

CHARTER SCHOOL APPLICATION

for

**STEM Education for a Global Society (SEGS) Academy
Delco, North Carolina**

A regional school proposed for opening in the fall of 2013

Respectfully submitted to

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

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

I. APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: STEM Education for a Global Society (SEGS) Academy

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: STEM Education for a Global Society, 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: Kim Brown

TITLE/RELATIONSHIP TO NONPROFIT: Executive Director (volunteer)

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Location Proposed Charter School (LEA): Columbus County

Conversion:

No:

Yes: If so, Public or Private:

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

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

STEM EDUCATION FOR A GLOBAL SOCIETY (SEGS) ACADEMY

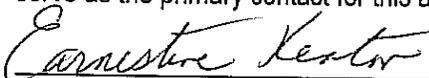
Description of Targeted Population: SEGS Academy will enroll a student body that is rural and frequently underperforming. The student body will reflect the region's diversity in ethnicity, gender, non-English speaking status, disability, and socioeconomic status. Any student who meets the criteria for admission to a North Carolina public school is qualified to apply to the SEGS Academy. Because of the characteristics of the region comprising Columbus, Bladen, Pender, Brunswick, and New Hanover counties, first generation students (i.e., those who are the first in their families to attend college) and students who lack sufficient financial resources to navigate college costs will be likely enrollees. The Academy will begin enrollment with K-6 students in the first year and add one grade per year up through twelfth grade.

Proposed Grades Served: K-12 Proposed Total Enrollment: 1,000

Projected School Opening Year 2013 **Month** August

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	K-6	300		X
Second Year	K-7	450		X
Third Year	K-8	525		X
Fourth Year	K-9	650		X
Fifth Year	K-10	800		X
Sixth Year	K-11	950		X
Seventh Year	K-12	1,000		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

 Earnestine Keaton
 Printed Name

 Board Chair
 Title

 4-9-12
 Date

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Public Charter School Option Survey Results

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LEA Letter regarding proposed charter school

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

MISSION:

The mission of the SEGS Academy is as follows:

SEGS Academy will be a high quality, innovative school initially serving students in grades K-6 and gradually expanding to serve students through grade 12. The school's mission is to provide specialized supports and innovative instruction with an emphasis on acquiring skills in science, technology, engineering, and math. As such, students will have the tools to be: (1) globally competitive for work in an increasingly technological world; (2) prepared for postsecondary education; and (3) equipped for life in the 21st century. The Academy will utilize an educational model that will encourage and support students in gaining skills and attitudes to thrive in our increasingly technological and global economy.

EVIDENCE FOR NEED OF THE PROPOSED SCHOOL¹:

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.

As discussed at length below, the region surrounding Delco, North Carolina (hereafter, referred to as the Region) is diverse with respect to both demographic and student profiles. We submit that the charter for the proposed school is absolutely essential in order to provide the requisite support to establish a framework from which this unique and multi-district charter school may come into existence. Moreover, the charter is necessary to enable the proposed school to actualize its innovative program to address two of the major forces currently at play in the Region: student performance and the ability to graduate from high school prepared for college and/or career.

The school's founders also submit that the unique instructional model of the proposed school, with its concomitant emphasis on personalized learning, leadership development, and building a strong foundation particularly for kindergarten through middle school students in math, problem solving, critical thinking, science, and technology, is not available to students in the surrounding region and thus will serve as an unprecedented opportunity for the students in the five-county region.

Columbus County

There are 6,437 students enrolled in the Columbus County Public Schools and like the other four school systems in the Region, many of the district's students are members of minority populations: 49 percent of students are identified as Black, Hispanic, Native American, or Multi-Racial. In 2011 the District as a whole did not make AYP; 100 percent of the District's high schools and middle schools did not make AYP and 83% of the District's elementary schools did not make AYP. Broken down by subgroups, students identified as Black did not make AYP in grades 3-8 for Math or Reading; students identified as Economically Disadvantaged did not make AYP for Reading in grades 3-8 or for Reading in grade 10; students identified as White did not make AYP for Math in grades 3-8. Students with Disabilities did not make AYP for grades 3-8 and grade 10 in both Reading and Math.

¹ All statistics going forward pertaining to student data have been acquired from the most recent data posted on the NCDPI website.

Bladen County

The student population of Bladen County Schools as of February 2012 is 5,102. The population is 59 percent Black, Hispanic, Native American, or Multi-Racial. Broken down by subgroups, in 2011 students identified as White did not make AYP in grades 3-8 for Math and grade 10 in both Reading and Math; students identified as Black, Economically Disadvantaged and Students with Disabilities did not make AYP in either Reading or Math at any grade. The LEA is in "Improvement Status" under NCLB for the sixth year. Of the systems in the Region, Bladen County had the highest percentage of students enrolled in the Free and Reduced Lunch program at 77.8 percent for school year 2009-10. According to 2010 census data, of the systems in the Region, Bladen County has the lowest proportion of residents with a Bachelor's degree, at 9.8 percent.²

Brunswick County

Brunswick County Schools enrolls 12,105 students, of whom 33 percent are Black, Hispanic, Asian, Native American, or Multi-Racial. The LEA is in "Improvement Status" under NCLB for the fourth year. Broken down by subgroups, students identified as Black, Economically Disadvantaged, and Students with Disabilities did not make AYP in either Reading or Math at grades 3-8. Students with Disabilities did not make AYP for Reading at Grade 10. Students identified as White did not make AYP for Math in Grades 3-8.

Pender County

There are 8,272 students attending Pender County Public Schools, of whom 31 percent are identified as Black, Hispanic, or Multi-Racial. The school system did not make AYP in 2011. The AYP status results indicate that the subgroups Black, Hispanic, Economically Disadvantaged, and Students with Disabilities did not make AYP for either Reading or Math in grades 3-8. In Grade 10, Students with Disabilities did not make AYP in either Reading or Math.

New Hanover County

The largest county in terms of population in the Region, New Hanover Public Schools enrolls 24,593 students, of whom 38 percent are identified as Black, Hispanic, Asian, Native American, or Multi-Racial. The school system as a whole did not make AYP in 2010-2011; 68 percent of elementary schools, 88% of middle schools, and 57% of high schools did not make AYP. Broken down by subgroups, students identified as Black did not make AYP in grades 3-8 for Math or Reading or in grade 10 for Reading; students identified as Economically Disadvantaged did not make AYP for Reading or Math in grades 3-8 or for Reading in grade 10; students identified as Hispanic did not make AYP in grades 3-8 for Math or Reading. Students with Disabilities did not make AYP for any grades or any subjects.

Surveys conducted in the late winter/early spring of 2012 reveal that of the families surveyed, 81 percent had no one living in their household who had attended or graduated from college. Of these families, 97 percent responded that they would register their child at a school that offered STEM education, if it were to be available in their community. The complete survey results are provided in the Appendix.

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.

SEGS Academy seeks to emphasize personalized learning and increasing access to globally competitive education for students who enter school with challenges and who are frequently underperforming. The school also seeks to

² U.S. Census Bureau (2012). Retrieved February 25, 2012 from <http://quickfacts.census.gov/qfd/index.html>

ensure that students have successful early experiences with math and science, thus encouraging confidence in the areas that are needed to pursue careers in STEM fields.

The school will utilize an assessment system that will support students and provide students, families, and staff with the information they need to meet high academic standards and make continuous improvement. The Academy will monitor student and school data to ensure that any students who are falling behind and/or at risk of dropping out receive additional supports.

Collection and Use of Assessment Data

Too often assessment is conducted and analyzed but the results are never disseminated in ways that make sense for the learning community or that subsequently are used to improve professional practice. At SEGS Academy, we strive to make the results of our assessment efforts widely publicized, presented in a manner that all stakeholders can understand, and used as the basis for continuous improvement. The following guide our assessment strategies:

Articulated Objectives and Rubrics: Every member of the learning community will be able to access clearly articulated learning objectives for each course and grade level, as well as the rubrics, which indicate the quantity and quality of work necessary to meet these learning objectives. Students and family members will receive training in how to understand and use rubrics to interpret and evaluate their own work.

Traditional Assessments: See below for a description of the traditional assessments to be used. Workshops and conferences will be held with parents and students to educate them on interpreting the results and developing strategies for making improvements, where needed.

Student Self-Assessment: All students will be educated in how to use the rubrics and other measurements to assess their own work at appropriate times during the school year. Additionally, students will measure success via self-generated goals and will be able to reflect upon their growth as part of their personal portfolio, which they will compile.

Authentic Assessment: Wiggins (1998) defines authentic assessment as having students use their knowledge to create performances that are effective and creative. These performances are demonstrations of knowledge in response to tasks that replicate, or are analogous to, real-life problems that adults or professionals face in everyday life or in their field. Such demonstrations may take a variety of forms and use multiple intelligences or styles in their expression.³ Utilizing assessments for learning includes shared learning targets and criteria for success; effective questioning and dialogue; descriptive feedback; active peer and self assessment.

Assessments-in-Practice: Educational personnel and students can point to ways in which they have used the results of ongoing assessments to improve their practice or their scholarly outputs. The following Evidence of Practice will be used: What did the teacher use to clarify and share learning intentions and criteria for success? (examples include: rubrics, checklists, exemplars); How did the teacher engineer effective discussions, questions and learning tasks? (examples include: triangulation of information gathering such as products, observations, communication/conversations); What feedback was provided by the teacher that moves students forward in their learning? (examples include evidence of: moving away from grading everything by providing risk free practice and descriptive feedback about learning-what teachers observe, review or discuss and share in whole group, small group, or individually with students to guide them to next steps); What activated the students as the owners of their learning? (examples include evidence of: ways students are engaged in thinking about and assessing their own learning).

³ Wiggins, G.P., McTighe, J., (1998). *Understanding by design*. San Francisco, CA: Jossey-Bass

Formative Assessment: Understanding formative assessment as an intentional process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement.

Planning for Formative Assessment

Formative assessment includes having a clear understanding of the content standards and grade level expectations by; establishing content standards and grade level expectations to develop learning targets for students in the form of objectives, outcomes and goals; utilizing various sources of assessment data to help identify curricular targets for planning whole group instruction.

Formative assessment also includes learning targets that can be linked to the content standards or grade level expectations by; understanding common misconceptions student may have relative to specific learning targets (checking for understanding); presenting learning targets in clear, student friendly language and sharing those learning targets with students (and parents via the web); and checking that students can articulate the learning targets for specific lessons, or sequences of lessons.

Formative assessment centers on being able to move students forward with criteria to adjust ongoing teaching and learning and to improve students' achievement by being able to; identify the criteria for success associated with each learning target in advance of the instruction; involve students in setting success criteria based on learning targets; provide students with opportunities to evaluate their own work against established criteria for success (such as rubrics, exemplars, models); establish individual learning goals with students based on learning targets and success criteria.

Formative assessment allows teachers to be able to move students forward with effective feedback to adjust ongoing teaching and learning and to improve students' achievement by being able to: give oral and written descriptive feedback to students in a timely manner and based on shared criteria; use the feedback to develop a deeper understanding of the students' instructional needs; use the feedback to monitor and adjust instruction; ensure that the feedback helps students know what they need to do next to reach a learning target; and give students the opportunity to respond and act on the feedback before giving a grade.

External Assessments

As required by state law, SEGS Academy will administer end of grade and end of course tests according to the state schedule. In addition, SEGS will administer the Iowa Test of Basic Skills to annually assess reading and mathematics skills at the beginning and end of the school year. This instrument provides the valid and reliable tool needed for objective measurement of achievement. Teachers will identify students at risk of being left behind, and families will understand what their children know and can achieve, as well as areas in which they need help and additional family academic support. These results will provide diagnostic information critical to objectively measuring students' success in these basic skills areas and will allow teachers to measure student progress and provide necessary interventions.

SEGS Academy also will administer *The Diagnostic Assessment of Reading (DAR)* to all incoming students to diagnostically assess reading skills and help guide instruction and support. This assessment also will be given at the end of the student's first year to show progress and afterwards will be given afterwards only if students are deemed to need specialized diagnostic reading testing.

Because SEGS Academy adds high school students after Year 3, high school students will participate in North Carolina's accountability program that includes the ACT® test, for 11th graders and the PLAN® test for 10th graders.

Internal Assessments

There are numerous internal assessments that will be ongoing at SEGS Academy. Among these are Classroom Assessments (tests, quizzes, scholarly papers, PowerPoint presentations, demonstrations, oral presentations, projects, homework, etc.); Student Self-Assessments (processes and discussions such as parent conferences, rubric use in classes, conferences with teachers, conferences with classmates, portfolios,)Feedback from Others (mentor feedback, assessments from job site supervisors, internship supervisors); Student Exhibitions (which may take the form of essays, oral presentations, creative art work, models, debates, simulations, videos, and/or other dramatic presentations); and Goals Assessments (how the student and others view the student in relation to the school values of community, mentoring, service leadership, individual goal setting, and caring for others). .

School-wide benchmark assessments that are aligned with the curriculum will be utilized. The benchmark assessments will be administered quarterly. The results will guide instruction, grouping, enrichment, and re-teaching. They will also provide a mechanism for measuring students' progress through the curriculum.

Because SEGS Academy does not wish to simply prepare students to do well on tests, the benchmarks will include a focus on processing information, higher-order thinking skills, and real-world applications of the curriculum content.

Performance Objectives and Timeline

SEGS Academy seeks to ensure that every student's achievement is measured with an assessment system that informs instruction and also evaluates knowledge, skills, and performance needed in the 21st century. Specific measurable performance objectives are listed below. Year 1 of the Charter is treated in these objectives as the baseline for measuring future improvement.

Performance Objective 1:

In each of Years 2 through 5 of the charter, student performance on assessments used in the state's annual Accountability Program (i.e., ABCs) will increase of at least three percent each consecutive year in students who are "proficient." For example, if 75 percent of students met the proficiency standard on Reading in grade 8 in Year 1, then at least 78 percent are expected to meet proficiency standards in Year 2 of the charter.

Performance Objective 2:

In each of Years 2 through 5 of the charter, student performance on the reading and math portions of the Iowa Test of Basic Skills will improve by at least three percent each, as measured by the percentage of students at each grade level who score at or above the national mean for their grade. This objective requires that each grade level meet the standard of improving by three percent in order to meet the objective.

Performance Objective 3:

In each of Years 1 through 5 of the charter, the school will meet the "Expected Growth" standard set by the North Carolina Department of Public Instruction.

Performance Objective 4:

After seven years of operation, SEGS Academy will have its first graduating class. SEGS Academy seeks to have a minimum of 90% of its school population graduate within four years. SEGS Academy also seeks to have 100% of its graduating seniors leave school with a full-time job or a confirmed acceptance to post-secondary education.

Performance Objective 5:

SEGS Academy aims to have a connection between curriculum content and real world, 21st century application of what students are learning. One of the major goals for SEGS Academy is to expose their students to career

possibilities in grades 6-8 in order to help each student find his/her strengths, areas of passion, and possible careers that have “goodness of fit.” In doing so, students will begin to recognize the link between possible career tracks and what they are studying in middle school; the necessity of taking appropriate curriculum at the high school level; and the role that post-secondary education can play in advancing their career aspirations.

One hundred percent of students will develop a Personal Portfolio, which will include a career section.

Throughout the course of each school year, local business leaders, college personnel and students, parents, and community members will be asked to provide in-school presentations and workshops on topics related to career choice. Such presentations will take place at least four times per year for middle school students.

Performance Objective 6:

Parents’/families’ satisfaction with the charter will be evaluated formally each year with a questionnaire; a parent committee will help to draft that evaluation. Results will be shared with families and the committee will solicit ideas for improvement. All results of satisfaction surveys will be published in the newsletter, on the web site, and in appropriate local media.

SEGS Academy aims to have 90% of parents very satisfied at the end of Year 1 and maintain or improve that level of satisfaction for each year of operation.

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.

Improve student learning

The founders of the school believe that research and experience support the building of the school’s philosophy on basic tenets derived from studying students who have “defied the odds,” as we expect many such students to attend SEGS Academy. To translate this philosophy into daily educational practice, students and staff will utilize the following practices:

- 1) Early Career Awareness
- 2) Tailored Studies
- 3) Preparation to pursue careers in to Science, Technology, Engineering, and Math (STEM).
- 4) Relational Learning
- 5) Families as Partners
- 6) Service Leadership
- 7) High Expectations, High Support for All

1) Early Career Awareness

As stated previously: one of the major goals of the school is to expose their students to career possibilities in grades 6-8 in order to help each student find his/her strengths, areas of passion, and possible careers. In doing so, students will begin to recognize the link between possible career tracks and what they are studying in middle school; the necessity of taking appropriate curriculum at the high school level; and the role that post-secondary education can play in advancing their career aspirations. The school will introduce sixth grade students to potential STEM careers and will connect those careers to courses of study. Each student will develop a Personal Portfolio, which will include a career section.

Rodriguez (2003) finds “positive naming” one of the most powerful tools to promote college aspirations

and access in underserved populations.⁴ SEGS Academy will use positive naming—recognizing students’ potential, connecting them to their natural strengths, linking those strengths to professions, and showing students how to enter those professions—in all aspects of its early career and college awareness programming. (See #3 and the School Characteristics section of the document for a more detailed explication of the developmental stages of career and college awareness activities at the school.)

2) Tailored Studies

Small School Atmosphere

SEGS Academy will offer small grade cohorts and small classes so that students are known and valued as unique individuals. Such a setting will permit teachers to recognize areas of strength to build upon, fundamental skills and cognate areas that need strengthening to achieve competency, and students’ goals and aspirations, so that assignments, when possible, can be individualized. All students will be assigned to a Core Group with a teacher serving as the Advisor.

Learning Profiles

In conjunction with their Core Group advisors, all students starting at third grade will develop an Individualized Learning Profile (ILP) that articulates their learning “assets” (strengths to build upon), preferred learning styles, challenges, and strategies to address those learning challenges. Advisors will disseminate information at the beginning of the year and use sessions in those early weeks to help students develop the ILP’s, which will be revisited during the year.

Student Goals Plan

Inspired by a similar model at the Met School in Providence, Rhode Island, SEGS Academy students will collaborate with their advisors and parent(s) before the start of each school year to establish a Personal Goals Plan (PGP). Each student will reflect upon his/her individual academic and social talents, passions and needs, leadership through service activities, career path, and post-secondary plans and develop a PGP that includes clear and measurable goals.

Starting at grade 8, students will lead these conferences, in which they will review their PGP’s with their parent(s/guardians) and advisors quarterly and revise as necessary.

Individualized Educational Plan (IEP)

When one hears the term “IEP,” s/he most likely thinks about the plan of a “special needs” student. We imagine each individual learner as a “special promise/special needs” student. Therefore, each student, in conjunction with his/her Core Group Advisor, family, and teachers, will construct a clearly-articulated IEP for each year. In the case of identified students with disabilities, all procedures for mandated IEP’s (i.e., Individualized Education Program) will be followed (and is more fully discussed in sections to follow). Each student will engage in the process of IEP review at points during the year. IEP’s are focused on academic goals and the curriculum necessary to achieve them, while PGP’s include personal, social, leadership and service goals, as well. Reinforcing the commonalities among students, by engaging all in goal-setting, identifying learning styles, developing personal portfolios, and having an IEP, supports inclusive nature of learning at SEGS Academy, thus eliminating the stigmas often associated with being a “special needs” student are erased.

Differentiated Instruction

Using differentiated instruction, according to Hall, Strangman, and Meyer (2009), “is to recognize students’ varying background knowledge, readiness, language, preferences in learning and interests, and to react responsively...The

⁴ Rodriguez, L. (2003). Positive naming. *About Campus*, 17-22

intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is and assisting in the learning process."⁵ Doing so allows teaching and learning in a classroom where there are students of different abilities and levels of preparation. Instruction at SEGS Academy will be based on the Universal Design for Learning [UDL] approach.⁶ Teachers will become proficient in UDL so that they can tailor their teaching to individual differences within each of the three brain networks. They will use "multiple means of representation" to help students acquire knowledge and skills; "multiple means of action and expression" to allow for a variety of ways of demonstrating one's knowledge; and "multiple ways of engagement" to tap individual students' interests and passions, and challenge and motivate them to relate their learning to these unique qualities.

3) Preparation to Pursue Careers in Science, Technology, Engineering, and Math

SEGS Academy recognizes that it will take a different kind of schooling experience to ensure that youth attending the Academy will succeed in a climate emphasizing math and science competencies. We seek to ensure that students have successful early experiences with math and science, thus encouraging confidence in the areas that are needed to pursue careers in STEM fields. Our teachers will participate in in-service training in partnership with the Center for Education in Science, Technology, Engineering and Mathematics at UNC-Wilmington in order to strengthen the preparation of teachers in these subject areas.

To help students navigate the path to 21st century STEM jobs and college, SEGS Academy will utilize core principles of the Early College High School Initiative. Components of the Early College focus at the Academy are based upon the five recommendations of the National Center for Educational Evaluation and Regional Assistance, set forth in their 2009 report "Helping students navigate the path to college: What high schools can do." Those recommendations are derived from successful schools that:

- i) Offer courses and curricula that prepare students for college-level work, and ensure that students understand what constitutes a college-ready curriculum by 9th grade;
- ii) Utilize assessment measures throughout high school so that students are aware of how prepared they are for college, and assist them in overcoming deficiencies as they are identified.
- iii) Surround students with adults and peers who build and support their aspirations;
- iv) Engage and assist students in completing critical steps for college entry; and
- v) Increase families' financial awareness, and help students apply for financial aid.

SEGS Academy will engage parents/guardians in early career awareness and college awareness activities throughout their child's enrollment.

In their seminal research, Tinto and Bean note the difficult transition for historically underserved students when they leave the culture of home and community and enter the culture of college.⁷ SEGS Academy aims to acculturate students in a variety of ways, thus easing that transition. Factors such as lack of academic preparedness, lack of confidence, financial concerns, lack of familiarity with college-level expectations, social skills, and ease in finding a new "community" of like minded peers all were cited as reasons that underserved students fail, even after accessing college. These factors should be eased or eradicated by the intentionally created components of a SEGS Academy education.

⁵ Hall, T. Strangman, N., & Meyer, A. (2009). *Differentiated instruction and implications for EDL implementation*. Wakefield, MA: National Center on Accessing the General Curriculum. Retrieved 10/16/10 from http://www.cast.org/publications/ncac_diffinstructudl.html

⁶ Ibid.

⁷ Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition*. Chicago: University of Chicago Press. Bean, J.P. (1990). Why students leave: Insights from research. In *The strategic management of college enrollment*. Hossler, D., & Bean, J.P. (Eds.). Jossey-Bass Publishers.

The Academy also seeks to provide supports to students who wish to enter the workforce immediately upon high school graduation, including promoting collaboration and partnership between the schools and regional employers; arranging internships for high school students in areas such as agricultural sciences and computer sciences, and directing career exploration projects.

4) Relational Learning

The essence of all meaningful learning lies in relationships—between the learner and the material studied, between the learner and “teacher” or “teaching environment,” between the learner and others in his/her learning community, and between the learner and him/herself. In a recent Harvard Education Press study of five, high-performing charter schools in low-income districts, Merseth et al. cited a culture in which warm relationships existed among school members was a hallmark of successful charters.⁸ In a study on developing resiliency in high poverty youth, Winfield discovered that “academically resilient adolescents developed strong support networks that provided assistance for success in and out of school” (1994, p.11).⁹ SEGS Academy takes each of these relational aspects in earnest in its planning of the curriculum and extra-curricular activities. Establishing post-secondary and career goals helps to provide a logical connection between the learner and the material studied. Teachers and mentors help to continuously reinforce the rationale and the relationship between what is being studied now and who each student hopes to become in the future, thus strengthening the motivation to master the common core and other required materials. Small class size, core groups, mentoring opportunities, and service activities that engage with other school and community members make up the teaching environment at SEGS Academy. Students also are able to see that relationships can shift—for example, that one may be the mentee in a particular subject area and yet mentor another student in a different topic. Relationships between the student and others in the Academy’s learning community are enhanced through core groups, all –school activities, class activities, and family activities; they also are strengthened by the expectation that each student is a valued leader—albeit a unique leader—within the community, thus revamping traditional school hierarchies in which only a few students are seen as the leaders. The students grow in relation to themselves as they reflect on who they are, who they are becoming, how they are gaining in knowledge and skills, and what steps they are taking towards the college and career pathways that they have articulated for themselves. Such reflection takes place in activities such as goal setting, family meetings, and portfolio building. In essence, the relational model that undergirds SEGS Academy is derived from the concept of “distributive counseling,” which asserts that all staff, not simply those credentialed as “counselors,” play an important role in guiding, mentoring, supporting, encouraging, and nurturing the dreams and talents of all students.¹⁰

5) Families as Partners

SEGS Academy recognizes that no child, especially one from an underserved group, can fully blossom into the unique individual that s/he is meant to be without support and involvement from “family”—however that family is defined by the child. The founders are further aware that for many of these family members, “school” is not an inviting place, based on their own past experiences. For these reasons, SEGS Academy will strive to establish an environment in which family members feel themselves to be valued, respected, and integral members of their child’s learning team. Merseth, et al.’s study, cited above, reports that another key element of high-achieving charter schools in low-income districts is their insistence on “high expectations for families” (2010, p.139). Family support

⁸ Merseth, K., Cooper, K., Roberts, J., Tieken, M.C., Valant, J., & Wynne, C. (2010). *Inside urban charter schools: Promising practices from five high-performing schools*. Cambridge, MA: Harvard University Press.

⁹ Winfield, L.F. (1994). *Developing resilience in urban youth*. Monograph published by NCREL’s Urban Education Program as part of its Urban Education Monograph Series.

¹⁰ Allen, D., Nichols, P., Tocci, C., Hochman, D., & Gross, K. (2006). *Supporting student success through distributive counseling: A core principle for small schools*. ERIC.

and involvement is also cited as a critical component of success in studies such as those by Winfield, Bempechat, and Mulkana et al.¹¹

Families will be invited to take part in such regular events as: Orientation; First Night's Eve Celebration (to open the school year); STEM Information sessions, quarterly Student Recognition Breakfasts; school committees; Student Goal Planning; early college and career workshops; and school social events and celebrations. Family members who desire leadership roles and personal development can serve on the Family Advisory Board, for example, or take part in monthly presentations that relate to current topics in educational and schooling. Such presentations are intended to provide support to family members so that they can be active agents in their children's learning, as well as keep them abreast of local, state and national trends in education.

6) Service Leadership

Service Leadership represents the belief that all students are potential service leaders—those who use their leadership abilities to improve their schools, communities, and environment—but that young people, especially those from underserved groups, need opportunities to discover what kind of leader they want to be, learn skills that effective leaders possess, and have access to volunteer and service activities that help them refine their skills and grow in confidence. Such experiences, in some cases, may also provide career exposure. Leadership and service are experiences that are highly prized both by colleges and employers, but all youth do not have equal access to those experiences; thus schools must be active agents in leveling the playing field. A 2005 Corporation for National & Community Service survey found that students with fewer family resources were far less likely to participate in service leadership, but when they were afforded the opportunity, the benefits to their lives appeared to be greater than those with more resources. Students who participated in service leadership were more likely to volunteer again, believe they can help solve community problems, take a greater interest in current events, discuss politics more often, believe people can be trusted, and have a more positive view of their future. All students will have opportunities to fulfill a leadership in service requirement in a variety of venues—community organizations, school committees, or churches. College personnel, mentors, and community members will be vital links to leadership training and service opportunities for our students. The school will be pervaded by the expectation that all members are leaders and that there are multiple ways to be service leaders.

7) High Expectations, High Support for All

Merseth (2010, p.136) summarizes her findings across the five high-performing charters in low-income districts with high-poverty students that she studied: "In all of the classrooms in all of these schools, the expectations for student engagement and behavior are palpable. Students are expected to work hard, behave, and participate at all levels." Teachers' holding high expectations and having firm belief in the ability of all students to achieve characterize effective practices in schools that succeed with students at risk. Not only do such schools hold high expectations, but they know that they must create an infrastructure that supports diverse learners academically and socially.

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

SEGS Academy is an inclusive school that embraces underserved students, students at risk for dropping out of high school, and students with disabilities, as well as students identified as academically gifted. The Academy will expand learning opportunities through the following special characteristics and offerings of the school:

¹¹ See Winfield, L.F. (1994), cited above. Also Mulkana, A.J., Hopper, P.F., & Jaroe, T. School success for at-risk students. *Schooling*, V1, Number 1, 2010, pp. 1-4; Bempechat, J. (2010). *Learning from poor and minority students*. Harvard Education Letter Research Online. Retrieved 10/16/10 from <http://www.happinessonline.org/Love> and Help Children/p.16.htm.

- Extended school day.
SEGS Academy recognizes that it will be necessary to expand the concept of a school day if student performance objectives are to be met. Such a school day must have component time periods that address core content, enrichment, and community time. Additionally, we recognize that dedicated time at the end of the school day for mentoring, tutoring, and homework assistance is critical for our student population. Thus, the Academy school day runs from 8 a.m. - 5 p.m. The schedule is more completely explained in the Educational Plan section of this application.
- Support for behavioral and mental health of children.
The Academy will provide mental health support within the school, including providing therapeutic and behavioral interventions, as well as connecting students and families to the community resources they need. Because children and youth from low-income households are at increased risk for mental health problems, the Academy will provide research-based behavioral interventions, including the use of the Positive Behavior Interventions and Supports.¹² SEGS Academy will also assist in coordinating assistance for students and families who need services or resources from multiple human service agencies. The Board is experienced in the provision of such services and can connect students with services directly.
- Individualized Education Plans and Individual Goal Plans for all students
As explained in the “Purposes” section above, all students will have individual education plans that are focused on academic goals and the curriculum necessary to achieve them. All students will also have Personal Goal Plans (PGPs) that will include personal, social, leadership and service goals. All students will be part of a team that creates and oversees their Individual Education Plans. Because the plans are unique to each student, they articulate personal academic goals and the ways in which those goals will be met. Frequent review of IEP’s will permit teachers and students to adjust instruction, curriculum or other learning processes to achieve success.
Students who are academically gifted will participate in this process that articulates personal academic, social, leadership, and service goals. Because the Academy extends the school day and tailors instruction to meet the needs of all students, academically gifted students will be challenged in classes and will have the opportunity to be involved in experiences that are challenging and appropriate to their achievement level.
- Direct programming regarding college and career choices and opportunities for students and their families.
Students and their families need direct programming that provides information, encouragement, and support in seeing college and career attainment as necessary and possible. Students in the Region need to be invited and trained to join the ranks of mentors, school leaders, civic participants, and community volunteers in order to recognize their talents and build their college and career portfolios. Research demonstrates that such students are less likely to have access to situations in which they can develop and practice leadership skills, take part in volunteer and civic activities, attend events on a college campus and engage in enrichment activities, in large part because of issues such as transportation, GPA, finances, lack of networking, and safety concerns. Therefore, a school such as SEGS Academy can be the key change agent in providing equity.
- Embedding and leveraging technology throughout all aspects of the program.
School-wide Internet access and the creation of physical spaces that support team teaching and student collaboration are intended to help teachers and students learn through utilizing technology, working together, and solving problems as a team. Such an approach to teaching and learning can support students with learning difficulties while also meeting the needs of academically gifted students. A network that is used daily

¹² National Center for Children in Poverty (2006). Retrieved February 27, 2012 from http://nccp.org/publications/pub_687.html

by teachers, students, and parents is also intended to “level the playing field” by providing access to resources and facilitate authentic student assessment.

- Individualized learning experience that emphasizes both 21st century skills and the development of student character, leadership, and community responsibility. The school endeavors to provide excellent teachers who are well-prepared to lay the foundation for future STEM learning. We will recruit and provide in-service staff development so that elementary, middle school, and high school teachers will be prepared to encourage students’ curiosity and confidence in science and mathematics.

We have high expectations for all students and believe that students must study and practice skills that will lead them to be leaders and productive citizens. All students will receive direct instruction in leadership skills, mediation skills, and mentoring. Additionally, students with disabilities will be integrated into the full experience of the school community through the expectation that they will take part in mentoring, service, leadership and career planning.

- A school culture that focuses on early interventions and supports. SEGS Academy will utilize the Responsiveness to Instruction (RTI) model. In the RTI model, classroom teachers and special education teachers design and apply research-based interventions to help student meet classroom goals. Intervention plans will include additional support, personalized approaches and materials, and additional time to complete tasks, or other strategies deemed viable in assisting the student achieve without further, more formal intervention. The Academy will also utilize cognitive-behavioral interventions for students who experience significant social, emotional, and/or behavioral challenges. From its beginning the Academy will put into practice School-wide Positive Behavioral Interventions and Supports (PBIS). This research-based system focuses on establishing rules, routines, and physical arrangements from Day 1 that are developed to prevent initial occurrences of behavior the school would like to target for change. The system is founded on the assumption and belief that all children can exhibit appropriate behavior.¹³

Encourage use of different and innovative methods

In order to ensure success for each student, the staff at SEGS Academy must use multiple means of reaching students—relying first on students’ identified learning preferences and cultural styles, and gradually stretching each student to be able to adapt to a variety of teaching styles that might present themselves in post-secondary education and/or job training. The methods that will be utilized are listed below. Each of these methods is described in detail in the “Education Plan” section of this application.

- differentiated instruction,
- inquiry-based learning,
- technologically-based learning
- theme and project-based learning,
- mentored study by teachers, community members, and/or other students, and
- community based learning.

The following activities are examples of innovative practices that will be utilized at SEGS Academy that reflect the school’s relentless focus on student academic growth and achievement:

¹³ OSEP Center on Effective Schoolwide Interventions (2012). Retrieved February 27, 2012 from <http://www.pbis.org/default.aspx>

- All students will be assigned to a Core Group Advisor and Core Group. The Advisor will act as a daily check in and will track student progress of his/her advisees to ensure that all advisees are on track for academic success.
- The school will maintain low student-staff ratios to ensure that all students are known and that their learning needs are met with tailored instruction.
- All students will attend daily Achievement Center, where they will have access to homework help and tutoring.
- **All** students will be part of a team that creates and oversees each student's Individual Education Plan. Because the plans are unique to each student, they articulate personal academic goals and the ways in which those goals will be met. Frequent review of IEPs will permit teachers and students to adjust instruction, curriculum or other learning processes to achieve success.
- Teachers will work according to the principles of Universal Design for Learning (UDL), which aims to tailor teaching and assessment to students' learning styles, cultures, interests and strengths. Utilizing UDL "provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged" ¹⁴
- Family members will have access to their children's current academic status on a daily basis, will have opportunities to conference with their children and their teachers, and will be able to attend presentations and workshops that increase their skills and confidence in supporting their children through homework monitoring and other interventions.
- All students will be integrated into leadership and service activities, giving them equal access to roles that can increase self esteem and sense of belonging to the school community.

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

It is the Board's hope and expectation that there will be competitive recruitment and hiring, resulting in a passionate, talented cadre of teachers who are drawn to the school's mission. But all good educators must be challenged and supported in their growth, and professional development (PD) activities at SEGS Academy should be the vehicle for such growth. In addition, novice teachers need to be supported in their growth and understanding of their profession. To this end, a variety of in-house and external activities will take place.

At SEGS Academy, teachers will have weekly common planning time to discuss school-wide issues or work in teams or grade levels on curriculum and instruction. Each teacher, as part of his/her annual evaluation process, will articulate individual professional development goals; these will be shared with colleagues at various times during the year.

In-house professional development opportunities will be identified based on teacher need and interest, as well as common needs related to school mission; these needs will be gauged by a survey administered by the Professional Development Committee during the spring of each year and re-visited at mid year. On a rotating basis, all teachers also will serve on an administration/teacher/parent Professional Development Committee that gathers information about professional development needs and interests and locates resources and provides scheduling for the year's programming. Attendance/presentation at conferences, visits to other schools, and meeting with field experts will be proposed on an individual basis and supported whenever possible.

¹⁴ National Center on Universal Design for Learning (2012). Retrieved February 27, 2012 from <http://www.udlcenter.org/aboutudl/udldefined>

All teachers will take part in one week of professional collaboration prior to the opening of school.

Because it is critical to ensure that teachers are well-prepared in the instruction of science and math related subjects, SEGS Academy has partnered with the Center for Education in Science, Technology, Engineering and Mathematics at UNC-Wilmington to provide in-service training. (See Appendix for Letter of Support.) In addition, the school will utilize the Center's Technology Loan Program.¹⁵

Professional development, and indeed, all dealings with teachers and professional staff, will be based on Vella's (2002) standards for best practice in promoting growth and positive development in adults: conducting ongoing assessment of what they believe their needs to be; establishing sound, genuine relationships; and engaging in action with reflection.¹⁶

It is the intent of the founding members that staff receives extensive, on-going, relevant, and research based professional development. Some of the professional development initially will include developing Professional Learning Communities (PLC). This work will enable school personnel to develop a common understanding of the philosophy, goals, and mission of the Academy and communicating that effectively to all stakeholders.¹⁷

Professional development that is planned in order to develop a common understanding of the way in which the Academy's philosophy and the school's learning program includes:

- Universal Design for Learning
- Project Based Learning and best practices for STEM Instruction
- Positive Behavior and Intervention Supports
- Responsiveness to Instruction
- Implementing the Common Core Standards in Mathematics and English Language Arts
- System of Care Collaborations: Ways to work in partnership families who need services or resources from multiple human service agencies to be safe and successful at home, in school, and in the community, and through this assistance, make the community
- Literacy instruction modeled on the Bank Street School curriculum, including best practices in adolescent literacy. High School Literacy will be added as a professional development topic prior to Year 4 of the Charter.
- Formative and classroom assessment principles and methods
- Several books will be read as a faculty group and discussed at faculty meetings. These might include Understanding by Design, Revisiting Professional Learning Communities at Work™: New insights for Improving Schools, and Beyond Monet.

Professional Development in the topics above will be ongoing, as opposed to one-day sessions. The combination of topics is intended to continuously invigorate and challenge teachers and staff with the end result of an innovative learning environment that improves student outcomes.

¹⁵ See <http://uncw.edu/smec/documents/InventoryUpdatedNov2011.pdf> for a list of available technology.

¹⁶ Vella, J. (2002). *Learning to listen, learning to teach: The power of dialogue in adult education*. San Francisco, CA: John Wiley & Sons

¹⁷ DuFour, R. DuFour Rebecca, Eaker, R. (2006). *Revisiting Professional Learning Communities at Work™: New insights for improving schools*. Solution Tree, Bloomington, IN.

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

The Region in which SEGS Academy will be located presents many challenges for traditional public schools, which do an admirable job in meeting those challenges. The SEGS Academy provides a choice for families, particularly for low income parents and for parents who have not enrolled in any education beyond high school. The characteristics of the school that are outlined above (extended school day, support for behavioral and mental health needs of students, Individualized Education Plans and Individual Goal Plans for all students, STEM-focused instruction, and direct programming regarding college and career choices and opportunities for students and their families) are unique characteristics that are grounded in research as ways to meet the needs of students with the particular challenges faced by students in the Region.

Hold the schools established under this part accountable for meeting measurable student achievement results and provide the schools with a method to change from rule-based to performance-based accountability systems.

Accountability for high student achievement is a core goal of SEGS Academy. Teachers, staff, and administrators will collect and review student performance data on an ongoing basis. Cumulative student and school-wide performance data, such as standardized test scores and student highlights, will be disseminated annually to all stakeholders (the Board will receive quarterly updates during Board meetings). Individual student performance data (e.g., formal report cards, narrative evaluations of students' academic performance, and progress toward individual goals) will be disseminated quarterly to students and their parents. Students' achievements and successes will be celebrated at quarterly Recognition Breakfasts to which stakeholders will be invited. Cumulative and individual performance data will be synthesized and explained, detailing strengths and weaknesses as well as action steps for improvement. All reports will be shared in the native language of parents/guardians. In many instances, data will be disaggregated according to important variables, so that a more comprehensive understanding can be reached. Sub-scores on a particular test, mastery of particular sub-skills within a content area, and group performance on an assessment are examples of how this might occur.

SEGS Academy aims to meet measurable student achievement goals as described in the above sections **GOALS FOR THE PROPOSED CHARTER SCHOOL**. In addition to meeting goals that are rule-based (e.g., percentage of students meeting or exceeding a standard) that are described in a previous section, SEGS Academy aims to gather and report other important student performance indicators.

The Academy will collect data and report regularly regarding the following indicators:

- Dropout rate;
- Graduation rate;
- Student attendance rate;
- Student community service rate and descriptive data about type of service;
- Transition after high school (to higher education or employment) rates and descriptors;
- Student-staff ratio;
- Parental involvement data (e.g., number of parent-attended events, absolute number of parents attending events, rate of parents visiting the school, rate of parents attending meetings via conference call, rate of website use (see discussion in next paragraph));
- Community involvement data (e.g., number of events at which community representatives, such as present, number of community sponsored events conducted at the school).

The school website will be an important source of information for parents and guardians, as it is there that they will have secure access to their children's test scores, report cards, and teacher feedback. All parents/guardians can attend orientations to become familiarized with the system. Although the website will be the main source of these data, parents also will receive at least bi-monthly communications from their children's teachers; will be invited to attend quarterly conferences; and will receive a newsletter highlighting accomplishments of students and the school.

Community business partners and local college representatives also will be regularly included in discussions about outcomes, as they are crucial to enhancing students' success once they have graduated from SEGS Academy. (For example, please see letters of support from UNC-Wilmington in the Appendix.)

The school website will post information about the indicators above on an annual basis and will contain information comparing current year data to prior years.

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.

SEGS Academy will provide a high quality, innovative educational experience to students residing in a five-county area consisting of Columbus County, Bladen County, Brunswick County, Pender County, and New Hanover County. The school will initially serve students in grades K-6 and will gradually expand to serve students through grade 12. The school's mission is to provide specialized supports and innovative instruction that will prepare students to be globally competitive for work and postsecondary education and equipped for life in the 21st century, with an emphasis on acquiring skills in science, technology, engineering, and math. The Academy will utilize an educational model that will encourage and support students in gaining skills and attitudes to thrive in our increasingly technological and global economy.

SEGS Academy will emphasize personalized learning and will place an emphasis on increasing access to globally competitive education for students who enter school with challenges and frequently are underperforming. The school also seeks to ensure that students have successful early experiences with math and science, thus encouraging confidence in the areas that are needed to pursue careers in science, technology, engineering, and math (STEM) fields.

The school will utilize an assessment system that will support students and provide students, families, and staff with the information they need to meet high academic standards and make continuous improvement. The Academy will monitor student and school data to ensure that any students who are falling behind and/or at risk of dropping out receive additional supports.

In order to ensure success for each student, the staff at SEGS Academy will use multiple means of reaching students—relying first on students' identified learning preferences and cultural styles, and gradually stretching each student to be able to adapt to a variety of teaching styles that might present themselves in post-secondary education and/or job training.

SEGS Academy will be an inclusive school that embraces underserved students, students at risk for dropping out of high school, and students with disabilities, as well as students identified as academically gifted. The Academy will expand learning opportunities through special characteristics and offerings of the school including an extended school

day, support for behavioral and mental health of children, and direct programming regarding college and career choices and opportunities for students and their families.

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: STEM Education for a Global Society, Inc.

Mailing Address: 60 Dream Avenue

City/State/Zip: Delco, NC 28436

Street Address: 60 Dream Avenue Delco, NC 28436

Phone: 910.685.4101

Fax: 910.655.0611

Name of registered agent and address: Earnestine Keaton, 9703 Browntown Road, Riegelwood, NC 28456

FEDERAL TAX ID: Not yet obtained

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

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

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

NOTE: The tax-exempt status WILL 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:

This section is not applicable to the SEGS Academy

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

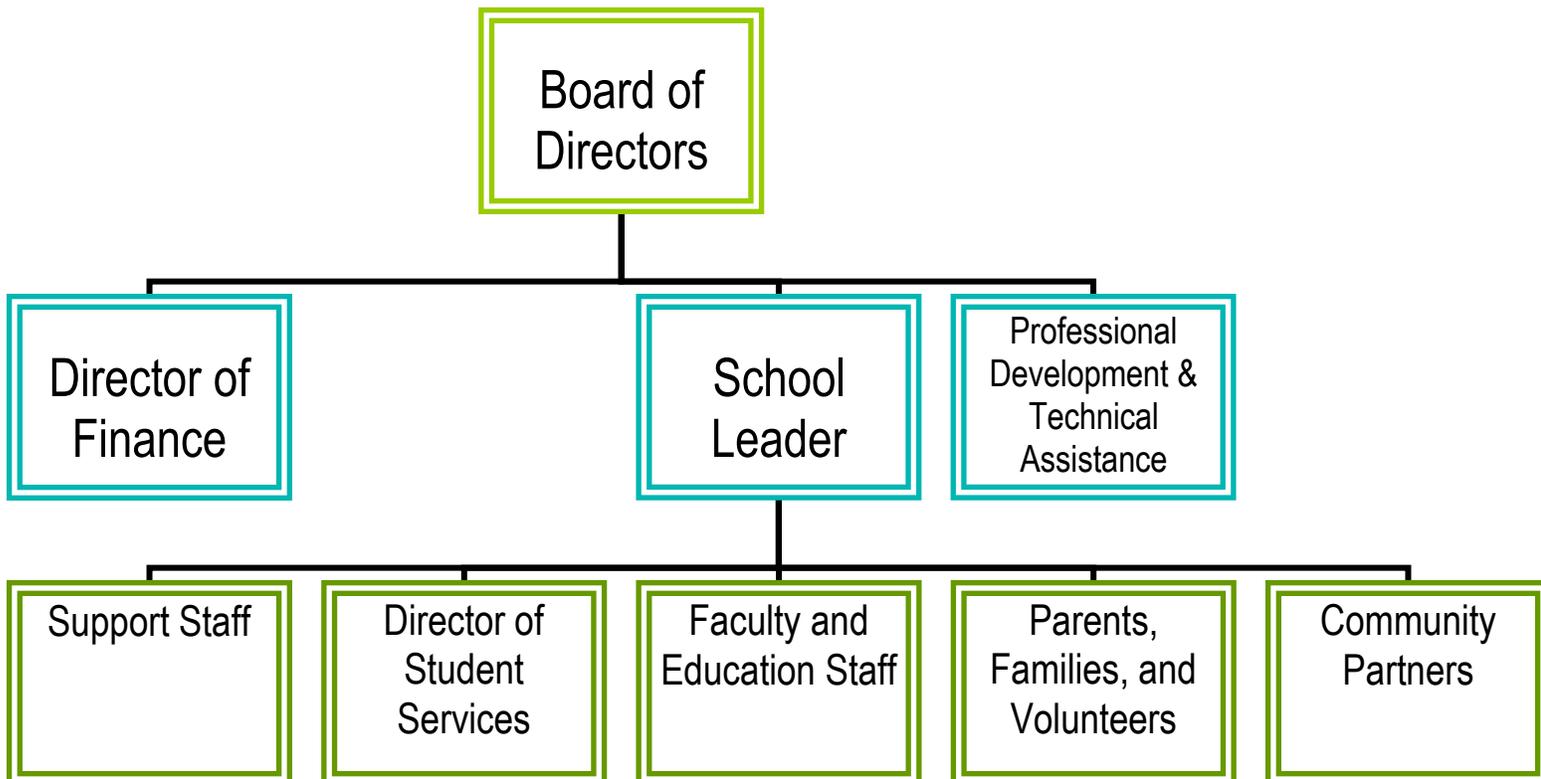
The private nonprofit corporation is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.

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.

The SEGS Academy Board of Directors will provide ultimate governance of the school. The Board will ensure that the school is fiscally sound, educationally successful, organizationally viable, and consistent with the school’s mission and vision. The Board will appoint the school administrators and will receive monthly reports from them as to all major functions of the school. School Leaders/Administrators are considered non-voting members of the Board and are responsible for implementing and supervising the day-to-day educational, managerial, personnel and fiscal operations of the school. The Director of Student Services will report directly to the appropriate-level school administrator, as do the data manager, and receptionist/administrative assistant. The Finance Director reports directly to the Board and will work closely with the School Leader to manage the fiscal/budget operations of the school. In addition, the contracted professional development and technical assistance providers, while they will work closely with the School Leader, will report to the Board. Positions such as the Curriculum and Instruction Specialist will be phased in as the school grows. However, the reporting structure will be consistent with Year 1 in that School Leaders will be responsible for the educational operations of the school.

The school will operate on an inclusive leadership model in which teachers and student leaders will have major roles in decision-making. Below is the organizational chart for the first year.



- *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.*

FOUNDING BOARD OF DIRECTORS

Earnestine Keaton, Chair
Maxine Lennon, Vice-Chair
Chelsea Thomas, Treasurer
Eva Battle, Secretary
Althea LeSane
Remona Baldwin
Maria Greene

Earnestine Keaton

9703 Browntown Road, Riegelwood, NC 28456

(T) 910 685-6735 (Alt) 910 655-2801 (E) ektn10@aol.com

Summary of Qualifications

My years of experience as a network design engineering specialist for a telecommunications company in a major business market has provided a broad background of excellent business skills and training. A Bachelors of Social Science and my work as a historian and freelance writer for several local newspapers has provided the education, knowledge, and experience that is valued in traditional and non-traditional classroom instruction.

Professional Experience

- 2008 – 2012 **Columbus County Tourism Board**, Whiteville, NC
Board Member
 Serve at the pleasure of the Columbus County Board of Commissioners in conjunction with other appointed members to promote local tourism.
- 2011 – 2012 **Southeastern Community College**, Whiteville, NC
GED Instructor
 My duties are in the area of instruction, tutoring, counseling, registration, attendance, locator and survey testing, Leis and practice GED testing and state required documentation.
- 2010 – 2012 **Friends of Fort Fisher**, Kure Beach, NC
Board Member
 Serve as a qualified historian in the strategic and planning and operations of the Fort Fisher Battleground Site and its associated programming.
- 2007 – 2009 **Bladen Community College**, Riegelwood, NC
GED Instructor
 My duties were in the area of instruction, tutoring, counseling, registration, attendance roster, locator and survey testing, Leis and practice GED testing and state required documentation.
- 2004 – 2012 **Lower Bladen Columbus Historical Society**, Riegelwood, NC
Director/Historian
 Founder and current director of the repository for the history of communities and residents along the Cape Fear River in Bladen and Columbus counties with a more specific focus on the history of African-Americans. Special events creator of the annual Cape Fear River Shad Festival, Black History Presentations and curator of the Mack Munn Exhibit at UNC-W.
- 1981 – 1998 **Verizon**, New York, NY
Network Design Engineer Specialist
 My duties were all levels of staff support for four network design and construction engineers- including but not limited to- building and maintaining computerized telecommunications systems. Additional responsibilities included: compiling reports, attending project meetings, and interacting with other department to provide voice and data services to the Wall Street business community

Education

- 1981 **Bachelor of Arts -- Political Science**
 Long Island University, Brooklyn, NY
- Certificate Program -- Differential Instruction**
 Southeastern Community College, Whiteville, NC

Maxine Lennon

47 MOUNT HEBRON LANE, HALLSBORO, NORTH CAROLINA (910) 356-4053

EDUCATION

Argosy University	Currently enrolled in Ed.D. program in Education Leadership Projected completion date December 2013
MA - Webster University	March 2010 (Human Resource Development, Management, and Leadership)
BA - Elon University	May, 1985 (English/Journalism with minor in Mass Communications)

EXPERIENCE

Cape Fear Workforce Development Board	10/09-6/10
Wilmington, NC Disability Program Navigator	
Mid-Carolina Council of Governments	12/07-09/09
Fayetteville, North Carolina Disability Program Navigator	
Southeastern Community College	9/98-12/07
Whiteville, NC	
Job Link Counselor	7/05-12/07
Project Coordinator for Men Mentoring Men/Minority Male Mentoring Initiative	12/03-12/07
Project Manager for Work Incentive Grant project	7/02-6/05
Project Director for Welfare to Work Grant Project	8/00-6/03
Ladder to Success Outreach/Publicity Specialist	9/98- 8/00
North Carolina Cooperative Extension Services	3/96 – 9/98
Whiteville, NC	
Expanded Food Nutrition Education Program Assistant	
Family Alternatives	10/93-2/96
Lumberton, NC	
Mental Health Technician	
Community Innovations	4/91-10/93
Whiteville, NC	
Direct Care Staff	

CHELSEA NICOLE THOMAS
868 Rolling Pines Loop Rd
Leland, NC 28451
919.673.9265
cthomas@1csa.net

EXPERIENCE

- Community Support Agency, LLC** June 2011 – Current
Quality Manager- to ensure the agency meets and abides by state and national regulatory compliance.
- The Forward Group, Consulting** Chicago, IL Winter 2010
Business and Marketing Analyst – Responsible for evaluating company needs and marketing objectives
- Morehead High School** Eden, NC 2010 - 2011
Principles of Business Instructor – Establish effecting teaching for students to learn basic to moderate business principles
- Adjah Inc. Entertainment Consulting** New York, NY Summer 2010
Associate Partner- Lead and deploy the strategic objectives for the Ben Gordon New Life Foundation
- Omerge Alliances LLC** New York, NY Summer 2010
Strategic Marketing Planner – Created experiences for brand recognition
- Community Support Agency, LLC** Delco, NC 2009-2011
Business Analysis Consultant – Responsible for gathering & analyzing data with appropriate/accurate interpretation of information
- Bank of America** Charlotte, NC Summer 2008
Sports Sponsorship Marketing Analyst – Team representative dedicated to Sports Sponsorship division supporting various marketing executives

LEADERSHIP ACTIVITIES

- DECA Advisor.** Morehead High School, Eden, NC 2010
- Duke University, Division I Women's Basketball,** Durham, NC 2010
Manager
- Greensboro College Basketball and Cross Country Team,** Greensboro, NC 2006 - 2009
Captain, Player
- Greensboro College Volunteer Services,** Greensboro, NC 2008-2009
Student Athlete Mentor; Student Athlete Advisory Committee

EDUCATION

- Duke University, The Fuqua School of Business,** Durham, NC
Master of Management Studies December 2010. Coursework in Marketing, Management, Strategy, Accounting, Finance
- Greensboro College, Greensboro, NC**
Bachelor of Science, Business Administration and Concentration in Management May 2009. GPA: 3.3/4.0. Academic All Conference USA South, All Conference Sportsmanship Award

Eva Riggins Battle

1520 Flushing Drive, Wilmington, NC (910) 617-7040 ebattle@ec.rr.com

Experience

Educator

August 1986 - Present New Hanover High, Wilmington, NC

- Geometry
- Algebra I, II, and III
- SAT Preparatory
- Earth Science

Educator

July 2005 - Present Cape Fear Community College, Wilmington, NC

- Adult High School
- General Equivalency Diploma Program

Educator

August 1984 – June 1986 Hallsboro High, Hallsboro, NC

- Advanced Math
- Algebra II
- Physics

Educator

August 1979 - June 1984 Acme-Delco Jr./Sr. High, Delco, NC

- Algebra 1
- Geometry

Education

Elizabeth City State University, Elizabeth City, NC

August 1975 – June 1979

B.S. Mathematics Education

Certified in Secondary Mathematics and General Science

Cum Laude

Extracurriculars

North Carolina Teacher's of Mathematics, National Education Association, Delta Kappa Gamma Society for Women in Education (Corresponding Secretary), Mount Nebo Missionary Baptist Church (Financial Secretary)

Remona Baldwin

14290 Old Lake Road ■ Riegelwood, North Carolina 28456 ■ (919) 696-0409
Email: rbmenu3@aol.com

PROFESSIONAL EXPERIENCE

- GRANITE INTERNATIONAL SERVICES**, Wilmington, North Carolina 9/2007-Present
Aide to Lead Engineer at GE Hitachi Nuclear Energy Americas
- TEKELEC INCORPORATED**, Morrisville, North Carolina 7/2004-3/2007
Quality Specialist Lead
- FIRSTMARK AEROSPACE COMPANY**, Durham, North Carolina 7/2003-7/2004
Quality Control Inspector
- MCI WORLDCOM**, Cary, North Carolina 7/1999-8/2002
Project Lead/Senior Staff Assistant IV
- RAN-PAIGE**, Youngsville, North Carolina 7/1997-3/1999
Quality Control Inspector

EDUCATION

Manchester Community College, Manchester, Connecticut
Concentration: Mechanical Manufacturing, 1/89-9/92

CERTIFICATIONS/LICENSES

- State of Connecticut, Journeyman License - Mechanical Manufacturing Technician (OJT- Hamilton Standard Aerospace)
- Real Estate Brokers License - State of North Carolina
- IPC 610D Certified Trainer

SPECIAL SKILLS

- Experienced user of Precision Gauges
- Operator of Manual and Computer Controlled Lathes, Millers, Drills, Gear Shapers, Welding, Plastic Tooling, Metallurgy and Robotics
- Sheet Metal Fabricator
- Assistant Toolmaker

COMPUTER SKILLS

- | | | | |
|------------------|------------|---------------|--------------|
| ■ Microsoft Word | ■ Excel | ■ PowerPoint | ■ Access |
| ■ Outlook | ■ Sametime | ■ CAD Design | ■ Oracle |
| ■ eMatrix | ■ ERP | ■ Tiff Editor | ■ Lotus Note |

Althea D. Lesane

24891 NC Hwy 87 East
Riegelwood, North Carolina 28456
(910) 655-9559 (home)
(910) 922-9155 (mobile)
lesane5902@bellsouth.net

EDUCATION

Graduated from Fayetteville State University, Fayetteville, North Carolina with Bachelor of Science in Criminal Justice 2006.
Bladen Community College, Dublin, North Carolina, Associates Degree in College Transfer 2001.
Miller-Motte Business College, Wilmington, North Carolina, Associates Diploma in Business Administration 1985.
East Bladen High School, Elizabethtown, North Carolina 1983.

ASSOCIATIONS AND LEADERSHIP

Cape Fear Valley/Bladen County Healthcare LLC Advisory Board Chair 2009
Board of Directors Men and Women United for Youth and Families 2009.
Bladen County Hospital Trustee Board 2001-2008
Bladen County Democrat Party Chair 2000-2004
Carvers Creek Precinct Chair 2005-2009
Member of New Zion Missionary Baptist Church, Riegelwood, NC
Church Clerk, Missionary Board, Usher Board.

EMPLOYMENT

Assistant Clerk of Superior Court Bladen County, Elizabethtown, NC, Civil Division Supervisor 2006-present
Deputy Clerk of Superior Court 1992-2006
Work experience in cashiering, bookkeeping, estates, civil court. Juvenile Court clerk 1995 to present. Civil Superior Court Clerk 2006-present.
Payroll Clerk for non-active duty employment finances, Heidelberg, Germany, 1988-1990.

Maria Greene
918 Evergreen Church Road
Delco, NC 28436
910-655-2010 (home)
910-620-3130 (cell)

Education University of North Carolina at Wilmington
Master of School Administration, May 2004

University of North Carolina at Wilmington
Master of Education in Curriculum and Instruction, May 2002

North Carolina at Central University Durham, NC
Bachelor of Arts in Education, K-6, December 1993

License Principal (Grades K-12), Curriculum Instructional Specialist, and Elementary Education (Grades K-6)

Experience *PRINCIPAL*
College Park Elementary School, Wilmington, NC, Aug. 08-present
Gregory Elementary School, Wilmington, NC, Oct. 06-08

ASSISTANT PRINCIPAL
Pine Valley Elementary School, Wilmington, NC, Aug. 03 – 06
Heyward C. Bellamy Elementary School, Wilmington, NC, Aug. 02-03

TEACHER
Eaton Elementary School, Wilmington, NC, Aug. 99-02
Snipes Elementary School, Wilmington, NC, Aug. 98-99
Pearsontown Elementary School, Durham, NC, Aug. 96-98
Carolina Beach Elementary School, Wilmington, NC, Aug. 94-96

Computer Skills Proficiency with WordPerfect, MS Word, Excel, Access, and PowerPoint

- 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*)

STEM EDUCATION FOR A GLOBAL SOCIETY, INC.

BYLAWS

ARTICLE I

Offices

1.1 Principal Office. The principal office of the Corporation shall be located at 60 Dream Avenue, Delco, NC 28436 or at such other location designated by the Board of Directors.

1.2 Registered Office. The registered office of the Corporation required by law to be maintained in the State of North Carolina may be, but need not be, identical with the principal office.

1.3 Other Offices. The Corporation may have offices at such other places, either within or without the State of North Carolina, as the Board of Directors may designate or as the affairs of the Corporation may require from time to time.

ARTICLE II

Board of Directors

2.1 General Powers. The business and affairs of the Corporation shall be managed by its Board of Directors. Except as otherwise expressly provided by law, the Articles of Incorporation, or these Bylaws, all of the power of the Corporation shall be vested in the Board of Directors.

2.2 Number, Term, and Qualifications. The number of directors constituting the Board of Directors shall be a variable range with a minimum of five (5) and a maximum of seven (7). Each director shall hold office for a term of 3 years, each year beginning July 1 and ending June 30, except the initial seven directors shall serve staggered terms to establish a rotation of directors as follows: two directors with a one year term, two directors with a two year term and three directors with a three year term.

Directors shall be at least twenty-one (21) years of age, shall be current residents of North Carolina and shall hold at least a high school diploma or its equivalent.

Any such qualified person seeking election to the Board of Directors must submit to a reasonable screening process by the nominating committee, which shall include submitting a personal written statement that provides the following:

- statement as to personal reason for wanting to serve on the Board of Directors of this corporation;
- certification statement as to age, residency, and diploma or equivalency; certification statement of having read and understood the Articles of Incorporation and these Bylaws;
- statement of support for this corporation's purposes;
- statement of personal education philosophy;
- statement of personal background, including any talents or experience that can contribute to the function of the corporation;
- separate list of references, including the name, address and phone number of each, to at least (2) board members or other person who can verify personal background.

2.3 Election of Directors. New directors shall be elected in each succeeding year to fill any expiring terms. New directors shall be elected by the existing Board of Directors at the annual meeting. Members eligible for re-election may vote on new board members. Those receiving the highest number of votes shall be deemed elected. In the event any Director so demands, election of Directors shall be by secret ballot.

2.4 Removal. Directors may be removed from office at any time with or without cause by the directors by such vote as would be required to elect a member of the Board of Directors.

2.5 Vacancies. Any vacancy occurring in the Board of Directors may be filled by the affirmative vote of a majority of the remaining directors even though less than a quorum, or by the sole remaining director. A director elected to fill a vacancy shall be elected for the unexpired term of his predecessor in office.

2.6 Chairman of the Board. There shall be a Chairman and Vice-Chairman of the Board of Directors elected by the directors from their number at the annual meeting of the Board of Directors. The Chairman and Vice-Chairman shall serve a term of one year. The Chairman, or in his absence the Vice-Chairman, shall preside at all meetings of the Board of Directors, and each shall perform such other duties as may be directed by the Board of Directors. The Chairman and the Vice-Chairman shall be officers of the Corporation.

2.7 Compensation. No compensation shall be allowed to Directors or Officers of the Corporation, except pursuant to a contract.

Expenses incurred by a Director or an Officer in conducting corporate business may be paid if approved by the Board.

2.8 Duties of Directors. The Board of Directors shall abide by the general standards of conduct of a Board as prescribed by N.C.G.S. §55A-8-30, including but not limited to acting in good faith, with the care of an ordinary prudent person in a like position exercised under similar circumstances and in a manner each director reasonably believes to be in the best interest of the Corporation.

2.9 Commitment to Open Meetings. The Board of Directors expressly commits to and shall abide by the public policy of the State of North Carolina in regards to meetings of public bodies as described in Article 33C of N.C.G.S. §143-318.9, et. seq. It is the policy of the Corporation that the hearings, deliberations, and actions of its Board of Directors shall be conducted openly.

ARTICLE III

Meetings of Directors

3.1 Annual Meetings. The annual meeting of the Board of Directors shall be held at 7:00 p.m. on the second Monday in June of each year, for the purpose of electing directors and officers of the Corporation and for the transaction of any other business properly before the Board of Directors. If the day fixed for the annual meeting shall be a legal holiday, the meeting shall be held on the next succeeding business day that is not a legal holiday. If the annual meeting shall not be held on the day designated by these Bylaws, a substitute annual meeting may be called by or at the request of the Board of Directors and such meeting shall be designated and treated for all purposes as the annual meeting.

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

3.3 Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the Chairman or any two directors.

3.4 Place of Meetings. The annual or any special meeting of the Board of Directors may be held at the principal office of the Corporation or at such other place, either within or without the State of North Carolina, as shall be designated in the notice of the meeting or in a waiver of notice of the meeting signed by all the Directors then in office.

3.5 Notice of Meetings. The Chairman shall give notice of each annual meeting of the Board of Directors by mailing such notice to each director at least ten days before the meeting. The Chairman or other persons calling a special meeting of the Board of Directors shall give notice thereof by mailing such notice to each director at least three days before the meeting. Unless otherwise indicated in the notice thereof, any and all business may be transacted at a meeting of the Board of Directors, except as otherwise provided by law or these Bylaws.

3.6 Waiver of Notice. Any director may waive notice of any meeting, either before or after the meeting. Written waivers of notice shall be filed by the Secretary with the corporate records or as part of the minutes of the meeting. The attendance by a

director at a meeting shall constitute a waiver of notice of such meeting, except where a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

3.7 Quorum. A majority of the number of directors fixed by these Bylaws (four) shall constitute a quorum for the transaction of business at any meeting of the Board of Directors.

3.8 Manner of Acting. Except as otherwise provided in these Bylaws, the act of the majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors. To the extent allowed under these Bylaws and by law, directors shall conduct business at every regular and annual meeting in accordance with *Robert's Rules of Order*, latest edition.

3.9 Presumption of Assent. A director of the Corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless he objects at the beginning of the meeting, or promptly upon his arrival, to holding it or transacting business at the meeting, or his dissent or abstention from the action is otherwise entered in the minutes of the meeting, or unless he either files his written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or forwards his written dissent by registered mail to the Chairman of the Board of the Corporation immediately after the adjournment of the meeting. The right to dissent is not available to a director who voted in favor of such action.

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

3.11 Participation by Telephone. Any one or more directors may participate in a meeting of the Board of Directors by means of a conference telephone or similar communications device that allows all persons participating in the meeting to hear each other. Participation by these means shall be deemed presence in person at the meeting.

3.12 Majority Action as Board Action and Conflict of Interest

A member of the Board may have a conflict of interest of his or her vote on a matter before the Board in the best interest of the school if the vote is adverse to the personal, family or business interests of the Board member. If any member of the Board faces a conflict of interest in a matter pending before the Board such member shall make full and candid disclosure to the Board of the nature of the conflict.

If one (1) or more directors present at a meeting abstain from voting on a particular motion before the Board, due to a personal conflict of interest with the subject of the motion or due to restrictions contained in these Bylaws, then the remainder of the directors shall still constitute a quorum for that particular vote and a two thirds majority of those voting directors shall be required to approve the motion.

ARTICLE IV

Officers

4.1 Officers of the Corporation. The officers of the Corporation shall consist of a Chairman of the Board and a Vice-Chairman of the Board. Other officers, Secretary, Assistant Secretaries, Treasurer and Assistant Treasurers, may from time to time be elected by the Board of Directors. Any two or more offices, except Chairman of the Board, may be held by the same person. No officer may act in more than one capacity where the actions of two or more officers are required.

4.2 Election and Term. The officers of the Corporation shall be elected by the Board of Directors, and each officer shall hold office for a term of one year. Vacancies due to death, resignation, retirement, removal or disqualification shall be filled by vote of a majority of the directors at a special-called meeting or the next annual meeting, whichever occurs within 60 days of a vacancy.

4.3 Removal. Any officer or agent elected or appointed by the Board of Directors may be removed by the Board of Directors whenever in its judgment the best interests of the Corporation will be served thereby.

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

4.7 Secretaries and Treasurers. All Secretaries and Treasurers of the Corporation shall be designated by the Board of Directors. Secretaries and Treasurers shall be staff positions in the Corporation and not officers of the Corporation, having the following duties and responsibilities:

4.7a Secretary. The Secretary shall keep the minutes of the meetings of the Board of Directors. He shall keep all minutes of all such meetings in books designated for those purposes. The Secretary shall see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law. He shall have charge of the books, records, and papers of the Corporation. He shall have custody of the seal of the Corporation and see that the seal of the Corporation is affixed to all documents the execution of which on behalf of the Corporation under its seal is duly authorized, and shall sign such instruments as may require his signature. He shall in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him by the Chairman, by the Board of Directors, or by these Bylaws.

4.7b Assistant Secretaries. In the absence of the Secretary or in the event of his death, inability, or refusal to act, any Assistant Secretary designated by the Chairman, unless otherwise determined by the Board of Directors, shall perform the duties of the Secretary and when so acting shall have all the powers of and be subject to all the restrictions upon the Secretary. The Assistant Secretaries shall perform such other duties as may be assigned to them by the Secretary, by the Chairman, or by the Board of Directors. Any Assistant Secretary may sign, with the President or a Vice-President, documents authorized to be signed by the Secretary.

4.7c Treasurer. The Treasurer, or Chief Financial Officer, however designated by the Board, shall have charge of and be responsible for all funds and securities, receipts, and disbursements of the Corporation, and shall deposit all monies and securities of the Corporation in such banks and depositories as shall be designated by the Board of Directors, provided that the Board of Directors may appoint a custodian or depository for any such funds or securities, and the Board of Directors may designate those persons upon whose signature or authority such funds may be disbursed. He shall be responsible (i) for maintaining adequate financial accounts and records in accordance with generally accepted accounting practices; (ii) for the preparation of appropriate operating budgets and financial statements; and (iii) for the preparation and filing of all tax returns required by law.

4.7d Assistant Treasurers. In the absence of the Treasurer or in the event of his death, inability, or refusal to act, any Assistant Treasurer designated by the Chairman, unless otherwise determined by the Board of Directors, shall perform the duties of the Treasurer, and when so acting shall have all the powers of and be subject to all the restrictions upon the Treasurer. They shall perform such other duties as may be assigned to them by the Treasurer, by the Chairman, or by the Board of Directors.

4.8 Validity of Signatures. In case any person whose signature shall appear on any bond, note, or other evidence of indebtedness of the Corporation shall cease to be an officer or hold an office different from that held at the time of signature before the delivery of such instrument, such signature shall nevertheless be valid and sufficient for all purposes the same as if he had remained in such office until such delivery.

4.9 Compensation. No compensation shall be allowed to Officers of the Corporation, except pursuant to a contract. Expenses incurred by an Officer in conducting corporate business may be paid if approved by the Board.

ARTICLE V

Indebtedness

No indebtedness of the Corporation in excess of \$20,000 shall be incurred other than in the normal course of business, except as may be approved by resolution adopted by a majority of the directors in office.

Any or all of such indebtedness may be represented by notes, debentures, bonds, or other securities, either unsecured or secured by, or issued under, a mortgage, trust indenture, or otherwise, and may be issued at such times and upon such terms as the Board of Directors shall determine.

ARTICLE VI

Contracts, Loans, Checks, and Deposits

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

6.2 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 of Directors. Such authority may be general or confined to specific instances.

6.3 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, or employee or employees of the Corporation and in such manner, including facsimile signatures, as shall from time to time be determined by resolution of the Board of Directors.

6.4 Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such depositories as the Board of Directors may select.

ARTICLE VII

General Provisions

7.1 Seal. The corporate seal of the Corporation shall contain the name of the Corporation and shall be in such form as approved by the Board of Directors.

7.2 Waiver of Notice. Whenever any notice is required to be given to any director by law, by the Articles of Incorporation, or by these Bylaws, a waiver thereof in writing signed by the director or directors entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice.

7.3 Indemnification. The Corporation shall indemnify its officers and directors to the maximum extent required or permitted by Part 5 of Article 8 of Chapter 55A of the General Statutes of North Carolina as from time to time amended, and such officers and directors shall be deemed to have relied upon this Part.

7.4 Fiscal Year. The fiscal year of the Corporation shall be as fixed by the Board of Directors.

7.5 Amendment of Bylaws. Except as otherwise provided by law, by the Articles of Incorporation or herein, these Bylaws may be amended or repealed and new Bylaws may be adopted by the affirmative vote of a majority of the directors then holding office at any annual or special meeting of the Board of Directors; provided, however, that notice of the proposed action shall have been included in the notice of the meeting or shall have been waived as provided in these Bylaws.

- 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.

Copy is below.



NORTH CAROLINA

Department of The Secretary of State

To all whom these presents shall come, Greetings:

I, **ELAINE F. MARSHALL**, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

STEM EDUCATION FOR A GLOBAL SOCIETY, INC.

the original of which was filed in this office on the 28th day of March, 2012.



IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 28th day of March, 2012

Elaine F. Marshall

Secretary of State

SOSID: 1251660
 Date Filed: 3/28/2012 8:55:00 AM
 Elaine F. Marshall
 North Carolina Secretary of State
 C201208200210

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: **STEM Education for a Global Society, Inc.**
2. (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).

STEM Education for a Global Society, Inc. is organized exclusively for educational purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code or the corresponding section of any future United States Internal Revenue law

3. The street address and county of the initial registered office of the corporation is:

Number and Street 60 Dream Avenue,

City, State, Zip Code Delco, NC 28436 County: Columbus

4. The mailing address *if different from the street address* of the initial registered office is:

P.O. Box 465, Delco, NC 28436

5. The name of the initial registered agent is:

Earnestine Keaton, 9703 Browntown Rd., Delco, NC 28456

6. The name and address of each incorporator is as follows: Earnestine Keaton, 9703 Browntown Rd., Delco, NC 28456;

Chelsea Thomas, 868 Rolling Pines Loop Rd, Leland, NC 28451;

Eva Battle 1520 Flushing Drive, Wilmington, NC;

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.

Upon the winding up and dissolution of STEM Education for a Global Society, Inc. after paying or adequately providing for the debts and obligations of STEM Education for a Global Society, Inc., the remaining assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

STEM EDUCATION FOR A GLOBAL SOCIETY (SEGS) ACADEMY

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 60 Dream Avenue,

City, State, Zip Code Delco, NC 28436 County_Columbus

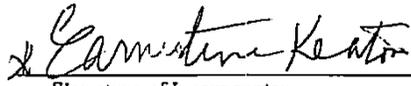
11. The mailing address *if different from the street address* of the principal office is:

P.O. Box 465, Delco, NC 28436

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

This is the 20 day of March, 2012.

STEM Education for a Global Society, INC



Signature of Incorporator

INCORPORATOR

Earnestine Keaton, Vice Chairperson

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

NOTES:

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

Revised January 2000

Form N-01

CORPORATIONS DIVISION

P. O. BOX 29622

RALEIGH, NC 27626-0622

- *A description of the governing board's functions, duties, roles and responsibilities as it relates to overseeing the charter school and its mission.*
- *Explain the decision-making processes the board will use to develop school policies.*
- *Portray how the board will involve parents and community members in governing the school.*

Roles and Responsibilities

The roles and responsibilities of the Board of Directors include:

- Review and act upon Federal and State Laws and policies for the operation of the charter school.
- Establish and monitor the mission, vision, goals, and objectives of the school.
- Monitor the needs of the students; ensure that the goals are aligned.
- Conduct, manage, and control the affairs and the activities of the school, and make rules and regulations.
- Review and act upon administrative recommendations for hiring and non-renewal of faculty and staff.
- Review and act upon the budget and fiscal operations of the school.
- Manage the property and affairs of the school according to the authority vested in the annual meeting.
- Promote clear, effective communication between and among community members, Board, and SEGS Academy.
- Perform other such duties as required by state law.

Role Distinctions between Board and School Administration

The School Leader/Administrator will work with teachers to collectively assess the effectiveness of curriculum and instruction; the administrator then will make recommendations for any changes in curriculum and instruction to the Board, and the Board will have the authority to approve those recommended changes. Personnel decisions are recommended to the Board by the School Leader. All recommendations regarding instructional needs and costs in the annual budget, as well as budget allocations and vendor selections, will be made by the School Leader to the Board, which will have final decision-making power.

Ex-Officio Board Members

The School Leader is an ex-officio members of the Board. As the high school expands to full capacity, we will consider adding at least one student member ex-officio. These members are non-voting members.

Job Description for the Board of Directors Chairperson

The role of the Chairperson is to oversee the integrity of Board processes, ensure the alignment of all school activities with its stated mission, and represent the Board to outside parties. The general role of the Chairperson, as well as the process for his/her selection and term of office, is outlined in the Bylaws. S/he will:

- ensure that the Board behaves in a manner consistent with its own policies and enforce the Board's Code of Conduct
- preside at Board meetings in an efficient and effective manner, and set the tone for each meeting through positive leadership
- assign Board members to committees and monitor their functions
- attempt to arrive at consensus on Board decisions
- be authorized to speak officially for the Board
- promote SEGS Academy publicly
- raise funds
- call special meetings, if needed
- inform the full Board of current and pending Board issues and procedures

- ensure that all Board members spend at least one day per term at SEGS ACADEMY in order to become more familiar with the workings of the school.

Policy Development and Decision Making

The Board will hold at least nine regular meetings during the year, and more, if necessary. The Board and each of its component committees will develop a set of goals and objectives that will guide their work during the year. Issues for consideration may be raised by members at the meetings, and, depending on the nature of the issues, standing committees or an ad hoc committee appointed by the Board will consider the issues. Committees will meet to pursue their goals, develop policies, and articulate recommendations for the Board to consider at its regular meetings; policies are adopted with a majority vote of members present in a legal Board session.

In developing operating policies and procedures, the Board will use the following steps in policy-making:

- A need is identified by a member of the Board or school community.
- A committee is assigned by the Board. The Board will consider the policy need and articulate general considerations for the policy before assigning the committee to draft a new policy. The committee may include any member of the school, including parents and students, community members, community partners, and/or outside consultants. In any case involving operating policies or procedures, the School Leader will head the committee. The Board will articulate a timeframe for the committee's work.
- The committee will draft the policy, calling upon appropriate legal and/or expert advice if necessary.
- The committee will present its work to the Board for approval. The Board will review the draft policy and either approve it or ask for revisions to be reviewed at a later date.
- The Board will conduct periodic reviews of all policies, revising when needed.

All personnel will refer to the Personnel Handbook for administrative procedures governing hiring; evaluation; promotion; separation policies; salaries, payroll, workers compensation and benefits; vacations, holidays, sick and personal days, and work day and hours; health and safety issues; sexual harassment; snow and other emergency procedures; conflict resolution; arbitration; and all other policies.

Solicitation of Feedback from Stakeholders in Governing and Decision Making

Parents are invited to be active members of the school community in a number of ways outlined elsewhere in this document; these include, but are not limited to: serving on formal committees; attending monthly educational sessions; volunteering in school programs; serving as a community mentor or internship supervisor; attending college visits and work-based activities; and taking part in other college/career-access programs. Community members will be invited into the school periodically, as well as being recruited to serve the school as their interests and talents permit. The School Leader and school staff are available to meet with parents and community members, as needed; the School Leader will hold a monthly coffee/light breakfast refreshment hour, inviting parents and community members to share their perspectives with him/her. Formal data gathering will involve an annual survey given to parents to allow them to comment on school policies; the School Leader will be responsible for gathering and analyzing these data. The School Leader also will be responsible for feedback collection through:

- the website, which will have an option for community members to submit comments and suggestions through email.
- the Family Council, which will meet regularly and serve as a vehicle of communications between parents/families and the administration.
- staff discussions at full-staff meetings;
- the student School Improvement Committee (at the middle/high school level) that will serve as the liaison between students and the administration.

The aforementioned data will be organized and analyzed by the School Leader reported to the Board during regular meetings, and acted upon, if the Board decides to do so.

- *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.*

Organizational Objectives and Indicators

Academic Success:

SEGS Academy will administer several performance evaluation exams to demonstrate that the school is meeting its annual academic goals. These will include: the state End of Year tests; the ACT (when the school has enrolled students at the high school level); and the Iowa Test of Basic Skills. In addition to standardized tests, assessment of academic success will include increasing numbers of students being deemed ready to take college-level classes, increasing numbers of students taking college classes, and other academic achievements such as competitions and college placements.

Organizational Viability:

The key objectives related to organizational viability are: sufficient support for the school; financial stability and sound fiscal management; and sound governance and management.

The primary indicator of **financial stability** will be the annual budget. Data indicating success will include: a balanced annual budget; increased fund-raising each year of operation through grants and gifts; positive annual evaluations of the Board Fundraising and Finance Committees; positive annual evaluations of the Finance Officer and School Leader in relation to budget and finances; and annual evaluations by the Board and an independent financial auditor ascertaining that the school's finances are sound and that basic needs are being met.

Sound Governance and Management Structure

Variables related to governance and management will be measured by stakeholder satisfaction; enrollment and retention of students; staff retention; family involvement; community involvement; and positive evaluations by school leadership and Board members. Data indicating success will include: student, staff, family, and Board satisfaction survey results; high volume of applications and enrollment to meet annual projected goals; retention of enrolled students in good standing, with a waiting list to fill any vacancies; raw numbers and percentages of family members participating in school-based activities, including volunteering and serving on committees; raw numbers of community members participating in school-community activities, including volunteering and offering job-shadowing and internship opportunities; high teacher/staff retention rates; and positive evaluation by Board members and school leadership. The ability to open SEGS Academy fully-staffed for its initial cohort, in a safe, spacious, well-equipped facility will be another sign of sound governance and management.

Faithfulness to Charter

The school's faithfulness to its charter will be indicated by the following data: percentage of students who have an IEP and have developed Individual Learning Plans; percentage of students who have met service leadership annual goals; percentage of students who have been on a college campus (when the school has enrolled middle and high school students); percentage of family members who have actively engaged in supporting their children's educational goals and post-secondary goals; percentage of faculty who have met their individual professional development goals each year; percentage of performance objectives articulated in the "GOALS FOR THE PROPOSED CHARTER SCHOOL" (after year 1) that are met or exceeded on an annual basis.

Organizational Goals and Objectives

Academic Success

Goal: Students will make academic progress, as measured by external assessment.

1. SEGS Academy will make AYP in the aggregate and for all statistically significant subgroups.
2. SEGS Academy will not be identified for Needs Improvement, Corrective Action or Restructuring under NCLB.
3. At least 70% of students enrolled for two or more years will score in the “demonstrates mastery” range on end of grade summative state tests.
4. After SEGS Academy has been in existence for five years, the 7th and 8th grade cohorts, on average, will achieve at least two National Curve Equivalent points on the annually administered IOWA Test of Basic Skills.

Goal 2: Students will make academic progress, as measured by internal assessment.

1. Every year, there will be an increase in the number of students who are honored at Recognition Breakfasts for their academic achievements.
2. Each year, there will be an increase in the number of students who are named to the various levels of Honor Roll.

Preparation for College and Career

Goal: Students will be familiar with post-secondary options and will be able to articulate a pathway for their own success.

1. 90% of students who have been enrolled for 2 or more years will have visited at least one college campus.
2. 100% of students who have been enrolled for 2 or more years will be able to articulate a career goal for themselves.
3. 100% of students who have been enrolled for 2 or more years will be able to articulate some possible post-secondary paths to attain their career goal.

Organizational Viability

Goal: The school will demonstrate sound fiscal practices.

1. The Board approves a balanced budget each year.
2. An external audit demonstrates that SEGS Academy is managing its public funds responsibly.

Goal: The Board will provide sound, engaged, and effective governance.

1. 100% of the Board will contribute to the school annually, through financial and/or in-kind contributions.
2. 100% of Board will spend at least one day per term in school to become familiar with and support the SEGS Academy culture
3. At least 90% of Board meetings will have a quorum.

Goal: The school will develop and maintain strong parental/family support and commitment to the school.

1. There will be parent/family representation on all appropriate committees.
2. SEGS Academy will fill all available slots for enrollment and will maintain a waiting list of at least 20.
3. At least 75% of returned family surveys will indicate satisfaction with the school's performance.
4. At least 75% of families will attend at least one event on the school campus or at a college/workplace event.

Faithfulness to the Charter

Goal: Students will demonstrate service leadership, engagement in their own learning process, and citizenship within the school community.

1. 100% of students will serve their school community through participation in a School Improvement Committee.
2. 90% of middle grade and high school students will be able to lead their own family conferences, articulate personal goals and assess their academic progress.

3. 85% of students will have no disciplinary issues.
4. Every year, there will be an increase in student-generated or student-led activities at SEGS Academy.

How the governing board will ensure that current and future board members avoid conflicts of interest:

The Board will obtain training for all current members of the initial board and will utilize the Guidebook for Boards of Directors of North Carolina Nonprofit Corporations as a component of the training.¹⁸

The founding Board members have signed a conflict of interest statement that contains the following¹⁹:

SEGS Academy, Inc. is aware that in the process of fund allocation by its management, employees, members of the board of directors or other governing body, instances may arise which have the appearance of a conflict of interest or appearance of impropriety.

To avoid conflicts of interests or the appearance of impropriety, any individual who may benefit, directly or indirectly, from the entity's disbursement of funds shall abstain from participating in any decisions or deliberations by the entity regarding the disbursement of funds.

All new Board members will sign the above statement prior to their appointment. In addition, all employees shall sign a policy statement that includes the following: The employee agrees to neither maintain nor engage in any outside business or financial interest which conflicts with the interests and activities of his/her employer or which interferes with the employee's ability to fully perform his/her job responsibilities in an independent, objective manner.

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.

Any child who is qualified under the laws of the State for admission to a public school is qualified for admission to SEGS Academy. SEGS Academy shall not discriminate against any student on the basis of ethnicity, national origin, gender, sexual orientation or disability. Except as otherwise provided by law or the mission of the school as set out in the charter, the school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, sexual orientation, national origin, religion, or ancestry. Notwithstanding any law to the contrary, SEGS Academy may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C-391 until the period of suspension or expulsion has expired.

The school will open the application submission window on or about January 15, 2013 and will close applications on April 15, 2013. Notices of the application period will be published, posted and advertised as per NCGS 143-318.12.

¹⁸ North Carolina Bar Association (February 2003). Retrieved on March 14, 2012 from <http://businesslaw.ncbar.org/media/1110897/guidebookofnonprofitcorporations-2ed.pdf>

¹⁹ NC Department of Health and Human Services Policy Manual (April 2008). Retrieved on March 14, 2012 from http://info.dhhs.state.nc.us/olm/manuals/ooc/fnp/man/Fiscal_Non-Profit_Admin-01.htm

The application deadline will be announced three months before the last day of application. The lottery will be conducted in a public forum.

In the first year of operation, 300 students will be enrolled in grades K-6. There will be 2 classes for each grade with a maximum of 22 students per class in grades 1 through 6 and 2 classes for kindergarten with a maximum of 18 students each.

Distribution of information:

The information about the application and enrollment process to SEGS Academy will be distributed in the district using flyers (in two major languages spoken in the area; English and Spanish), direct mailing, and announcements in the local newspapers. We propose to organize workshops and open houses, where we can give information about the mission, the vision and the education philosophy of the school. Application forms can be filled out on line at the school's website, as well. We will have a rolling enrollment process throughout the year, and students on the waiting list will be enrolled in case of vacancies.

The application process:

The application forms must be submitted by April 15th of the previous academic year for the following education year. The application forms will include information about the student, such as name, date of birth, address of residence, parent's name and address, current and previous school attended and the grade, special needs, and the name of the siblings applying for the other grades at the Academy. The list of student names who have been enrolled will be announced on June 1st and information will be mailed to the students' addresses on or before June 10 with the handbook of the school, including the code of conduct, and school calendar for the coming academic year.

The eligibility criteria to be enrolled:

There is no entrance exam for students to be enrolled in SEGS Academy. The application forms must be filled out completely and the agreement forms for the Code of Conduct should be signed by the parents prior to actual enrollment.

The enrollment policy in case of an overload in the number of the applicants:

In case the number of applicants is more than the space available space in SEGS Academy, we will conduct a lottery. The lottery will be organized by a member of the community who is not working at school or who is not directly related to the students in the school. The lottery date will be announced three weeks before the lottery. The lottery will be conducted in the following manner:

- Lottery cards will be assigned to each applicant.
- The lottery will be conducted in a public forum.
- The date of the lottery will be aligned with other area charter, magnet, and private school application dates
- Applicants will receive confirmation of being in the lottery, along with the date, time and place of the lottery.
- Volunteer(s) will draw cards from a large container. Openings will be filled in each grade and class in the order drawn.
- A numbered waiting list for each grade level may be established to fill slots that become available at a later date during the academic year. In the opening year, there will be two classes for each grade with a maximum of 22 students per class in grades 1 through 6 and two classes for kindergarten with a maximum of 18 students each. Each year thereafter, one grade will be added with between 50 and 150 new seats added each year. SEGS Academy seeks to maintain the class size of 18 to 22 students in all grades.

Children of current faculty members are exempt from the lottery, provided their number does not exceed the number of available seats in a given grade. Children of the Board of Directors are exempt from the lottery in the opening year

only, so long as these children are limited to no more than ten percent (10%) of the school's total enrollment or to 20 students, whichever is less. If multiple birth siblings apply for admission and a lottery is needed under G.S. 115C-238.29F(g)(6), SEGS Academy shall enter one surname into the lottery to represent all of the multiple birth siblings. If that surname of the multiple birth siblings is selected, then all of the multiple birth siblings shall be admitted.

Process for withdrawals or transfers:

Students/families requesting transfer to another educational institution will be processed immediately upon written request to the School Leader, and records will be sent by the Data Manager to the transferring institution as soon as possible and/or within 48 hours.

Evaluation of enrolled population:

In the fall of each year, the School Leader will present to the Board data regarding the school population including gender, racial and ethnic diversity, socioeconomic status statistics, special education status, limited English proficient students, and first generation students (would be first in their family to attend college). Based on that information, SEGS Academy will modify the plans for school marketing communications and recruitment events, including modifying parent information sessions and promotional literature so that the mission of the school's charter is met and all demographic groups have the opportunity to apply to attend the school.

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))

Educational theory, foundation of the model, and proposed innovative offerings.

SEGS Academy is founded on the belief that all students are capable of being active learners, service leaders, mentors, and engaged members of their school community. However, the founders are not naïve about the potential obstacles to making this belief manifest in 100% of its student population. Using the characteristics articulated by Henderson and Milstein (1996), school personnel and community partners will strive to integrate the 12 "external protective factors" that are characteristics of schools that foster resiliency, believing that as students' resiliency is maximized, they will better equipped to exert leadership, set and achieve higher academic goals, and challenge and support their peers and younger classmates in doing the same.²⁰

Those twelve factors, mirrored in the component parts of the school philosophy and practices, are:

1. Promoting close interpersonal bonds
2. Valuing and encouraging education
3. Using a high warmth/low criticism style of interaction
4. Setting and enforcing clear boundaries (rules, norms, code of conduct)
5. Encouraging supportive relationships with many caring others
6. Promoting sharing of responsibilities and service to others
7. Providing access to resources for families' basic needs (employment, education, housing, etc.)
8. Expressing high, realistic expectations for success for all

²⁰ Henderson, N., & Milstein, M. (1996). Resiliency in schools: Making it happen for students and educators. Corwin Press.

9. Encouraging goal setting and mastery
10. Encouraging pro-social values (such as altruism) and life skills (such as cooperation)
11. Providing leadership, decision-making, and other opportunities for meaningful participation
12. Appreciating the unique talents of each individual.

The school's offerings are also founded on the inclusive STEM model, which includes the belief that math and science competencies can be developed and that students from traditionally underrepresented subpopulations need access to opportunities to develop these competencies to become full participants in a global economy.²¹ Consistent with its STEM focus, SEGS Academy will provide a rigorous academic curriculum, instruction relevant to real-world problems and careers, accelerated access to STEM coursework, and personalized learning supports for students.

A hallmark of the school's approach is the blending of the inclusive STEM model with high, realistic expectations for success for all students in an encouraging environment.

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.

Our curriculum will be aligned to the Common Core Standards recently adopted by North Carolina with a particular emphasis on STEM. These standards are a foundation upon which the curriculum is built and constitute a subset of the school standards mandatory for all students.

School Culture

The culture of the school—its mission, values, and practices—will be echoed in the physical surroundings. College banners and artifacts will be displayed everywhere; student art work will prominently displayed; inspirational messages will be integrated into classrooms and other spaces; and profiles of success stories (community, SEGS staff, community partners, and eventually SEGS graduates) will serve as motivators for students. Teachers continuously will look for opportunities to use curriculum to reinforce the mission (for example, an assignment on letter writing could involved students' writing to colleges of their choice to request information). One School Improvement Committee will be devoted to promoting college and career awareness. The mission will be intentionally integrated into all aspects of the school day.

The hallmark of a SEGS education will be that all students will be knowledgeable and prepared for a post-secondary experience that fits their talents and interests. Were a visitor to speak with any SEGS student, the student should be able to articulate the core expectations of the school:

I am a scholar preparing for a productive career.

I am a leader who serves others in my school and community.

I am an active agent in achieving my educational goals.

I am a positive member of the SEGS learning community who respects my community.

Students will be engaged in reflecting upon how they have met those core expectations on a regular basis by answering the question: what steps have I taken today to meet the core expectations of SEGS Academy? The core expectations also will be a foundation for discussion at regular assessment and Student Goal Plan. The founding

²¹ Young, V., House, A., Wang., H., Singleton, C., & Klopfenstein, K. (2011, April). *Inclusive STEM Schools: Early Promise in Texas and Unanswered Questions*. Paper prepared for the Committee on Highly Successful STEM Schools or Programs for K-12 STEM Education, Board on Science Education and Board on Testing and Assessment, National Research Council. Retrieved March 3, 2012 from http://www7.nationalacademies.org/bose/STEM_Schools_Young_Paper_May2011.pdf

members of SEGS Academy understand that it is not enough merely to speak or publish these expectations within the school literature, but that staff (and eventually the older students themselves) must orient students and their families as to the meaning and expression of these values.

Teaching Approach and Instructional Methods

In order to ensure success for each student, the staff at SEGS Academy must use multiple means of reaching students—relying first on students’ identified learning preferences and cultural styles, and gradually stretching each student to be able to adapt to a variety of teaching styles that might present themselves in post-secondary education and/or job training. Among these methods are:

Differentiated Instruction

In differentiated classrooms, teachers begin where students are, not the front of a curriculum guide.²² Because each student is unique when it comes to learning profile, teachers will provide differentiated instruction that takes into account many factors. Among these are varying the modes of curriculum delivery, offering students choices in materials, and allowing a variety of styles of demonstration of knowledge.²³ At SEGS Academy, students will be given information about various learning and teaching styles, multiple intelligences, and cultural styles. They will be helped to create a learning profile for themselves. Although instruction will be differentiated to allow students to master core content and skills, as they progress, students will be expected to challenge themselves to stretch beyond their most comfortable modalities, so that they are prepared for what they may encounter in college and/or careers.²⁴

Inquiry-Based Learning

The internal questions, interests, and career goals that each student holds are the most powerful motivators to want to learn. Although all students must master the common core of skills and cognate knowledge, this core can be mastered and expressed in a variety of unique ways. Students “come alive” when they are trained to be researchers in search of answers to their driving questions. Our curriculum will have the additional intent of teaching such research stances and approaches so that students can become lifelong pursuers of knowledge that has a meaningful place in their lives.²⁵

Theme and Project-Based Learning

Frequently, students will be exposed to thematic units that are approached from a multi-disciplinary perspective; faculty will collaborate in developing several thematic units per grade/per year to help students recognize the ways in which different disciplinary lenses can be brought to bear on a single question under inquiry. Similarly, students will have the opportunity to develop projects that relate to interests and demonstrate mastery of content and skills; such projects may at times be conducted in collaboration with others.²⁶ As the Academy strives to develop students’ 21st-century skills it will be important to coach students in how to work productively on teams and use interdisciplinary approaches to problem-solving.

²² Tomlinson, C. (1999). *How to differentiate instruction in mixed ability classrooms*. ASCD.

²³ Ibid.

²⁴ Bransford, J., Brown, A., & Cocking, R., (2000). *How people learn: Brain, mind, experience, and school*. National Academies Press.

²⁵ Joyce, B., Weil, M., (2000). *Models of teaching*. Needham Heights, MA.: Allyn & Bacon.

²⁶ Polamn, J. L. (2000), *Designing PROJECT-BASED SCIENCE: Connecting learners through guided inquiry*. New York: Teachers College Press.

Mentored Study

Mentoring another and being mentored are two of the oldest forms of both classical and vocational education. At SEGS Academy, students will have the opportunity to be mentored by teachers, community members, or other students; in turn, many of them will be trained to mentor others at the school. Peer mentoring has been found to be one of the most effective tools to increase academic performance, boost self-esteem, and model social skills. The practice produces positive gains for mentors and mentees. The mentor must be a master of the material (academic, social, or college and career awareness) before sharing it with another; the mentee receives much-needed tutoring and role modeling from an admired older person. At SEGS Academy, peer mentoring will be encouraged to improve student performance, build community, enhance leadership, and support students as they go through important developmental transitions.²⁷

Technologically-based Learning

In preparation both for full participation in our global society and for access to online STEM materials, students will take part in learning and demonstrating knowledge through technologically enhanced means and communicating through multiple media.²⁸

Community-Centered Learning

Whenever possible, SEGS Academy students will be exposed to community sites and resources as learning experiences. Those might include inviting local entrepreneurs and leaders to school or visiting historic sites. Juniors and seniors may arrange community-based internships or job-shadowing experiences, and it is hoped that SEGS Academy students can give back to the community through their service leadership projects.²⁹

Anticipatory set in the form of “Do Nows”: All teachers will begin classes using “Do Nows,” also known as “Bell Ringers” which focus students on daily academic tasks and provide data about student mastery of course objectives. Students become more productive and on task immediately, thus “Do Nows” are a useful class management tool. Students in grades four and older will respond to a 5-minute, daily “Do Now” question upon entering class.

Courses of Study

It is vital that SEGS Academy students become capable readers and it is an assumption that students attending the school will need extra support to address deficient reading skills. Proven research programs such as Wilson Reading will be used. Teachers will receive professional development in the area of literacy instruction and interventions. Additionally, recruitment strategies for teachers will include recruiting candidates with extensive reading backgrounds. Haycock contends that if teachers are skilled at teaching they will produce gains six times greater than those teachers who are ineffective and that the effects are cumulative.³⁰

Supporting the reading instruction and the understanding of how to improve students reading acumen, teachers will all understand that curricula and textbooks generally have only five organizational patterns. This knowledge will become an important teaching tool for teachers to share with students. Knowing and teaching about the type of material being used can support “struggling” readers because they can interpret the pattern that is repeated throughout the text. The use of a graphic organizer in conjunction with the type of text can be essential for organizing

²⁷ See *In our voice: How peer mentoring is changing lives*. College for Every Student. www.collegefes.org.²⁷ Joyce, B., Weil, M., (2000). *Models of teaching*. Needham Heights, MA.: Allyn & Bacon.

²⁸ Jones, B.F., Valdez, G., Nowakowski, J., & Rasmussen, C. (1995). *Plugging in: Choosing and using educational technology*. Washington, DC: Council for Educational Development and Research, and North Central Regional Educational Laboratory. Available online: <http://www.ncrel.org/sdrs/edtalk/toc.htm>

²⁹ Strand, Marullo, Cutforth, Stoecker and Donohue (2003), *Community-Based Research: Principles for Higher Education*, May.

³⁰ Haycock, K. (2002). “Closing the achievement gap”. *Educational Leadership* 58, no.6:28-31

the important information presented in the text. Concept mapping or graphic organizing is used to bring order to a task. The process has several distinct advantages for learning. First, it encourages the student to focus on the task and to lay out relatively quickly a framework for a planning or evaluation study. Second, it expresses the conceptual framework in the language of the student. Third, it results in a graphic representation which at a glance shows all of the major ideas and their interrelationships. Fourth, the graphic organizer is comprehensible to the learner. Finally, if used with a group or presented to a group, it appears to increase group cohesiveness and morale.³¹

Although accelerated access to STEM coursework is an important part of the curriculum at SEGS Academy, the school will also offer visual and performing arts courses. Musical and visual arts and physical education will be offered, and department electives at the high school level will also be part of the SEGS course of study.

In all areas of study, SEGS Academy will offer a curriculum that builds student competency over time using the tailored studies described in the school's philosophy.

Overview of Primary Disciplines

In general the curriculum will be designed using the backward design by Wiggins and McTighe in their book *Understanding by Design*.³² Where possible those designing the curriculum will develop an overarching essential question such as "How can we design an effective solution to complex problems?"

Mathematics: Students will overcome math avoidance by seeing the need to use math in life on a regular basis. The same skills used to problem solve math equations are used in real life and useful skills. If necessary, teachers will employ the use of Saxon math program for those students who need remediation.

Social Science and History: History will "come to life" using a story approach with as many hands on projects as possible. There will be emphasis on global education, an unending source for themes. The use of primary and secondary source materials will also be taught and heavily influence learning.

English: Students will learn to speak and write effectively as well as listen and read with understanding. Students will also be able to research, analyze and evaluate information. The use of Wilson Reading will assist those students who need to build basic reading skills.

Science: The instruction and curriculum in science will be inquiry-based and rooted in the natural world. Students will use critical thinking, problem solving and scientific exploration in connecting science to everyday lives. High interest will be developed in students by using hands-on approaches as well as real life challenges. Projects will be integrated with the interdisciplinary themes.

Enrichment and Additional Classes: SEGS Academy will offer classes in foreign language, art, physical education as well as elective courses. Enrichment activities will include music, dance, and sports.

Daily Schedule

The founding members of SEGS Academy recognize the necessity of expanding the concept of a school day if the goals of students becoming globally competitive for work and postsecondary education are to be met. Such a school

³¹ Trochim, W., Milstein, B. Wood, B., Jackson, S. and Pressler, V. (2004). *Setting Objectives for Community and Systems Change: An Application of Concept Mapping for Planning a Statewide Health Improvement Initiative*, *Health Promotion Practice*, 5, 1, 8-19

³² Wiggins, G.P., McTighe, J., (1998). *Understanding by design*. San Francisco, CA: Jossey-Bass

day must have component time periods that address core content, enrichment, and community time. Additionally, we recognize that dedicated time at the end of the school day for mentoring, tutoring, and homework assistance is critical for our student population. Thus, the school day runs from 8 a.m.-5 p.m. The following represents a sample 4-6 grade schedule, with explanations of the various blocks provided below:

Core Group This is an advisory group, in which students have a peer group assigned to one teacher or staff member who acts as a mentor and guide throughout the student’s school year. The group can function in a variety of ways, based upon its collective desires, and provides a check in point to begin each day.

Enrichment Activity This time may be used in myriad ways that support the school’s mission. It may include health and wellness activities, foreign language instruction, leadership or peer mediation training, service opportunities, visual and performing arts, or supplemental support instruction for special learners. Interest groups may also be offered during these slots.

School Improvement Committees (SIC’s) As part of their service leadership requirement, students join or form SIC’s, which may take many shapes: advisory; curricular; social; environmental; school culture; mentoring; community outreach; public relations and communications, and the likes. Students are expected to begin participation in these activities at fourth grade.

Achievement Center Because gains made during the day can be lost if students do not have an appropriate environment in which to complete their assignments and prepare for demonstrations of learning, SEGS Academy extends its day to include home work assistance, tutoring and mentoring.

Below is a sample student schedule. Although Core Group, Achievement Center, Enrichment, and SIC’s are held during common times for all, Primary Discipline Courses (math, history, science, writing and reading workshop) will differ among students and teachers. As the school expands in size, there will most likely need to be multiple lunch sessions.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:20	Core Group				
8:20-9:50	Writing & Reading Workshop	Writing and Reading Workshop			
9:50-10:50	Math	Math	Math	Math	Math
10:50-11:50	Lunch and Physical Education				
11:50-12:50	Science	Science	Science	Science	Science
12:50-1:50	History	History	History	History	History
1:50-2:30	Enrichment Activity	SIC	Enrichment Activity	SIC	Enrichment Activity
2:30-3:50	Enrichment Activity				
3:40-5:00	Achievement Center				

Entrance Requirements

Any student who is qualified for admission to a North Carolina Public School is qualified for admission to SEGS Academy. Students will be required, after admission but before matriculation, to provide evidence of the successful completion of the previous school year in the form of a fourth quarter report card, attendance records, and documentation of EOG scores where applicable. A birth certificate and current immunization record will also be required.

Graduation Requirements

In order to graduate from SEGS Academy, students must successfully complete all of the requirements for the state’s college/university preparatory course of study, including at least two consecutive years of a foreign language. Because of its STEM focus, SEGS Academy will require four years of science for graduation, beginning with Biology in the 9th grade.

Graduation Requirements are listed below:

- Mathematics 4 units (Algebra I and three other courses)
- Science 4 units (Biology, Chemistry, Environmental Science, Physics)
- History 4 units (World History, Civics and Economics, and U.S. History I and II)
- English 4 units (English I, II, III, IV)
- World Language 2 units (including one course beyond the first year)
- Healthful Living 1 unit
- Electives 4 units (Internships are included)
- Total 23 units**

School Calendar

The school year will consist of 185 instructional days and 14 teacher workdays. There will be at least 5 days of teacher workdays at the beginning for preparation and professional development and 5 days at the end of each school year for grading, professional development, and close-out.

Planned Calendar for School Year 2013-2014

August 12 - 16	Staff Orientation
August 19 - 23	First Week of Classes
August 28	Opening Ceremony
September 2	Labor Day
October 7	Staff Development (full day)
November 11	Veteran’s Day
November 12	Staff Development (full day)
November 27 – 29	Thanksgiving Break
December 18 – January 1	Winter Holiday
January 20	Martin Luther King Day
January 29	Staff Development (full day)
March 17	Staff Development (full day)
April 14-18	Spring Break
May 26	Memorial Day
June 10	Last Day of School for students
June 11 - 17	Staff Development

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.

In addition to state and /or federally mandated tests, SEGS will administer the Iowa Test of Basic Skills to annually assess reading and mathematics skills at the beginning and end of the school year. These results will provide diagnostic information critical to objectively measuring students' success in these basic skills areas and will allow teachers to measure student progress and make necessary interventions.

SEGS Academy also will administer *The Diagnostic Assessment of Reading (DAR)* to all incoming students to diagnostically assess reading skills and help guide instruction and support. This assessment also will be given at the end of the student's first year to show progress and afterwards will be given only if students are deemed to need specialized diagnostic reading testing.

Throughout the school year, students will participate in formative assessments as discussed in "Goals for the Proposed Charter School" section, above. Whenever it is advisable, pre and post tests will be administered as a part of classroom instruction. The information gathered by the teacher will guide instruction.

School-wide benchmark assessments will be developed and aligned with the state curriculum standards. They will be administered quarterly. The results will guide instruction, grouping, enrichment, and re-teaching.

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.

As a part of on-going staff professional development, there will be workshops and sessions to learn about best practice in assessment, disaggregation of data, interpretation of data, and using data to drive curricular reform.

Initial professional development will focus on enabling school personnel to learn the philosophy and tenets of the SEGS Academy and how to communicate it effectively to all stakeholders, including students.

At the start-up of the SEGS Academy all teachers will participate in intensive professional development regarding the following topics.

- Best practices in teaching and supporting literacy
- Responsiveness to Instruction model
- Positive Behavior Intervention and Supports
- Mechanisms for fostering student resiliency
- Effective strategies for strengthening and integrating math and science instruction
- Working with English language-learners using the Sheltered Instruction Observation Protocol (SIOP)

SEGS Academy will contract with a nationally renowned company that will provide comprehensive professional development and tailored technical assistance. In addition, experts will utilize an instructional coaching model to provide feedback and support to developing teachers. After the first year of operation, these topics will be reviewed periodically with all teachers and will be intensively addressed for new teachers on an annual basis.

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.

SEGS Academy will continuously assess the progress of students through formative evaluations and differentiated instructional methods. The school will also utilize the “Responsiveness to Instruction” model, or RTI, as a means of providing early intervention to students at risk for school failure. The RTI framework can prevent chronic school failure and can also reduce the number of students who are identified as disabled when the interventions are successful and effective.

In planning time and other scheduled meetings, teachers, core advisors, and Special Education staff will identify students whom they feel might require additional support. For students experiencing difficulty, the first step will be to follow the required Responsiveness to Instruction (RTI) model. In the RTI model, classroom teachers and special education teachers design and apply research-based interventions to help student meet classroom goals. In order to have all members of the student’s “team” working together, appropriate faculty and family will be notified. Intervention plans will include additional support, personalized approaches and materials, and additional time to complete tasks, or other strategies deemed viable in assisting the student achieve without further, more intrusive intervention.

Although the founders of the SEGS Academy believe that teachers, and core advisors will be well aware of student progress and will utilize the RTI model for students who are struggling academically, the school will also utilize data as a formal mechanism for “double checking” students who might require additional instructional support. Schoolwide benchmark assessments will be a prime indicator of students who require additional supports; the Iowa Test of Basic Skills will provide information at the beginning of the school year regarding students who are not performing at grade level, and the *Diagnostic Assessment of Reading* will be utilized to determine those students who need extra support and instruction in literacy skills. SEGS Academy’s philosophy of high expectations for all means that any student who is not performing at grade level or who is not demonstrating mastery of a subject will immediately be provided with extra support. The school schedule is designed to provide time for that support for any and all students who need it.

For middle and high school students, a formal process will be utilized for students who are at risk of failing two subjects as determined by subject teachers by the end of the first semester. For these students, a Student Goal Plan (SGP) will be developed by the teacher, the student’s core advisor, and the school’s Instructional Leader. The plan will contain a set of clear conditions that should be met by the student by the end of the year in order to be promoted to the next grade. The conditions may include specific improvements of internal academic grades and benchmark tests, participation in the after school tutoring, and sometimes may include behavior contracts. The SGP will be signed by the student, parents, and the school administration. Student performance will be reviewed midway through the second semester and the parents will be informed about the review results and the student’s prospects of being promoted or retained. If a student fails more than two cores subject the student will not matriculate to the next grade. There is always the opportunity for the student to retake courses (if the schedule allows). It is important to note that an SGP is not the first manner with which to remediate a student.

To ensure that all staff has the information and tools needed to provide students with necessary supports, teachers will attend professional development on appropriate classroom modifications, effective instructional needs practices for special and general education students, and their roles and responsibilities in the RTI process. The Academy’s instructional leader and special education staff will also be available to provide ongoing consultation and support to regular education teachers regarding best practices in modifying classroom instruction for at-risk students along with their role in offering effective IEP-related instructional services and supports.

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

Families as Partners

The culture developed within SEGS Academy must be derived from and sustained by the community surrounding the school. Although each year will feature many activities and events aimed at developing a school culture of achievement, caring, leadership and service, the Academy also will reach out to its surrounding community. Invitations to events such as First Night's Eve, STEM Information Sessions, Recognition Breakfasts, Enrichment Activities, and participation on school committees will establish SEGS Academy as community-centered. Family workshops and meeting space provided free for community events will be available.

SEGS Academy will hold quarterly meetings to review progress in curricular and co-curricular areas. Teachers will post student grades, class activities, and feedback securely on the school's website (<http://www.segsacademy.com/>), which parents can access through a password. This is also a place where teachers can give a positive "shout out" when individual students make gains or contribute to the school community.

Community parents have expressed interest in the development of SEGS Academy and these parents are expected to help with marketing and communications and developing a cadre of parent volunteers (see Appendix for complete survey results). Local leaders and university personnel have also expressed their support in writing (see Appendix), and have pledged their involvement.

Gauging Family Satisfaction

Parents'/families' satisfaction with the charter will be evaluated formally each year with a questionnaire; a parent committee will help to draft that evaluation. Results will be shared with families and the committee will solicit ideas for improvement. Parents may informally request meetings with administrators to give feedback or ideas; the school website also will allow family members to email suggestions and feedback whenever they wish. Additionally, after the school has been in operation for a few years, an outside researcher will be hired to conduct qualitative interviews with selected parents to ascertain what factors they perceive are influencing student success and in what ways the school can grow. All results of satisfaction surveys will be published in the newsletter, on the web site, and in appropriate local media.

Relationships with Other Agencies and Organizations

The Founding Board proposes utilizing the North Carolina Virtual Public High School as well as entering into partnership with Southeastern Community College in order to provide access to advanced courses for high school students. The Academy also proposes exploring a partnership with the University of North Carolina for a dual enrollment program for certain high school students.

SEGS Academy will reach out to community agencies to form partnerships, seek speakers, secure job shadow and internship experiences, and provide other resources that will enrich the school community. In addition, the service component of SEGS Academy means that students will be directly involved in providing services within and outside the school, including volunteering at local parks, conducting service projects, and working with area food banks.

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.

SEGS Academy welcomes and is designed to serve a diverse population: students with cultural, ethnic, physical, religious, and learning differences. Our inclusive approach—which includes tailored and personalized instruction, modifying curriculum and instruction to best suit students' varied intelligences, tutoring, mentoring, and core group

advising—is aimed at reducing the number of problems that atypical learners might encounter in a more traditional learning environment.

However, no matter how well designed and inclusive SEGS Academy may be, some students will need additional supports in order to achieve academic success: more specifically, English Language Learners (ELL) and students with educational disabilities. In addition, students who are academically gifted will also need supports in order to achieve their potential. In order to address their unique needs, SEGS will be fully compliant with state and federal regulations for special student populations and, endemic in the instructional practices and culture of the school, programming will exceed what is required by law. The Least Restrictive Environment (LRE) paradigm, in which students' instructional needs are met within the regular classroom, will always be used when appropriate and will be the default mode. In some cases, pull out from the classroom for more intensive support will be deemed the best course of action. However, our emphasis is upon the exceptional children (EC) staff (comprising both special education teachers and all related service providers) working within the regular classroom and engaging the family support structure of each student to provide out-of-school follow through. In this regard, these strategy experts will also be available to typical learners as well, assuring their expertise is optimized for the entire student body. In effect, their presence also provides a logistical platform for an embedded Responsiveness to Instruction model, whereby struggling learners not as identified as needing special education supports may have their needs met in “real time.”

Special education staff and general education teachers are partners who collaborate to design, implement, and assess effective strategies that best meet the needs of all students. The special education staff will train all general education teachers in identifying and implementing instructional strategies for special needs students, as well as typical learners. These teaching teams will also have regularly scheduled common planning sessions to provide ongoing support for students needing modifications. Family members and upper grades peer mentors, who are identified as especially skilled at working with special needs populations, also will be able to receive education and training, and are valued as important components of a high-functioning team.

Limited English Proficient Students

SEGS Academy can expect to see a continued growth in its cultural diversity, given both national trends and the continued influx of an immigrant population to North Carolina; this means that the school also can expect an increase in students identified as Limited English Proficient (LEP). Upon enrollment, the school will identify whether a student is a LEP learner by first checking the students' registration information regarding non-English home language, identifying the family's primary language, and assessing other essential information. The school will utilize the Home Language Survey process upon initial enrollment. If a student is identified as a language minority student, the school will administer WIDA Access Placement Test (W-APT) to determine if the student is in need of specialized English instruction or other services.

If evaluation determines that a student is Limited English Proficient, a personalized instructional plan will be developed that best meets the student's needs. When that student's English Language Development Level (ELDL) has been determined, a multi-faceted strategy can be developed and implemented. The strategic plan will be monitored and modified, if necessary, if the student's progress is not satisfactory.

SEGS Academy will follow a plan of structured English language immersion, ensuring the students are receiving the same academic curriculum as other students. They will be instructed in English, but modifications in the level of English will be made if needed. The Enrichment periods may also be used for additional instruction or club activities, and the Achievement Center time each day will be critical as a vehicle for more intensive English language instruction.

As part of a more comprehensive approach to the inclusion of English Language Learners (ELL) and their families, core advisors and other members of the school community will devise methods to determine if there are other levels of social support that may be beneficial. For example, after the school has enrolled high school students, there may be upper grades peer mentors who speak the same language, or come from the same culture, who can act as tutors; similarly, there may be parents and community members who can act as resources. Students themselves may wish to form interest groups or host programming during some of the enrichment periods.

The entire staff will be trained to work with ELL using the Sheltered Instruction Observation Protocol (SIOP). This protocol is a nationally recognized strategy for supporting LEP students and non English Proficient (NEP) learners in accessing core content. Using this instrument, content specialist teachers not trained in English as a Second Language instruction (ESL) adapt curriculum to increase comprehension and access for LEP students.³³ This instructional approach will likely benefit all students having difficulty with content because it stresses previewing, adapting, and modifying, strategies that can be successful with all learners.

SEGS Academy will use the Sheltered Instruction Observation Protocol's eight principles of lesson preparation (language objectives, content objectives); building background, comprehensive input; strategies, interaction; practice/application; lesson delivery and indicators of review and assessment to maximize student learning. Depending on the needs of the student body, ELL teachers will be hired with category training already complete and they will have an opportunity at faculty meetings to discuss best practices in instructing ELL. Whenever possible, multi-lingual teachers will be hired and students will be taught to read in their home language because it promotes reading achievement in their second language (English).³⁴ Teachers will make instructional modifications when ELL students are taught in English, primarily because of the students' language limitations. As needed, students will be helped to transfer what they know in their first language to learning tasks presented in English; SEGS teachers will not assume that transfer is automatic. Teaching in the first and second languages will be approached similarly with the knowledge that more complex learning might require more instructional adjustments. SEGS staff will know that ELL students need intensive oral English language development (ELD), especially vocabulary and academic English instruction knowing that effective ELD provides both explicit teaching of features of English (such as syntax, grammar, vocabulary, pronunciation, and norms of social usage) and ample, meaningful opportunities to use English. In addition, SEGS staff will understand that support is needed for the academic content instruction.

Students who are Academically Gifted

Students may be identified for extra services as academically gifted (AG) at any grade level. SEGS will utilize the following protocol (adapted from that used by the Wake County Public School System) for identification of Academically Gifted students.³⁵

Nominations may be initiated in several ways:

1. Written nomination by parent.
2. Nomination by teacher.
3. School-wide norm referenced testing of all grade 3 students.

At the third grade level the effort is made to search out and identify students who qualify for AG services. Students who score at or above the 90th percentile on the Iowa Test of Basic Skills will be considered for further screening to

³³ Echevarria, J., Vogt, M., and Short, D. (2004). *Making content comprehensible for English learners. The SIOP model*. Needham Heights, MA: Allyn & Bacon.

³⁴ *Ibid.*

³⁵ Wake County Public School System (September 2005). *AG Program Brochure*. Retrieved March 5, 2012 from <http://www.wcpss.net/curriculum-instruction/ag/ag-brochure.pdf>

assist in determining their need for differentiation. In addition to norm referenced testing, eligibility determinations include assessment of student interest and motivation, observations of the student's in-class performance, and portfolios of student work products. Not only is the student identified as gifted, but the intensity of need for gifted services (moderate, strong, or very strong) is also determined. Based on the intensity of need, students in the elementary and middle grades may participate in a variety of service options, which include extension activities, curriculum compacting, and supplemental services during the enrichment periods in resource classes. Students identified as AG in high school may take Honors and AP English courses and higher level math courses such as AP Calculus. In all cases, the school's philosophy of high expectations and differentiated instruction will enhance AG students' success and enable them to progress at the appropriate rate and intensity.

Students with Educational Disabilities

Operations

From a procedural standpoint, SEGS plans to initiate its operations by hiring two special education teachers and a Director of Student Services, the latter position being responsible for contracting supplemental services indicated on each student's Individualized Education Program (IEP) with appropriately certified/licensed professionals. The Director of Student Services will ensure that special education services are designed, implemented, and monitored appropriately to each student's disabilities. Based upon historic data, the percentage of special needs students in Columbus County is approximately 12 percent, with the other five school systems from which we will draw having 11 to 12 percent as well; thus this proposal is assuming that SEGS Academy will attract a similar percentage of students within this category for planning purposes. Additional staffing in the areas of psychology, speech-language pathology, physical therapy, occupational therapy, and counseling will also be immediately available to comply with existing IEPs.

Assessment and Monitoring

The Director of Student Services will be responsible for ongoing classroom observations and for identifying students who may, for academic or non-academic concerns, need special education services. He/she will work directly with the faculty and administration to meet the needs of at-risk students in the least restrictive environment, often in the regular education classroom. Parents and teachers will be engaged in conversations about the needs of at-risk students. When a teacher, parent, administrator, or another other source believes that regular education classroom accommodations are insufficient to address the identified academic or non-academic concern, and the pre-established Responsiveness to Instruction process has proven to be ineffective, a referral will be made to special education.

SEGS Academy emphasizes the critical role of parents in the education of their student, therefore school personnel will remain available to discuss the special education procedures throughout this process. The procedural notice required will: (1) ensure compliance with all content requirements established by federal law and state law; (2) seek required parent consent for a special education evaluation to occur; and (3) provide an opportunity for the parents to raise questions, offer concerns or to provide additional information regarding the identified referral concerns. As per law, parents will be afforded the right to be active participants in all meetings that involve the identification, evaluation, IEP development, and educational placement of their student and will be notified at least five school days before the IEP team meeting. The school will make reasonable efforts to make IEP meetings convenient for parents and school staff alike.

When evaluations are completed, the school team and the parents/guardians will meet to discuss the results of evaluations and to determine whether or not a student is eligible for special services. Assuming a student is identified as meeting special education classification criteria through the evaluation process, the IEP team will develop an

individualized education program to address the student's specific needs. The IEP will contain annual goals in each identified need as well as specific measurable objectives to meet those goals. The IEP will state the special education

and related services that SEGS Academy will provide as well as where and when those services will be provided. Ensuring that proper procedures are followed for initial evaluations, re-evaluations, and revisions to the IEP will all be the responsibility of the Director of Student Services. The IEP for each eligible student will be formally reviewed in an IEP meeting at least once annually. Additionally, the school, with parental consent, will conduct a full re-evaluation once every three years, or sooner if necessary.

In some instances, the IEP team may determine that a particular student with disabilities should not participate in standard state assessments. In such instances, the State Alternate Assessment will be administered in accordance with state policy and procedures. Ongoing assessment of the effectiveness of IEP services and programs may reveal additional weaknesses that will then be addressed. Special education staff will provide parents with a monthly progress report on each student who is receiving IEP services. Progress reports and standard quarterly report cards will be mailed home to the parents. Parents will be informed of all of these practices through the parent-student handbook, the school website, and in IEP meetings and in meetings with individual parents with their child.

The Director of Support Services will be responsible for gathering information (e.g., cumulative records, special education reports, referrals, individual testing, Individual Educational Programs) from the student's sending schools (if applicable) in order to identify students who have already been found eligible for special education support services. In addition, all teachers will receive training to recognize signs of processing weaknesses, speech/language deficits, behavioral issues that contribute to learning difficulties. Staff will receive dedicated training to ensure that all special needs students are able to be academically successful.

At Risk Students

We recognize that students who enroll at SEGS Academy may have knowledge or skills that are below grade level or put them at-risk of academic failure. We expect to have a student body that includes students who have not traditionally succeeded in school, including low-income, underrepresented racial/ethnic minorities, and first generation students. We are committed to ensuring that students master the grade level content expected of them, as articulated through the curriculum and the North Carolina Standards. At SEGS Academy, students' progress is continuously assessed so that if students are struggling to master this content, then instruction is adjusted and, if needed, intervention is provided.

Addressing Social Needs

Although a vast majority of the protocol for addressing special needs is legally mandated, it is important to note that even when special students' academic needs are being addressed, they can be socially isolated or marginalized. At SEGS Academy, core group advisors and the students' support team will work with students to integrate them into the essential elements of the school's social web. That may mean having a peer mentor, or actually mentoring another student; and taking part in service activities. SEGS Academy cannot function as an inclusive school community without recognizing the need to find a place of value for all of its students.

Teacher Training

To ensure the compliance with all IEPs, and adherence with the school's broader philosophy on building personnel capacity, teachers will attend professional development on appropriate classroom modifications, effective instructional needs practices for special and general education students, and their roles and responsibilities when implementing IEPs. The Director of Student Services and the special education staff will also be available to provide ongoing consultation and support to regular education teachers regarding best practices in modifying classroom instruction for at-risk students as well as their role in offering effective IEP delineated instructional services and supports.

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

SEGS Academy will partner with the local county Parks and Recreation Department to provide structured after school and weekend athletic activities until the school reaches a headcount and revenue level sufficient to support bringing a full-time position to serve as athletic director and extra-duty pay for athletic coaches from the faculty.

As indicated in the school schedule, students have a daily enrichment period, which provides opportunities to participate in such activities as career fairs. The performing arts and visual arts will also be taught at all grade levels during the enrichment period.

The school will provide transportation on weekends to various college campuses for middle and high school students and will also arrange and provide transportation to science, technology, engineering, and math-related museums in Raleigh and other major cities (e.g., UNC Planetarium, NC Museum of Natural Sciences, etc.).

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 school will comply with all provisions of State and Federal special education laws and the state's policies governing service for children with disabilities. SEGS Academy embraces the concept of Least Restrictive Environment (LRE) for students with disabilities, which is based upon the principle that students, in general, benefit most from participating in the enriched educational environment of the general education classes and programs with their age appropriate typical (non-disabled) peers. This provides opportunities for discussion, observation, socialization, and other benefits that may best be accrued through learning in a typical environment. Not only is this best practice and supported as the most productive environment for learning, it is required by federal and state law.

There may be circumstances in which students require specific educational interventions or instruction in more restrictive environments due to the nature and severity of their disability. The provision of LRE is relative to an individual student. A setting that might be the least restrictive environment for a student with one kind of special education need may be excessively restrictive for a student with a different or less intensive need. To address this variation, the IEP Team is required to review and analyze each student's needs and develop an individually designed education program (IEP) taking into account what services are required for the student to benefit from the educational program offered by the school district. The more removed a student is from the general classroom, the more restrictive the educational environment.

SEGS Academy will utilize the RTI process for identifying students with educational disabilities. In the identification process of students with possible disabilities, the school will ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math. This process requires that the IEP team review

- (1) Data that demonstrates that prior to, or as a part of the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
- (2) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, was provided to the child's parents.³⁶

The school will identify, locate, and evaluate all children, regardless of the severity of their disability, who are in need of special education and related services. A student suspected to have a disability will be referred in writing to Director of Student Services for a determination of eligibility for special education programming and/or services. All referrals will include the reason(s) for the referral and include any reports, records or previous test results upon which the referral is based. The referral will need to describe any prior attempts or interventions used to address the student concern (i.e., the Responsiveness to Instruction process) prior to the referral, including any supplementary aids or support services provided for this purpose, as well as describe the extent of parent/guardian involvement prior to the referral. Within thirty (30) days of receipt of written notification of concerns regarding a child, the school shall issue a written response to the child's parent. The response shall include either an explanation of reasons the LEA will not pursue the concerns or a date for a meeting in which the LEA and parent will review existing data and determine whether a referral for consideration of eligibility for special education is necessary.³⁷

The school will utilize the Home Language Survey process upon initial enrollment. If a student is identified as a language minority student, the school will administer WIDA Access Placement Test (W-APT) to determine if the student is in need of specialized English instruction or other services.

SEGS Academy will also utilize the process described in a previous section for identifying students who are academically gifted and determining the intensity of need for gifted services (moderate, strong, or very strong). Based on the intensity of need, students may participate in a variety of service options, which include extension activities, curriculum compacting, selection of higher level high school classes, and supplemental services during the enrichment periods in resource classes.

SEGS Academy believes in the concept that educational programming is an individualized process reflecting the specific needs of a student. In all cases, the IEP Team will attempt to provide special education programs and services in the least restrictive environment relative to the individual student's needs.

School staff will be trained in development on appropriate classroom modifications, effective instructional needs practices for special and general education students, and their roles and responsibilities when implementing IEPs. All IEPs will be reviewed annually. All appropriate staffing and meetings will be met as required by state law, IDEA, and Section 504 of the Rehabilitation Act of 1973.

No child will be excluded from any educational program or be subject to discrimination because he/she is an individual with a disability, as the term is defined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Protected individuals include any person who has a physical or mental impairment that

³⁶ North Carolina Department of Public Instruction (June 2010). Policies Governing Children with Disabilities. Retrieved March 8, 2012 from <http://www.dpi.state.nc.us/docs/ec/policy/policies/policies-62010.pdf>

³⁷ *Ibid.*

substantially limits one or more of such person's major life activities, has a record of such impairment, or is regarded as having such impairment.

It is a core tenet of SEGS Academy that all students with disabilities through age twenty-one (21), regardless of the severity of their disability, will have available to them a free appropriate public education that emphasizes special education and related services designed to meet their individual needs in the least restrictive environment, prepares them for further education, employment, and independent living, and ensures the rights of these children and their parents are protected.

The school's founding board believes that special education staff and general education teachers are partners who collaborate to design, implement, and assess effective strategies that best meet the needs of all students. All general education teachers will be trained in identifying and implementing instructional strategies for special needs students, as well as typical learners.

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.

It is the goal of SEGS Academy that students obtain a sound education in a safe, orderly, and caring learning environment in which all the students can learn effectively. The school leadership emphasizes clear expectations and individualized interventions. The code of conduct is intended to set clear expectations for behavior for students while on school property, while riding on school-provided transportation, and during any school-sponsored activities.

These rules and penalties are not to be considered exclusive and do not preclude in any way the prosecution and conviction of any person for the violation of any federal, state or local law, rule, regulation or ordinance, or the imposition of a fine or penalty provided for therein.

The purpose of the Code of Conduct is to:

- Create a consistent set of expectations for student behavior;
- Reinforce positive behavior and provide students with opportunities to develop appropriate social skills;
- Outline the interventions and consequences for students who engage in inappropriate behavior;
- Explain the rights and responsibilities of all members of the school community;
- Engage students in a safe, positive, and caring learning environment.

In the effort to reduce the loss of instructional time due to out-of-school suspension and expulsion, SEGS Academy will utilize a wide variety of preventive and corrective strategies that incorporate a Positive Behavior Intervention and Supports (PBIS) systems approach. Corrective strategies may include but are not limited to: posting, teaching, and re-teaching school behavior expectations; positive reinforcement for all students; and active supervision and monitoring by all staff. Alternatives to suspension and expulsion may include but are not limited to: contact and/or conference with parent(s)/legal guardian(s), behavior contracts, referral to the RTI Team, reflective activity, and after-school detention.

Draft Student Handbook

Student Expectation

Students are expected to be familiar with all rules of behavior in the Code of Student Conduct. Students are to assist in promoting a safe and orderly school environment. Students are encouraged to report to school authorities any serious violation of the Code of Student Conduct.

Range of Disciplinary Actions

Violation of the Code of Student Conduct or North Carolina General Statutes may result in disciplinary action. Students shall be informed of school rules that, if broken, may result in short-term suspension or long-term suspension.

A serious violation of any of the policies listed in this Code of Conduct may result in long-term suspension of a student. Repeated violations of this code may subject a student to long-term suspension or expulsion.

We categorized the misbehaviors in three (3) levels. All the misbehaviors in each level and the corresponding disciplinary consequences are listed in the table below.

Reporting by Administrator or School Staff

When a student has violated a school policy that may also be a criminal violation or when a staff member or administrator has personal knowledge or actual notice that an act has occurred on school property involving assault resulting in serious personal injury, sexual assault, sexual offense, rape, kidnapping, indecent liberties with a minor, assault involving the use of a weapon, possession of a firearm in violation of the law, possession of a weapon in violation of the law, the school official shall report immediately such violation to the proper law enforcement agency. In such cases, school officials shall cooperate fully with the law enforcement agency. Internal disciplinary proceedings shall proceed independently from the criminal investigation and prosecution. The administrator shall notify the Board of Directors of the report made to law enforcement officials pursuant to this policy.

Misbehaviors	Disciplinary Consequence
LEVEL 1: Using or possessing tobacco; possessing electronic devices in school (e.g., beepers, pagers, cellular phones); cheating on exams; plagiarism on a school assignment; forgery of signature (i.e. a parent's signature); being habitually tardy; coming to school without uniform.	LEVEL 1: a) teacher conference with student alone or with parent(s)/guardian(s); b) School Leader conference with student alone or with parent(s)/guardian(s); c) parent(s)/guardian(s) contact by phone; d) detention
LEVEL 2: Leaving the class, school floor, school building or school events without permission; gambling; using abusive or profane language; using or possessing drugs or alcohol; vandalism of the property; fighting or unwanted physical contact; appealing in a sexual conduct with or without mutual consent (i.e. kissing, excessive displays of physical affection); intentionally participating any action that may damage to the school property; showing inappropriate behavior or being disrespectful to the teachers or staff; intentionally disrupting education in class; entering the school without permission during suspension period; verbally or physically threatening to harm another person; chronic violation of Level 1 misbehaviors.	LEVEL 2: a) teacher conference with student alone or with parent(s)/guardian(s); b) School Leader conference with student alone or with parent(s)/guardian(s); c) parent(s)/guardian(s) contact by phone; d) suspension up to ten (10) days.
Three (3) Level 2 misbehaviors with suspension will result in a behavioral contract. If the student violates any Level 2 misbehaviors while on a contract it will result in long term suspension or expulsion.	
LEVEL 3: Using or possessing weapons, explosives, firearms or knives in school; sexual or racial harassment; verbally or physically threatening to harm another person; engage in drug activities (i.e. selling or distributing drugs at school); setting off false alarms; damaging any school property; theft; hate crimes; habitual tardiness	Level 3: Long term suspension or expulsion.

DISCIPLINE PROCEDURE FOR SPECIAL EDUCATION STUDENTS

The Individualized Educational Program Team (IEP Team) shall review pending recommendations for suspension of over ten (10) cumulative days in a school year of students with disabilities to determine if the misconduct is a manifestation of the disability within ten (10) school days of the suspension. Should no manifestation be determined, the parent may appeal the suspension at the school-based level or appeal the IEP Team's decision by filling a petition for an impartial due process hearing with an administrative law judge as outlined within the North Carolina Department of Public Instruction *Procedural Safeguards: Handbook on Parents' Rights*.

If the IEP Team determines that the misbehavior is related to the student's disability or inappropriate special education program, no penalty may be administered. Instead, the IEP team will work with the student and his family to adapt the IEP according to the student's disability. If there is a disagreement about the new program, the parent(s)/ guardian(s) may request a hearing. Until the conflict about the new program is resolved the student must continue the previous IEP.

If the student with a disability is suspended for a total of eight (8) days during the course of the school year, the IEP committee shall be informed immediately. In this case the IEP committee may consider modifying the student's program.

DUE PROCESS

North Carolina law requires teachers to maintain good order and discipline in their school. The law further gives administrators the power and duty to discipline students and to assign duties to teachers with regard to discipline and general well being of students. Suspension from school is a serious measure and thus staff will utilize every reasonable resource at our disposal to affect another solution to student misconduct.

- If the administrator witnesses or is made aware of serious student misconduct and believes that immediate removal of the student is necessary to restore order or to protect school property or persons on school grounds, she/he may suspend the student immediately.
- A short-term suspension is removal from school for a period of ten school days or less. The administrator may invoke a short-term suspension only after investigating the misconduct, conferencing with parents, confronting the student with the charges, and allowing for the student's response. A suspended student will be provided an opportunity to take any quarterly, semester, or grading period examinations missed during the suspension period. Appeal to our administrator must be requested within two days. An appeal hearing board will consist of the school administrator, the student's teacher, and another teacher at SEGS.
- A long-term suspension is removal from school for more than ten days but not exceeding the remainder of the school year. Parents must be notified in writing of the cause for long-term suspension, and have 30 days to appeal in writing to the Board of Directors. The Board of Directors must respond to any requests for appeal within 15 days of receipt, and may call a special Board meeting if one is not scheduled within 30 days.
- The due process procedure for expulsion is the same as for a long-term suspension. As with a long-term suspension, the Board makes the decision as to whether the student will be re-admitted.

DISCIPLINE PROCEDURE FOR SPECIAL EDUCATION STUDENTS

The Individualized Educational Program Team (IEP Team) shall review pending recommendations for suspension of over ten (10) cumulative days in a school year of students with disabilities to determine if the misconduct is a manifestation of the disability within ten (10) school days of the suspension. Should no manifestation be determined, the parent may appeal the suspension at the school-based level or appeal the IEP Team's decision by filling a petition for an impartial due process hearing with an administrative law judge as outlined within the North Carolina Department of Public Instruction *Procedural Safeguards: Handbook on Parents' Rights*.

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If the IEP Team determines that the misbehavior is related to the student's disability or inappropriate special education program, no penalty may be administered. Instead, the IEP team will work with the student and his family to adapt the IEP according to the student's disability. If there is a disagreement about the new program, the parent(s)/ guardian(s) may request a hearing. Until the conflict about the new program is resolved the student must continue the previous IEP.

If the student with a disability is suspended for a total of eight (8) days during the course of the school year, the IEP committee shall be informed immediately. In this case the IEP committee may consider modifying the student's program.

TIMELINES

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

Category and Task	Start Date	Finish Date	Responsible Individual(s)
Board Orientation and Training	9/12	10/12	Board Chair
Board organizational meeting scheduled, announced, and held	10/12	10/12	Board
Adopt bylaws	10/12	10/12	
Adopt Articles of Incorporation and file	10/12	10/12	
Elect officers	10/12	10/12	
Set Terms of office	10/12	10/12	
Board Meeting Calendars developed and published	10/12	11/12	
Marketing Plan Developed	10/12	12/12	Board
Marketing —Website live in English and Spanish	12/12	12/12	Board
Facilities - Establish temporary offices	9/12	10/12	Board
Finance —Set up software system for accounting	9/12	10/12	Board Treasurer
Set up General and Board Bank Accounts	10/12	10/12	
Set up financial reporting	10/12	10/12	
Finance —Plan and implement fundraising campaign, including grant applications	9/12	8/13	Board
Faculty/Staff – Hire school leader	11/13	1/13	Board
Marketing —Direct mail families in the region	1/13	4/13	
Marketing —Conduct parent information meetings (at least monthly)	1/13	5/13	Board, School Leader
Students --Publish Parent-Student Handbook	12/13	1/13	School Leader, Board
Faculty/Staff --Recruitment and hiring of administrative assistant, other support staff	1/13	2/13	School Leader, Board
Finance —Contract annual auditor	4/13	5/13	Board
Finance —Contract insurance	1/13	2/13	School Leader
Faculty/Staff --Recruitment and hiring of Founding Educators	3/13	8/13	School Leader
Faculty/Staff —Prepare staff handbook	1/13	3/13	School Leader
Students --Open enrollment	1/13	4/13	School Leader
Facility --Execute lease agreement for facility	4/13	5/13	Board
Students --Conduct lottery if needed		4/13	School Leader
Students —Establish waiting list if needed	4/13	8/13	School Leader
Students --Send acceptance letters		4/13	School Leader
Facility --Furniture/materials/IT/Equipment ordered and installed	4/13	7/13	School Leader/Finance

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			Officer
Facility —Contract custodial services	5/13	6/13	Finance Officer
Facility —Complete all inspections	5/13	7/13	Finance Officer
Facility —Certificate of occupancy obtained		7/13	Finance Officer
Students —Obtain existing special education records	5/13	8/13	School Leader
Students --School schedule and classroom assignments developed	6/13	8/13	School Leader
Facility --Facility ready for move-in		8/13	Board, School Leader
Faculty/Staff —Develop/arrange staff orientation and training	6/13	8/13	School Leader
Faculty/Staff --Founding Faculty orientation and training		8/13	School Leader
Students --First day for Students		8/19/13	

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.).

Position	Year 1	Year 2	Year 3	Year 4	Year 5
School Administrator	1	1	1	2	2
Teachers	16	25	30	37	46
Teacher Assistants	2	5	5	7	8
Media Specialist	1	1	1	1	1
Media Assistant	--	1	1	1	2
Director of Student Services	1	1	1	1	1
School Counselor	--	--	1	2	4
Licensed Mental Health Clinician*	1	2	2	3	3
Finance Officer	1	1	1	1	1
Curriculum & Instruction Specialist	--	1	1	1	2
Administrative Assistant	1	1	1	2	2
Data Manager	1	1	1	1	1
Speech/Language Pathologist	as needed	as needed	1	1.5	2
Occupational Therapist	as needed				
Physical Therapist	as needed				
Human Resources Manager	--	--	--	--	1
Custodian		1	1	1	1
Bus Driver	.5	.5	1	1	1.5
IT Specialist	--	.5	.5	1	1

* May be a licensed Psychologist or Social Worker

Note: As needed is dictated by both IEP-directed and other student needs as deemed appropriate.

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.

Recruitment, Development, and Retention of Staff:

Recruitment:

SEGS Academy will conduct candidate searches using advertising in newspapers, web and professional journals, publishing on our school website, attending job fairs and "word of mouth." If necessary, a recruitment agency might be utilized to fill a difficult position. Phone interviews will be conducted prior to deciding upon finalists for in-person interviews. All finalists will receive school publications in order to familiarize themselves and prepare questions for the interviews.

Faculty Recruitment:

Recruitment activities will be conducted by the School Leader and the Director of Student Services in Year 1, as well as appropriate grade-level and content faculty in subsequent years. For Year 1, recruitment activities will commence no later than March 2013 and our goal is to have all faculty and staff hired by mid-June of 2013. Personal interviews and teaching a model lesson will be required of finalists; they also will be asked to share a written Personal Teaching Philosophy. These will help the interviewers see if there is "goodness of fit" between the candidate and the school. Background checks and detailed reference checks will be conducted. An interview rubric will be developed and used. All recommendations for potential hires will be submitted to the Board for approval.

Administrative/Staff recruitment will be conducted by the school leader based upon the above factors and processes. In these determinations, expertise in role performance expectations will replace teaching and curriculum competence, but other factors are important in finding the right administrators to fit the school. The Board will receive all recommendations for hire for approval.

Personnel Advancement

All personnel will be encouraged to exercise initiative in program development, leadership, and service to school and community. Great value will be placed upon individuals' seeking out additional professional development and education relevant to their work and the school's mission. Leaders of school task teams will be selected or may self-nominate for roles. If a position within the school becomes open, the leadership team will seek qualified candidates from among current staff and qualified internal candidates will be given preference over outside applicants.

Personnel Retention

SEGS Academy will strive to retain quality personnel using a variety of incentives:

Working conditions: Though challenging, staff will have the opportunity for genuine relationships; leadership opportunities; expression of personal interests through leading clubs, committees, and other co-curricular activities; creativity; and the opportunity to mentor and be mentored.

Professional Development: Staff will create individual professional development goals on an annual basis, and administration will strive to provide meaningful opportunities for development through support for workshops, conferences, on-site training, research and exchanges.

To assist in retaining quality personnel, leadership will conduct annual job satisfaction surveys, as well as exit interviews with anyone leaving the school, and will use the results of these to rethink or refine policies and practices.

Evaluation of Faculty and Administrators:

Informal evaluations of faculty are made during family/student conferences, Achievement Center tutoring, staff meetings, and daily interactions with the school community. Formal evaluations are performed by the School Leader and involve both self-evaluation and administrative evaluation.

Teacher evaluation essentially begins with the interviewing of potential teaching candidates; in those interviews, prospective teachers will be shown the models of evaluation used at the school, as well as being asked about their own thoughts about effective evaluation and professional development. In a school such as SEGS Academy, it is critical that staff members' individual beliefs about the role of evaluation, feedback, and refinement of practice are consonant with what the school community requires to attain its mission.

In the summer (or whenever staff positions are filled), teachers will take part in discussions and be given materials, such as the Teacher Handbook, that clearly articulate the instructional values that undergird effective teaching at SEGS Academy. Among these values are student engagement, academic rigor, effective use of instructional time, diverse approaches to teaching and assessment of student learning, a safe and orderly learning environment, and the ability to link learning objectives to the mission of the school. In addition to the instructional values, the Handbook will define teachers' roles, describe expectations for student outcomes and how work will be accomplished, include forms used in the evaluation process, and outline the process itself. New teachers will be assigned a veteran mentor who, among other things, can answer questions and help novices prepare for evaluation.

Written evaluations will occur three times per year and will incorporate the results of formal observation, artifacts (syllabi, lesson plans), and teachers' individual professional goals (articulated in the evaluation form and reviewed throughout the year). Evaluation meetings will include discussions about relevant data on student performances and how those data have been used by the teacher to drive his/her curricular and instructional decisions. Administration will meet with teachers after each formal observation to share the results of the classroom visit. Qualitative data from students and parents also will be gathered to assess the strength of teachers' relationships and participation in other aspects of SEGS Academy culture, such as School Improvement Committees and Enrichment activities. Finally, artifacts that relate to teachers' professional development during the year will be shared with the professional community.

The Board of Directors evaluates the School Leader annually based on the criteria and process described in the job description.

The Administrative Assistant is evaluated by the School Leader annually based on the performance requirements articulated in the Job Descriptions.

The professional staff are evaluated annually by their respective School Leaders based on the performance requirements articulated in the Job Descriptions below.

In all evaluations a performance requirements rubric will be developed by the supervisor and shared with the employee at the time of hire; all procedures and policies for evaluation will be articulated in appropriate handbooks, given to employees at the time of hire; self-evaluation and personal goal-setting will be incorporated as part of the process; and evaluation forms will be housed in permanent personnel files at SEGS Academy.

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.*

Procedures for Recruitment

As mentioned above, SEGS Academy will conduct candidate searches using multiple sources, including use of a recruitment agency, if necessary. As outlined previously, phone interviews will be conducted prior to deciding upon finalists for in-person interviews. All finalists will receive school publications in order to familiarize themselves and prepare questions for the interviews. We will utilize such web-based tools as teachers-teachers.com and CareerBuilder to maximize the geographic area from which we are recruiting. In addition, the Board plans to develop a relationship with Teach for America to become a new site for Teach for America teachers.

Procedures for grievance and/or termination

The draft policy regarding grievances is below, subject to approval by the Board of Directors. Adapted from:

Granville County Board of Education Policy Manual

(http://policy.microscribepub.com/cgi-bin/om_isapi.dll?clientID=301235037&depth=2&infobase=granville.nfo&record={17D1}&softpage=PL_tocframe)

Informal Resolution

It is the policy of the board, in keeping with the ultimate goal of serving the educational welfare of children, to develop and practice reasonable and effective methods of resolving difficulties that may arise among employees. The intent is to reduce potential areas of grievances and to establish and maintain recognized channels of communications between staff and administration. The purpose of this procedure is to secure, at the lowest possible level, equitable solutions when problems do occur.

It is desirable for an employee and his or her immediate supervisor to resolve problems through free and informal communication. In those circumstances where informal procedures fail or are inappropriate or where the employee requests formal procedures, a grievance will be processed pursuant to the steps set forth below.

Definitions

For the purposes of this policy, the following definitions apply

1. Days means the working days, exclusive of Saturdays, Sundays, vacation days or holidays, as set forth in the aggrieved employee's employment calendar. In counting days, the first day will be the first full working day following receipt of the grievance. When a grievance is submitted on or after May 1, time limits will consist of all weekdays (Monday - Friday) so that the matter may be resolved before the close of the school term or as soon thereafter as possible.
2. Final Administrative Decision means a decision of a school employee from which no further appeal to a school administrator is available.
3. Grievance means a formal written claim by an employee regarding specific decisions made by another employee alleging that such decisions have adversely affected the person making the claim. A grievance may include, but is not limited to, the following allegations:
 - a. that there has been a violation, misapplication, or misinterpretation of state or federal law or regulation, school board policy or administrative procedure;
 - b. that an employee has been subject to discrimination on the basis of race, religion, sex, national origin, age or disability;

- c. that an employee's employment status or the terms or conditions of his/her employment have been adversely affected; or
 - d. that there exists a physical condition which jeopardizes an employee's health or safety, or which interferes with an employee's ability to discharge his or her responsibilities properly and effectively.
- The term "grievance" does not apply to any matter for which the method of review is prescribed by law, for which there is a more specific board policy providing a process for addressing the concern, or upon which the board of education is without authority to act.
4. Grievant means the employee(s) making the claim
 5. Official means the person hearing and responding to the grievant.
 6. Parties in Interest means the grievant and the person against whom the grievance is filed

Timeliness of Process

Failure by the official at any step to communicate a decision within the specified time limit will permit the grievant to appeal the grievance to the next step unless the official has notified the grievant of the delay and the reason for the delay, such as the complexity of the investigation or report. The official will make reasonable efforts to keep the grievant apprised of progress being made during any period of delay. Delays may not impermissibly interfere with the exercise of any legal rights.

Failure by the grievant at any step to appeal a grievance to the next step within the specified time limit will be considered acceptance of the decision at that step, unless the grievant has notified the official of a delay, the reason for the delay and the official has consented in writing to the delay.

General Requirements

1. All parties in interest and their representatives in any grievance filed pursuant to this policy will conduct themselves in a professional manner at all times during the investigation and hearing of the grievance.
2. No reprisals of any kind will be taken by the board or by an employee of the school district against any party in interest or other employee on account of his or her participation in a grievance filed and decided pursuant to this policy.
3. Each decision will be in writing, setting forth the decision and reasons therefore, and will be transmitted promptly to all parties in interest.
4. All meetings and hearings conducted pursuant to this policy will be private.
5. The board and school will consider requests to hear grievances from a group of grievants, but the board and officials have the discretion to respond to individual grievants.
6. The board and administration will cooperate with the employee(s) and his or her representative in the investigation of any grievance and will furnish the employee or his or her representative information pertinent to the grievance without cost to the grievant employee or the employee against whom the grievance is filed.
7. The employee may have a representative, including an attorney, at any stage following the filing of the grievance.
8. Should, in the judgment of the superintendent or designee, the investigation or processing of any grievance require the absence of the grievant and/or representative from regular work assignments, such absences will be excused without loss of pay or benefits.

Process for Grievance

1. Reporting a Grievance
 - a. A grievance must be filed as soon as possible but no longer than 30 days after disclosure or discovery of the facts giving rise to the grievance. For a grievance submitted after 30 days which claims a violation, misapplication or misinterpretation of state or federal law, including discrimination, the superintendent or designee will determine whether the grievance will be investigated after considering factors such as the reason for the delay; the extent of the delay; the effect of the delay on the ability of the school to investigate and respond to the complaint; and whether the

investigation of the complaint is necessary to meet any legal obligations. However, employees should recognize that delays in reporting may significantly impair the ability of the school to investigate and respond effectively to such complaints.

b. All grievances will be in writing and the written statement of grievance will remain the same throughout all steps of the grievance procedure. The written grievance must include the following information: (1) the name of the employee or other individual whose decision or action is at issue; (2) the specific decisions(s), action(s) or physical condition at issue; (3) any board policy, state or federal law, state or federal regulation or State Board of Education policy or procedure that the employee believes has been misapplied, misinterpreted or violated; (4) and the specific resolution desired.

c. The employee(s) will present the grievance in writing to the school administrator or his/her designee (hereinafter "official"), unless the grievance alleges unlawful discrimination in which case the grievance may be presented instead to the Board Chair or his/her designee.

2. Response by Official

a. In the event the official determines at the outset that review by the official is inappropriate, the formal grievance will be investigated by the Board Chairman or his/her designee and a response given in accordance with number 3 below.

b. A meeting will take place at a mutually agreed-upon time within five days after receipt of the grievance

c. The official will conduct any investigation of the facts necessary before rendering a decision.

e. The official will provide the aggrieved employee(s) with a written response to the grievance within ten days after the meeting.

3. Appeal to the Board

If the grievant has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure or SEGS board policy or procedure or has alleged that a specific decision of a school official adversely affects the grievant's employment status or the terms or conditions of his/her employment, the grievant shall have a right to appeal a final administrative decision to the board (see Mandatory Appeals below). If the grievant has not alleged such specific violations, he/she may request a hearing before the board, which the board may grant at its discretion (see Discretionary Appeals below).

a. Mandatory Appeals

1) If the grievant is not satisfied with the official's response and has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure or SEGS board policy or procedure or has alleged that a specific decision of a school official adversely affects the grievant's employment status or the terms or conditions of his/her employment, the grievant may appeal in writing the decision to the board within ten days of receiving the official's response.

2) The board will provide a final written decision within 30 days of the hearing unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

b. Discretionary Appeals

1) If the grievant is not satisfied with official's response, but has not alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure or SEGS board policy or procedure or has not alleged that a specific decision of a school official adversely affects the grievant's employment status or the terms or conditions of his/her employment, the grievant may submit a written request for a hearing before the board of directors within ten days of receiving the official's response.

2) The board will review the request and determine if a hearing should be granted.

3) If a hearing is granted, the board will provide a final written decision within 30 days of receiving the appeal unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

Sample draft employment policy:

Adapted from: Granville County Board of Education Policy Manual

[http://policy.microscribepub.com/cgi-](http://policy.microscribepub.com/cgi-bin/om_isapi.dll?clientID=301235037&depth=2&infobase=granville.nfo&record={17D1}&softpage=PL_tocframe)

[bin/om_isapi.dll?clientID=301235037&depth=2&infobase=granville.nfo&record={17D1}&softpage=PL_tocframe](http://policy.microscribepub.com/cgi-bin/om_isapi.dll?clientID=301235037&depth=2&infobase=granville.nfo&record={17D1}&softpage=PL_tocframe)

Recruitment and Selection of Personnel

A. General Principles

It is the policy of the board to provide all applicants for employment with equal employment opportunities and to provide current employees with training, compensation, promotion and other benefits of employment without regard to race, color, religion, national origin, sex, age or handicap, except where sex, age or physical requirements are essential occupational qualifications. All candidates will be evaluated on their merits and qualifications for positions.

The board also is committed to diversity throughout the programs and practices of the school. To further this goal, the recruitment and employment program should be designed to encourage a diverse pool of qualified applicants.

B. Recruitment

The school leader will develop and maintain a recruitment program designed to attract and retain the best possible personnel for SEGS. The school leader and other supervisory personnel are responsible for determining the personnel needs of the school, and locating suitable candidates to recommend for employment. Recruitment for a specific vacancy will be undertaken only after the need and qualifications for the position are established and proper authorization is obtained. Recruitment procedures will include focusing on the talents and potential of individuals already employed by SEGS.

All vacancies will be adequately publicized so that employees may learn of promotional opportunities. Vacancies will be advertised on local, state and national web-sites and, if needed, in local newspapers. Vacancy notices will describe the job, minimum qualifications, duties, salary range and, when appropriate, the application deadline.

C. Selection

Candidates for employment will be selected based upon their likely ability to fulfill duties identified in the job description as well as performance standards established by the board. In making the determination, the following information will be considered:

- application;
- education and training;
- licensure and certification (when applicable);
- relevant experience;
- competency;
- personal interviews; and
- references and/or background checks.

Interviewing and selection procedures will ensure that the administrator who will be directly responsible for a position is offered an opportunity to assist in the selection of a candidate for the position. However, the final recommendation must be made or approved by the Board.

Qualifications and suitability for the job being equal, personnel currently employed by SEGS will be given priority.

D. Criminal Records Check

The administration will conduct a criminal record check of any applicant being considered as a final candidate for employment with SEGS. This policy applies to substitutes and independent contractors who carry out duties customarily performed by school personnel.

E. Nepotism

In making recommendations for the selection of personnel, the superintendent will give every consideration to conditions which could result in the employment of two members of an immediate family where one member would occupy a position which has influence over the other's employment, promotion, salary or other related management and personnel considerations. No administrative or supervisory personnel will directly supervise a member of his or her immediate family defined as spouse, children or parents.

F. Employment Procedures

The school leader will recommend employees to the board, and the board may accept or reject the recommendation. If the school leader fails to or is unable to recommend a candidate to the board, or if after a good faith effort, the board and school leader are unable to agree on a candidate, the board may employ a person without the school leader's recommendation.

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.

Note: Where appropriate, position descriptions are based on those provided by the NC Department of Public Instruction, available at <http://www.ncpublicschools.org/work4ncschools/employment/jobdescrip/>

Teachers at SEGS Academy will be required to meet the standards set forth by NC Law for teachers in a NC Charter school (at least 75% licensed in grades kindergarten through five, at least 50% licensed in grades 6-12 in the subject areas where they are teaching) as well as those set by No Child Left Behind (NCLB) legislation, which requires teachers in core subject areas to meet Highly Qualified standards. We will assist teaching candidates to become licensed and highly qualified, as necessary, including working through reciprocity agreements, lateral entry, and alternative licensure programs.

The qualifications and attributes of an ideal SEGS Academy teacher are based on the job description provided below. Such attributes include: commitment to the School's mission and vision; expertise in subject area; ability to challenge and support diverse learners; superb classroom management skills; instructional expertise; commitment to the principles of Universal Design for Learning; willingness to integrate reading, writing and other communication skills into content area; enthusiasm for contributing to school life outside of the classroom; willingness to integrate college and career awareness activities into content area; active involvement in professional development; willingness to assume leadership roles, as well as be a team player; willingness to mentor new faculty, as required; ability to serve as a positive and inspiring Core advisor to students; and excellent relational and communication skills when working with families and community members.

Position: Teacher

Job Goal: To help students learn subject matter and skills that will contribute to their development as mature, able, and responsible young men and women.

Supervision: Reports to the Assigned School Leader. Supervises paraprofessionals as designated by the School Leader or Director of Student Services.

Education, Work Experience, and Licensure:

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Required: College degree with relevant coursework in content area assigned to teach.

Preferred: NC Teacher License applicable to assigned teaching responsibilities and prior relevant work experience as a teacher in a private, charter, or public school setting.

Performance Responsibilities:

1. Meets and instructs assigned classes in the locations and at the times designated.
2. Plans a program of study that, as much as possible, meets the individual needs, interests, and abilities of the students.
3. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.
4. Prepares for classes assigned and shows written evidence of preparation upon request of immediate superior.
5. Encourages students to set and maintain standards of classroom behavior.
6. Guides the learning process toward the achievement of curriculum goals and, in harmony with the goals, establishes clear objectives for all lessons, units, and projects to communicate these objectives to students.
7. Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved.
8. Strives to implement by instruction and action the school's philosophy of education and instructional goals and objectives.
9. Assesses the accomplishments of students on a regular basis and provides progress reports as required.
10. Diagnoses the learning disabilities of students on a regular basis, seeking the assistance of school specialists as required.
11. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
12. Maintains accurate, complete, and correct records as required by law, school policy, and administrative regulation.

Position: School Leader

Job Goal: To use leadership, supervisory, and administrative skills to promote the educational development of each student.

Supervision: Reports to Board of Directors. Supervises all personnel within the level assigned (e.g., elementary, high school).

Education, Work Experience, and Licensure:

Required: Undergraduate or graduate degree in education and at least three years prior experience as an educator.

Preferred: Licensure as a school principal and prior work experience as a school administrator in a charter, private or public school setting. Experience working with students with disabilities.

Performance Responsibilities:

1. Establishes and maintains an effective learning climate in the high school level.
2. Plans, organizes, and directs implementation of all high school level activities.
3. Keeps the board informed of the high school level's activities and problems.
4. Makes recommendations concerning the high school level's administration and instruction.
5. Assists in the management and preparation of the budget.
6. Supervises the maintenance of all required records and reports.
7. Prepares or supervises the preparation of reports, records, lists, and all other paperwork required or appropriate to the school's administration.

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8. Works with the board on school problems of more than in-school import, such as transportation and special services.
9. Keeps board informed of events and activities of an unusual nature as well as routine matters related to the director's accountability.
10. Assumes responsibility for the implementation and observance of all Board policies and regulations by the staff and students.
11. Maintains active relationships with students and parents.
12. Budgets school time to provide for the efficient conduct of school instruction and business.
13. Leads in the development, determination of appropriateness, and monitoring of the instructional program.
14. Schedules classes within established guidelines to meet student needs.
15. Assists in the development, revision, and evaluation of the curriculum.
16. Maintains high standards of student conduct and enforces discipline as necessary, according to due process rights of students.
17. Establishes guides for proper student conduct and maintaining student discipline.
18. Attends special events held to recognize student achievement, and attends school-sponsored activities and functions.
19. Maintains and controls the various funds generated by student activities.
20. Supervises the maintenance of accurate records on the progress and attendance of students.
21. Assumes responsibility for the attendance, conduct, and maintenance of health of students.
22. Assumes responsibility for his or her own professional growth and development through membership and participation in the affairs of professional organizations; attendance at regional, state, and national meetings; and enrollment in advanced courses.
23. Keeps abreast of changes and developments in the profession by attending professional meetings, reading professional journals and other publications, and discussing problems of mutual interest with others in the field.
24. Supervises all professional, paraprofessional, administrative, and support personnel attached to the assigned grade levels.
25. Assists in the recruiting, screening, hiring, training, assigning, and evaluating of the school's professional staff.
26. Supervises the school's teaching process.
27. Approves the master teaching schedule and any special assignments.
28. Orients newly assigned staff members and assists in their development, as appropriate.
29. Evaluates and counsels all staff members regarding their individual and group performance.
30. Conducts meetings of the staff as necessary for the proper functioning of the school.
31. Assists in the in-service orientation and training of teachers, with special responsibility for staff administrative procedures and instructions.
32. Recommends, according to established procedures, the removal of a teacher whose work is unsatisfactory.
33. Makes arrangements for special conferences between parents and teachers.
34. Assumes responsibility for the safety and administration of the school plant.
35. Supervises the daily use of the school facilities for both academic and nonacademic purposes.
36. Plans and supervises fire drills and an emergency preparedness program.
37. Asserts leadership in times of civil disobedience in school in accordance with established Board policy.
38. Assumes responsibility for co-chairing parent council for grade levels supervised (e.g., elementary grades, middle/high school).

Position: Director of Student Services

Job Goal: To provide sound educational programs for children who require at least a partially different program from a regular classroom setting.

Supervision: Reports to School Leader. As determined by the Board of Directors, supervises all subordinate student support personnel.

Education, Work Experience, and Licensure:

Required: NC License as an Director of Exceptional Children Programs

Preferred: Prior work experience as a Director of Student Services or Exceptional Children Programs and three years experience as a special education teacher or service provider (speech and language therapist, school psychologist, etc).

Performance Responsibilities:

1. Contributes to the development of the total school philosophy of education.
2. Assists in the adaptation of school policies to include special education needs.
3. Recommends policies and programs essential to the needs of at-risk students and exceptional children.
4. Keeps informed of all legal requirements governing special education.
5. Provides leadership in establishing new programs and developing improved understanding of existing programs.
6. Develops and initiates survey programs for continuous identification of exceptional children.
7. Supervises and coordinates special education classroom programs that include special classes for students with disabilities.
8. Supervises the school counseling program to enhance individual student education and development.
9. Evaluates existing programs on an ongoing responsibility, and recommends changes and additions as needed.
10. Establishes procedures for placement, evaluation, assignment, and reappraisal of students with regard to the special education services program.
11. Develops procedures for referral, securing medical reports, psychological examination, and placement.
12. Supervises and coordinates home instruction for homebound or hospitalized students.
13. Evaluates and recommends for promotion any personnel serving in the special education area.
14. Assists in recruitment, selection, and recommendation for hiring of special education personnel.
15. Assumes responsibility for compiling, maintaining, and filing all reports, records, and other documents legally required or administratively useful.
16. Develops and maintains complete and cumulative individual records of all children receiving special services or enrolled in special classes.
17. Supervises preparation of attendance reports and similar data necessary to reimbursement of funds, collecting of tuition for out-of-district students, and similar uses.
18. Assists in assigning faculty to supervision of co-curricular activities.
19. Assumes responsibility for his or her own professional growth and development through membership and participation in the affairs of professional organizations; attendance at regional, state, and national meetings; and enrollment in advanced courses.
20. Keeps abreast of changes and developments in the profession by attending professional meetings, reading professional journals and other publications, and discussing problems of mutual interest with others in the field.
21. Orients newly assigned staff members and assists in their development, as appropriate.
22. Participates in meetings with the staff as necessary for the proper functioning of the school.

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23. Recommends, according to established procedures, the removal of an EC teacher whose work is unsatisfactory.
24. Makes arrangements for special conferences between parents and teachers as requested or required.
25. Performs all other duties as may be assigned by the School Leader.

Position: School Counselor

Job Goal Utilizing leadership, advocacy, and collaboration, promotes student success, provides preventive services, and responds to identified student needs by implementing a comprehensive school counseling program that addresses academic, career, and personal/social development for all students.

Supervision: Reports to School Leader

Education, Work Experience, and Licensure:

Required: Completion of an approved degree in school counseling program in a regionally accredited college or university. Licensure by the NC Department of Public Instruction as a school counselor.

Preferred: Three years experience as a teacher or school counselor.

Performance Responsibilities:

1. DEVELOPMENT AND MANAGEMENT OF A COMPREHENSIVE SCHOOL COUNSELING PROGRAM

- 1.1 Discusses the comprehensive school counseling program with the school administrator.
- 1.2 Develops and maintains a written plan for effective delivery of the school counseling program based on the NC Comprehensive School Counseling Standard Course of Study and current individual school data.
- 1.3 Communicates the goals of the comprehensive school counseling program to education stakeholders (i.e., administrators, teachers, students, parents, and community/business leaders).
- 1.4 Maintains current and appropriate resources for education stakeholders.
- 1.5 Uses data to develop comprehensive programs that meet student needs.

2. DELIVERY OF A COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Guidance Curriculum

- 2.1 Provides leadership and collaborates with other educators in the school-wide integration of the State Guidance Curriculum Standard Course of Study.
- 2.2 Implements developmentally appropriate and prevention-oriented group activities to meet student needs and school goals.
- 2.3 Incorporates into their programs the life skills that students need to be successful in the twenty-first century.

Individual Student Planning

- 2.4 Assists all students, individually or in groups, with developing academic, career and personal/social skills, goals, and plans.
- 2.5 Accurately and appropriately interprets and utilizes student data.
- 2.6 Collaborates with parents/guardians and educators to assist students with educational, career, and life planning.

Preventive and Responsive Services

- 2.7 Provides individual and group counseling to students with identified concerns and needs.
- 2.8 Consults and collaborates effectively with parents/guardians, teachers, administrators, and other educational/community resources regarding students with identified concerns and needs.
- 2.9 Implements an effective referral and follow-up process as needed.
- 2.10 Accurately and appropriately uses assessment procedures for determining and structuring individual and group counseling services.

System Support

- 2.11 Provides appropriate information to school personnel related to the comprehensive school counseling program.
- 2.12 Assists teachers, parents/guardians, and other stakeholders in interpreting and understanding student data.
- 2.13 Participates in professional development activities to improve knowledge and skills.
- 2.14 Uses available technology resources to enhance the school counseling program.
- 2.15 Adheres to laws, policies, procedures, and ethical standards of the school counseling profession.

3. ACCOUNTABILITY

- 3.1 Conducts a yearly program audit to review extent of program implementation and effectiveness.
- 3.2 Collects and analyzes data to guide program direction and emphasis.
- 3.3 Measures results of the comprehensive school counseling program activities and shares results as appropriate with relevant stakeholders.
- 3.4 Monitors student academic performance, behavior, and attendance and facilitates appropriate interventions.

Position: Mental Health Clinician

Job Goal: Enhances the overall academic mission by providing services that strengthen home, school, and community partnerships and address barriers to learning and achievement.

Supervision: Reports to Director of Student Services

Education, Work Experience, and Licensure:

Required: Completion of a master's degree program in social work or psychology.

Preferred: Three years experience working in an alternative school, mental health facility serving adolescents and children, or non-profit agency serving adolescents and children.

Performance Responsibilities:

1. Assessment of Student, Family, and School Needs:

Effectively and appropriately assesses and addresses the needs, characteristics, and interactions of students, families, school personnel, and community.

- 1.1 Conducts assessments and evaluations in accordance with family and student rights.
- 1.2 Uses student, family, and school assessment results to identify needs that affect student learning.
- 1.3 Uses assessment and evaluation results to develop appropriate interventions for students, families, schools, and communities.
- 1.4 Develops long-term and short-term intervention plans consistent with curriculum; students' needs, strengths, diversity and life experiences; and social and emotional factors.
- 1.5 Uses a variety of appropriate formal and informal tools and techniques including observations and interviews to evaluate the progress and performance of students and families.
- 1.6 Addresses the needs of the school, student, families, and community by collaborating with the Student Support Services Team to design a holistic approach to any barriers or problems with the educational process.

2. Direct Services/Service Delivery

Uses knowledge and understanding of the reciprocal influences of home, school, and community to intervene for student success via such practices as assessment, crisis intervention and response, home visits, conflict resolution, individual and group counseling, consultation, program development, dropout prevention, graduation awareness, and coordination of school and community services.

2.1 Promotes family support of students' learning experience within the context of multicultural understanding and competencies.

2.2 Provides services to students in ways that build upon individual strengths and offers students maximum opportunities to participate in the planning and direction of their own learning experience.

2.3 Develops and provides training and educational programs that address the goals and mission of the educational institution.

3. Advocacy

Advocates for appropriate services for students and their families.

3.1 Advocates and facilitates change that effectively responds to the needs of students, families, and school systems using appropriate statutes, case law, policies, and procedures.

3.2 Promotes services to students and their families within the context of multicultural understanding and competence that enhances families' support of students learning experiences.

3.3 Assists students and their families in gaining access to formal and informal community resources.

3.4 Utilizes research and technologies to assist students, families, schools, and communities.

4. Consultation and Collaboration

Consults and collaborates with stakeholders on behalf of students and their families.

4.1 Consults with stakeholders to facilitate an understanding of factors in the home, local education agency, and community that affect students' educational experiences.

4.2 Consults on such issues as attendance, diversity, mental health, behavior management, delinquency, crisis intervention, homelessness, child abuse, neglect, and the importance of confidentiality.

4.3 Initiates and supports activities to overcome institutional barriers and gaps in services as leaders and members of interdisciplinary teams with the unique contribution of bringing the home, school, and community perspective to the interdisciplinary process.

4.4 Works with internal and external individuals, groups, and organizations to develop programs or systems of care that support and enhance the health, social and emotional well-being, and safety of students.

4.5 Promotes collaboration among community health and mental health service providers and facilitates student access to these services.

4.6 Uses extensive knowledge of community resources, enabling the school social worker to play a critical role in facilitating the provision of community services in the local education agency.

4.7 Helps to build effective school-community teams and orients community providers to school climate, culture, structure, and to the laws and regulations governing practice in educational settings.

5. Program Planning, Implementation, and Evaluation

Effectively plans, implements, and evaluates programs that promote student and family success.

5.1 Applies knowledge of environmental factors in planning programs.

5.2 Conducts individual and/or system-wide surveys to assess the school and/or community needs.

5.3 Plans school and/or system-wide programs to promote a safe, healthy, caring school climate that fosters academic success.

5.4 Assists the school and community in planning programs that alleviate situations that may interfere with the learning process of students.

5.5 Assists in the evaluation of effective departmental, school-based, system, community, and statewide programs.

6. Accountability

Advocates, facilitates, and contributes to accountability for outcomes aligned with local, state, and federal policies and guidelines.

6.1 Maintains accurate case records and documentation.

6.2 Maintains current knowledge of federal and state laws and regulations and abides by said laws and regulations with emphasis on persons with disabilities, child welfare, mental health, confidentiality, and student and parent rights.

6.3 Organizes time, resources, energy, and workload in order to meet responsibilities.

6.4 Evaluates own practice and disseminates the findings to consumers, school districts, the community, and the profession in order to maximize the effectiveness of services and resources provided to students. By reflecting upon and evaluating one's practice, more effective services, and resources will be provided.

6.5 Participates in appropriate professional development activities to improve knowledge and skills.

Position: Finance Officer

Job Goal: Manages the fiscal affairs of a school through the installation and maintenance of an integrated system to plan fiscal needs, to ensure valid disclosure of receipts and disbursements and to make sound investments of any cash balances.

Supervision: Reports to Board of Directors

Education, Work Experience, and Licensure:

Required: Bachelor's Degree from accredited college or university and five years experience as a bookkeeper or CPA.

Preferred: Prior work experience as a finance officer for a school system or non-profit agency.

Performance Responsibilities: Interprets and follows regulations prescribed by the Local Government Commission, funding agencies and the board of education. Exercises discretionary judgment in the resolution of operational problems and correction of the resulting effects of these problems. Manages the third-party reimbursement process for related services.

Illustrative Examples of Work:

Develops short and long term budgets and amendments with concise explanation of needs and reasons for any change.

Establishes and maintains an accounting system to detail assets, liabilities, equities, obligations, expenditures, and current and projected revenues.

Certifies the requisition of operational funds.

Receipts and oversees the deposit of all money accruing to the school system.

Allocates funds to programs and schools with conditions governing their use.

Conducts pre-audits of all obligations to ensure budgeted appropriation and unencumbered balances.

Approves or disapproves necessary disbursement for fiscal claims against the school system.

Audits accounts of employees collecting or receiving taxes or other monies.

Ensures the timely and accurate preparation of required and requested reports.

Invests all idle cash as directed by the local board.

Assigns work and evaluates performances of subordinates.

Recommends to the superintendent the selection and discipline of employees.

Maintains liaison with other departments to serve as the financial advisor

Position: Curriculum-Instruction Specialist

Reports To: School Leader

Job Goal: Plans for and supervises curriculum development and implementation of instructional services; Provides advice and counsel for teachers and principals on matters pertaining to instruction.

Qualifications: Master's Degree in Education and five years teaching experience

Performance Responsibilities:

1. Directs the planning, development, field-testing, and evaluation of curriculum;
2. Manages the textbook adoption process;
3. Directs the provision of instructional-related staff development, including in-service training designed to support implementation of newly developed curricula;
4. Contributes to the proposal and implementation of college courses to support curriculum development or program implementation;
5. Supervises preparation of curricular content for instructional materials catalog;
6. Supervises development of instructional guidelines, policies, regulations, and official notices;
7. Interprets statutes and regulations for staff and community;
8. Manages the preparation of office budget requests and monitors expenditures.

Position: Administrative Assistant

Reports To: School Leader

Job Goal: To use administrative skills to organize the school's main office and to assist with tasks necessary for the efficient operation of the school.

Qualifications:

1. Strong secretarial and office organization capabilities and skills.
2. Ability to supervise clerical and bookkeeping staff.
3. Five plus years experience working in a school or closely-related setting.
4. Such alternatives to the above qualifications as the School Leader may find appropriate and acceptable.

Performance Responsibilities:

1. Assists the School Leader in general administrative operations.
2. Compiles operational statistics and gathers such other data as the School Leader may require.
3. Maintains the district policy manual, employment contracts and job descriptions.
4. Assumes such scheduling, coordinating, budget development, and office manager functions as the School Leader may assign.
5. Prepares and reviews reports as the School Leader may assign.
6. Reports to the School Leader any developments or problems requiring his/her awareness or action.
7. Attends school meetings and serves as the secretary to the school at various meetings.
8. Maintains accurate records of meeting minutes.
9. Performs such other tasks and assumes such other responsibilities as the School Leader may from time to time assign or delegate.

Position: Data Manager

Reports To: School Leader

Job Goal: Performs a variety of technical and computer support functions for the student information systems.

Qualifications: Graduation from a two year college or technical school majoring in a computer related field or administrative office support, and at least two years of job-related work experience, one year of which includes data entry as a Student Information Data Manager I; or an equivalent combination of education and experience.

Illustrative Examples of Work:

Continuously maintains student schedules throughout the academic school year

Designs complex reports/electronic files that require identifying a variety of databases from which to retrieve information

Builds new databases to generate special reports/electronic files designing formats in which to display data

Processes information and forms for obtaining academic progress information

Runs and distributes report cards and related academic reports

Interfaces with a teacher electronic grade book where applicable

Records and maintains a disciplinary and suspension tracking system

Prepares and/or maintains records of student Career Paths for accountability

Prepares and/or maintains information for preparing the vocational report/electronic files

Maintains data for academics and attendance to support the North Carolina State Automated Drivers License (NC SADLS) program

Configures and maintains auto dialers that interface with student information system

Prepares and/or maintains students discipline data and produces statistical reports of the data

Performs routine audits of testing information through the use of ABCTOOLS

Position: Speech/Language Pathologist

Reports To: Director of Student Services

Job Goal: Utilizing leadership, advocacy, and collaboration, school-based speech-language pathologists provide prevention, assessment, and remediation services for students who exhibit difficulties in the areas of language, speech, voice, and fluency. These services are designed to help children meet their educational goals.

Qualifications: Licensed by NCDPI as a speech/language pathologist. Licensed by ASHA as a speech/language pathologist

Performance Responsibilities:

A. Planning and Oversight

1. Organizes a program that addresses local school speech-language goals.

1.1. Contributes to the development of program guidelines as appropriate.

1.2. Cooperates with local education agency, community and/or state programs to affect comprehensive services.

2. Works cooperatively with school personnel to accomplish the goals and objectives of the local education agency.

2.1. Attends meetings, such as faculty meetings, special education meetings and parent-teacher conferences.

2.2. Serves on committees, such as curriculum development committee, school-based committees, and/or speech-language program development meetings.

2.3. Schedules interventions using a variety of service delivery models, including classroom intervention, consultation/collaboration and pull-out as appropriate to meet student needs in the least restrictive environment.

2.4. Applies a systematic workload model to facilitate the organization of the speech-language program within the school.

3. Coordinates speech-language services with student services provided by other school personnel.

3.1. Collaborates with school personnel, such as teachers and psychologists, to best meet the needs of all students.

3.2. Meets with related school personnel to coordinate specific objectives for individualized educational programs.

4. Maintains records of the speech-language program and prepares periodic reports as required.

4.1. Keeps data for program planning and decision making for students.

4.2. Submits reports which meet local and state requirements.

4.3. Maintains current files for use by authorized school personnel.

4.4. Safeguards confidentiality of student records.

4.5. Completes records for third party reimbursement accurately and in a timely manner as appropriate.

5. Adheres to established rules, regulations, laws and appropriate ethical standards.

5.1. Provides services which hold the well-being of each student paramount.

5.2. Guards against conflicts of professional interest.

5.3. Demonstrates knowledge of federal, state and local rules, regulations and laws.

5.4. Complies with established lines of authority within the parameters of professional standards.

B. Screening, Testing, Diagnosing and Advising

1. Conducts speech, language and hearing screenings.

1.1. Serves on student intervention team/Individualized Education Program (IEP) team as appropriate.

1.2. Works with other professionals to carry out the screening process.

1.3. Uses appropriate screening instruments.

2. Administers formal and informal (ongoing & curriculum-based) assessments.

2.1. Observes students in educational environments.

2.2. Selects appropriate assessments based on individual student needs.

2.3. Administers tests according to acceptable procedures.

3. Obtains additional diagnostic information from appropriate persons and available records for speech-language purposes.

3.1. Obtains pertinent case history.

3.2. Obtains data from other professionals and parents.

4. Analyzes and interprets information to make recommendations regarding the need for speech-language services.

4.1. Integrates data from a variety of assessment techniques and sources.

4.2. Determines the effects of the student's impairment in regard to accessing the general curriculum.

4.3. Presents and explains data to IEP Team.

4.4. Prepares evaluation summary.

5. Provides appropriate information on an informal or formal basis regarding speech, language and hearing programs.

5.1. Presents information to school personnel about language disorders as they relate to literacy and interactive communication skills.

5.2. Presents information to school personnel about speech disorders (articulation, voice, fluency) and their impact on communication and learning.

5.3. Provides information to parents and teachers about speech, language and hearing development.

5.4. Provides information to school personnel, parents and non-school agencies about current procedures and program guidelines.

5.5. Speaks to community organizations and allied professionals, conducts workshops and provides public information when appropriate.

6. Supervises undergraduate interns, paraprofessionals, volunteers and other professionals (as appropriate).

6.1. Evaluates effectiveness of personnel assigned to the speech-language pathologist.

6.2. Maintains records regarding personnel supervised.

6.3. Cooperates with college/university training programs.

6.4. Sponsors professionals during Clinical Fellowship Year.

C. Managing and Conducting Therapy

1. Demonstrates knowledge and understanding of North Carolina Standard Course of Study in management of communicative disorders.

2. Collaborates/consults with classroom teachers in the management of speech-language disorders.

3. Plans evidence-based interventions appropriate for individual students and groups of students.

3.1. Implements the service delivery model most appropriate to the students' degree of severity.

3.2. Provides activities commensurate with students' interests and aptitudes.

3.3. Modifies therapeutic instructional approaches and other functions from data gathered during therapy.

3.4. Selects/implements evidence-based practices which support the goals and objectives of the speech, language and hearing program.

4. Uses evidence-based methods and techniques appropriate to stated objectives.

4.1. Designs, selects and/or modifies special curricula/therapy content.

4.2. Uses a variety of equipment, materials, devices and aids.

4.3. Uses systematic and evidence-based intervention strategies to foster communicative competence.

4.4. Provides feedback and reinforcement to students.

5. Manages the facilities, materials and equipment, including assistive technology, necessary to the delivery of services.

5.1. Requests adequate facilities, materials and equipment.

5.2. Uses and maintains facilities, materials and equipment in an optimal manner.

5.3. Arranges therapy environment to create optimum learning conditions.

5.4. Chooses therapy materials to meet the needs, age, cultural differences and interests of individual students.

6. Adjusts intervention strategies based upon student performance.

6.1. Uses systematic procedures for review of student progress.

6.2. Changes activities on basis of student progress.

7. Promotes effective interpersonal relations with students.

7.1. Uses language appropriate to the listener.

7.2. Maintains confidentiality of information received.

7.3. Promotes respect for cultural differences.

7.4. Encourages others to understand and respect those with disabilities.

D. Adhering to Local, State, Federal Regulations and Ethical Practices

1. Completes procedural documentation appropriately.

2. Demonstrates knowledge and use of statewide testing procedures.

3. Abides by professional code of ethics.

4. Develops appropriate IEPs based on students' strengths & needs.

5. Demonstrates awareness of professional performance in due process matters and litigious environments.

6. Manages time efficiently.

6.1. Submits to the appropriate person(s) and maintains schedule for speech-language screening, hearing screening, diagnostic assessments, therapy/instructional services and other activities.

6.2. Provides and follows schedules for assigned schools and informs appropriate personnel of departures from schedule.

6.3. Keeps an updated schedule of each student's therapy.

6.4. Arranges travel time to maximize contact with students and to accomplish other duties.

7. Engages in continuing education and professional growth activities related to speech-language-hearing and education.

7.1. Participates in professional meetings, symposia and workshops directly related to the speech-language-hearing profession.

7.2. Reviews speech, language and hearing literature and makes use of new information during therapy and instructional procedures.

7.3. Applies knowledge gained from continuing education activities.

7.4. Explores and disseminates information about new and/or improved methods for serving students.

E. Liaison

1. Provides consultation to parents, teacher and other appropriate school personnel.

1.1. Consults with parents and teachers relative to identified and non-identified students.

1.2. Consults with other personnel such as the principal, occupational therapist, physical therapist, psychologist, director of exceptional children, social worker, guidance counselor, other speech-language pathologists and special educators.

2. Seeks the assistance of teachers, parents and others to meet the communication needs of students.
- 2.1. Gives written information to teachers, parents and others on ways to foster speech-language growth.
 - 2.2. Talks with teachers formally and informally about individual student's needs and progress.
3. Consults/communicates with non-school agencies to enhance services.
 - 3.1. Requests specific information on individual student's receiving services from non-school agencies (e.g., clinics, hospitals, physicians, health departments, day care centers, etc.) with signed release of information.
 - 3.2. Gathers general information about services offered by non-school agencies.
 - 3.3. Coordinates students' therapeutic service with those provided by non-school agencies by telephone, written communication and/or formal meetings.
4. Makes recommendations and referrals for audiological/medical and related services.
 - 4.1. Determines needs for referrals, collaborates and consults with audiologist regarding hearing services.
 - 4.2. Performs hearing screenings in a timely manner.
 - 4.3. Collaborates appropriately with other allied health professionals (e.g., physicians, therapists, etc.).

Position: Occupational Therapist

Reports To: Director of Student Services

Job Goal: Provides screening, evaluation, educational program and transition planning, therapeutic intervention, and exit planning for students identified with or suspected of having disabilities that interfere with their ability to perform daily life activities or participate in necessary or desired occupations.

Qualifications: Initial certification by National Board for Certification of Occupational Therapy. Current license by the North Carolina Board of Occupational Therapy.

Performance Responsibilities:

Identification, Evaluation, and Planning

- Collaborates with other disciplines to ensure team understanding of student occupational performance strengths and needs, through evaluation, educational program planning, and service delivery.
- Evaluates the student's ability and formulates the student's occupational profile through a variety of functional, behavioral, and standardized assessments, skilled observation, checklists, histories, and interviews.
- Synthesizes evaluation results into a comprehensive written report which reflects strengths and barriers to student participation in the educational environment; directs program development; and guides evidence-based intervention.
- Develops occupationally based intervention plans based on student needs and evaluation results.
- Participates in multidisciplinary meetings to review evaluation results, integrate findings with other disciplines, offer recommendations, and develop individual education plans and intervention plans to achieve IEP goals.

Service Delivery

- Provides targeted, evidence-based therapeutic intervention to facilitate student participation and occupational performance within the school environment.
- Consults with the school-based team to achieve student outcomes.
- Adapts and modifies the environment including assistive technology and training instructional staff to meet individual needs and to help students function as independently as possible.
- Educates student, educational personnel, and family to facilitate skills in areas of occupation as well as health maintenance and safety.

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- Monitors and reassess the effects of occupational therapy intervention and the need to continue, modify, or discontinue intervention.
- Documents occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services as appropriate.

Program Administration and Management

- Prioritizes and schedules work tasks independently.
- Manages inventory of therapeutic equipment and assessments, and project needs for budget planning.
- Maintains clinical and administrative records in accordance with professional standards, state guidelines, and school system policy.
- Provides legal and ethical supervision of occupational therapy assistant assuming responsibility for the students served by assistant.
- Supervises non occupational therapy support personnel.
- Adheres to federal and state legislation, regulation, and policies that affect occupational therapy practice.
- Reviews occupational therapy services for quality improvement and makes changes as needed to ensure quality of services.

Education

- Teaches, monitors, and collaborates with educational personnel, community agencies, parents, and students to increase understanding of the student's occupational performance.
- Provides continuing education and in-services for educational personnel, parents, and community based service providers.
- Provides fieldwork education and supervision for occupational therapy and occupational therapy assistant students.

Professional Growth and Ethics

- Participates in continuing education for professional development to ensure practice consistent with best practice and to meet N.C. Licensure requirements.
- Uses professional literature, evidence based research, and continuing education content to make practice decisions.
- Uses professional Code of Ethics and standards of practice to guide ethical decision making in practice.

Position: Human Resources Manager

Reports To: School Leader

Job Goal: Provides leadership and management of the employment life cycle in order to recruit and retain a talented faculty and staff,

Qualifications: Bachelor's degree and three years experience in the human resources management field

Performance Responsibilities:

1. Coordinates the new hire process including processing applications, running background checks, preparing and overseeing completion of required paperwork, scheduling orientation and entry into HR systems
2. Administers personnel policies, processes and employment agreements conforming to school policies, relevant laws, and agreements
3. Processes all employee changes related to the employment life cycle
4. Coordinates the recruitment process (e.g. advertising vacancies, screening applicants, conducting interviews, making recommendations for hire, new employee orientation, etc.)
5. Ensures compliance with various personnel policies ,legal, financial and organization requirements

6. Ensures the efficient processing of applicants and employees in addressing position requirements and complying with licensing, legal and/or administrative requirements
7. Creates and maintain personnel files on all active employees
8. Researches and assists with employee questions
9. Performs other duties as assigned by management

Position: Teacher Assistant

Reports To: Teacher and School Leader

Job Goal: An employee in this class provides support to the teacher in the instruction of students. A wide variety of tasks are performed to support the teacher in the teaching-learning process for students.

Qualifications: Graduation from high school. Working knowledge of child development principles.

Illustrative Performance Responsibilities:

Academic Assistance

Gives group instruction as prescribed by teacher.

Provides individualized instruction.

Demonstrates various instructional activities.

Monitors work assigned by teacher.

Checks and corrects students' work while in progress.

Keeps students on task.

Arranges classroom furnishings and equipment.

Prepares visual aids.

Duplicates materials.

Files data according to regulatory requirements.

Supervises students in the classroom and other locations.

Position: Media Specialist

Reports To: School Leader

Job Goal: To provide the leadership and instructional resources and services for implementation of a school library media program that serves as an integral part of a student-centered educational process.

Qualifications: Possession of a NC Teacher License as a Media Specialist or possession of a Master's Degree in Library Science and three years experience working in a library.

Performance Responsibilities:

1. Planning and implementing for teaching and learning
 - Assesses learning and information needs of students and staff
 - Plans and works collaboratively with teachers
 - Instructs students and staff in the effective use of ideas and information
 - Incorporates information literacy into day-to-day instruction
 - Advocates and promotes reading and lifelong learning
 - Leads in the school's use of instructional technology to enhance learning
 - Upgrades professional knowledge and skills on a continual basis

2. Planning and implementing for information access, evaluation and use.

- Works with the principal and school leadership team to provide flexible access to school library media center resources
 - Creates and maintains an environment conducive to learning
 - Encourages the widest possible use of print and electronic resources and services - within the school library media center, throughout the school, and through remote access
 - Leads teachers, technology staff, and students in a collaborative process to select and evaluate resources that address curricular needs and learning goals of students and teachers in the information age
 - Keeps accurate inventories of print, non print, and technology materials and equipment
 - Works cooperatively with other libraries and agencies to share resources that enhance teaching and learning
 - Implements an ongoing collection development and evaluation process, in collaboration with the Media and Technology Advisory Committee, focusing on a variety of formats and resources to meet diverse learning needs.
 - Adheres to copyright as well as other laws and guidelines pertaining to the distribution and use of resources
 - Advocates the principles of intellectual freedom and ethical behavior

3. Planning and implementing for program administration

- Works with school staff to design and implement short- and long-range plans to ensure balance among teaching, instructional technology, collaboration, collection development, and program management.
- Evaluates the school library media program on a continual basis according to accepted standards of quality
- Organizes school library media facilities and resources in a manner that supports the mission, goals, and objectives of the school and maximizes intellectual and physical access to resources.
- Leads in the budgetary process of the school through the Media and Technology Advisory Committee to ensure equity of access to instructional materials
- Leads the Media and Technology Advisory Committee in effective decision making to promote the school library media program
- Interacts effectively with students, staff, administration, and the general public to promote and expand the school library media program.
- Demonstrates professional integrity through ethical behavior
- Prepares and submits accurate reports as required
- Carries out assigned non-instructional duties and adheres to established laws, policies, rules, and regulations

Position: Media Assistant

Reports To: School Leader, who may delegate supervisory responsibility to Media Specialist

Job Goal: Provides services in the school library media program by utilizing basic library skills that create and maintain a successful media center.

Qualifications: Possession of a high school diploma. Evidence of basic library skills. Demonstrated office skills such as word processing, databases and spreadsheets.

Performance Responsibilities:

Performs basic library functions such as technical processing, circulation, and managing reference materials

Plans and produces educational media, including displays, desktop publishing and multimedia programs

Operates audio-visual equipment

Uses the Internet for researching information, email, graphic resources and distance learning

Performs office functions such as word processing, databases and spreadsheets

Carries out assigned duties assigned by the Media Specialist

Position: Custodian

Reports To: School Leader

Job Goal: performs routine, manual work cleaning and maintaining buildings. The employee also controls building heating and air conditioning equipment. The employee performs recurring tasks in accordance with established practices and cleaning schedules.

Qualifications: Some skill in the use of small equipment used in routine cleaning. Successful related work experience.

Illustrative Examples of Work:

Scrubs, dusts, sweeps, mops, vacuums, waxes and polishes floors in rooms, hallways and closets.

Dusts and arranges furniture.

Washes windows, woodwork, walls and other surfaces.

Scrubs and cleans rest room fixtures.

Replenishes tissue, towels, and soap in rest rooms, kitchens and classroom facilities.

Empties wastebaskets and other trash receptacles.

Position: Van Driver

Reports To: School Leader

Job Goal: Ensure the safe and orderly transportation of students on assigned route. Operates van that transports students and other personnel to and from school or other designated locations.

Qualifications: High School Diploma or equivalent. Valid North Carolina CDL (Class B with Passenger Endorsement), No record of DUI convictions in past 7 years. Must pass DOT-mandated physical exam and pre-duty & randomly-administered drug and alcohol tests. Must be 21 years old. Ability to follow written & verbal instructions in English.

Performance Responsibilities:

1. Drives a school-owned vehicle, providing safe and efficient transportation to students.
2. Observe all traffic laws and safety regulations for school buses.
3. Maintain safety precautions when students are boarding and departing the bus.
4. Maintain appropriate student management and report student incidents to the appropriate supervisors.
5. Follow assigned route and adhere to set schedules.
6. Complete pre-trip and post-trip inspections and submit work orders as necessary,
7. Communicate with school personnel and parents about student behavior while on the bus.
8. Keep assigned bus clean and fueled.
9. Properly operate all assigned communications equipment.
10. Report all accidents, vehicle damage and student injuries as they occur.
11. Complete and submit all required reports and documentation.
12. Performs routine vehicle inspection and maintenance including checking the oil, fuel, brakes, lights, windshield wipers, and water and tire pressures.
13. Provides information and other general assistance to the university community and its visitors.
14. Maintains records of work performed; makes timely reports of accidents, incidents, and unusual occurrences.
15. Performs miscellaneous job-related duties as assigned.

Position: Information Technology Specialist

Reports To: School Leader

Job Goal: This employee performs skilled work including repair and maintenance of all technology-related equipment as well as technical support for all technology-related systems. This employee is responsible for maintaining the operation and integrity of local area networks, file servers, and workstations.

Qualifications: An associate's degree in Computer Science or related field, two years' experience in a network environment, supervisory training or experience, or any equivalent combination of training and experience.

Illustrative Examples of Work:

Ensures the maintenance of all local area networks by tracking significant problems, monitoring performance, and installing upgrades to hardware and software.

Develops and implements training for 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.

SEGS Academy has established a website at <http://www.segsacademy.com/>, which will be one of the key vehicles for publicizing the school, and where contact information will be provided to inform the public. Information sessions will be publicized in local newspapers and advertised on the radio and held in the five target counties. A school brochure will be mailed to households in the target counties, and flyers will be posted in local community centers, churches, supermarkets, and other public places that are well frequented. Application forms will be distributed at key sessions mentioned above, as well as mailed; they can be filled out on line at the school's website, too. All publications will be in both English and Spanish. There will be an option for translation for all informational and promotional services. We intend to network with local youth organizations and also will rely on various recreation organizations to help us recruit for the school.

Members of the Board will seek out community service organizations, such as Lions Clubs, and offer to be speakers at meetings. The Board and the School Leader, when hired, will also contact daycare centers in the Region and will provide brochures, flyers, information about meetings, and application forms at daycare centers in order to reach families with kindergarten age students.

STEM EDUCATION FOR A GLOBAL SOCIETY (SEGS) ACADEMY

Because of our broad range of marketing and publicity, we believe that enrollment will mirror the demographic composition of the Region. The targeted population for the school will be students from Columbus, Bladen, Brunswick, New Hanover, and Pender counties. Enrollment will be open to all students who can legally attend public

school by state law, without discrimination of ethnicity, national origin, religion, gender, intellectual ability, athletic ability, measures of achievement or aptitude, race, creed, ancestry, or disability. We anticipate growth in the area and the ability to reach full capacity because of industrial development (e.g., International Logistics Park on the Columbus-Brunswick County line and the possible construction of a deepwater container terminal in Southport) as well as publicity that will generate from early student success at the Academy.

Within the five-region area, we anticipate that that 50% of the students will come from Bladen and Columbus Counties and the remaining 50% from a combination of New Hanover, Pender, and Brunswick Counties. We have every reason to believe that the students who enroll in SEGS Academy will reflect the low-wealth, high-risk population that surrounds the proposed location of the school (49 percent of Columbus County students are identified as Black, Hispanic, Native American, or Multi-Racial) and that they will have academic challenges (all five of the school districts are either in "Improvement Status" under NCLB or did not make AYP in 2010-2011).

The Board of Directors will regularly examine student demographic data so that adjustments to the marketing plan can be made to all ethnic groups are provided the opportunity for school enrollment.

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 – Columbus

List LEA #2 – Bladen

List LEA #3 – Brunswick, New Hanover, & Pender

GRADES		2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
		LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA2	LEA3	LEA 1	LEA2	LEA3	LEA 1	LEA 2	LEA 3
Kindergarten	K	<u>10</u>	<u>10</u>	<u>16</u>	<u>16</u>	<u>15</u>	<u>31</u>	<u>17</u>	<u>16</u>	<u>32</u>	<u>18</u>	<u>16</u>	<u>32</u>	<u>20</u>	<u>20</u>	<u>40</u>
First	1	<u>11</u>	<u>11</u>	<u>22</u>	<u>12</u>	<u>12</u>	<u>24</u>	<u>13</u>	<u>13</u>	<u>26</u>	<u>16</u>	<u>16</u>	<u>32</u>	<u>18</u>	<u>18</u>	<u>36</u>
Second	2	<u>11</u>	<u>11</u>	<u>22</u>	<u>14</u>	<u>14</u>	<u>28</u>	<u>15</u>	<u>15</u>	<u>30</u>	<u>17</u>	<u>17</u>	<u>34</u>	<u>19</u>	<u>19</u>	<u>38</u>
Third	3	<u>11</u>	<u>11</u>	<u>22</u>	<u>15</u>	<u>15</u>	<u>30</u>	<u>16</u>	<u>16</u>	<u>32</u>	<u>18</u>	<u>18</u>	<u>36</u>	<u>20</u>	<u>20</u>	<u>40</u>
Fourth	4	<u>11</u>	<u>11</u>	<u>22</u>	<u>15</u>	<u>15</u>	<u>30</u>	<u>16</u>	<u>16</u>	<u>32</u>	<u>18</u>	<u>18</u>	<u>36</u>	<u>20</u>	<u>20</u>	<u>40</u>
Fifth	5	<u>11</u>	<u>11</u>	<u>23</u>	<u>15</u>	<u>15</u>	<u>30</u>	<u>16</u>	<u>16</u>	<u>32</u>	<u>18</u>	<u>18</u>	<u>36</u>	<u>20</u>	<u>20</u>	<u>40</u>
Sixth	6	<u>10</u>	<u>10</u>	<u>23</u>	<u>15</u>	<u>15</u>	<u>30</u>	<u>16</u>	<u>16</u>	<u>32</u>	<u>18</u>	<u>18</u>	<u>36</u>	<u>20</u>	<u>20</u>	<u>40</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	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
Seventh	7	—	—	—	<u>11</u>	<u>11</u>	<u>22</u>	<u>12</u>	<u>12</u>	<u>24</u>	<u>14</u>	<u>14</u>	<u>28</u>	<u>16</u>	<u>16</u>	<u>32</u>
Eighth	8	—	—	—	—	—	—	<u>11</u>	<u>11</u>	<u>22</u>	<u>13</u>	<u>13</u>	<u>27</u>	<u>16</u>	<u>16</u>	<u>32</u>
Ninth	9	—	—	—	—	—	—	—	—	—	<u>13</u>	<u>13</u>	<u>28</u>	<u>17</u>	<u>17</u>	<u>34</u>
Tenth	10	—	—	—	—	—	—	—	—	—	—	—	—	<u>14</u>	<u>14</u>	<u>28</u>
Eleventh	11	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Twelfth	12	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
LEA Totals		<u>75</u>	<u>75</u>	<u>150</u>	<u>113</u>	<u>112</u>	<u>225</u>	<u>132</u>	<u>131</u>	<u>262</u>	<u>163</u>	<u>162</u>	<u>325</u>	<u>200</u>	<u>200</u>	<u>400</u>
Overall Total Enrollment		<u>300</u>			<u>450</u>			<u>525</u>			<u>650</u>			<u>800</u>		

Budget: Revenue Projections 2013-14 through 2017-2018

INCOME: REVENUE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
--State ADM Funds	<u>\$1,477,549</u>	<u>\$2,217,199</u>	<u>\$2,586,223</u>	<u>\$3,201,436</u>	<u>\$3,940,161</u>
--Local Per Pupil Funds	<u>\$442,982</u>	<u>\$664,057</u>	<u>\$774,637</u>	<u>\$959,752</u>	<u>\$1,181,328</u>
--Federal Funds	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
--Grants*	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
--Foundations*	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
--Private Funds*	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
--Other Funds* State EC Funds	<u>\$131,365</u>	<u>\$197,048</u>	<u>\$229,890</u>	<u>\$284,625</u>	<u>\$350,308</u>
TOTAL INCOME	<u>\$2,051,896</u>	<u>\$3,078,304</u>	<u>\$3,590,750</u>	<u>\$4,445,813</u>	<u>\$5,471,797</u>
<p>* STATE EC Funds are based on "State Aid (PRC 32) - state funds" allotted in 2011-2012 (see http://www.ncpublicschools.org/ec/funding/allotmentallocations/child/)</p> <p>*If you are depending on these sources of funding to balance your operating budget, please provide documentation, such as signed statements from donors, foundations, etc., on the availability of these funds.</p>					

Budget (continued): Revenue Projections 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

SEGS Academy will draw students from a five-county area. We estimate that 50% of the students will come from Bladen and Columbus Counties and the remaining 50% from a combination of New Hanover, Pender, and Brunswick Counties. Thus, in calculating the state and local allotments, the Average Daily Membership has been weighted to reflect the estimated proportion of students from each county.

We anticipate 12% of the total school population to be students with disabilities. State EC funds have been entered into our budget calculations, but federal EC funds have not been included.

The budget allotments do not increase over the five years because of concerns that there may be no increase in state or local per pupil funding for schools.

	Allotment		ADM		ADM		ADM		ADM		ADM	
			Yr. 1	2013-14	Yr. 2	2014-15	Yr. 3	2015-16	Yr. 4	2016-17	Yr. 5	2017-18
<i>Total Enrollment</i>			<i>300</i>		<i>450</i>		<i>525</i>		<i>650</i>		<i>800</i>	
Columbus- State	\$5,406.50	25%	75	405,487.50	113	610,934.50	132	713,658.00	163	881,259.50	200	1,081,300.00
Columbus- Local	\$853.29			63,996.75		96,421.77		112,634.28		139,086.27		170,658.00
Bladen - State	\$5,307.38	25%	75	398,053.50	113	599,733.94	131	695,266.78	162	859,795.56	200	1,061,476.00
Bladen- Local	\$1,023.98			76,798.50		115,709.74		134,141.38		165,884.76		204,796.00
Brunswick- State	\$4,525.04	16.60%	50	226,252.00	75	339,378.00	88	398,203.52	109	493,229.36	134	606,355.36
Brunswick- Local	\$2,056.73			102,836.50		154,254.75		180,992.24		224,183.57		275,601.82
New Hanover - State	\$4,474.87	16.60%	50	223,743.50	75	335,615.25	87	389,313.69	108	483,285.96	133	595,157.71
New Hanover- Local	\$2,631.77			131,588.50		197,382.75		228,963.99		284,231.16		350,025.41
Pender - State	\$4,480.24	16.60%	50	224,012.00	74	331,537.76	87	389,780.88	108	483,865.92	133	595,871.92
Pender -Local	\$1,355.24			67,762.00		100,287.76		117,905.88		146,365.92		180,246.92
State EC Funds	\$3,649.04	12.00%	36	131,365.44	54	197,048.16	63	229,889.52	78	284,625.12	96	350,307.84
Total Operating Income				\$2,051,896.19		\$3,078,304.38		\$3,590,750.16		\$4,445,813.10		\$5,471,796.98

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

MAY BE AMENDED AS THE NEEDS OF THE SCHOOL DICTATES.

BUDGET EXPENDITURE PROJECTIONS	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
<i>PERSONNEL</i>										
<i>Total # of staff and Projected Costs</i>	#25	\$1,079,000	#42	\$1,749,000	#51.5	\$2,162,000	#66	\$2,793,000	#81.5	\$3,448,000
--Administrator(s)	#1	\$67,000	#1	\$67,000	#1	67,000	#2	\$134,000	#2	\$134,000
--Clerical	#2	\$60,000	#2	\$60,000	#2	\$60,000	#3	\$90,000	#3	\$90,000
--Teachers	#16	\$720,000	#25	\$1,125,000	#30	\$1,350,000	#37	\$1,665,000	#46	\$2,070,000
--Librarian (Media Specialist)	#1	\$45,000	#1	\$45,000	#1	\$45,000	#1	\$45,000	#1	\$45,000
-- Guidance (& Student Services)	#1	\$45,000	#1	\$45,000	#2	\$90,000	#3	\$135,000	#5	\$225,000
--Teacher Assistants	#2	\$42,000	#5	\$105,000	#5	\$105,000	#7	\$147,000	#8	\$168,000
--Custodian	#0	\$0	#1	\$21,000	#1	\$21,000	#1	\$21,000	#1	\$21,000
--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	#.5	\$10,000	#.5	\$10,000	#1	\$18,000	#1	\$18,000	#1.5	\$28,000
--Other:										
Finance Officer	#1	\$45,000	#1	\$45,000	#1	\$45,000	#1	\$45,000	#1	\$45,000
IT Specialist			#.5	\$32,000	#.5	\$32,000	#1	\$64,000	#1	\$64,000
-Related Services Providers	0		#0		#3	\$135,000	#4	\$180,000	#4	\$180,000
-School Psychologist or Social Worker	#1	\$55,000	#2	\$110,000	#2	\$110,000	#3	\$165,000	#3	\$165,000
-Curriculum & Instruction	#0		#1	60,000	#1	\$60,000	#1	\$60,000	#2	120,000
- Media (Library) Assistant	#0		#1	24,000	#1	\$24,000	#1	24,000	#2	48,000
--Human Resources Support	#0		#0		#0		#0		#1	45,000
<i>EMPLOYEE BENEFITS</i>		\$347,933		\$580,394		\$717,871		\$921,296		\$1,140,056
<i>STAFF DEVELOPMENT</i>		\$20,000		\$30,000		\$40,000		\$45,000		\$60,000
<i>MATERIALS AND SUPPLIES</i>		\$25,000		\$37,000		\$50,000		\$55,000		\$75,000
<i>OFFICE SUPPLIES</i>		\$15,000		\$15,000		\$18,000		\$15,000		\$15,000
<i>INSTRUCTIONAL EQUIPMENT</i>		\$80,000		\$80,000		\$75,000		\$85,000		\$80,000
<i>OFFICE EQUIPMENT</i>		\$15,000		\$10,000		\$10,000		\$15,000		\$15,000

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

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<i>TESTING MATERIALS</i>	<u>\$ 3,000</u>	<u>\$5,000</u>	<u>\$6,500</u>	<u>\$8,500</u>	<u>\$10,000</u>
<i>INSURANCE</i>	<u>\$9,300</u>	<u>\$14,000</u>	<u>\$16,275</u>	<u>\$20,150</u>	<u>\$24,800</u>
<i>UTILITIES</i>	<u>\$18,000</u>	<u>\$20,000</u>	<u>\$30,000</u>	<u>\$45,000</u>	<u>\$55,000</u>
<i>RENT</i>	<u>\$120,000</u>	<u>\$132,000</u>	<u>\$144,000</u>	<u>\$172,000</u>	<u>\$207,000</u>
<i>MAINTENANCE & REPAIR</i>	<u>\$15,000</u>	<u>\$20,000</u>	<u>\$30,000</u>	<u>\$35,000</u>	<u>\$40,000</u>
<i>TRANSPORTATION</i>	<u>\$10,000</u>	<u>\$50,000</u>	<u>\$60,000</u>	<u>\$72,000</u>	<u>\$100,000</u>
<i>MARKETING</i>	<u>\$6,000</u>	<u>\$6,000</u>	<u>\$6,000</u>	<u>\$6,000</u>	<u>\$6,000</u>
<i>FOOD SUPPLIES</i>	<u>\$18,000</u>	<u>\$30,000</u>	<u>\$39,000</u>	<u>\$45,000</u>	<u>\$60,000</u>
<i>TECHNICAL ASSISTANCE FEES</i>	<u>\$100,000</u>	<u>\$100,000</u>	<u>\$100,000</u>	<u>\$20,000</u>	<u>\$20,000</u>
<i>LEGAL</i>	<u>\$3,000</u>	<u>\$3,000</u>	<u>\$3,000</u>	<u>\$3,000</u>	<u>3,000</u>
<i>AUDIT</i>	<u>\$10,000</u>	<u>\$12,000</u>	<u>\$12,000</u>	<u>\$15,000</u>	<u>\$20,000</u>
<i>CONTRACT JANITORIAL</i>	<u>\$8,100</u>	<u>\$8,100</u>	<u>\$11,000</u>	<u>\$16,000</u>	<u>\$16,000</u>
<i>RELATED SERVICES FOR CHILDREN WITH DISABILITIES</i>	<u>\$125,000</u>	<u>\$150,000</u>	<u>\$20,000</u>	<u>\$20,000</u>	<u>\$25,000</u>
TOTAL BUDGETED FUNDS	\$2,037,333	\$3,051,494	\$3,550,646	\$4,406,946	\$5,419,856
Reserves	\$14,563	\$26,810	\$40,104	\$38,867	\$51,941

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.

Instructional Services

Teacher salaries are calculated at \$45,000 per year, which is above the statewide average in order to attract teachers to the rural area in which the school is located. Teacher raises are not included in calculations because of unemployment/economic factors. Teacher assistants' salaries are calculated at the state average of \$21,000 per year.

Benefits are calculated at the following rate for 2013-2014: Retirement 13.1%, Social Security 7.65%, and hospitalization insurance at \$4,931 per month per employee. The rate for hospitalization insurance in years 2 through 5 is calculated at \$5,178 per month.

Teacher assistants are budgeted for Kindergarten and first grades, as well as some part FTE's for Exceptional Children and students with behavior challenges.

The teacher ratio per student is calculated at an average of 21 students per class. However, the ratio will be lower in the primary grades, with a goal of one teacher for every 18 students in K-1. Additional teachers are included to account for the 12% rate of children with disabilities.

Related services (e.g., speech-language, occupational, and physical therapy) for children with disabilities are calculated as contract services in Years 1 and 2. As the school grows and the incidence of the need for these services is clarified, related services are moved to permanent positions, although the budget continues to contain some funds for contracted services in the case that such services are needed for low-incidence related services.

Instructional Technology in Classrooms is included in the "Instructional Equipment" line and includes computer supplies and repair, software and other technology for instructional use. Materials and supplies include science lab materials and supplies, textbooks, supplemental books, library books and online subscriptions, and library periodicals.

Administrative and support positions to be filled in the first five years.

The student population of SEGS Academy is projected to grow from 300 to 800 students within five years. The Administrative staff, both professional and supportive, will increase as appropriate in order to manage the population's growth. Initially there will be one School Leader/Administrator working directly with the Board to oversee the management of school. As the school grows in Year 4 to include ninth graders, another school administrator is added, who will administer the middle and high school. Initially one Director of Student Services and one social worker will be sufficient and, as numbers increase, we will add additional social workers (or master's level psychologists), and additional student guidance staff.

A Curriculum and Instruction Specialist will be added in Year 2, and a second such position is planned for Year 5 when the high school population is growing. Library (media center) staff is critical to our students accessing information and learning to use technology, so we begin with one Media Specialist and add Media Assistants as the school grows.

Administrative support staff members are added as the school and its staff grows to help manage data, administrative tasks, and human resource functions. In Year 5, we plan to add a full-time human resource specialist because at that time the school will have over 75 employees.

Other Student Services

SEGS Academy will conduct van runs depending on the demand. The vans are an in-kind donation (see Appendix for letter documenting the support). The bus driver and fuel costs will total 20,000 in Year 1. SEGS assumes that 60% of students will be transported by parents. These line items for driver and fuel also cover the cost of transportation for two field trips per year. The Food services budget will cover school lunches for students who do not bring their lunches and snacks for elementary age students. SEGS also has an in-kind contribution for food that is noted in the Appendix.

Technical Assistance Fees (Contract)

Technical assistance fees will cover all special education management, all professional development, as well as coaching of new teachers in Years 1 through 3. As SEGS Academy adds Curriculum & Instruction specialists, the contract will be reduced in Years 4 and 5 and thereafter.

Operation and Maintenance of Plant

The Utilities budget includes costs for heat, electricity and telephone services. Maintenance of equipment will cover costs of maintaining printers, projectors, laptops, etc. A copier will be acquired using a Rental/Lease with maintenance costs included. This cost is included in the Office Equipment budget.

Reserves

A very small contingency reserve is budgeted, but this number will be larger with the inclusion of federal special education and Title I funds, which were not included in the budget. We will reevaluate the budget and will build a reserve for emergencies, unexpected maintenance and repairs, and other unforeseen urgent situations.

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

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

ADDITIONAL NOTES:

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.

As detailed in the Governance Section, SEGS Academy has established goals and objectives related to **Academic Success, Organizational Viability, Sound governance and management structure, and Faithfulness to Charter.**

During the first year, the School Leader will create an Accountability Task Force of teachers, administrators, and board members; the group will collect and analyze baseline and quarterly data on student achievement to refine the Accountability Goals described in this document. There will be opportunities for all stakeholders to give input before the Task Force presents the plan to the Board for approval. The plan will be reviewed annually by the Task Force and the Board to ensure its appropriateness and viability.

The school leader will compile an annual performance report that will, at a minimum, include the following:

- A summary of student progress using data from the assessment instruments, including state accountability testing data.
- Data related to organizational viability, including financial viability.
- A summary of Board action during the year.
- Data on the level of parent involvement and information from the annual parent and student satisfaction surveys.
- Data regarding the number of teachers and staff and their qualifications.
- Student enrollment data and information about the number of students on the waiting list.

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.

After the Board has approved the SEGS Academy charter contract, the Board intends to appoint Stroud & Woodruff, LLP, Tony Stroud, CPA, PC as the financial auditor. The firm’s contact information is:

3811 Peachtree Avenue, Suite 200
Wilmington, NC 28403
Main Number 910-793-5454
Fax 910-793-5567

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

State the proposed coverage for:

Comprehensive General Liability	\$1,000,000 per occurrence
Officers and Directors/Errors and Omissions	\$1,000,000 per claim
Property Insurance	The appraised value of the building and contents
Motor Vehicle Liability	\$1,000,000 per occurrence
Bonding	Yes Minimum amount: \$250,000 Maximum amount: \$250,000
Other	Workers’ Compensation Estimated at \$5,500

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.

SEGS Academy will ensure that all students who are admitted to the school have access to transportation to and from the school. Three to four busses will run a loop to various designated pickup locations throughout the area, including Pender, Bladen, New Hanover, Brunswick, and Columbus Counties. Students will be transported from the designated pickup location to the school and back to that location at the end of the school day.

In addition, the school will develop a parent sign-up system for carpooling so that parents in various nearby locations can make contact with each other and develop a carpool.

SEGS Academy will ensure that transportation is not a barrier to any student who resides in Columbus County and who resides at least one and one-half miles of the charter school. In addition, the school will make considerable effort to facilitate and/or provide transportation to students who live in the five county area served by the school.

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

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

The Board of Directors is in current discussion to lease a building that will sit on 12 acres located in Columbus County. The building will accommodate 30 classrooms initially, as well as a media center, multi-purpose area, and offices, with plans to expand the facility to meet the growing student population. The facility will have ample parking for staff and parents, a playground, and outdoor field areas. Our goal is to work with the owner of the land to have construction commence no later than November 2012. A letter of intent regarding the construction of this facility from Devoria Berry, CEO of Community Support Agency, is attached in the Appendix.

Name of the facility (if known): SEGS Academy

Address: To be Determined

City/State/Zip: Riegelwood, NC 28456

Description of the Facility (Years 1 through 3 Proposed/planned):

Total square feet:	70,000
Number of Classrooms:	30
Number of Restrooms:	8
Other Rooms:	Central multi purpose areas (2)
Auditorium:	
Gymnasium:	x
Music Room:	
Art Room:	
Laboratory:	1

Ownership: Fee Simple or Lease

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

- (a) Term of the Lease: TBD
- (b) Type of Lease: TBD
- (c) Rent: \$ 10,000 per month

Name of Landlord: The landlord is expected to be Devoria K. Berry

Address: 44 Dream Avenue

City/State/Zip: Delco, NC 28436

Phone: 910-655-0698 ext. 100

Document inspections for the following:

- (a) Fire: To be provided at time of building inspection
- (b) Safety: To be provided at time of building inspection
- (c) Handicapped accessibility? Yes

Describe how the maintenance will be provided for the facility.

Building maintenance will be provided by a third party management company. This company will provide maintenance services including, but not limited to, lawn care, equipment repair, preventative maintenance, and inspection requirements as required by the municipality. It is the intent of these services to provide a safe environment without disruption to students and faculty because of maintenance issues. The school will employ a custodian in Year 2 and beyond, who will provide cleaning services during and after school. In Year 1, a contract cleaning service will clean the school after school hours.

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?

If the plan described above should not be successful, the Board will work to find a suitable vacant building in the Columbus County area that can be renovated. There are a significant number of vacant commercial buildings in the area.

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

Prevention and intervention programs and strategies will be used consistently at SEGS Academy to help create a safe school environment to reduce or eliminate violence and school safety issues.

SEGS Academy will develop a school safety plan prior to the opening of the school and will update it on an annual basis. The plan will help create and maintain a safe environment conducive to learning for students and staff. The three primary areas that will be addressed in the plan are:

1. crisis preparedness,
2. school environment,
3. and violence prevention.

The school safety plan will include:

Discipline Policies and Procedures—This information will be available in the student handbook outlining discipline policies and disciplinary consequences that will be provided to students and parents.

Professional Development Activities such as training in crisis response training, First Aid, and CPR.

Counseling and Guidance Services — A referral system will be in place to ensure that these services are available to all students.

Collaborative Relationships — Students, parents, community organizations, and law enforcement agencies will all be actively involved in the development and updating of the safety plan.

Campus Security — This will include details about the visitor policy and appropriate restriction of visitors. The identification of roles of campus supervisors and communication plans will be detailed.

Funding Sources — Available funding sources will be identified along with other funding needs in order to fully implement the school safety plan.

All school personnel will be trained in evacuation procedures and emergency procedures. Evacuation maps will be posted in every classroom and office suite in the buildings. Drills will be performed to train the students on proper procedures during an emergency situation.

- Immunization of Students

SEGS Academy will provide information about immunization requirements to all families who are enrolling a student at the school information them that they must present a certificate of immunization indicating that the child has received the immunizations required by G.S. 130A-152, or in the alternative, a certification, completed by appropriate medical personnel indicating that, for medical reasons, the child is exempt from some or all of the immunization requirements.

We will utilize materials provided by the North Carolina Immunization Branch to communicate with parents, post messages on the school's website. (See, for example, <http://www.immunize.nc.gov/PDFs/Dear%20Parent%20Letter%20for%20Kindergarten%20Students.pdf>)

This information will inform parents that they have up to 30 calendar days from the first day of attendance to present the required up-to-date immunization record for the child. If the child's immunizations are not up-to-date, the required immunizations must be obtained or the process of obtaining immunizations must have begun within the same 30 day period.

SEGS Academy will also provide information to parents via direct written information in the application packet and on the website about meningococcal meningitis and influenza and the vaccines that protect against these diseases as well as information for parents and guardians of students in grades 5-12 about cervical cancer, cervical dysplasia, human papillomavirus and the vaccines available to prevent these diseases. The North Carolina Department of Health and Human Services Immunization Branch has provided the following informational flyer about HPV in English and Spanish. <http://www.immunize.nc.gov/PDFs/HPV%20-%20Get%20Vaccinated.pdf>. The flyers will be available in the school and on the SEGS Academy website.

The school shall maintain on file immunization records for all students which contain information required for a certificate of immunization as specified in G.S. 130-A-154, and these records may be inspected by officials of the county or state health departments. When a child transfers to another school, the school from which he is transferring shall send a copy of the child's immunization record to his/her new school at no charge. The school administrator shall file an immunization report with the Department of Environment, Health and Natural Resources within 60 calendar days after the commencement of a new school year.

- Fire and Safety Regulations

The SEGS Academy School Leader will conduct a fire drill during the first week after the opening of school and thereafter at least one fire drill each school month, in each building in his charge, where children are assembled. Fire drills shall include all pupils and school employees, and the use of various ways of egress to simulate evacuation of said buildings under various conditions, and such other regulations as shall be prescribed for fire safety by the Commissioner of Insurance, the Superintendent of Public Instruction and the State Board of Education. A copy of such regulations will be kept posted on the bulletin board in each building. The School Leader will inspect each of the buildings in his charge at least twice each month during the regular school session. This inspection shall include cafeterias, gymnasiums, boiler rooms, storage rooms, auditoriums and stage areas (if applicable) as well as all classrooms. This inspection shall be for the purpose of keeping the buildings safe from the accumulation of trash and other fire hazards.

- Food Inspections

Food service will be provided by a private vendor who shall, as part of contractual arrangements, ensure that the service operates in accordance with state health regulations. In addition, the Board of Directors and school Leader shall assure that the program operates in accordance with the guidelines.

- Hazardous Chemicals

All hazardous chemicals will be handled, stored, maintained and disposed of in a manner consistent with all federal, state and local laws, rules and regulations. Employees who have the need to utilize such chemicals will be trained in their handling.

- Bloodborne Pathogens

SEGS Academy will develop and execute an Exposure Control Plan, as outlined by the North Carolina Department of Labor, prior to the beginning of the school year. The Plan format is provided in the Appendix. All employees will be required to complete a Blood-borne Pathogens Course prior to the first day of school. Upon successful completion of the course, a copy of the Blood-borne Pathogens Course certification will be included in the employee personnel file. All new employees will be required to complete this training within 90 days of employment.

- Diabetes care plans

SEGS Academy will ensure that the guidelines for individual diabetes care plans adopted by the State Board of Education under G.S. 115C-12(31) are implemented and that the school complies with the provisions of G.S. 115C-375.3. The school will make available necessary information and staff development to teachers and school personnel in order to appropriately support and assist students with diabetes in accordance with their individual diabetes care plans. The Board of Directors will report to the State Board of Education annually, on or before August 15, whether they have students with diabetes enrolled and provide information showing compliance with the guidelines adopted by the State Board of Education under G.S. 115C-12(31).

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

SEGS Academy will provide students in grades nine through 12 with information annually on the manner in which a parent may lawfully abandon a newborn baby with a responsible person. We plan to utilize materials available from <http://www.safesurrender.net>, which provides flyers in Spanish and English. In addition, guidance staff will meet with each core group of ninth through twelfth graders twice annually to provide the information in a small group.

- 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

SEGS Academy will also provide information to parents via direct written information in the application packet and on the website about meningococcal meningitis and influenza and the vaccines that protect against these diseases as well as information for parents and guardians of students in grades 5-12 about cervical cancer, cervical dysplasia, human papillomavirus and the vaccines available to prevent these diseases. The North Carolina Department of Health and Human Services Immunization Branch has provided the following informational flyer about HPV in English and Spanish. <http://www.immunize.nc.gov/PDFs/HPV%20-%20Get%20Vaccinated.pdf>. The flyers will be available in the school and on the SEGS Academy website.

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.

Please see certificate of mailing attached at the end of document.

APPENDICES

BLOODBORNE PATHOGENS

Exposure Control Plan

Facility name: _____

Date of preparation: _____

Date of annual review: _____ (Where applicable; must not be more than 12 months following preparation or previous review date.)

In accordance with the OSHA Bloodborne Pathogens Standard, 29 CFR 1910.1030, the following exposure control plan has been developed.

A. Purpose

The purpose of this exposure control plan is to:

1. Eliminate or minimize employee occupational exposure to blood and/or certain other body fluids; and
2. Comply with the OSHA Bloodborne Pathogens Standard, 29 CFR 1910.1030 and its Appendix A.

B. Exposure Determination

OSHA requires employers to perform an exposure determination concerning which employees may incur occupational exposure to blood or other potentially infectious materials (OPIM). The exposure determination is made without regard to the use of personal protective equipment (i.e., employees are considered to be exposed even if they wear personal protective equipment). The exposure determination must list all job classifications in which all employees may be expected to incur such occupational exposure, regardless of frequency. At this facility, the following job classifications are in this category:

In addition, OSHA requires a listing of job classifications in which some employees may have occupational exposure. Since not all the employees in these categories would be expected to incur exposure to blood or OPIM, tasks or procedures that would cause these employees to have occupational exposure must also be listed in order to understand clearly which employees in these categories are considered to have occupational exposure. The job classifications and associated tasks for these categories are as follows (or place in appendix):

Job classification

Task/Procedure

_____	_____
_____	_____
_____	_____
_____	_____

C. Implementation Schedule and Methodology

OSHA requires that this plan include a schedule and method of implementation for the various requirements of the standard. The following complies with this requirement.

1. Compliance methods

Universal precautions will be observed at this facility in order to prevent contact with blood or OPIM. All blood or OPIM will be considered infectious, regardless of the perceived status of the source individual.

Engineering and work practice controls will be utilized to eliminate or minimize exposure to employees at this facility. Where occupational exposure remains after institution of these controls, personal protective equipment shall also be utilized. At this facility, the following engineering controls will be utilized: *(List controls, such as sharps containers, biosafety cabinets, non-glass capillary tubes, safety lancets or syringes, needleless systems, dust pan and broom for picking up broken sharps, etc.)*

The above controls will be examined and maintained on a regular schedule. The schedule for reviewing the effectiveness of the controls is as follows: *(List schedule, such as daily, weekly, etc., and who has the responsibility for reviewing the individual controls, such as department supervisor, nursing director, etc.)*

The process for evaluating existing controls and potential changes in engineering controls and work practices involves consultation with non-management direct-care employees as follows: *(Describe the process, the products/devices and/or work practices evaluated, and how employees are involved in evaluation and selection.)*

Hand washing facilities shall be made available to employees who incur exposure to blood or OPIM. These facilities must be readily accessible after incurring exposure. *(If handwashing facilities are not feasible, the employer must provide either an antiseptic cleanser in conjunction with clean cloth/paper towels or antiseptic towelettes. If these alternatives are used, the hands are to be washed with soap and running water as soon as feasible. Employers who must provide alternatives to readily accessible handwashing facilities should list the location, tasks, and responsibilities to ensure maintenance of these alternatives.)*

_____ *(Name of position/person, e.g., "supervisors")* shall ensure that after the removal of personal protective gloves, employees wash their hands and any other potentially contaminated skin area immediately or as soon as feasible with soap and water.

_____ *(Name of position/person)* shall ensure that if employees incur exposure to their skin or mucous membranes, those areas shall be flushed with water as soon as feasible following contact.

2. Needles

Contaminated needles or other contaminated sharps will not be bent, recapped, removed, sheared or purposely broken. OSHA allows an exception to this prohibition if the procedure would require that the contaminated needle be recapped or removed and no alternative is feasible, and the action is required by the medical procedure. If such action is required, the recapping or removal of the needle must be done by the use of a mechanical device or a one-handed technique. At this facility, recapping or removal is permitted only for the

following procedures: *(List the procedures, and specify either the mechanical device to be used or that a one-handed technique will be used.)*

Where feasible, sharps with engineered sharps injury protection (such as self-sheathing needles or needleless systems) will be used.

3. Work Area Restrictions

In work areas where there is reasonable likelihood of exposure to blood or OPIM, employees are not to eat, drink, apply cosmetics or lip balm, smoke, or handle contact lenses. Food and beverages are not to be kept in refrigerators, freezers, shelves, cabinets, or on counter tops where there is blood or OPIM. Mouth pipetting/suctioning of blood or OPIM is prohibited.

All procedures will be conducted in a manner that will minimize splashing, spraying, splattering, and generation of droplets of blood or OPIM. At this facility, the following methods will be employed to accomplish this goal: *(List methods, such as covers on centrifuges, use of dental dams if appropriate, etc.)*

4. Specimens

Specimens of blood or OPIM will be placed in a container that prevents leakage during the collection, handling, processing, storage, and transport of the specimens. The container used for this purpose will be labeled or color-coded in accordance with requirements of the OSHA standard. *(NOTE: The standard provides an exemption for specimens from the labeling/color coding requirement, provided that the facility uses universal precautions in the handling of all specimens and the containers are recognizable as containing specimens. This exemption applies only while the specimens remain in the facility. If the employer chooses to use this exemption, it should be stated here.)*

Any specimens that could puncture a primary container will be placed within a secondary container that is puncture resistant.

If outside contamination of the primary container occurs, the primary container will be placed within a secondary container that prevents leakage during handling, processing, storage, transport, or shipping of the specimen.

5. Contaminated Equipment

_____ *(Name of position/person)* is responsible for ensuring that equipment which has become contaminated with blood or OPIM shall be examined prior to servicing or shipping, and shall be decontaminated as necessary unless the decontamination of the equipment is not feasible.

6. Personal Protective Equipment (PPE)

PPE Provision

_____ *(Name of position/person)* is responsible for ensuring that the following provisions are met.

All PPE used at this facility will be provided without cost to the employee. PPE will be chosen based on the anticipated exposure to blood or OPIM. The PPE will be considered appropriate only if it

does not permit blood or OPIM to pass through or reach the employee's clothing, skin, eyes, mouth or other mucous membranes under normal conditions of use and for the duration of time while the protective equipment will be used. (Indicate how clothing will be provided to employees, such as who has responsibility for distribution. You may also list procedures that would require use of PPE and the type of PPE required; this could also be listed in an appendix to this program.)

PPE Use

_____ (Name of position/person) shall ensure that the employee uses appropriate PPE unless the supervisor shows that the employee temporarily and briefly declined to use PPE when, under rare and extraordinary circumstances, it was the employee's professional judgment that in the specific instance its use would have prevented the delivery of health care or posed an increased hazard to the safety of the employee or co-worker. When an employee makes this judgment, the circumstances shall be investigated and documented to determine whether changes should be instituted to prevent such occurrences in the future.

PPE Accessibility

_____ (Name of person/position) shall ensure that appropriate PPE in appropriate sizes is readily accessible at the work site or is issued (without cost) to employees. Hypoallergenic gloves, glove liners, powderless gloves, or other similar alternatives shall be readily accessible to employees who are allergic to the gloves normally provided.

PPE Cleaning, Laundering and Disposal

All PPE will be cleaned, laundered, and/or disposed of by the employer at no cost to employees. All repairs and replacements will be made by the employer at no cost to employees.

All garments that are penetrated by blood or OPIM shall be removed immediately, or as soon as feasible. All PPE shall be removed before leaving the work area. When PPE is removed, it shall be placed in an appropriately designate area or container for storage, laundering, decontamination or disposal.

Gloves

Gloves shall be worn where it is reasonably anticipated that employees will have hand contact with blood, OPIM, non-intact skin, and mucous membranes; when performing vascular access procedures; and when handling or touching contaminated items or surfaces.

Disposable gloves used at this facility are not to be washed or decontaminated for re-use, and are to be replaced as soon as practical when they become contaminated or if they are torn, punctured, or their ability to function as a barrier is compromised. Utility gloves may be decontaminated for re-use, provided that the integrity of the glove is not compromised. Utility gloves will be discarded if they are cracked, peeling, torn, punctured, or show other signs of deterioration or when their ability to function as a barrier is compromised.

Eye and Face Protection

Masks, in combination with eye protection devices such as goggles or glasses with solid side shields, or chin length side face shields must be worn whenever splashes, spray, splatter, or droplets of blood or OPIM may be generated and eye, nose, or mouth contamination can be reasonably anticipated. The following situations at this facility require such protection:

Additional Protection

Additional protective clothing (such as lab coats, smocks, gowns, aprons, clinic jackets, or similar outer garments) shall be worn when gross contamination can reasonably be anticipated (e.g., autopsies and orthopedic surgery). The following situations at this facility would require that such protective clothing be used:

7. Housekeeping

This facility will be cleaned and decontaminated according to the following schedule:

<u>Area</u>	<u>Schedule</u>	<u>Cleaner</u>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>

Decontamination will be accomplished by using the following materials: *(List the materials which will be utilized, such as bleach solutions or EPA registered germicides. Make sure a tuberculocidal disinfectant is used.*

All contaminated work surfaces will be decontaminated after completion of procedures, and immediately or as soon as feasible after any spill of blood or OPIM, as well as at the end of the work shift if the surface may have become contaminated since the last cleaning. *(Add in any information on protective coverings, such as plastic wrap, which the employer may be using to assist in keeping surfaces free of contamination.)*

All bins, pails, cans, and similar receptacles shall be inspected and decontaminated on a regularly scheduled basis *(specify frequency)* _____ by _____ *(person/position)*.

Any broken glassware that may be contaminated will not be picked up directly with the hands.

8. Regulated Waste

Disposable Sharps

Disposable sharps shall be discarded immediately (or as soon as feasible) in containers that are closable, puncture resistant, leak proof on sides and bottom, and labeled or color-coded. This applies to all contaminated sharps, regardless of whether they are designed with sharps injury prevention features.

During use, containers for contaminated sharps shall be easily accessible to personnel and located as close as feasible to the immediate area where sharps are used or can reasonably be anticipated to be found (e.g., laundries). The containers shall be kept upright throughout use and replaced routinely, and not be allowed to overfill.

When moving containers of contaminated sharps from the area of use, the containers shall be closed prior to removal or replacement to prevent spillage or protrusion of contents during handling, storage, transport, or shipping.

The container shall be placed in a secondary container if leakage of the primary container is possible. The second container shall be closeable, constructed to contain all contents and prevent leakage during handling, storage, transport, or shipping. The second container shall be labeled or color-coded to identify its contents.

Other Regulated Waste

Other regulated waste shall be placed in containers that are closeable and constructed to contain all contents and prevent leakage during handling, storage, transport, or shipping. The waste container must be labeled or color-coded and closed prior to removal to prevent spillage or protrusion of contents during handling, storage, transport, or shipping.

NOTE: Disposal of all regulated waste shall be in accordance with all applicable federal, state and local regulations.

9. Laundry Procedures

Laundry contaminated with blood or OPIM will be handled as little as possible. Such laundry shall be placed in appropriately marked bags (biohazard labeled or color-coded red) at the location where it was used. The laundry shall not be sorted or rinsed in the area of use.

NOTE: If your facility uses Body Substance Isolation (BSI) in the handling of all soiled laundry (all laundry is assumed to be contaminated), no labeling or color-coding is necessary if all employees recognize the hazards associated with handling this material.

Laundry from this facility will be cleaned at _____
_____.

NOTE: If your facility ships contaminated laundry offsite to a facility that does not utilize Universal Precautions in the handling of all laundry, the contaminated laundry must be placed in bags or containers that are labeled or color-coded. One possible solution is to include a requirement in the contract laundry's "scope of work" that the laundry will utilize the equivalent of Universal Precautions.

10. Hepatitis B Vaccine and Post-Exposure Evaluation and Follow-up

General

_____ (Organization's name) shall make available the Hepatitis B vaccine and vaccination series to all employees who have occupational exposure, and post-exposure follow-up to employees who have had an exposure incident.

_____ (Name of position/person) shall ensure that all medical evaluations and procedures including the Hepatitis B vaccine and vaccination series and post-exposure follow-up including prophylaxis are:

- a) Made available at no cost to the employee;
- b) Made available at a reasonable time and place;
- c) Performed by, or under the supervision of, a licensed physician or other licensed healthcare professional; and
- d) Provided according to the recommendations of the US Public Health Service.

Hepatitis B Vaccination

_____ (Name of position/person) is in charge of the Hepatitis B vaccination program. (Where appropriate: "We contract with _____ to provide this service.")

Hepatitis B (HB) vaccination will be made available after the employee has received the training in occupational exposure (see "Information and Training" section), and within 10 working days of initial

assignment to all employees who have occupational exposure unless: the employee has previously received the complete HB vaccination series; antibody testing has revealed that the employee is immune; or the vaccine is contraindicated for medical reasons.

Participation in a pre-screening program shall not be a prerequisite for receiving HB vaccination.

For employees who complete the HB vaccination series, antibody testing will be made available at no cost to the employee, one to two months after completion of the series, as recommended by the US Public Health Service.

Employees who decline the HB vaccination shall sign the OSHA-required declination form indicating their refusal. Any employee who initially declines HB vaccination, but later decides to accept vaccination while still covered by the standard, shall be provided the vaccination series as described above.

If, at a future date, the US Public Health Service recommends a routine booster dose of HB vaccine, such booster doses shall be made available.

Post-Exposure Evaluation and Follow-up

All exposure incidents shall be reported, investigated, and documented. When an employee incurs an exposure incident, it shall be reported to _____. (*Person or position responsible for investigation of exposure incidents.*)

Following a report of an exposure incident, the exposed employee shall immediately receive a confidential medical evaluation and follow-up, including at least the following elements:

- a) Documentation of the route of exposure, and the circumstances under which the exposure incident occurred. If the incident involves percutaneous injury from a contaminated sharp, appropriate information should be entered in the sharps injury log. (*Must also be entered on the OSHA 300 form.*)
- b) Identification and documentation of the source individual, unless it can be established that identification is infeasible or prohibited by state or local law; (*Employers may need to modify this provision in accordance with local laws. Modifications should be listed here.*)
- c) The source individual's blood shall be tested as soon as feasible, and after consent is obtained, in order to determine HBV and HIV infectivity. If consent is not obtained, _____ (*name of position/person*) shall establish that legally required consent cannot be obtained. When the source individual's consent is not required by law, the blood (if available) shall be tested and the results documented.
- d) When the source individual is already known to be infected with HBV or HIV, testing for the source individual's HBV/HIV status need not be repeated.
- e) Results of the source individual's testing shall be made available to the exposed employee, and the employee shall be informed of applicable laws and regulations concerning disclosure of the identity and infectious status of the source individual.

Collection and testing of blood for HBV and HIV serological status will comply with the following:

- a) The exposed employee's blood shall be collected as soon as feasible and tested after consent is obtained;
- b) The employee will be offered the option of having her/his blood collected for testing of the employee's HIV serological status. The blood sample will be preserved for up to 90 days to allow the employee to decide if the blood should be tested for HIV status.

Any employee who incurs an exposure incident will be offered post-exposure evaluation and follow-up in accordance with the OSHA standard. All post-exposure follow-up will be provided by _____. (*Insert name of clinic, physician, or department*)

Information Provided to the Healthcare Professional

_____ (Name of position/person) shall ensure that the healthcare professional (HCP) responsible for the employee's Hepatitis B vaccination is provided with a copy of the OSHA Bloodborne Pathogens standard (29 CFR 1910.1030).

_____ (Name of position/person) shall ensure that the HCP who evaluates an employee following an exposure incident is provided with the following:

- a) A copy of the OSHA Bloodborne Pathogens standard; *(The standard outlines confidentiality requirements, but the employer should ensure that the HCP is aware of these requirements.)*
- b) A description of the exposed employee's duties as they relate to the exposure incident;
- c) Documentation of the route(s) of exposure and circumstances under which exposure occurred;
- d) Results of the source individual's blood testing, if available; and
- e) All medical records relevant to the appropriate treatment of the employee, including vaccination status.

Health Care Professional's Written Opinion

_____ (Name of position/person) shall obtain and provide the employee with a copy of the evaluating HCP's written opinion within 15 days of completion of the evaluation. For HBV vaccination, the HCP's written opinion shall be limited to whether vaccination is indicated for an employee, and if the employee has received such vaccination.

For post-exposure follow-up, the HCP's written opinion shall be limited to the following:

- a) A statement that the employee has been informed of the results of the evaluation; and
- b) A statement that the employee has been told about any medical conditions resulting from exposure to blood or OPIM which may require further evaluation or treatment.

NOTE: All other findings or diagnosis shall remain confidential and shall not be included in the written report.

11. Labels and Signs

_____ (Name of position/person) will ensure that biohazard labels shall be affixed to containers of regulated waste, refrigerators and freezers containing blood or OPIM, and other containers used to store, transport or ship blood or OPIM. The universal biohazard symbol shall be used. Labels shall be fluorescent orange or orange-red, and shall be affixed as close as feasible to the container by string, wire, adhesive, or other method which prevents loss or unintentional removal. Red bags or containers may be substituted for labels.

Labels for contaminated equipment shall comply with the previous paragraph, and shall state which portions of the equipment are contaminated.

The following are exempted from the labeling requirement:

- a) Containers of blood products that have been released for transfusion or other clinical use;
- b) Containers of blood or OPIM that are placed in a labeled container for storage, transport, shipment or disposal; and
- c) Regulated waste that has been decontaminated.

12. Information and Training

_____ (Name of position/person) shall ensure that training is provided at the time of initial assignment to tasks where occupational exposure may occur, and that training is repeated within 12 months of the previous training. Training shall be tailored to the education and language level of the employee, and offered during the normal work shift. Training will be interactive, and will cover the following:

- a) A copy of the standard and an explanation of its contents;
- b) A discussion of the epidemiology and symptoms of bloodborne diseases;
- c) An explanation of the modes of transmission of bloodborne pathogens;
- d) An explanation of the organization's bloodborne pathogens Exposure Control Plan (this program), and the method for obtaining a copy;
- e) The recognition of tasks that may involve exposure;
- f) An explanation of the use and limitations of methods to reduce exposure, such as engineering controls, work practices, and personal protective equipment (PPE);
- g) Information on the types, use, location, removal, handling, decontamination, and disposal of PPE;
- h) An explanation of the basis of selection of PPE;
- i) Information on the Hepatitis B vaccination, including efficacy, safety, method of administration, benefits, and that it will be offered free of charge;
- j) Information on the appropriate actions to take and persons to contact in case of an emergency involving blood or OPIM;
- k) An explanation of the procedures to follow if an exposure incident occurs, including the method of reporting and medical follow-up;
- l) Information on the evaluation and follow-up required after an employee exposure incident, particularly incidents which involve needlesticks or contaminated sharps; and
- m) An explanation of the signs, labels, and color-coding system used to identify biohazards, regulated waste, and other potential BBP hazards.

The person conducting the training shall be knowledgeable in the subject matter.

Employees who have received training on bloodborne pathogens in the 12 months preceding the effective date of this policy shall receive training only in provisions of the policy that were not covered in their previous training. Additional training shall be provided to employees when there are changes in tasks or procedures that affect occupational exposure.

13. Recordkeeping

Medical Records

_____ (Name of position/person) is responsible for maintaining medical records as indicated below. These records will be kept _____ (specify location). (NOTE: If you contract for post-exposure follow-up and Hepatitis B vaccination evaluation, make sure the contract language includes provisions for recordkeeping that are consistent with the requirements of 29 CFR 1910.1020.)

Medical records shall be maintained in accordance with OSHA standard 29 CFR 1910.1020. These records shall be kept confidential and must be maintained for the duration of employment plus 30 years. The records shall include the following:

- a) The employee's name and social security number;
- b) A copy of the employee's HBV vaccination status, including the dates of vaccination OR a signed declination form;

- c) A copy of all results of examinations, medical testing (including post-vaccination antibody testing), and follow-up procedures; and
- d) A copy of the information provided to the healthcare professional, including a description of the employee's duties as they relate to the exposure incident, documentation of the route(s) of exposure, and circumstances of the exposure.

14. Training Records

_____ (Name of person/position) is responsible for maintaining BBP training records. These records will be kept _____ (specify location).

Training records shall be maintained for 3 years from the date of training, and shall document the following information:

- a) The dates of the training sessions;
- b) An outline describing the material presented;
- c) The names and qualifications of persons conducting the training; and
- d) The names and job titles of all persons attending the training sessions.

15. Sharps Injury Log

For cases that involve percutaneous injury from contaminated sharps, _____ (name of person/position) is responsible for maintaining a sharps injury log. Information shall be entered on the log so as to protect the confidentiality of the injured employee. At a minimum, log entries shall document the following:

- a) The type and brand of device involved in the incident;
- b) The department or work area where the incident occurred; and
- c) An explanation of how the incident occurred.

The sharp injury log is required in addition to the OSHA 300 log.

Availability

All employee records shall be made available to the employee in accordance with 29 CFR 1910.1020.

All employee records shall be made available to the Assistant Secretary of Labor for Occupational Safety and Health (OSHA) and the director of the National Institute for Occupational Safety and Health (NIOSH), or their representatives, upon request.

Transfer of Records

If this facility is closed and/or there is no successor employer to receive and retain the records for the prescribed period, the Director of NIOSH shall be contacted for final disposition.

16. Evaluation and Review

_____ (Name of person/position) is responsible for annually reviewing this program and its effectiveness, and for updating this program as needed. This review shall include and document:

- a) Consideration and implementation, where feasible, of commercially available safer medical devices designed to eliminate or minimize occupational exposure; and
- b) Input from non-management direct care staff who are potentially exposed to injury from contaminated sharps on identification, evaluation and selection of engineering and work practice controls.

17. Outside Contractors

(While the written exposure plan does not have to address information obtained from and/or provided to outside contractors, you may wish to establish standard operating procedures for these situations and append them to this document.)

Hepatitis B Vaccine Declination

I understand that due to my occupational exposure to blood or other potentially infectious materials I may be at risk of acquiring hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with hepatitis B vaccine, at no charge to myself. However, I decline hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring hepatitis B, a serious disease. If in the future I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated with hepatitis B vaccine, I can receive the vaccine series at no charge to me.

Employee's name (print)

Employee's signature

ECP Administrator signature

Date

Establishment/Facility Name: _____

Year 2 _____

Sharps Injury Log

Date / Time	Report No.	Type of Device (syringe, needle, etc.)	Brand Name of Device	Work Area where injury occurred (Lab, etc.)	Brief description of how injury occurred and what part of body was injured
06/25/05 13:05	001-05	Syringe	Injecto Ease	Sterile Lab	Employee cleaning up broken glass containing blood. A piece of glass stuck in Right Thumb of Employee.

Retain until: ___/___/___ (which is five years after the end of the current calendar year).

You are required to maintain this Sharps Log if the requirement to maintain an OSHA 300 log form applies to your company. See 29 CFR 1904 for details. The purpose of this Sharps Log is to aid in the evaluation of devices being used in healthcare and other facilities and to identify problem devices or procedures requiring additional attention and/or review. This Sharps Log must be kept in a manner which preserves the confidentiality of the affected employee(s).

Re: 29 CFR 1910.1030(h)(5).



UNIVERSITY OF NORTH CAROLINA WILMINGTON

25 March 2012

Ms. Kim Brown
Executive Director
SEGS Academy
60 Dream Avenue
Delco, North Carolina 28436

Dear Ms. Brown:

I am pleased to write this letter of support for the STEM Education for a Global Society (SEGS) Academy charter school. As Assistant Director of the University of North Carolina Wilmington's Center for Education in Science, Technology, Engineering, and Mathematics (CESTEM) I will commit to serve as a liaison between the university and the SEGS Academy. I will work with you and your staff in identifying faculty, resources and facilities that will support the goals of your school. CESTEM's extensive inventory of STEM tools will be made available to your school through our Technology Loan Program (TLP). The TLP allows teachers to use our STEM tools at little or no cost. Professional Development (PD) workshops will also be offered to SEGS Academy teachers through our PD workshop offerings. Workshops are offered at low or no cost throughout the year. Additionally CESTEM working with university faculty can develop custom PD courses as necessary. CESTEM's mission is to assist UNCW in fulfilling its mission of encouraging public access to educational programs and to support its commitment to regional service. This mutualistic relationship with SEGS Academy will be a model of outreach that the university promotes and that the CESTEM effectively facilitates. This endeavor will expand the collaborative work between area Charter Schools and CESTEM.

Please keep me apprised on the progress of your application. I look forward to a long working relationship that will benefit teachers and students of the SEGS Academy and UNCW.

Sincerely,

Christopher Gordon
Assistant Director Center for Education in STEM
gordoncr@uncw.edu
910-962-4266

CESTEM: CENTER FOR EDUCATION IN SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS

601 SOUTH COLLEGE ROAD · WILMINGTON, NORTH CAROLINA 28403-5976 · TEL 910-962-3168 · FAX 910-962-4000



THE UNIVERSITY OF NORTH CAROLINA, WILMINGTON

April 2, 2012

Ms. Kim Brown
Executive Director
SEGS Academy
60 Dream Avenue
Delco, NC 28436

Dear Ms. Brown

I am writing to express my support for the proposed STEM Education for a Global Society (SEGS) Academy to open in the fall of 2013, serving the communities of Columbus, Bladen, Pender, Brunswick and New Hanover counties.

As the Professor of Instructional Technology and Research and Coordinator of the Instructional Technology Master's Program at UNC-Wilmington, I know the importance of introducing STEM to young learners as soon as possible to achieve success for 21st century economy, which is why I think a charter school that focuses on preparing students to become innovators and problem solvers through STEM education is an important endeavor.

Given my expertise and experience in STEM, I welcome the opportunity to serve as a technical advisor for the implementation of the STEM education of SEGS Academy. I believe this partnership with SEGS Academy and UNC-Wilmington and Watson School of Education initiatives and STEM related grants will have long lasting effects on the community and future industry development in the region.

I look forward to collaborating with you on this exciting project.

Sincerely,

Mahnaz Moallem
Professor of Instructional Technology & Research &
Program Coordinator for Instructional Technology Program

DONALD R. WATSON SCHOOL OF EDUCATION
DEPARTMENT OF INSTRUCTIONAL TECHNOLOGY, FOUNDATIONS, & SECONDARY EDUCATION

601 SOUTH COLLEGE ROAD • WILMINGTON, NORTH CAROLINA, 28403-3297 • 910-962-3369 • FAX 910-962-3609



THE UNIVERSITY OF NORTH CAROLINA AT WILMINGTON

April 3, 2012

This letter is to certify that I am in support of the proposed charter school SEGS Academy (STEM Education for a Global Society). I will assist with the selection of curriculum and instructional technology resources that align with the mission of the school to help students acquire skills in science, technology, engineering, and math (STEM).

I will also contribute the following services to help with the school:

- Assist with evaluations of school by utilizing school data for performance outcomes and effectiveness
- Assist with research on classroom instruction and perceptions of STEM
- Provide trainings and resources for teachers and staff on of how to emphasize science and math in their daily lessons

My willingness to participate in the development of the SEGS Academy is evident of my strong commitment to STEM education. The proposed school shares a common vision with, Junior Seahawk Academy, Watson School of Education, and the University of North Carolina-Wilmington, of providing equitable opportunities for all and being a beacon that shines in the community.

Sincerely,

Dr. Angelia Reid Griffin
griffina@uncw.edu
Associate Professor – ITFSE/WSE
University of North Carolina-Wilmington

Junior Seahawk Academy
Watson School of Education

601 SOUTH COLLEGE ROAD · WILMINGTON, NORTH CAROLINA 28403-5970 ·
EMAIL: JRSEAHAWK@UNCW.EDU FAX 910-962-3609

March 30, 2012

To whom it may concern:

We are writing in support of the proposed STEM Education for a Global Society (SEGS) Academy, to be located in Columbus County, North Carolina.

We agree that there is a need in this rural area of the state to provide a supportive, innovative environment for students in order to improve student performance and the ability of students to graduate from high school prepared for college and/or career.

The proposed charter school will increase access to globally competitive education for students who enter school with challenges and frequently are underperforming. We are particularly impressed with the school's plan to continuously monitor student and school data to ensure that any students who are falling behind and/or at risk of dropping out receive additional supports.

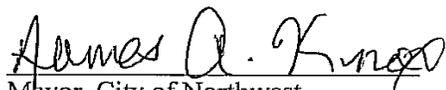
We welcome the addition of the SEGS Academy to this area of the state and believe that it will offer a promising model of innovative methods of instruction and will also create new professional opportunities for teachers in the state.

If we can be of any assistance in the process of this application, please do not hesitate to contact me.

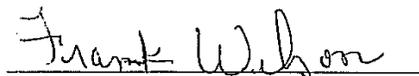
Sincerely,



Mayor, Town of Navassa



Mayor, City of Northwest



Mayor, Town of Bolton



Mayor, Town of East Arcadia

MIKE McINTYRE

7TH DISTRICT, NORTH CAROLINA

COMMITTEE ON ARMED SERVICES

RANKING MEMBER
SUBCOMMITTEE ON
SEAPOWER AND PROJECTION FORCES
SUBCOMMITTEE ON
TACTICAL AIR AND LAND FORCES

COMMITTEE ON AGRICULTURE

SUBCOMMITTEE ON GENERAL FARM
COMMODITIES AND RISK MANAGEMENT
SUBCOMMITTEE ON CONSERVATION,
ENERGY AND FORESTRY

U.S. HELSINKI COMMISSIONER
ORGANIZATION FOR SECURITY AND
COOPERATION IN EUROPE

Congress of the United States
House of Representatives
Washington, DC 20515-3307

WEB PAGE:
www.house.gov/mcintyre

April 3, 2012

CO-CHAIRMAN
SPECIAL OPERATIONS FORCES CAUCUS

CO-CHAIRMAN
CONGRESSIONAL WATERWAYS CAUCUS

CO-CHAIRMAN
CONGRESSIONAL CAUCUSES ON
THE UNITED KINGDOM AND SCOTLAND

CO-CHAIRMAN
TASK FORCE ON RESPONSIBLE
FATHERHOOD

CO-CHAIRMAN
CONGRESSIONAL CAUCUS ON
YOUTH SPORTS

STEERING COMMITTEE
RURAL HEALTH CARE COALITION

June Atkinson
Superintendent
North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
301 N. Wilmington Street
Raleigh, NC, 27601 -2825

Dear Ms. Atkinson,

I am writing to let you know of my support for STEM Education for a Global Society Academy (SEGS). SEGS is a proposed charter school located in Southeastern North Carolina (Delco, NC) and will primarily serve Columbus, Bladen, Brunswick, Pender, and New Hanover counties. I have been informed that the schools mission is to provide STEM education with innovative instruction that will prepare students to be globally competitive for careers and postsecondary education. The academy will utilize an educational model that will encourage and support students in gaining the skills and attitudes to thrive in our increasingly technological and global economy.

As one who is committed to improving the quality of education for our youth, I fully support their proposal. I urge full and fair consideration of their proposal pursuant to all rules and regulations governing your agency. Please do not hesitate to contact my office should you have any questions.

Sincerely,



Mike McIntyre
Member of Congress

MM:tm

2133 RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, DC 20515-3307
(202) 225-2731
FAX: (202) 225-5773

310 GOVERNMENT CENTER DRIVE, NE
BUILDING 5, UNIT 1
BOHIVA, NC 28422
(910) 253-0158
FAX: (910) 253-0159

301 GREEN STREET, ROOM 315
FAYETTEVILLE, NC 28301-5088
(910) 323-0260
FAX: (910) 323-0069

500 NORTH CEDAR STREET
LUMBERTON, NC 28358-4895
(910) 735-0610
FAX: (910) 739-5085

201 NORTH FRONT STREET, SUITE 410
WILMINGTON, NC 28401-3957
(910) 815-4959
FAX: (910) 815-4543

PRINTED ON RECYCLED PAPER

Community Support Agency

Devoria K. Berry, CEO
44 Dream Avenue
Delco, NC 28436
910.655.0698

Date: March 30, 2012

Earnestine Keaton, Chair
Board of Directors
STEM Education for a Global Society, Inc.
60 Dream Avenue
Delco, North Carolina 28436

Dear Ms. Keaton:

Community Support Agency, LLC is actively planning to purchase property with plans to construct a large facility in the Delco/Rieglewood area of North Carolina in the third quarter of 2012. Community Support Agency, LLC intends to lease the facility that will sit on 12 acres located in Columbus County. The building will accommodate 30 classrooms initially, as well as a media center, multi-purpose area, and offices, with plans to expand the facility to meet the growing student population. The facility will have ample parking for staff and parents, a playground, and outdoor field areas.

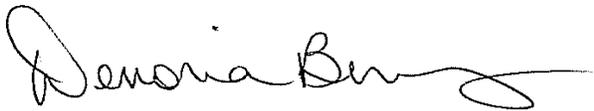
Preliminary terms of the lease will include:

1. rent of \$6000-\$10,000 per month
2. leasee is responsible for monthly utilities
3. leasee is responsible for maintenance and repairs
4. leasee is responsible for janitorial services

Furthermore, the lease will automatically renew July 1 of each year unless there is a 90 day written notice from the board of directors to terminate the lease.

If you have any questions, please contact me at 910.655.0698. We look forward to working with you.

Sincerely,



Devoria Berry, CEO



CHARACTER • INTEGRITY • MOVEMENT

A Critical Access Behavioral Health Agency

The Heartbeat of the Community

Community Support Agency

Devoria K. Berry, CEO
44 Dream Avenue
Delco, NC 28436
910.655.0698

Date: March 30, 2012

Earnestine Keaton, Chair
Board of Directors
STEM Education for a Global Society, Inc.
60 Dream Avenue
Delco, North Carolina 28436

Dear Ms. Keaton:

I am pleased to present this Letter of Intent from Community Support Agency, LLC to STEM Education for a Global Society, Inc. to provide startup funds that will be repaid at zero percent interest upon receipt of local funding to STEM Education for a Global Society, Inc.

The basic business term is: Community Support Agency will provide startup funds to STEM Education for a Global Society, Inc. to cover the cost of monthly budget expenditures each month until local funding is supplied or up to six (6) months after the opening of the charter school.

If this represents your understanding of how our two organizations will move forward, please sign this letter of intent below and fax back to me at 910.655.0611 at your earliest convenience, along with the name of your point of contact for working out the formal agreement. If you have any questions, please contact me at 910.655.0698. We look forward to working with you.

Sincerely,



Devoria Berry, CEO
Community Support Agency, LLC



COURTESY • INTEGRITY • ACHIEVEMENT

A Critical Access Behavioral Health Agency

The Heartbeat of the Community

Community Support Agency

Devoria K. Berry, CEO
44 Dream Avenue
Delco, NC 28436
910.655.0698

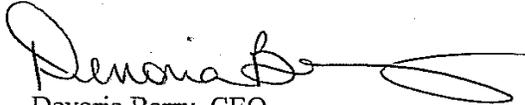
Date: March 30, 2012

Earnestine Keaton, Chair
Board of Directors
STEM Education for a Global Society, Inc.
60 Dream Avenue
Delco, North Carolina 28436

Dear Ms. Keaton:

This is Letter of Intent (LOI) from Community Support Agency, LLC to STEM Education for a Global Society, Inc., to provide company 15 passenger vans for the use of transportation of students by STEM Education for a Global Society (SEGS) Academy at no charge. SEGS Academy will be responsible to furnish drivers and replacement fuel (up to \$100 per week) for the use of the vans. These vans are expected to be used for the purposes of providing transportation to students to/from SEGS Academy within the five county catchment area of the Academy, who would not otherwise be able to attend school due to transportation.

Sincerely,



Devoria Berry, CEO
Community Support Agency, LLC



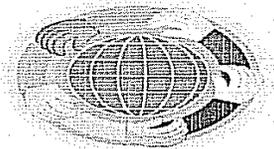
COURTESY • INTEGRITY • AGREEMENT

A Critical Access Behavioral Health Agency

The Heartbeat of the Community

Men and Women United for Youth and Families, Inc

Randolph Keaton, Executive Director



March 30, 2012

To Whom It May Concern:

Please accept this letter of intent as a written expression that Men and Women United for Youth and Families, CDC (Community Development Corporation), plans to partner with STEM Education for a Global Society (SEGS) Academy to provide lunches and snacks to students who do not have a lunch or cannot afford a lunch. Men and Women United for Youth and Families has a strong partnership with the Food Bank of Central and Eastern North Carolina, whose mission is to harness and supply resources so that no one goes hungry in central and eastern North Carolina. For the past three years, Men and Women United for Youth and Families, CDC has been able to provide supplemental food to 110 families per week. In addition, the summer program provides breakfast and lunch four days a week to 100 plus children. We look forward to providing our experience and resources to assist your school in meeting the needs of your students.

Sincerely,

A handwritten signature in cursive script that reads "Randolph Keaton".

Randolph Keaton, Executive Director
Men and Women United for Youth and Families, CDC

**25486 Andrew Jackson Hwy
Delco, North Carolina 28436
910-655-3811(Office)**

Public Charter School Option Survey Results

250 surveys distributed. 147 surveys returned.

1. In which county do you live?

Columbus	66
Bladen	49
Pender	14
Brunswick	15
New Hanover	3
Other	0

2. If a STEM (Science, Technology, Engineering, and Math) Public Charter school was available in the Fall of 2013 in your community, would you register your child(ren)?

Yes	143
No	4

3. Please check all that is of interest to you and your child.

Technology in the classroom	147
Extended school day (8 am - 5 pm)	147
Tutoring/homework help	147
Project Based Learning	69
Non-traditional classrooms	107
Sports	142
Music/Arts	127
Reading comprehension programs	139
Volunteer/Parent Involvement	103

4. How many school-age children do you have?

0	0
1	23
2	88
3	27
4	9
5 or more	0

5. Please circle the grade of each school-age child in your home.

K	79
1	36
2	16
3	12
4	18
5	61
6	91
7	2
8	1
9	0
10	0
11	0
12	0

6. Do you have transportation?

Yes	128
No	13

8. Do you want your child(ren) to have the opportunity to go to college when they graduate from high school?

Yes	143
No	4

7. How many family members have attended or graduated from college in your household?

0	119
1	17
2	9
3	2
4 or more	0

Surveys were distributed in Columbus, Bladen, and Brunswick counties at churches, recreation activities, local businesses, and a community festival in the late winter of 2012.

VIII. SIGNATURE PAGE

The foregoing application is submitted on behalf of STEM Education for a Global Society, Inc. 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: Earnestine Keaton

Position: Board Chair

Signature: *Earnestine Keaton* Date: 4-9-12

Sworn to and subscribed before me this

9th day of April, 2012.

Andrea P. Simmons
Notary Public Official Seal

My commission expires: 6/30, 2014.

