unless otherwise excused by statute or other legitimate authority. Attendance plays a vital role in education. Students who attend school on a regular basis are better able to not experience gaps with the class discussions and complete assignments in a timely manner.

Absence from school for one day, or even from one class period, without acceptable cause, is considered truancy. Acceptable cause may include, with appropriate documentation, but is not limited to: in-school or out of school suspension, required religious observations, hospitalization, doctor's written order for home stay, death in the immediate family. Other situations may constitute acceptable cause and will be reviewed for approval on a case by case basis by the headmaster.

Evidence of habitual truancy includes, but is not necessarily limited to:

- Failure of parent/guardian to ensure that his/her child attends school or classes as required by law
- In grades K-8, ten (10) or more absences from classes during a school year or
- In grades 9-12, five (5) or more absences from semester classes or ten (10) or more absences from year-long classes.

When children are not in the classroom, consistent and sustainable learning is impeded. PCA staff and administration will communicate with parents/guardians regarding attendance in the following manner:

- When a child has accumulated five (5) or more unexcused absences and/or tardies in a school year parents/guardians receive a phone call home
- When a child has accumulated seven (7) or more unexcused absences and/or tardies in a school year parents/guardians receive a letter in the mail stating the attendance policy
- When a child has accumulated ten (10) or more unexcused absences and/or tardies in a school year, the parent /guardians must meet with the school administration to complete an attendance contract to work on improving attendance
- When a child has accumulated fifteen (15) or more unexcused absences and/or tardies in a school year, a formal letter will be sent home stipulating that a referral to the Juvenile Justice Center is pending, and that the child is in jeopardy of repeating the grade.

Parents/guardians should notify the school as soon as they know their child will be absent. **When a child returns to school, a note signed by the parent/guardian must be sent with the child stating the reason and dates for the absence to ensure the absences are recorded appropriately.** The note is to be turned in to the front office. If the child is tardy, they should be accompanied to the front office and signed in by the adult bringing the student to school. The student will then be given a pass for admittance into class.

Early release from school is approved in the event of a child's illness, a medical appointment or a family emergency. Parents/guardians will come into the office to sign the student out for the day. Early dismissal and tardiness to school do count against the student's attendance record.

The headmaster and/or other school personnel will follow-up and investigate all unexcused absences including late arrivals and early dismissals. If a student is habitually late or absent, a conference with the parent/guardian will be scheduled with the appropriate member(s) of the administrative team to resolve the attendance problem.

Excused Absences

An excused absence or tardy is one for which no negative consequence is assessed against the student. Students who are absent from or late to school for a valid reason (medical or other emergency) are required to provide documentation from the doctor's office. Supporting documents may be required by the school and requested from the parent/guardian. Students must bring to the school a written excuse on the day that he/she returns to school. The note must include the date or time and a legitimate reason for the absence. Approval of excused absences is made by the administration, but the student's record is marked to reflect an absence per North Carolina law.

Make-up Work

Students are expected to complete all work before leaving or immediately upon their return from an absence. In the case of illness or other unexpected absence, students or their families should contact their teachers as soon as they return to school to obtain their missed assignments. Make-up work is the responsibility of the student and parent.

Procedures for Attendance

Attendance is taken daily at 8:00 a.m. Students arriving after the first bell must get a pass from the office before continuing to the classroom and are marked tardy. Absences are to be certified in writing by the parent/guardian on the first day the student returns to school.

Valid reasons for being absent or tardy are:

- Illness
- A family emergency requiring immediate attention

Excused absences may also be granted for exceptional educational opportunities or any other reason deemed necessary by the parent or guardian of a student and approved by the School. **In these cases, it is important for students to request, in writing, an early leave at least five school days prior to the absence.** These requests should be delivered to the school office.

Once students arrive at school they are not allowed to leave the school grounds for any reason without escort by their parent/guardian, and without being signed out.

School Calendar

The school calendar for academic year will be posted on the school's website or may be picked up from the office. Changes may be made as deemed necessary due to inclement weather and/or emergencies through written notice to parents.

Student Progress

Assessment

Continuous evaluation of student learning is an integral part of the instructional process at PCA. Assessment of student learning is done in many ways, depending on the subject area. Following is a short description of various types of assessment tools used at the school.

As mandated by state law, PCA administers the North Carolina End of Grade/End of Course Tests. Scores on standardized tests help the school assess how much progress students have made relative to standards mandated by the state. Currently students in Grades 3-8 are administered the EOGs at the end of the school year. High School students are administered EOCs in applicable courses at the end of the 1st semester and at the end of the school year.

Students entering the Kindergarten program are administered the Brigance test to assess readiness and to provide teachers with a base point for beginning the education of the students. In addition, students in grade K–6 are administered DIBELS Next to assess reading fluency.

PCA will administer ClassScape, to students in Grades 3–12. The assessment provides online data to teachers for use in benchmarking the growth of individual children and allows important resources in planning for the needs of every child ensuring continuous academic achievement.

Progress Reports

PCA teachers implement a “No Surprises” approach to student progress. Progress Reports are issued to all students every other Friday. All teachers should maintain communication with parents regularly to keep parents involved in the academic progress of their students. These reports inform parents of their child’s academic developments and any potential problems the child may be experiencing.

Student Learning Contracts (Parent-Teacher-Student Conferences)

Parent-teacher conferences are held at the end of each quarter. Information will be sent home to schedule times with teachers. Appointments must be set to allow adequate attention and time to meet with each parent. Parents are encouraged to use these times to meet with teachers to discuss their child’s progress at school. Conferences with teachers and/or members of the administration can also be arranged as needed throughout the school year. Conference dates and information will be announced on the school’s website, through classroom newsletters and in an AlertNow phone call to parents.

Report Cards

Report cards are distributed four times a year, shortly after the end of the grading term. Report cards may list a student’s proficiency for each of the standards identified for mastery during that term, his/her attendance records, and a discussion of the student’s behavior and social developments.

Academic Support Activities

Extra-Curricular Life Skills and Enrichment Program

Extracurricular activities, life skills and enrichment are a unique feature of PCA. PCA will sponsor a variety of after-school activities, clubs, and programs to interested students. Programs may include tutoring in core subjects (math, reading/language arts, science, and social studies), service clubs, sports programs, fine arts clubs, and academic and honor clubs. In addition to academic rigor, PCA focuses on programs, which foster an appreciation for philanthropy and character development.

Admissions

Applications for New Students

Beginning January 2014, PCA will accept applications for new students for the upcoming school year the first business day in January through the last business day of March.

The school holds lotteries to determine acceptance and waiting list status as outlined below for the upcoming school year.

The lottery for the upcoming school year is held in April for grades in which the number of applications received is greater than the number of openings in each grade, with the date publicly announced in advance.

Several factors determine an applicant's acceptance into the school or placement on the waiting list. Applicants who have siblings already enrolled in the school are given preference, and moved to the top of the waiting list. Students who do not have siblings attending PCA follow on the waiting list.

An applicant's rank on the waiting list is determined by lottery. All applications for each grade are placed in a box and are randomly drawn. The first application pulled is number one, and continuing. If there is an available space in the grade for that applicant, he/she is admitted to the school. If not, that student is placed on the waiting list for that grade, in the order the application was pulled in the lottery. Waiting lists do not carry over into the next school year. For certain grades (i.e. Kindergarten, new grade levels added), there are new spaces available every year. For other grades, depending upon the number of students returning to the school and the number of sections opening for that grade, there may be few, if any, available spaces.

If a student has been accepted to the school but does not register within 10 days, he or she is automatically withdrawn and the next student on the waiting list is invited to attend the school.

Applications for Re-enrollment

Students currently enrolled and attending PCA need to complete an Enrollment Intention Form indicating whether or not they intend to remain at PCA or withdraw and attend another school. Returning students are not required to submit a new application or go through the lottery process.

Students expelled from the school for behavior problems must reapply for admission and will follow the procedures outlined above for new students.

Students who withdraw before the last day of the current school year must reapply for admission and will follow the procedures outlined above for new students.

Books and School Supplies

Books

Books, which belong to the school, are assigned to each student during the course of the school year. These include hard cover and soft cover books, as well as workbooks. It is expected that students will treat all books with respect and will keep them in good condition for return at the end of the year. Students may not write in books unless explicitly instructed to do so by a teacher. **If a student loses or damages a book, parents/guardians are responsible for the cost of the replacement book. A bill will be mailed to the student's home address.**

Financial Assistance

Financial assistance may be available for field trips, supplies, school fees, etc. Please contact the headmaster for more information.

Supplies

Before the beginning of the school year, a student supply list will be available at the school office and/or on the school website. Students are expected to bring basic supplies to school, which will differ by grade level.

Homework

Students are responsible for completing homework assignments. Any student who does not arrive in class prepared with his or her homework will receive consequences as outlined in classroom procedures, as well as possible loss of privileges.

Accidents

All children experience minor scrapes and bruises. The school maintains a log of all children seen on a daily basis. For more serious incidents, an Accident Report Form is completed and maintained by the school. Instances of serious accident may include some or all of the following procedures:

- A staff member carries out immediate first aid.
- A staff member contacts the parents to pick up the student for medical care.

In cases where the parents or the designated emergency persons cannot be reached, or where immediate medical attention is needed, the school will call a local emergency unit for treatment and/or transportation to a hospital. A staff member accompanies the student and stays until the parent arrives.

In cases of extreme emergency, staff may contact the local emergency unit before calling the parent.

Child Abuse Protocol

North Carolina law requires immediate reporting of suspected child abuse to the authorities and to the appropriate individual in charge of the school. Failure to do so is a violation of the law.

Emergency Cards

Parents of all K-5 students are required to fill out two emergency cards – one for the administrative office and one for the student’s homeroom teacher. Parents of students in grades 6-12 are responsible for ensuring the contact information recorded in NC Wise is current and correct. **It is essential that parents update either the cards and/or their contact information if their address, phone number, or emergency contact person changes.** If there is an emergency at the school, the cards and information in NC Wise will be used to contact parents and listed emergency contacts.

School Closings or Late Starts

If school is closed or the opening delayed due to inclement weather, power outage or other problem, local radio and television stations announce this information. Additionally, the school will post such information on the school’s website and send out an automated phone message to numbers listed in NC Wise. Parents are responsible for ensuring their phone numbers and those of emergency contacts recorded in NC Wise are current and correct. Look for information on these TV channels and websites:

- News 14 Carolina www.news14.com
- WBTV Channel 3 www.wbtv.com
- WSOC Channel 9 www.wsoc-tv.com
- WCNC Channel 6 www.wcnc.com

Only under extreme circumstances does a school closing occur once students have arrived. If an early closing should occur, parents are notified of early dismissal. Parents/guardians of students will need to pick up their children by the time of closing. Closings during the day are announced on local radio and television stations. Parents/guardians may call the school if in doubt.

Health Policies and Procedures

Administration of Medication

PCA accepts the responsibility for the school’s role in providing a safe and healthy environment for students. Administering medication during school hours is discouraged and restricted to necessary medication that cannot be given at home. Whenever possible, medication should be taken at home. Medication that has to be given at school **MUST** be brought to the school office before school and stored in a cabinet or refrigerator.

If a student needs to take a prescription medication at school, request the pharmacy to provide a duplicate bottle for school usage. Any modifications from the student’s original prescription must be verified by the doctor, either by a fax or a new script. If a student has a medical condition which requires medication to be given on an as-needed basis, a doctor’s note is requested to contain instructions for administration of medication and reason for the medication.

All medications brought to school **MUST** be in the prescription bottle or original container. Medicine will not be given unless it is prescribed for the student bringing it to school and the container has his/her name on it. All medications must be accompanied by a medication form obtained from the school which includes the following information:

- Student's Name
- Medication Name
- Directions (amount and time to be given)
- Number of days to be given
- Parent's signature, telephone number and date
- Physician's signature, telephone number and date

Any medication, not in the original container, and with the child's name on it, will be held by the school for a parent to pick up within one week. After that, it will be destroyed. No medications, whether prescription or over-the-counter, are given without written consent from parents/guardians and physician.

Communicable Diseases

Parents must notify the school immediately if a student has contracted a communicable disease. The school will then notify parents of other students in the grade-level homeroom. If more than one case of a communicable disease occurs in a single homeroom or area of the school, the school may contact a Public Health officer. In the event of an epidemic, special precautions or exclusion policies will be initiated. PCA follows isolation and quarantine regulations as prescribed by the North Carolina Department of Public Health.

Optional Vaccinations

Parents should be aware of optional vaccines that are available to protect the health of their children. Some of these vaccines are for the prevention of meningococcal meningitis and influenza. There is also a vaccine for the HPV virus, a leading cause of cervical cancer. For more information regarding these vaccines, please contact a family physician.

Doctor/Dentist Appointments

All appointments are strongly urged to be after school hours. If this is not possible, a parent or a designated guardian must come to the school office to pick up a student for a medical or dental appointment. **Students cannot be released unless an authorized person listed on the emergency card is present.** Students must provide an excuse issued by the Doctor/Dentist upon return to school.

Health Requisites

PCA follows state law concerning proper immunization and requires that immunization records be on file before a student is allowed to attend school. All students must present, before admission, a physician's certificate listing the required immunizations as outlined by the State Board of Health. Parents are required to maintain a current record of immunizations with the school for their child(ren). Complete physicals will be suggested before entry to the school at all grade levels.

Illness and Exclusion Policy

If a student shows any symptoms of illness, such as a temperature, nausea, diarrhea, sore throat, or a rash, he/she should not come to school until a diagnosis has been determined or the symptoms have disappeared. This helps reduce the spread of infections at school.

If a student shows symptoms of a serious illness while at school, the student is excluded from the regular school program, and the following procedures are followed:

- The student is asked to report to the office.
- Parents are notified to make arrangements to have the student picked up at school. If parents cannot be reached, the person designated on the emergency card is called. **It is essential that parents list people on the emergency card who are able to pick up the student if the parents cannot be reached.**

Permission to Administer Over-the-Counter Medication

Over the counter medications (such as Tylenol, non-aspirin pain relievers, cough syrups) at school should be restricted to only when necessary and are provided by the parent. The school DOES NOT keep any medications of any type on hand. Parents must sign a medication form authorizing dispensing over-the-counter medication for headaches or other common ailments.

Prescription Medication

The school administers prescription medications when the following specific requirements are met:

1. A signed consent form is on file to give the medication
2. Medications are in a pharmacy- or manufacturer-labeled container.
3. The label must state:
 - a. Student's name
 - b. Name of the drug
 - c. Dosage
 - d. Directions for use
 - e. Physician's name
 - f. Expiration date of a time-dated drug

All prescription medications brought to school must be stored in the office, with the current supply kept to a 30-day minimum. The school will work with the instructional staff to maintain consistency in the student's medication schedule.

Transporting of Medication

It is strongly recommended that Primary students (K–5) NOT transport their medications to school. It is best that a parent or guardian bring medications directly to school. The medicine is to be given to the office in accordance with the medication policy.

Items of Interest or Concern

A limited amount of clothing is available in the office for the children when accidents occur. If your child needs to use these items, they need to be **laundered and promptly returned to the office.**

If your child becomes ill or injured, it is imperative that the office has **three (3)** legitimate contact numbers on file. The office must be able to reach parents, guardians, or someone who will be responsible for the child and pick them up in a **timely** manner.

PCA has a no nit policy. Any student diagnosed with lice must be nit free before returning to school. Information on lice control is available in the school office.

DO NOT send a student who has had a fever at or above 100 degrees within the last 24 hours to school. If a student complains of feeling ill, check the student's temperature before sending him/her to school.

DO NOT send a student who has had diarrhea or vomiting in the last 24 hours to school.

If a student has **any** type infection, he/she must have been on an antibiotic for **24 hours** before returning to school.

Screening Tests

PCA works with state and local health agencies to conduct age appropriate health screenings. These tests are carried out under the supervision of a physician, nurse, and/or specialist in a particular health field. Health screening procedures can only identify potential or existing health problems. School officials will notify parents/ guardians of the results of the screening to allow the necessary follow up with medical personnel.

School Rules and Policies

Computer/Internet Policy

Use of PCA's computer network is a privilege, not a right. Students may use the computers as long as they observe the rules as outlined below. Failure to follow these rules may result in loss of computer network privileges, detention, or suspension.

- The network is to be used only for activities that support education and research related to assigned schoolwork.
- When communicating with others on the Internet, students must be polite and appropriate at all times.
- The network is not to be used for any illegal purpose. Illegal activities include tampering with the computer hardware or software, unauthorized entry into computers, or knowledgeable vandalism or destruction of computer files. Such activity is considered a crime under state and federal law.
- Copyrighted material is not to be copied without permission. Copyright laws and rules regarding software, information, and attribution of authorship are to be respected. No software other than what is provided by the school may be installed.
- Any use of the network, which involves obscenity, profanity, racism, sexism, personal attacks, harassment, or offensive messages or pictures is prohibited.
- Passwords and/or accounts are not to be shared. Violations of the policy that can be traced to an individual account will be treated as the sole responsibility of the owner of the account.

- It is against policy to attempt to use the accounts and passwords of others, using pseudonyms, anonymity or attempting to access information of others.
- It is against policy to knowingly degrade the performance of the network. Electronic chain letters and “mail bombs” are prohibited.

Students who have knowledge of violations of these policies must report the information immediately to the teacher, principal, or system operator.

Uniforms

The Uniform Policy is posted on the school’s website. The Uniform Policy is reviewed each spring by the Board of Directors and Headmaster. Should any changes or modifications be deemed necessary, these will be noted on the website and will apply to the coming school year. If you have any questions about the Uniform Policy, please contact the headmaster.

Telephone Calls, Mobile Telephones and Messages

Use of cellular phones and other communication devices is not allowed at school unless for instructional purposes monitored by faculty. Telephone messages will only be delivered in emergency cases. Students may receive permission to use the school office telephone for valid reasons.

Visitor Procedures

ALL visitors and volunteers (this includes parents/guardians) must sign in and out at the school office. Volunteers in the buildings will receive special name tags designating them as building volunteers.

Expulsion

The following behaviors may result in a student being expelled for a period of time as allowed by North Carolina law:

- Causing serious injury to another person
- Habitual misbehavior
- Possession, use of, sale of, or furnishing any firearm, knife, explosive or other dangerous object
- Unlawful possession of, use or sale of any controlled substance
- Robbery or extortion
- Offering, furnishing, or sale of any drug paraphernalia
- Criminal behavior
- Threats of a terrorist nature, hate violence, or hate crimes
- Sexual assault
- Battery

PCA expects all students to conduct themselves in a civil and socially responsible manner. Disciplinary measures, carried out in accordance with state law, are used to maintain a safe and stable school environment.

Notification of an expulsion hearing before the administration will be sent. Formal findings from such a hearing will be explained in writing to the parents and the headmaster of PCA with stipulations outlining the length of the expulsion. Any student who has been expelled pursuant to these provisions shall have the right to appeal to the Board of Directors. When a student is expelled under the provisions of this section and applies for admission to another school for acceptance, PCA shall notify the head of the receiving school of the reasons for the pupil's expulsion.

Procedural Due Process

Procedural Due Process is afforded to all students subject to discipline and includes the following:

- Opportunity to respond to charges in front of a qualified teacher or administrator of the school
- Opportunity to present witnesses
- Notification of all evidence
- Notification of formal outcome within a certain number of days of hearing
- Right to appeal

Procedures for all Expulsion Hearings

- A presentation of the evidence against the student is stated by the headmaster of the school.
- A presentation by the student and parent or parent's designee (individual) of any defense or mitigating circumstances.
- Submission of written statements from any person in defense of the student accepted by the headmaster. The student may present witnesses and evidence in rebuttal of the school's allegation to the headmaster.
- The headmaster records a summary of the facts and disputed evidence.
- Failure of the pupil and/or parent to appear at the hearing without good cause constitutes a waiver of the hearing and the case is reviewed by the headmaster (Head of School or designee). A decision is rendered on the evidence available.
- On the day of the hearing, a presentation detailing the reasons for the decision is given to the student and parent or guardian. Formal findings from the headmaster will be mailed within 10 days of the hearing. The decision may authorize return to school at an earlier date, and may include an alternative educational plan or an evaluation request.

Discipline with Regard to Exceptional Children

Any student identified as or under suspicion for having a behavioral disability will be disciplined as mandated by State and Federal Laws. No exceptional student will be suspended for more than 10 days without a manifestation hearing.

General School Rules and Policy

PCA facilitates the development of disciplined individuals toward fostering a community of learners' attitude and environment. PCA celebrates the development of our children and recognizes the positive growth in all areas, while at the same time correcting the negative choices and teaching the proper way. Policies and consequences consistent with our mission are necessary to ensure a safe learning environment for every child.

Inappropriate Behavior

Examples of inappropriate behavior include, but are not limited to:

- Disrespectful or inappropriate talk and actions
- Disobedience
- Misusing school equipment, or that of others
- Running in class, or in the hallways
- Littering
- Teasing
- Horseplay
- Bullying
- Sexual harassment

Teachers will discuss the above behaviors with students and will contact parents to work together to determine a resolution. If the student's behavior problems continue, a referral to the office administration may occur.

Office Referrals

It is at the discretion of the teacher to refer a student to the administration for intervention of behaviors. Administration will talk with the student, as well as others involved, to understand the circumstances surrounding the incident.

Depending on the circumstances that caused the referral, a student may remain at the office for a brief "time out" period, or may receive another form of consequence. These may include detention, in-school suspension, out of school suspension, or expulsion. Conflict resolution, individual, and/or group counseling may be involved as a component of PCA's intervention strategies. Upon each referral to the administration, the parent or guardian will be called and informed of the incident as well as the consequences. ***It is a shared responsibility of the parents to teach and model PCA's Core Expectations.***

Suspension

The following behaviors may result in immediate suspension:

- Fighting
- Biting
- Forgery
- Disrupting the educational environment or otherwise willfully defying the valid authority of staff, teachers, or school officials
- Causing, attempting to cause, or threatening to cause physical harm to another
- Causing or attempting to cause damage or school property or private property
- Stealing or attempting to steal school property or private property
- Possessing or using tobacco, alcohol, or controlled substance
- Committing an obscene act or engaging in habitual profanity or vulgarity
- Sexual advances, request of sexual favors, or other verbal, visual, or physical conduct of a sexual nature
- Causing or attempting to bring harm to another through hate language
- Habitual misbehavior
- Bullying

Parents may be required to return to school with their student to meet with members of the administrative team as specified in the notice of referral letter.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory their information. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of the school.

TIMELINES

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

Operational Area of Focus	Specific Task	Begin Date	End Date	Lead Person	Notes
Governance	Organizational Structure	ASAP	03/30/13	Current Board	To be completed prior to posting positions and interviewing Projected staffing is included in application
	Staffing Plan	ASAP	3/30/13	Current Board	
	Board Profile: includes all areas of functioning (legal, finance, business)	ASAP	03/30/13	Current Board	Attorney of record – The Law Firm of
	Board Recruitment	ASAP	03/30/13	Current Board	Look for possible expansion of Board Membership
	Bonding/E&O Insurance for Board of Directors	02/2012	06/2013	Current Board	
	Site Procurement	In Process	ASAP	03/30/13	Board Facilities Committee
	Construction/ Renovation of Building	On approval of application	07/2013		
	Alignment with architectural plan				

	Zoning/ Variances to be filed				
	Signage - Zoning/ Variances to be filed				
	Sign design and installation				
School Design	Grade level sections – how many of each grade and class size	Current	03/31/13	Current Board/Educatio n Consultant	Preliminary numbers in application/final numbers determined by final enrollment
Human Resources	Staff Recruitment: Instruction and Support Staff - posting of positions - shortlist resumes - interviews	Beginning 01/2013	06/2013 Best to have inst. staff early as there are three benchmark dates for hiring teachers: January, April, and May	Headmaster once that person has been hired by the Board	Administrative assistance will be needed to help with processing resumes, fielding questions, reference checks, criminal history checks, etc. to expedite hiring process

Staff Recruitment: Office Staff - posting of positions - shortlist - interviews				Headmaster	
Identify Insurance Carrier/Plan	On approval of application	01/2013		Board/Headmaster	Employees will want specifics
Employee Files set up - dual sets – HR and Health	As hired	06/2013		Administrative Assistant/ Business Manager	
Set up retirement for certified and non-certified staff	As staff is hired	06/2013		Headmaster/Administrative Assistant/ Business Manager	
Orientation protocol for staff	When Headmaster is hired	06/2013		Headmaster	
Draft FMLA policy per state law	02/2013	06/2013		Headmaster	
Draft all leave policy/ staff policy per state law	02/2013	04/2013			
Room/Office assignments	Determined by procuring building and Headmaster's hiring date	07/2013		Headmaster	
Staff evaluation process/ forms/ timeline	When Headmaster is hired	05/2013			Completion early for inclusion in staff handbook

Instructional Processes	Master Schedule	03/2013	04/2013	Headmaster	Availability of the schedule for parents and for potential staff is important
	Develop all staff supervision schedules	02/2013	04/2013	Headmaster	
	Develop grading policy	02/2013	4/2013	Headmaster	
	Develop report cards	02/2013	04/2013		

Students & Parents	Information/ Recruitment Meetings	02/2013	05/2013	Headmaster	
	Enrollment Process - open window should run for 6 – 8 weeks - marketing - application - public lottery - enrollment forms	02/01/13	03/31/13	Headmaster	Lottery process will align with state law If lottery is needed will occur April 5 th .
	Uniform selection – style and vendor	02/2013	03/2013	Headmaster with Board approval	

	Family Handbook: - Truancy - FERPA - Internet Use - Uniform protocol - Photo/ Video consent form - enrollment process - due process - free/reduced process - family commitments/ expectations - arrival/ dismissal times and procedures - health - academics/ assessments - special education	02/2013	05/2013	Headmaster with Board approval	Aligned with state law To printer in May
School Meal Program	Source/select school food program/ provider	03/2013	06/2013	Headmaster	Nonprofit venture Audit of program by DPI prior to opening for alignment with Federal regulations
Facilities, Furniture, Equipment	Source furniture and equipment	02/2013	06/2013	Headmaster	Furniture is on often on back ordered and may take several months to be delivered
	Set up vendor accounts	02/2013			
	Instructional furniture and equipment orders				

	Office and support furniture and equipment orders – including cafeteria				
	Source telephone provider and equipment				
	Source textbook and curricular resources				

Operations	Vendor selection for areas such as grounds maintenance; office/custodial supplies and equipment; telephone/internet service; accounting/payroll service;	02/2013	06/2013	Headmaster	Adhere to NC state law requirements

	Accounts receivable/ payable policy/ procedures/ software	02/2013	04/2013	Headmaster	Vet with state board of accounts Contract with Acadia Northstar to provide financial services and NCWise
	Printing of all policies, forms, handbooks, and templates: - staff handbook - family handbook - discipline referral (NCR paper) - enrollment forms - application for employment - master schedules - staff evaluation templates/ rubric	04/2013	08/2013	Headmaster/ support staff	
Accountability	Data submission/ reporting requirements w/ DPI and SBE	04/2013	06/2013	Headmaster	Projected student enrollment available by April 4 th after lottery

	Health inspection for opening	06/2013	07/2013		
	Fire inspection to open				
	Professional development plan				
	Identify facilitator				
	Set calendar of training for July				
Technology	Computer/technology resource needs – source provider	02/2013	03/2013	Headmaster	Contract with IT company for technology needs
	Infrastructure/wiring			IT/ Headmaster	
	Source IT provider	02/2013	03/2013		
	Technology plan per state requirements	03/2013	04/2013		

	Draft internet usage policy for staff and students	02/2013	03/2013		
	Data management - student information system - data back up - data retrieval - fire wall/ filter - email – service needs - server needs	02/2013	04/2013		NCWise Contract with Arcadia Northstar
School Safety	Evacuation routes	04/2013	06/2013	Headmaster	
	Emergency/ crisis policy/ procedures	03/2013	06/2013		
Special Education	Support, monitoring, compliance	03/2013	06/2013	Headmaster/ Special Education Staff	Services will be provided when school opens
	Direct Service providers – OT, PT, speech				
	Psychological Evaluator(s)				

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

- Provide a detailed description of the existing private school's financial status.
- Describe the rationale for converting from a private entity to a public school. Include information regarding how the proposed charter school will be nonsectarian in nature and will be open for all students (not just those currently attending the private school).
- Depict and analyze the current enrollment trends of the school over the past three academic years.
- Document and expound upon evidence that the existing private school is successful in student achievement. Base this explanation upon academic data available through summative assessments.
- Explain the proposed charter school's expected staff turnover due to the statutory requirements for teacher licensure and highly qualified status.

VI. BUSINESS PLAN

PROJECTED STAFF:

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

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
- Procedures for grievance and/or termination
- Sample employment policies to be implemented by the proposed charter school
- 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.

Projected Staffing Needs (for the initial year of opening)

- Headmaster
- Assistant for Curriculum
- IT/Media
- Administrative Assistant
- Classroom Teachers grade K – 6
- Cultural Arts/PE teachers
- Teacher Assistants (2 as bus drivers), part-time and full-time
- Guidance Counselor
- Contracted specialist for OT, PT, Psychological Services, etc. as needed
- Exceptional Children Teacher
- Custodian

On approval of the charter application, employment opportunities will be posted on a website and sent to recipients on email list, to local colleges and universities, and to local newspapers. Applications will be vetted upon receipt to determine if applicants meet required qualifications for the position for which they are applying. The headmaster will then review applications and schedule interviews. Candidates with the best qualifications and for which the school is a good fit for them and they are a good fit for the school will be hired upon Board approval. Particular attention will be given to teacher candidates' applications for indications of demonstrated effectiveness as teachers. Pinnacle Classical Academy will be an equal opportunity employer and not discriminate based on age, sex, race, religion or disability.

Portions of Proposed Employee Handbook:

EMPLOYMENT AT WILL

Employment with Pinnacle Classical Academy Inc. is voluntary and the employee is free to resign at will at any time, with or without cause. Similarly, Pinnacle Classical Academy, Inc. 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. Employees are requested to give a minimum of two (2) weeks' notice when resigning.

EMPLOYMENT APPLICATIONS

Pinnacle Classical Academy Inc. 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 PCA'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 Pinnacle Classical Academy, Inc. are well qualified and have a strong potential to be productive and successful, it is the policy of the PCA to check the employment references of all applicants.

The headmaster or persons designated by the headmaster are authorized to provide employee references for employees of PCA requesting a reference. 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

Pinnacle Classical Academy 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 Pinnacle Classical Academy Inc. 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 Pinnacle Classical Academy Inc. Failure to maintain a current teaching license may result in termination of employment.

DRUG FREE WORKPLACE POLICY

Pinnacle Classical Academy Inc. 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 Pinnacle Classical Academy Inc. and may have legal consequences.

To enforce this policy, Pinnacle Classical Academy Inc. 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.

BUS DRIVER DRUG TESTING POLICY

Pursuant to NCGS § 20-218:

1. School bus drivers approved by PCA must complete an initial drug test upon employment to drive school buses, and must have an annual drug test before the start of each new school year. The headmaster or his/her designee must review the results of the exams prior to assigning drivers to buses.
2. Applicants to drive buses must complete an employee application form with the required background check completed prior to employment. Interviews for applicants will be conducted by school administration.

VOLUNTARY RESIGNATION/TERMINATION

If an employee finds it necessary to resign his/her position, the employee should do so in a positive, professional manner which will reflect well on their 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.

INTRODUCTORY PERIOD

Although Pinnacle Classical Academy Inc. 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 PCA 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 PCA'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 which are required by law. Employees may also be eligible for other Pinnacle Classical Academy Inc. provided benefits, subject to terms and conditions of each individual program. Consult the employee literature and information for each specific program for the details of 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 PCA may end the employment relationship at will at any time during or after the introductory period, with or without cause or advance notice. The introductory period is part of the employee contract.

POSITION CLASSIFICATIONS AND STATUS

Each Pinnacle Classical Academy Inc. 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 PCA'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 Pinnacle Classical Academy Inc.'s full-time schedule. Generally, they are eligible for the PCA'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 PCA'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 Pinnacle Classical Academy Inc. 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 Pinnacle Classical Academy Inc.'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). Pinnacle Classical Academy Inc. offers this category in limited classifications and to limited numbers of employees. Individuals participating in this program must waive 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 PCA.

CASUAL employees are those who have established an employment relationship with Pinnacle Classical Academy Inc. 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 Pinnacle Classical Academy Inc.'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 headmaster will formally evaluate all teachers at least twice per year; first year and ILT teachers will be evaluated 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 evaluation reports were discussed. All evaluation reports will be kept in employee files.

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.

Informal observations by the headmaster will be conducted randomly throughout the year to ensure a comprehensive picture of the classrooms of PCA.

School-wide performance evaluations are scheduled annually. Pinnacle Classical Academy Inc. 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 PCA's financial standing.

COMPENSATION POLICY

It is Pinnacle Classical Academy Inc.'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, PCA may provide a stipend. The headmaster is responsible for recommending such stipends to the Board of Directors who, at their discretion, may incorporate stipends within the annual operating budget.

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:

PCA Employees . . .

1. May not use their position or office for personal financial gain;
2. Must report within five days the receipt of anything of value, \$50 or more;
3. Understand that classroom equipment purchased with PTO, parent or other school funds is the property of the school, and not the property of the individual teacher/staff member;
4. May not receive compensation to influence action;
5. May not receive additional money as payment for advice or assistance given in the course of their employment;
6. May not receive anything of value for speaking before a public or private group if the employee is acting in an official capacity.

7. May not use government personnel, equipment, materials in an election campaign;
8. May not use or disclose confidential information gained in the course of their employment;
9. May not serve as a member or employee of a governmental regulatory commission that regulates any business with which they are associated;
10. May not represent another person before a governmental entity;
11. May not have an economic interest in a contract if the employee is authorized to perform an official function relating to the contract.

All PCA Staff are expected to follow the Code of Ethics for North Carolina Educators, policy ID number: TCP-C-014:

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 Pinnacle Classical Academy Inc. expects of its employees should be discussed with the School Director

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 PINNACLE CLASSICAL ACADEMY INC. HAS THE RIGHT TO TERMINATE EMPLOYMENT AT ANY TIME WITH OR WITHOUT CAUSE OR NOTICE.

1. **Substance Abuse.** Substance abuse will not be tolerated. The drug and alcohol policy explains the position of Pinnacle Classical Academy Inc., regarding alcohol and illegal drug use, as well as the use of other intoxicants and mind-altering substances.
2. **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.
3. **Courtesy.** Courtesy is the responsibility of all employees of Pinnacle Classical Academy Inc. 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 Pinnacle Classical Academy: Inc. is, therefore, strictly prohibited.
4. **Attitude.** Every employee should display a positive attitude toward their job and their job assignments. Positive attitudes create better quality and problem-free working environments as well as an appropriate educational environment for students.
5. **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.
6. **Theft.** In the interest of protecting all employees, visitors and students Pinnacle Classical 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.
7. **Threats and Weapons in the Workplace.** Pinnacle Classical Academy 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.
8. **Damage to Property.** Deliberate or careless damage to school property or the property of coworkers, students, visitors or others is prohibited.

9. **Safety.** Pinnacle Classical Academy 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.
10. **Harassment.** Pinnacle Classical Academy Inc. strictly prohibits any and all kinds, forms and types of harassment. Employees are required to sign and adhere to the Harassment Policy.
11. **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 Headmaster and adheres to policy of signing in and out.
12. **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.
13. **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 Headmaster.
14. **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.
15. **Honesty.** Misrepresentation of any kind by an employee of Pinnacle Classical Academy Inc. is a violation of professional ethics and is prohibited.
16. **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.
17. **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. Refer to the Confidentiality of Information 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:

1. Verbal warning
2. Written warning
3. Final warning and/or probation
4. 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, they will be subject to disciplinary action up to and including termination.

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

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

Qualifications for Anticipated Positions

- Headmaster
 - Ed.D./Ph.D. in an educational field preferred (or in progress)
 - Appropriate License (or ability to apply)
 - 10+ years' experience in educational setting
 - Administrative or supervisory experience
- Assistant for Curriculum
 - Master's degree in an educational field preferred (or in progress)
 - Appropriate license (or ability to apply)
 - 7+ years' experience in educational setting
 - Demonstrated effectiveness as an educator
- IT/Media
 - Master's degree in an educational field preferred (or in progress)
 - Appropriate license (or ability to apply)
 - 5+ years' experience in educational setting
 - Demonstrated effectiveness as technology coordinator/educator
- Administrative Assistant
 - High school diploma or equivalent
 - Clerical and customer service experience
 - Basic computer skills
 - Demonstrated ability to multi-task
 - Demonstrated dependability

- Classroom Teachers grade K – 6
 - Licensed in Elementary/Middle Grades Education
 - Demonstrated effectiveness as a classroom teacher
 - At least 3 years of teaching experience preferred or 3 quality recommendations from undergraduate professors for new teachers
- Cultural Arts/PE teachers
 - Licensed in teaching area
 - Demonstrated effectiveness as an educator and teacher in teaching area
 - At least 3 years of teaching experience preferred
- Teacher Assistants, part-time and full-time (with CDL License)
 - 2-year degree or equivalent hours of course work
 - Demonstrated dependability
 - Demonstrated ability to multi-task
 - Experience working with children preferred
- Guidance Counselor
 - Licensed in school counseling
 - Demonstrated effectiveness in school counseling
 - At least 5+ years counseling experience preferred
- Contracted Specialists for OT,PT, Psychological Services, etc. as needed
 - Higher Education degree area of specialty
 - Licensure as required for practice
 - Experience working with school-age children preferred
- Exceptional Children Teacher
 - Licensed as an Exceptional Children’s teacher
 - Demonstrated effectiveness as an ESE teacher
 - Experience highly preferred
- Custodian
 - High school diploma or equivalent
 - Demonstrated dependability
 - Experience preferred

NOTE: Pinnacle Classical Academy will make every effort to hire 100% highly-qualified staff.

ENROLLMENT and BUSINESS PLAN (GS 115C.238.29F(g)(1-7))

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

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

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

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

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

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

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

**PROJECTED ENROLLMENT
2013-14 through 2017-2018**

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY COME

List LEA #1 – Cleveland

List LEA #2 – Gaston

List LEA #3 – Catawba

GRADES	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
	LEA 1	LEA 2	LEA 3												
Kindergarten	<u>32</u>	<u>8</u>	<u>4</u>												
First	<u>32</u>	<u>8</u>	<u>4</u>												
Second	<u>32</u>	<u>8</u>	<u>4</u>												
Third	<u>32</u>	<u>8</u>	<u>4</u>												
Fourth	<u>32</u>	<u>8</u>	<u>4</u>												
Fifth	<u>32</u>	<u>8</u>	<u>4</u>												
Sixth	<u>32</u>	<u>8</u>	<u>4</u>												

PROJECTED ENROLLMENT 2013-14 through 2017-2018 (continued)

	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
	LEA 1	LEA 2	LEA 3												
Seventh	—	—	—	32	8	4	32	8	4	32	8	4	32	8	4
Eighth	—	—	—	—	—	—	32	8	4	32	8	4	32	8	4
Ninth	—	—	—	—	—	—	—	—	—	32	8	4	32	8	4
Tenth	—	—	—	—	—	—	—	—	—	—	—	—	32	8	4
Eleventh	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Twelfth	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
LEA Totals	192	48	24	224	56	28	256	64	32	288	72	36	320	80	40
Overall Total Enrollment	<u>308</u>			<u>352</u>			<u>396</u>			<u>440</u>			<u>484</u>		

Budget: Revenue Projections 2013-14 through 2017-2018

INCOME: REVENUE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number of Students	308	352	396	440	484
Number of EC Students	46	53	59	66	73
% of EC Students	15%	15%	15%	15%	15%
<u>Per-Student Allotments¹</u>					
State ADM	4,786.14	\$4,786.14	\$4,786.14	\$4,786.14	\$4,786.14
EC Headcount	3,649.02	\$3,649.02	\$3,649.02	\$3,649.02	\$3,649.02
Local per-pupil	846.44	\$846.44	\$846.44	\$846.44	\$846.44
Annual increase projected		0%	0%	0%	0%
--State ADM Funds	\$1,641,986.04	\$1,878,119.34	\$2,110,603.62	\$2,346,736.92	\$2,582,870.22
--Local Per Pupil Funds	\$260,703.52	\$297,946.88	\$335,190.24	\$372,433.60	\$409,676.96
--Federal Funds	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
--Grants ²	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
--Foundations ²	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
--Private Funds ²	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
--Other Funds ²	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL INCOME	\$1,902,689.56	\$2,176,066.22	\$2,445,793.86	\$2,719,170.52	\$2,992,547.18

¹Weighted average of allotments for Cleveland, Gaston, & Catawba Counties

²If 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): Revenue Projections 2013-14 through 2017-2018

**SHOW CALCULATIONS
FOR FIGURING STATE
AND LOCAL DOLLARS
FOR THE PROPOSED
CHARTER SCHOOL**

See <http://www.ncpublicschools.org/fbs/stats/index.html>

(OR Click on: Agency Website: Division of Financial Services, Reports and Statistics, Statistical Data

The formula for figuring these allotments can be found in the Resource Guide.

State Revenues Calculated by multiplying the average daily enrollment by the adjusted weighted-average \$/ADM based upon the following LEA initial allotments*:

Cleveland County: \$4,944.20 per ADM

Gaston County: \$4,290.86 per ADM

Catawba County: \$4,494.67 per ADM

*Source: NCDPI Dollars per ADM Based on FY 2011-2012 Initial Allotment

NCDPI Division of School Business Services

School Allotments Section

Rev 07/08/2011

Local Funds calculated by multiplying the average daily enrollment by the adjusted weighted-average \$/ADM based upon the following county appropriations**:

Cleveland County: \$668.60

Gaston County: \$1,274.40

Catawba County: \$1,433.00

**Source: NCDPI Division of School Business Services

Exceptional Children Funding calculated by multiplying the average daily enrollment of children with disabilities by the \$/Headcount of \$3,649.02 ***

***Source: FY12 Children with Disabilities Initial Master File (adjusted to Max)

NCDPI Division of School Business Services

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

BUDGET EXPENDITURE PROJECTIONS GS 115C-238.B(b)(5)	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
Enrollment	308		352		396		440		484	
Grades	7		8		9		10		11	
Avg. Students/Class	22		22		22		22		22	
Full Instructional ratio	16		16		16		16		17	
Classrooms	14		16		18		20		22	
PERSONNEL										
Total # staff	26	\$814,500	29	\$900,500	34	\$1,064,750	40	\$1,258,000	41.8	\$1,324,000
--Administrator(s)	1	\$60,000	1	\$60,000	1	\$60,000	1.75	\$105,000	1.75	\$105,000
--Clerical	2	\$52,000	2	\$52,000	2	\$52,000	3	\$78,000	3	\$78,000
--Teachers	14	\$462,000	16.0	\$528,000	18.0	\$594,000	20.0	\$660,000	22.0	\$726,000
--Librarians	0	\$0	0	\$0	0.5	\$20,000	1	\$40,000	1	\$40,000
--Guidance	1	\$40,000	1	\$40,000	1	\$40,000	1	\$40,000	1	\$40,000
--Teacher Assistants	4	\$88,000	4	\$88,000	5	\$110,000	5	\$110,000	5	\$110,000
--Custodian	1	\$22,500	1	\$22,500	1.5	\$33,750	2	\$45,000	2	\$45,000
--Maintenance	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
--Food Service	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
--Bus Driver	2	\$50,000	2	\$50,000	3	\$75,000	4	\$100,000	4	\$100,000
--EC Instructional	1	\$40,000	1.5	\$60,000	2	\$80,000	2	\$80,000	2	\$80,000
PAYROLL TAXES										
	9%	\$73,305		\$81,045		\$95,828		\$113,220		\$119,160
EMPLOYEE BENEFITS										
	18%	\$146,610		\$162,090		\$191,655		\$226,440		\$238,320
CONTRACTED SERVICES										
		\$100,000		\$110,559		\$130,724		\$154,451		\$162,554
STAFF DEVELOPMENT										
		\$31,200		\$34,494		\$40,786		\$48,189		\$50,717

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

- ENROLLMENT – opening as K-6 with 2 classes per grade totaling 308 students, growing a grade each year thereafter until reach K-12
- CLASS SIZE
 - 22 students per class max
 - Total Instructional Staff Ratio – 16:1, and then year 5 reflects projections for 17:1 ratio
- STAFFING –
 - Principal, then in Year 4+, add an assistant principal
 - Clerical of 2, and growing to 3 in Year 4+
 - Adding a P/T Librarian in Year 3, then full time the following year
 - Guidance – full time
 - Custodian – Opening with 1 F/T then increasing to 1.5 for year 3, and then 2 for next 2 years
 - Bus Driver – Opening with 2 drivers for the first 2 years, and steadily increasing after
 - EC Teacher – Opening with 1 F/T, and steadily growing to 2 over the 5 year span
- CONTRACTED SERVICES
 - Financial/Audit/Legal – 48,000
 - EC /Speech/Psychological –52,000
- TRANSPORTATION– purch of 2 buses @ 30K est plus 40k in normal maint/fuel for the 1st year & normal maint/fuel going forward.
- RENT –Modular set up 100,000est plus lease for the first year, then again in the 4th year for additional growth.
- OTHER OPERATING COSTS - based on historical trends of existing charters per ANS analysis

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

ADDITIONAL NOTES:

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

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

Marketing Timeline:

Present – February 2013

- Contact local pre-schools, day cares, community centers, and churches (i.e. YMCA and Boys and Girls Club)
- Conduct town hall meetings
- Attend community events
- Members of the Exploratory Committee had a table at 2011 Shelby Fall Festival
- Use website to communicate with community
- Use local media to communicate with community
- Have had four stories published in Shelby Star (see Appendix)
- Collect Letters of Intent

February 2013 – April 2013

- Continue to use website and media to communicate with public
- Collect student enrollment applications
- Personally contact daycares, preschools, after-school programs, local churches and community centers
- Collect employment applications
- Contact local Colleges of Education
- Post openings on website and in local newspaper
- Post openings on education employment websites i.e. Teachers-teachers.com
- Develop school logo and branding
- Distribute flyers and information at community events
- Begin direct communication with perspective parents
- Advertise lottery (if necessary)

April 2013 – August 2013

- Continue to use website and media to communicate with public
- Continue to collect student enrollment applications for specific grades
- Continue to collect employment applications
- Continue to distribute flyers and information at community events
- Continue direct contact with perspective parents

Marketing Services:

Create School Identity

- School Colors
- School Logo – bundle all versions of final logo including: full color logo, black/white, reversed out, single color and text only in a variety of file formats
- School Mascot
- Complete Brand Guidelines outlining: use of logos, pantone color palettes, typography specs

Create Stationery System

- Letterhead
- Envelopes
- In-house memo - Word Template
- Business Cards

Brochures

- Tri-Fold Brochure - create
- FAQ brochure - create

Signage

- School Site signage – as needed
- Banner-up portable signage - create
- Billboards – as needed

Web Site: On National Level

- Develop/launch
- Provide staff training
- Maintain / Update

School web site upgrade

- Maintained by web site administrator with login permissions to update site
- School Calendar
- Current News Events
- Teacher Web Sites
- Streaming photos
- Thorough school info: mission statement, academic plan, enrollment, location, activities, contact, extracurricular, volunteering, parent/student info and more.

Supply Email Accounts:

Supporting Materials

- Postcards
- Flyers
- Door hangers

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.

Pinnacle Classical Academy will provide all students with a premier college preparatory education built on the foundation of the Core Knowledge Sequence, good citizenship and classical education in collaboration with committed parents, inspiring educators and motivated student.

Program Audit:

Pinnacle Classical Academy will evaluate all stakeholders: students, teachers, administrative staff, non-certified staff and board members. Parents will be invited to complete a yearly survey to help determine strengths and weaknesses to employ an improvement plan which encourages continuous growth and improvement.

Students will be evaluated by ongoing classroom assessments, classroom performance, the NC ABC assessment ,the NC EOG/EOC tests, DIBELS Next, ClassScape, EXPLORE, PSAT, SAT and ACT test results. The goal is to create students who are life-long learners, globally competitive and contributing citizens for the twenty-first century.

Teachers will be evaluated formally three times per year and informally throughout the school year by the headmaster. Teachers will serve on the various schools committees to contribute to the effectiveness of the school's program. Professional Development will be offered on a regular basis for all personnel involved in students' academic program to further enhance their knowledge.

The headmaster will be evaluated yearly by the Board and staff to provide information to support the continued growth and development of the leader of PCA. The headmaster will report to the Board monthly on all aspects of the school.

All non-certified staff will be evaluated by the headmaster.

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.

Pinnacle Classical Academy will contract with the firm of Darrell Keller to perform a yearly audit.

Darrell L. Keller, CPA, PA
PO Box 1028
Kings Mountain, NC 28086
(704) 739-0771
(704) 739-6122 fax

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

State the proposed coverage for:

Comprehensive General Liability	1,000,000
Officers and Directors/Errors and Omissions	1,000,000
Property Insurance	7,000,000
Motor Vehicle Liability	1,000,000
Bonding	250,000
Minimum amount:	250,000
Maximum amount:	250,000
Other	1,000,000

If you, as an applicant, have already received quote from an insurance organization, please provide a copy within the appendices.

See Resource Manual for Minimums allowed by SBE Policy.

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

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

A transportation survey will be sent to all families to assess the need for transportation at the end of the initial enrollment period. PCA will not deny access to the school to any local area student due to a lack of transportation. Pinnacle Classical Academy will primarily utilize parent carpool volunteers to assist in transporting students to campus. If necessary, a bus stop location will be determined based on student enrollment and family need.

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.

Pinnacle Classical Academy has been fortunate to be offered several options for property from the Cleveland County Commissioners. The Commission voted unanimously to assist Pinnacle Classical Academy with the acquisition of a suitable site for the school. The letter of support from the commissioners is located in the Appendices. The strong support of the commissioners allows for assurances of being able to select the most suitable property or facility over the next six months, which will still give the time frame of an additional 12 months for planning and renovations or the location of modular units. At present, the Board has identified two properties owned by the county that would be suitable for short or long term use. The County has asked that we not identify the two properties at this stage of the process in order to avoid confusion with ongoing economic development.

There is a contingency plan in place for the use of one of the larger Church facilities that is currently in use as a classroom setting, has a gymnasium and well-equipped cafeteria space. This property meets all codes standards for buildings, health and safety as well as ADA. This facility and the aforementioned property are centrally located in the County. Our first goal was to locate property that would be easily accessible to every region of the community.

The current budget will reflect the use of the County property and learning cottages, or modular units. The property is being provided at no cost to Pinnacle Classical Academy.

Name of the facility (if known): N/A

Address: N/A

City/State/Zip: N/A

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 (N/A)

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?

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 safety of students at Pinnacle Classical Academy is of the highest priority. Daily visual checks for safety hazards will be conducted by the headmaster and custodian. Teachers will ensure students are not behaving in a manner that will jeopardize their safety. Student behaviors that will be expected are, but are not limited to, no running (except at recess), walk up and down the stairs one step at a time using the handrails, and never be in an unsupervised location.

Immunization of Students

PCA will follow all state guidelines with regards to immunizations of students. The parent or legal guardian of students enrolling in PCA will be asked to submit their immunization records. If immunization records are not received within 30 days PCA reserves the right to not allow the student to attend classes until proper documentation is received. PCA will work diligently with families to avoid this circumstance.

Fire and Safety Regulations

Fire drills will be conducted monthly. Fire exit directions and procedures will be posted in all rooms and teachers will review fire exit procedures with students on a regular basis. In the event of a fire, everyone will be evacuated from the building immediately. If students are unable to return to the building because of smoke or fire conditions, the school will follow emergency evacuation procedures.

Other Emergency Drills that will be conducted include tornado drills, intruder drills and evacuation drills. Other situational drills may be conducted at the headmaster's discretion. All drill procedures are reviewed by teachers, and practiced by children. Exit directions and procedures are posted in all rooms.

PCA will coordinate inspections with the county Fire Marshall to ensure compliance with all state and local regulations regarding fire safety.

Food Inspections

PCA will coordinate inspections with the county Health Department to ensure compliance with all state and local regulations regarding food safety.

Hazardous Chemicals

PCA will store all hazardous chemicals in a lock spaced at the proper temperature and, if required, with proper ventilation. Upper level science courses will employ all needed safeguards, such as eye wash stations, exhaust systems, etc. Copies of a MSDS (Materials Safety Data Sheet) will be posted in the teacher's workroom and in the administrative offices.

Bloodborne Pathogens

PCA will conduct annual teacher training at the beginning of each school year regarding blood borne pathogens. Teachers will be asked to review printed information about the topic such as the pamphlet *Bloodborne Pathogens for School Staff*.

Diabetes care plans

PCA will solicit information about students with diabetes both in the enrollment application and at family orientation. The parent of any student identified as having diabetes will be contacted by school personnel. A plan from the student's physician will be obtained by the school and the school will ensure that the plan is followed.

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

Information regarding the state's Safe Harbor Law will be included in the family handbook and posted on the school's website.

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

Information regarding various vaccinations will be included in the family handbook and posted on the school's website. They will also be addressed at the school orientation at the beginning of each year.

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.

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.

- a. Appendix I: Articles of Incorporation
 - i. Item 1 – Articles of Incorporation

**State of North Carolina
Department of the Secretary of State**

**ARTICLES OF INCORPORATION
NONPROFIT CORPORATION**

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

1. The name of the corporation is: PINNACLE CLASSICAL ACADEMY; A CHALLENGE FOUNDATION ACADEMY
2. (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).
3. The street address and county of the initial registered office of the corporation is:
Number and Street 214 SOUTH LAFAYETTE STREET, SUITE #B
City, State, Zip Code SHELBY, NC 28150 County CLEVELAND
4. The mailing address *if different from the street address* of the initial registered office is:
POST OFFICE BOX 2695, SHELBY, NC 28150-2695
5. The name of the initial registered agent is:
C. PHILIP BYERS
6. The name and address of each incorporator is as follows: _____
C. PHILIP BYERS, 191 N MAIN STREET, RUTHERFORDTON, NC 28139
7. (Check either a or b below.)
a. The corporation will have members.
b. The corporation will not have members.
8. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.
9. Any other provisions which the corporation elects to include are attached.
10. The street address and county of the principal office of the corporation is:
Number and Street 214 SOUTH LAFAYETTE STREET, SUITE #B
City, State, Zip Code SHELBY, NC 28150 County CLEVELAND
11. The mailing address *if different from the street address* of the principal office is:
PO BOX 2695, SHELBY, NC 28150

Revised January 2000

CORPORATIONS DIVISION

P. O. BOX 29622

Form N-01

RALEIGH, NC 27626-0622

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

This is the 25th day of October, 2011.

Signature of Incorporator

C. PHILIP BYERS, INCORPORATOR

Type or print Incorporator's name and title, if any

NOTES:

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

Revised January 2000

Form N-01

PINNACLE CLASSICAL ACADEMY : A CHALLENGE FOUNDATION ACADEMY
NON PROFIT ARTICLES OF INCORPORATION
DISTRIBUTION OF ASSETS UPON DISSOLUTION

Upon dissolution of the corporation, the Board of Directors shall, after paying or making provisions for the payment of all the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation in such manner or to such organizations organized and operated solely for charitable, educational or scientific purposes. Said organizations shall, at the time, qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code. Any such assets not so disposed shall be disposed of by the Superior Court of Cleveland County, North Carolina, exclusively for such purposes or to such organizations as the Court shall deem appropriate and lawful.

PINNACLE CLASSICAL ACADEMY : A CHALLENGE FOUNDATION ACADEMY
NON PROFIT ARTICLES OF INCORPORATION
OTHER PROVISIONS

No members of this corporation, nor any officer or director shall, merely by virtue of such membership, office or position, incur or be subject to personal liability to any extent for any indebtedness or obligations from acts or omissions of this corporation.

ii. Item 2 – Change of Registered Agent

STATE OF NORTH CAROLINA
DEPARTMENT OF THE SECRETARY OF STATE

STATEMENT OF CHANGE OF REGISTERED
OFFICE AND/OR REGISTERED AGENT

Pursuant to §55D-31 of the General Statutes of North Carolina, the undersigned entity submits the following for the purpose of changing its registered office and/or registered agent in the State of North Carolina.

INFORMATION CURRENTLY ON FILE

The name of the entity is: Pinnacle Classical Academy:A Challenge Foundation Academy

Entity Type: Corporation, Foreign Corporation, Nonprofit Corporation, Foreign Nonprofit Corporation,
 Limited Liability Company, Foreign Limited Liability Company Limited Partnership, Foreign Limited Partnership,
 Limited Liability Partnership, Foreign Limited Liability Partnership

The street address and county of the entity's registered office currently on file is:

Number and Street: 214 South Lafayette Street, Suite B

City, State, Zip Code: Shelby, NC 28150 County: Cleveland

The mailing address *if different from the street address* of the registered office currently on file is:
Post Office Box 2695, Shelby, NC 28150-2695

The name of the current registered agent is: C. Philip Byers

NEW INFORMATION

1. The street address and county of the new registered office of the entity is:
(complete this item only if the address of the registered office is being changed)

Number and Street: _____

City, State, Zip Code: _____ County: _____

2. The mailing address *if different from the street address* of the new registered office is:
(complete this item only if the address of the registered office is being changed)

3. The name of the new registered agent and the new agent's consent to appointment appears below:
(complete this item only if the name of the registered agent is being changed)

Debbie Clary _____
Type or Print Name of New Agent ** Signature & Title*

4. The address of the entity's registered office and the address of the business office of its registered agent, as changed, will be identical.

5. This statement will be effective upon filing, unless a date and/or time is specified: _____

This is the 20th day of March, 2012. Pinnacle Classical Academy:A Challenge Foundation Academy
Entity Name

Signature
Debbie Clary, Director
Type or Print Name and Title

Notes: Filing fee is \$5.00. This document must be filed with the Secretary of State.

* Instead of signing here, the new registered agent may sign a separate written consent to the appointment, which must be attached to this statement.

CORPORATIONS DIVISION
Revised January 2002

P. O. BOX 29622

RALEIGH, NC 27626-0622
Form BE-06

**STATEMENT OF CHANGE OF REGISTERED OFFICE
AND/OR REGISTERED AGENT**

**Instructions For Filing
(Form BE-06)**

Under “Information Currently On File” section:

Enter the name of the entity and the name and address of the registered agent and registered office as they currently appear on the records of the Secretary of State.

Under “New Information” section:

- Item 1** Enter the complete street address and county of the new registered office.
- Item 2** Enter the complete mailing address only if it is different from the street address shown in Item 1.
- Item 3** Enter the new registered agent’s name, signature, and title (if the new registered agent is an entity). The registered agent must be a North Carolina resident, an existing domestic business corporation, nonprofit corporation, limited liability company, or a foreign business corporation, nonprofit corporation, or limited liability company authorized to do business or conduct affairs in North Carolina (other than your own entity).
- Item 4** See form.
- Item 5** The document will be effective on the date and at the time of filing, unless a delayed date or an effective time (on the day of filing) is specified. If a delayed effective date is specified without a time, the document will be effective at 11:59:59 p.m. on the day specified. If a delayed effective date is specified with a time, the document will be effective on the day and at the time specified. A delayed effective date may be specified up to and including the 90th day after the day of filing.

Date and Execution

Enter the date the document was executed.

In the blanks provided enter:

- The name of the entity.
- An officer, manager, or general partner of the entity must sign.
- The name and the title of the above-signed representative.

iii. Item 3 – Articles of Amendment

State of North Carolina
Department of the Secretary of State

ARTICLES OF AMENDMENT
NONPROFIT CORPORATION

Pursuant to §55A-10-05 of the General Statutes of North Carolina, the undersigned corporation hereby submits the following Articles of Amendment for the purpose of amending its Articles of Incorporation.

1. The name of the corporation is: Pinnacle Classical Academy/A Challenge Foundation Academy

2. The text of each amendment adopted is as follows (state below or attach):

Be it resolved on this the 22nd day of March 2012, the Board of Directors of Pinnacle Classical Academy/A Challenge Foundation Academy hereby elects to amend the name of the corporation to be as follows: Pinnacle Classical Academy

3. The date of adoption of each amendment was as follows:

This resolution shall be adopted on the 22nd of March 2012 and shall become effective upon filing of these Articles of Amendment with the North Carolina Secretary of State.

4. (Check a, b, and/or c, as applicable)

a. The amendment(s) was (were) approved by a sufficient vote of the board of directors or incorporators, and member approval was not required because (set forth a brief explanation of why member approval was not required). The corporation has no members.

b. The amendment(s) was (were) approved by the members as required by Chapter 55A.

c. Approval of the amendment(s) by some person or persons other than the members, the board, or the incorporators was required pursuant to N.C.G.S. §55A-10-30, and such approval was obtained.

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

This the 22nd day of March, 2012

Pinnacle Classical Academy
Name of Corporation

Signature

Debbie Clary, Director
Type or Print Name and Title

Notes:

1. Filing fee is \$25. This document and one exact or conformed copy of these articles must be filed with the Secretary of State.

Revised January 2000
CORPORATIONS DIVISION

P. O. BOX 29622

Form N-02
RALEIGH, NC 27626-0622

**Instructions for Filing
ARTICLES OF AMENDMENT
NONPROFIT CORPORATION**

- Item 1** Enter the complete corporate name exactly as it appears in the records of the Secretary of State.
- Item 2** See form.
- Item 3** Enter the date(s) the amendment(s) was (were) adopted.
- Item 4** Select the appropriate method(s) of adoption for the amendment(s) from those listed and complete.
- Item 5** The document will be effective on the date and time of filing, unless a delayed date or an effective time (on the day of filing) is specified. If a delayed effective date is specified without a time it will be effective at 11:59:59 p.m. Raleigh, North Carolina time on the day specified. If a delayed effective date is specified with a time, the document will be effective on the day and at the time specified. A delayed effective date may be specified up to and including the 90th day after the day of filing.

Date and Execution

Enter the date the document was executed.

In the blanks provided enter:

- The name of the corporation as it appears in Item 1.
- The signature of the representative of the corporation executing the document (may be the presiding officer of the board of directors or any officer of the corporation).
- The name and title of the above-signed representative.

- b. Appendix II: Marketing Evidence
 - i. Newspaper Articles – Item 1



Charter school could come to Cleveland County: Group gauging local interest

[Jordan-Ashley Baker](#)

2011-09-01 17:26:48

SHELBY — A change in North Carolina law and a group of concerned parents and educators could bring a charter school to Cleveland County.

The General Assembly passed a bill in June eliminating the cap — set at 100 — on charter schools. With no limit on the number of charter schools in the state, Cleveland County parents could soon have more options in where to send their children to school.

"It just comes down to choice," said Julie Brame, chairwoman for the school's exploratory group. " ... We feel like all parents should have a choice."

The school will be called Pinnacle Classical Academy: A Challenge Foundation Academy and, if chartered, will be open to any North Carolina student. The Challenge Foundation, a national organization, supports Pinnacle Classical Academy, as well as nearby Thomas Jefferson Classical Academy in Rutherford County and Piedmont Community Charter School in Gaston County.

Several hundred Cleveland County students attend Thomas Jefferson, which has a middle and high school in Mooresboro and a grammar school in Forest City. Charter schools are tuition-free and funded through tax dollars.

Brame said representatives from the Challenge Foundation and Pinnacle Classical Academy organizers are planning town-hall style meetings for people interested in learning more about bringing the school to Cleveland County. Those meetings should be held in October, but specific dates haven't been set, Brame said.

The meetings will address any questions attendees have about charter schools and also gauge public interest in the school. Brame said the school doesn't yet have a facility to house students, but they are working to find facility options.

Brame said charter applications for new schools are available this fall. The North Carolina State Board of Education agreed Thursday to quicken the approval process for charter school applicants. Those applicants must demonstrate they are able to open a charter school by August, according to the Associated Press.

Schools hoping to avoid the yearlong planning period for charter applicants must be approved by a new charter school advisory council.

For more information about Pinnacle Classical Academy, send an email to pinnacleclassical@carolina.rr.com or visit www.explorecharteroptions.com.

The Associated Press contributed to this report.

Reach reporter Jordan-Ashley Baker at 704-669-3332.

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New county charter school set to open 2012

[Alicia Banks](#)

2011-10-08 18:43:50



SHELBY — Discover the art of the Byzantine Empire. Immerse in lessons about astronomy. Discover the history of Native Americans, Vikings and Romans.

A student could learn these subjects by the fifth grade at Pinnacle Classical Academy.

Curious parents and county residents met with Challenge Foundation members Saturday for an open discussion about the new charter school. A national organization, the foundation supports neighboring challenge academies such as Thomas Jefferson Classical Academy in Rutherford County and Piedmont Community Charter School in Gaston County. The challenge charter schools are tuition free and funded by tax dollars.

Kim Wilson, from Boiling Springs, attended the meeting to support the new academy. Her six-year-old son attends Thomas Jefferson. Wilson said he comes home eager to do homework and learn at school the next day. Wilson wasn't the only parent of a Thomas Jefferson student at the meeting.

"Teachers and students are so supportive of each other," Wilson said. "I would love to see this school open for Cleveland County children."

The academy is scheduled to open for either grades K-5 or K-6 August 2012. An additional grade will be added to the school each year until all 12 grades are represented, according to Joan Lange, Challenge Foundation and TeamCFA director.

David Pothier, from Shelby and a father of three, said his children could get a better education at Pinnacle. Lange said Pinnacle Classical Academy could have a lottery if more students apply than seats available in each grade.

"You chose to come here because you believe in education in Cleveland County," Philip Byers said, chairman of the board of directors at Lake Lure Classical Academy, a challenge school. "We're about educating kids."

The school's location is undecided. The organization has looked at properties in Kings Mountain, near Cleveland Mall and north of Shelby to build. County residents could offer extra land they own for the school's new location if suitable, Byers said.

Reach reporter Alicia Banks at 704-669-3338



Charter school seeks state's stamp of approval: Decision expected in early February

[Jordan-Ashley Baker](#)
2011-11-07 17:02:10



[Click here to read Pinnacle Classical Academy's application to the N.C. State Board of Education.](#)

SHELBY — Organizers of what could become the county's only charter school submitted their application Monday to the N.C. State Board of Education for approval and anticipate a decision in early February.

And although it will be several months before anyone knows whether Cleveland County will have its own charter school, supporters of Pinnacle Classical Academy: A Challenge Foundation Academy are continuing their plans to open for the 2012-13 school year.

"We're planning like this school's going to open in August," said Lauren Tucker, proposed school director and primary charter school application author.

The application for Pinnacle Classical Academy was also submitted to Cleveland County Schools as part of the application process. Cleveland County Schools can submit a statement or other response directly to the state Office of Charter Schools.

Pinnacle Classical Academy, if granted charter school status, will be a public charter school with enrollment available for all North Carolina students who are otherwise eligible to attend state public schools. Tuition is free.

The school focuses on a classical education approach to learning, as well as education in the Core Knowledge Curriculum, science, technology, engineering, arts and math courses and character education.

"By seamlessly fusing these four components together, students graduating from PCA-CFA will have a broad knowledge base, be able to critically analyze, clearly express their ideas and beliefs, and be ready to competitively enter the 21st century global society as productive citizens," the application states.

The General Assembly passed Senate Bill 8 in June to lift the cap on North Carolina charter schools, which was previously set at 100. State Sen. Debbie Clary, who co-sponsored the bill, is one of the founding members of the Pinnacle Classical Academy board.

"We do anticipate success with the application and we're continuing to discuss location options (for the school)," Clary said. "The community is excited to have the opportunity to have a choice."

Taking the fast track

Public tax dollars are the primary funding source for charter schools, according to the North Carolina Office of Charter Schools website. Local, state and federal dollars follow children to the charter school of their choice, the website says.

Tucker said the school submitted a "fast track" application to the Board of Education, which allows charter schools to open as early as August 2012. The State Board of Education voted in September to approve the fast track application for potential charter schools whose organizers could prove they have the means to open a school in less than one year.

The 23-page fast track application requires potential schools to submit information about their mission statement, educational plan, budget calculations and health and safety guidelines. It took Tucker about three months to complete the application, she said.

Pinnacle Classical Academy's application is based on a cap of about 260 students, Tucker said. Tentatively, the school will serve students in kindergarten through fifth grade with two sections per grade and 22 students per section. Those projections, however, aren't set in stone and are based on preliminary letters of intent available through the school's website, Tucker said.

If the application is approved, Tucker said school organizers will start accepting enrollment applications from February to late March. The only requirement for enrollment in a charter school is the availability of a spot in the requested grade level. If there are more applicants than available classroom spots, a lottery will be held for the contested grade level(s).

The school doesn't currently have a facility to house students. The plan is to find land that can accommodate modular units, according to the school's press release.

Charter schools aren't required to provide students with transportation to and from school, but Pinnacle Classical Academy plans on using two buses for students who need transportation. The school's latest press release says pick-up locations will be determined by student enrollment and family need.

Reach reporter Jordan-Ashley Baker at 704-669-3332.

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Will Cleveland County have a charter school in 2012?

Jordan-Ashley Baker

2012-01-05 16:00:46



SHELBY — Lawmakers voted in 2011 to lift the cap on North Carolina charter schools, meaning the county could have its own charter school by August.

Pinnacle Classical Academy: A Challenge Foundation Academy could open its doors to students for the 2012-13 school year – the final step is approval from the North Carolina state Board of Education. Pinnacle Classical organizers submitted a “fast-track” application to expedite the charter-approval process.

“As a parent and as a part of this business community, choice is important,” said Julie Brame, chairwoman for the school’s exploratory group. “When people relocate to our town, one of the first things they ask is about education choices. A charter school will mean that many will feel like they have choices and will stay in Cleveland County.”

Twenty-six other potential charter schools in the state submitted fast-track applications to prove they are capable of opening a school by August. The Board of Education is set to review and approve charter applications in early February.

Until then, Pinnacle Classical Academy organizers are working to find a piece of land for the school and its new students. The school wants to find at least three acres in Cleveland County where officials can place modular units, according to Pinnacle Classical Academy’s fast-track application. Debbie Clary, a founding member of the Classical Academy board, said the board has narrowed down three potential properties for the school.

‘A choice’

Pinnacle Classical organizers are set to meet with the N.C. Charter School Advisory Council this month for an interview about the potential new charter school. If the state Board of Education grants the school a charter, the school would become a public school open to any North Carolina student. Tuition is free.

Charter schools in North Carolina are funded primarily from public tax dollars, according to the N.C. Department of Public Instruction. The Star reported this spring that for the 2010-11 school year, Cleveland County paid \$862.67 for each child attending a charter school, according to CCS Finance Director David Lee. There are currently charter schools in neighboring Rutherford and Gaston counties.

Cleveland County Schools Superintendent Dr. Bruce Boyles said a charter school’s impact on the school system is unclear until CCS knows how many students, if any, will leave the system to attend a charter school.

Critics of charter schools say the schools take away funding from traditional public schools. Supporters of charter schools, however, say the schools represent another option in a child's education.

Just how many Cleveland County students will attend Pinnacle Classical, if the charter is granted, is unknown.

"(It's) being able to offer parents a choice," Clary said, adding that estimates show more than several hundred Cleveland County students attend charter schools outside the county. "That's because the parents have not had a choice. It's as simple as that."

Pinnacle Classical officials are currently looking for a director to head the school. Lauren Tucker, who works with Pinnacle Classical's sister school, Piedmont Community Charter School in Gastonia, was once the proposed school director. She is no longer with Pinnacle Classical.

Clary said Tucker is earning her master's degree. Because of the fast-tracked application process, Clary said the school decided to move forward with finding a principal who already held a master's or doctorate degree.

The search will continue until a suitable candidate is selected, according to a Pinnacle Classical press release. Starting date for the school director is this spring.

[Click here to view a letter of intent for potential students of Pinnacle Classical Academy.](#)

Reach reporter Jordan-Ashley Baker at 704-669-3332.



Charter school won't open this year

Jordan-Ashley Baker
2012-01-09 14:10:33

SHELBY — Cleveland County won't have a charter school open for students this year.

Instead of opening in August, as organizers originally hoped, Pinnacle Classical Academy: A Challenge Foundation Academy is now planning to open its doors in August 2013.

Board members of the proposed charter school decided Friday not to pursue a fast-track application to open a charter school in August. The board said in a press release that the delay will give members additional time to find an experienced director to head the school.

"At every stage, we consider what is in the best interest of the students of Cleveland County," board member Jay Friedman said in the release. "We can simply do a more thorough job in preparing to open the best possible school as we pursue a 2013 opening. Our initial timeline was sound and remains our best option."

Pinnacle Classical Academy organizers submitted a fast-track application to prove to state officials they can have a fully operational school by the 2012-13 school year. The N.C. Public Charter Schools Advisory Council approved the fast-tracking of the school's initial application in December.

The school was among 11 potential charter schools set to meet with the Public Charter Schools Advisory Council today and Wednesday to hear and review applications from groups hoping to form charter schools by August.

Pinnacle Classical previously had a proposed school director, but has since started to look for another leader. Board member Debbie Clary previously told *The Star* that the proposed director was earning her master's degree and the school wanted to move forward with a director who already held a post-graduate degree.

"We are very excited to have more time to focus on this mission," board member Julie Brame said in the press release.

Pinnacle Classical organizers will continue to hold informational sessions for anyone interested in the proposed charter school. Additional information can be found online at www.explorecharteroptions.com.

Pinnacle Classical's board members said they will submit an application in April for approval of a 2013 opening.

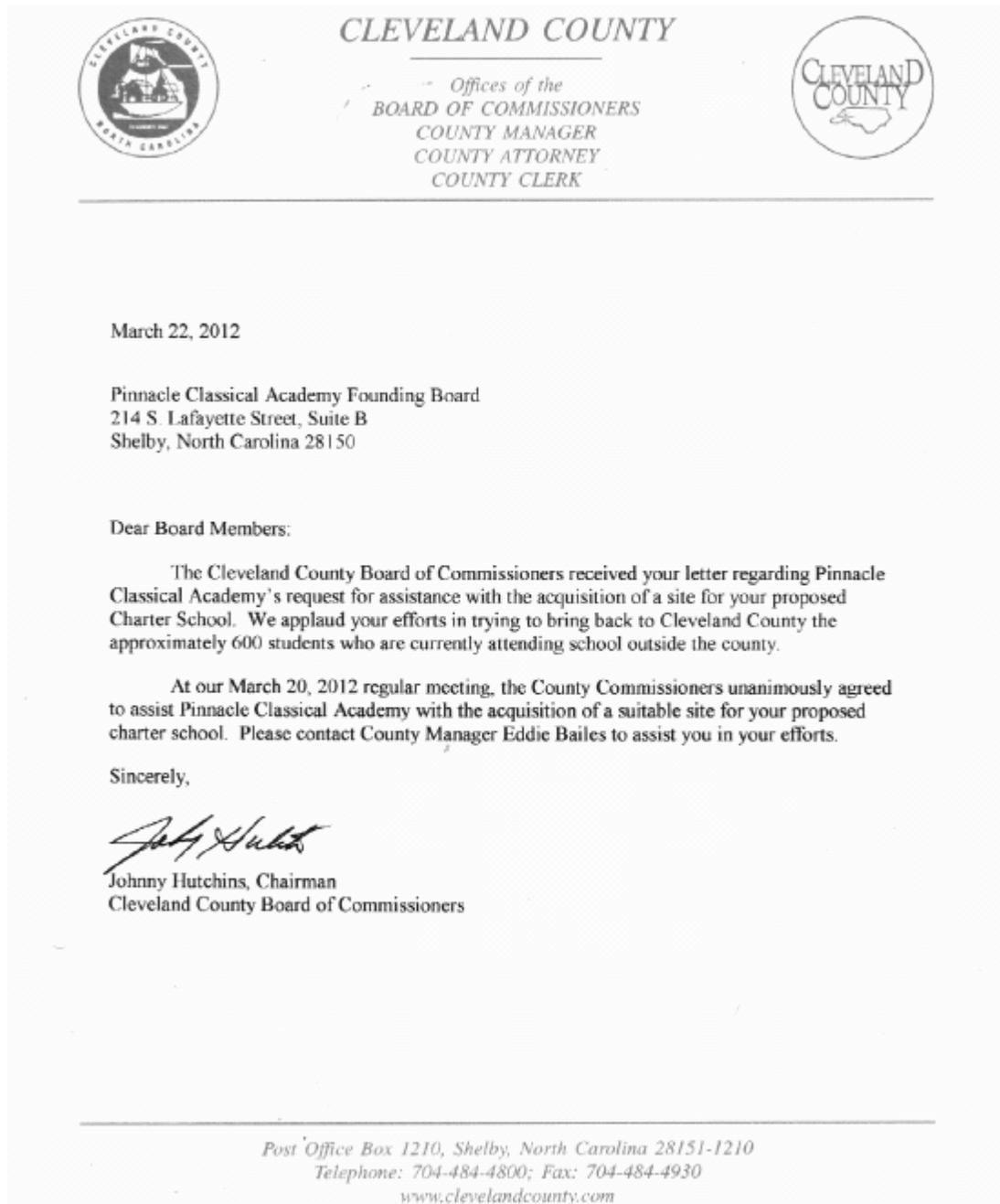
After this week's interviews, the state advisory council will decide which fast-track applications to recommend to the N.C. State Board of Education. The board will then review those applications in early February for final approval, said Lynda Fuller, a spokeswoman for the North Carolina Department of Public Instruction.

The board can then choose to take immediate action to grant the charters or wait to make a decision until March, Fuller said.

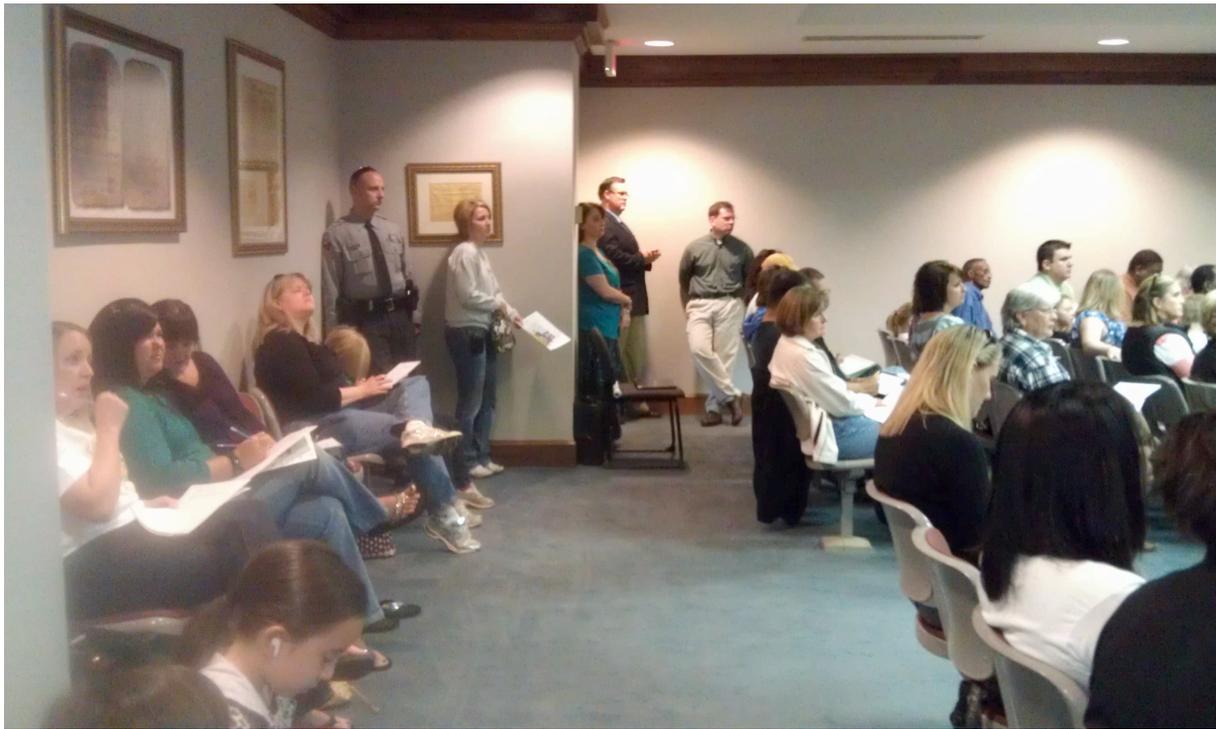
Last year, legislators voted to remove North Carolina's cap on charter schools, which was previously set at 100.

Reach reporter Jordan-Ashley Baker at 704-669-3332.

c. Appendix III: Letter of Support from County Commission



d. Appendix IV: Photos of Town Hall Meeting



e. Appendix V: Electronic Petition

OWNER LOGIN

f t g+ SU

Pinnacle Classical Academy: CFA

A group of business people, educators, and concerned parents have been working on the beginning stages of bringing school choice to the families of Cleveland County.

MISSION STATEMENT
Pinnacle Classical Academy: CFA will provide all students with a premier college preparatory education built on the foundation of the Core Knowledge Curriculum, good citizenship and classical education in collaboration with committed parents, inspiring educators and motivated students.

[Applications](#)
[Show Your Support](#)
[More Information](#)
[Contact Us](#)

Internet 100%



Applications



LETTER OF INTENT

If you are interested in your child attending Pinnacle Classical Academy in August 2013 please fill out a Letter of Intent Form. Your name will be added to the master list and you will be contacted after we are granted the charter with more information.

<https://docs.google.com/open?id=0B0xBpiTO8oPxnZy5NTgxMDMfNjg5My00ODM2LTgxMDQ0tMGJmZTk5YWYwYWVj>

SCHOOL DIRECTOR APPLICATION

The Board is accepting applications for a School Director. Please fill-out and submit the form from the link below.

<https://docs.google.com/open?id=0B0xBpiTO8oPxmJiU3MzI3ODU0tNWM0ZS00MDMzLWI1MTEtN2I5MzI1OTAxOTMz>

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- [Applications](#)
- [Show Your Support](#)
- [More Information](#)
- [Contact Us](#)





Show Your Support



To sign the electronic petition in support of bringing Pinnacle Classical Academy: CFA to Cleveland County please use the following link:

<http://kwiksurveys.com?u=PinnacleClassicalAcademy>

You can also print a paper copy of the petition to help and collect more names. Use the link below:

<https://docs.google.com/open?id=0B0xBpiTO8oPxM2NkMjQ3YzAtN2JiNi00ZGVjLWFhNWEtMTgxN2YzOWI3ODY0>

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More Information



Is Pinnacle Classical Academy: CFA* the right choice for your child's education?

YES, If you want:

- Rigorous classical content-based and Core Knowledge* curriculum aligned to State Academic Standards
- Caring, highly qualified teachers to lead and motivate students
- Technology focused resources that are up-to-date
- Ongoing assessment to inform daily instruction
- Rich literature to support the curriculum
- Homework to reinforce classroom learning
- Behavior standards based on respect for self and others
- Uniform dress code to foster respect for fellow students and community spirit
- Faculty, staff and fellow students dedicated to creating outstanding future citizens
- Superior open-enrollment, tuition-free education

For more information or to download a letter of intent, please visit us at: <http://www.teamcfa.org/go/pinnacle>

* CFA - Challenge Foundation Academies

For more information on CFA or the Core Knowledge curriculum go to: http://teamcfa.org/about_us

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Need someone to contact you? ✕

To sign the electronic petition in support of bringing Pinnacle Classical Academy: CFA to Cleveland County please use the following link: <http://kwiksurveys.com?u=PinnacleClassicalAcademy>

Visit us at <http://www.teamcfa.org/ao/pinnacle> for more information and to download a letter of intent.

If you would like for someone to contact you, please send us your contact information and any questions or comments using the form below:

*Name

Phone

*Email

*Message

1000 characters remaining

Pinnacle Classical Academy: CFA

A group of business people, educators, and concerned parents have been working on the beginning stages of bringing school choice to the families of Cleveland County.

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[Applications](#)

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[More Information](#)

[Contact Us](#)

- a. Appendix V: Pinnacle Classical Academy Education Foundation
 - i. Pinnacle Foundation Bylaws - Item 1

BY-LAWS OF PINNACLE CLASSICAL ACADEMY EDUCATION FOUNDATION, INC.

ARTICLE I

OFFICES

Section 1: Principal Offices: The principal office and the mailing address of the corporation shall be located at 214 South Lafayette Street, Suite B, Shelby, NC 28150

Section 2: Registered Agent and Office: The name of the registered agent of the corporation is Wes Westmoreland and the address of the registered office of the corporation shall be at 214 South Lafayette Street, Suite B, Shelby, NC 28150

Section 3: Other Offices: The Corporation may have other offices at such places, either with or without the State of North Carolina, as the Board of Directors may from time to time determine, or as the corporation may require.

ARTICLE II

PURPOSES OF THE CORPORATION

Section 1: Purpose: Pinnacle Classical Academy Education Foundation, Inc., is hereby organized for charitable or religious purposes within the meaning of Section 55A-1-40(4) of the North Carolina General Statutes and for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1954, namely to support and manage assets for Pinnacle Classical Academy and other innovative educational programs; and generally to engage in any lawful act or activity for which nonprofit and tax-exempt corporations may be organized under Chapter 55A of the North Carolina General Statutes and Section 501(c)(3) of the Internal Revenue Code of 1954 or corresponding provisions of any future state or federal laws.

Section 2: Non-Profit Policy: No part of the net earnings of the corporation shall inure to the benefit of or be distributed to its members, directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the corporate charter. No substantial part of the activities of the corporation shall not participate in or intervene in (including the publishing or distribution of *statements*) *any political campaign* on behalf of any candidate for public office.

Section 3: Activities: Notwithstanding any other provision of these by-laws, the corporation shall not carry on any other activities no permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provisions of any future United States Internal Revenue law) or (b) by a corporation, contributions to which are deductible under section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provisions of any future United States Internal Revenue law).

ARTICLE III

DISTRIBUTION OF ASSETS UPON DISSOLUTION

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provisions for the payment of all the liabilities of the corporation, dispose of all the assets of the corporation exclusively for the purposes of the corporation in such manner or to such organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization or organizations under section 501(0)(3) of the Internal Revenue Code of 1954 (or the corresponding provisions of any future United States Internal Revenue law), as the Board of Directors shall determine. Any such assets not so disposed shall be disposed of by the Superior Court of Cleveland County, North Carolina, exclusively for such purposes,

or to such organizations or organization (as the court shall determine) that are organized and operated for such purposes.

ARTICLE IV

POLICY OF NON-DISCRIMINATION

Pinnacle Classical Academy Education Foundation, Inc. shall not discriminate against recipients of its services on the basis of race, color, religion, sex or national or ethnic origin. Persons of any race, color, religion or national or ethnic origin shall be admitted to all of the rights, privileges, programs, and activates generally accorded or made available to citizens and the public by the organization, and the organization shall not discriminate on any such basis in administering its educational policies and other programs.

ARTICLE V

MEMBERSHIP

The corporation is not a membership corporation and shall have no members. ARTICLE VI

BOARD OF DIRECTORS

Section I: Board: Pinnacle Classical Academy Education Foundation, Inc, shall be governed by a Board of Directors, which shall exercise general control and supervision over the policies and operations of the corporation. The Board will be composed of no fewer than three persons. A majority of the members of the Board of Directors shall be members of the governing bodies of the public Organizations supported by the Foundation. At the annual meeting of the corporation, or at such special meeting as may be called prior to the annual meeting, new Directors shall be elected by the remaining Directors. Some or all of the powers of the Board of Directors may be delegated by it to such Executive Committee as may be appointed pursuant to these By-Laws, should the Board deem it advisable and to the extent permitted by law.

Section 2: Meeting: The Board shall normally meet annually in January of each year and shall meet periodically at such other times as the Board may determine to be necessary and appropriate for the proper administration of the activates of the organization. Meetings shall be held at the principal office of the corporation unless the notice of the meeting specifies another location. Twenty-four hours' oral or written notice of any meeting shall be deemed sufficient notice of that meeting. The Board may establish regular meeting times, in which case no notice of such meetings shall be required. A simple majority of the Board shall constitute a quorum, and all matters requiring a vote shall be decided by a majority of the Board members present.

Section 3: Informal Action by Directors: Action taken by a majority of the directors without a meeting is nevertheless Board action if written consent to the action in question is signed by all the Directors and filed with the minutes of the proceedings of the Board, whether done before or after the action was taken.

Section 4: Vacancies: A vacancy in the board because of death, resignation, removal, or disqualification, or any other cause, shall be filed for the unexpired portion of the term at the next meeting of the Board of Directors.

ARTICLE VII

OFFICERS

Section 1: Number: The officers of the corporation shall consist of a President, a Vice-President, a Secretary, and a Treasurer, and such other officers as may from time to time be elected. Any person may hold more than one position, except the office of President.

Section 2: Election and Term: The officers of the corporation shall be elected by the Directors at the annual meeting and shall serve terms of one year. An officer may be reelected to one or more successive terms. Each officer shall hold office until his or her death, resignation, retirement, removal, disqualification, or until his or her successor is elected and qualifies. Any officer or agent may be removed by vote of a majority of the Directors.

Section 3: President: The President shall be the principal executive officer of the corporation and, subject to the control of the Board of Directors, shall supervise and control the management of the corporation in accordance with these by-laws. He or she shall, when present, preside over all meetings; decide all questions or order; appoint all committees unless the Board directs otherwise; and sign, with any other proper officer, any instruments which may be lawfully executed on behalf of the corporation except where required or permitted by law to be otherwise signed and executed.

Section 4: Vice-President: The Vice-President shall exercise all duties of the President at such times as the president is unavailable, and, in general, shall perform all duties incident to the office of Vice-President and such other duties as may be assigned from time to time by the President or the Board.

Section 5: Secretary: The Secretary shall keep a true and accurate account of the proceedings of all meetings of the corporation; shall issue notices of meetings; shall have custody of the minutes and other records of the association; shall notify the Board of any vacancies; shall keep a roll of members; shall sign such instruments as may require the Secretary's signature; and, in general, shall perform all duties incident to the office of the Secretary and such other duties as may be assigned from time to time by the President or the Board.

Section 6: Treasurer: The Treasurer shall have custody of all funds and securities belonging to the corporation and shall receive, deposit, or disburse the same under the direction of the Board and the President. The Treasurer shall keep full and accurate records of the finances of the corporation in media especially provided for that purpose and shall report at each meeting of the Board the state of funds of the corporation. At the end of each quarter the Treasurer shall submit an itemized statement of disbursements and receipts.

Section 7: Subordinate Officers and Agents: The Board of Directors from time to time may appoint other officers or agents, each of whom shall hold office for such period, have such authority, and perform such duties as the Board of Directors from time to time may determine. The Board of Directors may delegate to any officer or agent the power to appoint any subordinate officer or agent and to prescribe his or her respective authority and duties.

Section 8: Transfer of Office: At the expiration of his or her term of office each officer shall turn over all items belonging to the corporation to his or her successor.

Section 9: Resignations: Any officer may resign at any time by giving written notice to the Board or to the President or the Secretary of the corporation; any such resignation shall take effect upon its being accepted by the Board.

Section 10: Vacancies: A vacancy among the officers of the corporation because of death, resignation, removal, disqualification, or any other cause maybe filled for the unexpired portion of the term by the Board of Directors.

Section 11: Duties May be Delegated: In the case of absence of any officer of the corporation or for any other reason that he Board may deem sufficient, the Board may delegate the powers or duties of such officer to any other officer or to any director for the time being.

Section 12: Committees: The president shall, from time to time, appoint such committees as may be needed for carrying out the program of the corporation and the work of the Board. Such committees shall serve until such time as their appointed tasks are complete.

ARTICLE VIII

CONTRACTS, LOANS AND DEPOSITS

Section 1: Contracts: The Board of Directors may authorize any officer, officers, agent or agents to enter into any

contract or to execute and deliver any instrument on behalf of the corporation, and such authority may be general or may be confined to specific instances.

Section 2: Loans: No loans shall be contracted on behalf of the corporation and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board. Such authority maybe general or may be confined to specific instances.

Section 3: Checks and Drafts: All checks, drafts, or other orders for the payment of money issued in the name of the corporation shall be signed by such officer or officers, agent, or agents of the corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

Section 4: Deposits: All funds of the corporation not otherwise employed shall be deposited from time to time to the credit of the corporation in such depository as the Board of Directors may direct.

ARTICLE IX
GENERAL POWERS

Section 1: Seal: The corporate seal of the corporation shall consist of two concentric circles which is the name of the corporation and in the center of which is inscribed the word "SEAL"; and such seal, whether handwritten or machine made, is hereby adopted as the corporate seal of the corporation.

Section 2: Waiver of Notice: Whenever any notice is required to be given by law, by charter of the corporation, or by these by-laws, a waiver thereof in writing signed by the person

Section 3: Amendments: Except as otherwise provided herein, these by-laws may be amended or repealed and new by-laws may be adopted by the affirmative vote of a majority of directors then holding office at any regular or special meeting of the Board.

When an amendment to these by-laws is proposed to be made at a meeting of the Board, the notice of the meeting shall state the substance of the proposed amendment or revision.

The undersigned Directors hereby affirm and consent to these By-Laws and attest to approval by a majority of the members of the Board of Directors as of the of 2nd Day of January, 2012.

(SEAL) _____

(SEAL) _____

(SEAL) _____

ii. Foundation Articles of Incorporation Non-Profit Corporation - Item 2

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

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

1. The name of the corporation is: Pinnacle Classical Academy Education Foundation
2. (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).
3. The street address and county of the initial registered office of the corporation is:
Number and Street 214 South Lafayette St. Suite B
City, State, Zip Code Shelby, NC 28150 County Cleveland
4. The mailing address *if different from the street address* of the initial registered office is:
P O Box 2695, Shelby, NC 28151
5. The name of the initial registered agent is:
Betsy Harnage
6. The name and address of each incorporator is as follows: Wes Westmoreland, 849 West Marion St., Shelby, NC 2815

7. (Check either a or b below.)
a. The corporation will have members.
b. The corporation will not have members.
8. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.
9. Any other provisions which the corporation elects to include are attached.
10. The street address and county of the principal office of the corporation is:
Number and Street 214 South Lafayette St. Suite B
City, State, Zip Code Shelby, NC 28150 County Cleveland
11. The mailing address *if different from the street address* of the principal office is:

Revised January 2000

CORPORATIONS DIVISION

P. O. BOX 29622

Form N-01

RALEIGH, NC 27626-0622

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

This is the ____ day of _____, 20 ____.

Signature of Incorporator

Wes Westmoreland, Board Member

Type or print Incorporator's name and title, if any

NOTES:

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

Revised January 2000

CORPORATIONS DIVISION

P. O. BOX 29622

Form N-01

RALEIGH, NC 27626-0622

VIII. SIGNATURE PAGE

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

Print/Type Name: Debbie Clary

Position: Agent

Signature: Debbie Clary

Date: April 10, 2012

Sworn to and subscribed before me this

10 day of April, 2012

Anna Batchler Shakry
Notary Public Official Seal

My commission expires: July 9, 2012.

