



Southeastern Academy Charter School Application To Begin Fall 2013

Submitted To

**Office of Charter Schools
North Carolina State Board of Education**

I. APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: Southeastern Academy

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Southeastern Academy, INC.

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

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

NAME OF CONTACT PERSON: Melody Britt

TITLE/RELATIONSHIP TO NONPROFIT: Headmaster of the school

MAILING ADDRESS: 12251 NC 41 Hwy. N. Lumberton, NC 28358

PRIMARY TELEPHONE: 910.738.7828
910.738.8670

ALTERNATE TELEPHONE:

E-MAIL ADDRESS: melodybritt@nc.rr.com

Location Proposed Charter School (LEA):

Conversion:

No:

Yes: If so, Public or Private:

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

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

_____ - _____ - _____

Southeastern Academy

Description of Targeted Population: The target population will include representative samples of White, American Indian, African American and Hispanic student, since those populations comprise the makeup the area of Robeson County where the school is located.

Proposed Grades Served: K-8 Proposed Total Enrollment: 180

Projected School Opening Year 2013 **Month** August

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	K-8	180		X
Second Year	K-8	180		X
Third Year	K-8	180		X
Fourth Year	K-8	180		X
Fifth Year	K-8	180		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

Headmaster _____

Title

Printed Name

Date

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

MISSION:

The mission of the proposed charter school is as follows: Southeastern Academy will maintain high expectations and promote excellence, especially in the fields of math and science for all students. The Academy, within its rural community, will foster a caring and creative learning environment. The school will emphasize the social, emotional, physical, and intellectual development of each child. This will be obtained through learning experiences that help children reach their greatest potential in order to function as independent learners in a diverse and ever-changing society.

EVIDENCE FOR NEED OF THE PROPOSED SCHOOL:

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

Southeastern Academy is located in rural Robeson County, the largest and one of the poorest counties in the state of North Carolina. The county is tri-racial with a population almost equally divided between Caucasian, African American, and Native Americans, with a growing Hispanic contingent. The area immediately surrounding Southeastern Academy is approximately 42% Caucasian, 28% Native American, 20% African American and 8% Hispanic. (The remaining 2% is classified as multi-racial or "Other.") It is the goal of Southeastern Academy to mirror the racial/ethnic breakdown. Currently, the only charter school serving Robeson County is located approximately 25 miles away and has a different mission. It is sponsored by the "community in schools" organization, with a focus on at-risk populations. There is no elementary or middle school in this area whose major focus is on the extended development of the scientific and mathematical skills of its students. In fact, most of the students in the area schools get very little in the way of supplemental science instruction, and EOG math scores are consistently low. In a poor area with minorities representing over half the population, and academically based charter school will offer students something different. These students might not otherwise have the opportunity (often due to financial considerations) to expand their exposure to science and math explorations and experiences. In a world where mathematics and science are playing ever expanding roles, it is vital that all students have the opportunity to extend their knowledge in these areas and thus seek to ensure their place in tomorrow's world.

GOALS FOR THE PROPOSED CHARTER SCHOOL:

A description of the student achievement goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals. These goals should include specific and measurable

performance objectives over time. A timeline should be included to highlight how the school proposes to meet its objectives.

Goals	Strategies	Person(s) Responsible	Timeline for Implementation
Focus teachers' concentration on specific academic areas to increase student achievement and proficiency	<ul style="list-style-type: none"> • Departmentalization of 5th, 6th, 7th and 8th grades • Annually professional developments, workshops, and seminars 	Headmaster	August, with evaluation conducted at end of each academic year
Improve math/science instruction aligned with state curriculum applicable to state performance standards.	<ul style="list-style-type: none"> • Implement Common Core Knowledge and North Carolina Standard Course of Study 	Headmaster/Teaching Staff	August, with continuation throughout academic year
Improve individual student's achievement in math, language arts, and science	<ul style="list-style-type: none"> • Review individual student's previous year test scores and identify deficiencies • Devise and implement differentiated instructional techniques 	Teaching Staff	August (when previous year test results are available)
Improve students' math/science performance and increase EOG, CAT, and regional/state driven tests	<ul style="list-style-type: none"> • Tutoring after school for remedial instruction • Focused curriculum emphasizing core concepts and skills • Challenging textbooks 	Teaching Staff/Math and Science Tutor	Throughout Academic Year
Improve students' reading fluency and comprehension. Increase EOG, CAT, and regional/state driven tests.	<ul style="list-style-type: none"> • Refer to Reading/Language Arts Tutor for remedial instruction • Focused curriculum emphasizing core concepts and skills • Challenging textbooks/material 	Teaching Staff/Reading and Language Arts Tutor	Throughout Academic Year

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.

Southeastern Academy will maintain high expectations and promote excellence, especially in the fields of math and science for all students. The Academy, within its rural community, will foster a caring and creative learning environment. The school will emphasize the social, emotional, physical, and intellectual development of each child. This will be obtained through learning experiences that help children reach their greatest potential in order to function as independent learners in a diverse and ever changing society.

1. **Improve Student Learning** – Southeastern Academy will engage students in the learning process so they may take progressively greater responsibility for

their academic progress, by preparing them for higher education. We will improve student achievement in mathematics, language arts, and science by improving differentiation of instruction and integration of problem solving and higher order thinking. All disciplines will integrate a hands-on method and approach to the curriculum, strengthening the literacy and skills necessary for modern success. Within all grade levels, both student and teacher will work together to develop individual tasks and goals that will be appropriate for the students based on his/her abilities and interests. Classes will be taught on an advanced level allowing students to extend themselves to their fullest potential.

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

Southeastern Academy will increase learning opportunities by providing students with a smaller class size, offering a close and engaging relationship between the instructing teacher and the student. While individual participation is encouraged and stressed, a smaller environment will permit early intervention of problems. Identified students will benefit from a differentiated/enriched curriculum, adapted according to the ability or interest level of the student. Southeastern Academy will offer after school tutoring to increase academic success by teachers in math, science and language arts.

3. **Encourages the use of different and innovative teaching methods –**

Instructional practices of Southeastern Academy will employ different interactive techniques designed to enrich the grade level curriculum and instruction.

- Informing
- Describing
- Explaining
- Modeling
- Demonstrating
- Coaching
- Listening
- Watching
- Questioning

4. **Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site –** Southeastern Academy will create and maintain professional teaching opportunities to include the assessment, development, and implementation of instructional services to all students. These services will include: participation in the development and monitoring of students' personal education plans, when deemed necessary; continuous consultation with students and parents; and active involvement in the improvement and professional development, all

while observing the North Carolina Standard Course of Study and Core Curriculum.

5. **Provide parents and students with expanded choices in the types of education opportunities that available within the public school system –** Southeastern Academy provides a unique environment in which to develop attributes/skills needed for success on a higher level of education. We offer a variety of services ranging from classroom enrichment at the elementary level to a modified/accelerated curriculum for higher age levels, while nurturing the small environment unique to our school. We will incorporate science and math into a more intense immersion of the curriculum of each instructional day, by fusing and integrating more hands-on instruction/labs, and increasing levels of technology within each subject matter.

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 - Southeastern Academy recognizes that, as a charter school in the State of North Carolina, it will be required to demonstrate measurable student achievement results while meeting the requirements of a performance based accountability system. While charter schools are public schools of choice that operate with freedom from many of the rules and regulations that apply to traditional public schools, the charter establishing Southeastern Academy is a performance contract detailing the school's mission, philosophy, goals, students served, methods of assessment and measurable ways of success. Southeastern Academy will be held accountable for both academic results and fiscal practices to several groups: the State that grants the charter to Southeastern Academy, the parents who elect to send their students to Southeastern Academy, and the community.

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.

It is the intent and policy of Southeastern Academy to provide each student with a well-rounded education with an emphasis on mathematics and science. We will prepare them intellectually, emotionally, morally and physically to take their place in life and in their community. Our interest is in educating the whole person. We must prepare our students for higher education and also provide for those who will not seek further education. Southeastern Academy is designed to provide an atmosphere and program that will allow each student to reach their individual potential.

We desire to create an atmosphere for learning and of respect for proper discipline that will stimulate creativity in our programs. While discipline is essential, we must develop in our students a desire for self-discipline. Through small classes we are creating a learning atmosphere whereby individual instruction and supervision can be provided to each student. Individual participation is encouraged and stressed. With the limited number of students in a class, each teacher has the

opportunity to observe and follow each student's progress on a daily basis. This permits an early diagnosis of any problems and the opportunity for immediate communication of the problems to the parents and to the headmaster. The teachers are to advise the parents if their student is not performing to their fullest ability, even if the student's work is satisfactory or above average.

We recognize that there are other facets to the education of the whole person, other than the formal classroom education. We have developed a worthwhile sports program and we encourage all students to participate. We are always interested in furthering our present extracurricular programs and activities and in creating new ones. We encourage the parents in their efforts to educate their children through informative trips of an educational nature. Parents and teachers are encouraged to plan and carry out field trips that will promote the total education of the students.

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: Southeastern Academy, INC.

Mailing Address: 12251 NC HWY 41 N.

City/State/Zip: Lumberton, NC 28358

Street Address: HWY 41

Phone: 910-738-7828

Fax: 910-671-8067

Name of registered agent and address: W. Edward Musselwhite, Jr.
**Musselwhite, Musselwhite, Branch &
Grantham**
606 N. Elm Street – (The Old Post Office)
P.O. Box 1448
Lumberton, NC 28358

FEDERAL TAX ID: 56-1712586

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

Internal Revenue Service

Date: December 8, 2005

SOUTHEASTERN ACADEMY INC
12251 HWY 41 N
LUMBERTON NC 28358

Department of the Treasury
P. O. Box 2508
Cincinnati, OH 45201

Person to Contact:
Ms. Lumpkins # 31-08344
Customer Service Representative
Toll Free Telephone Number:
877-829-5500
Federal Identification Number:
56-1712586

Dear Sir:

This is in response to your request of December 8, 2005, regarding your organization's tax-exempt status.

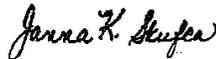
In July 1992 we issued a determination letter that recognized your organization as exempt from federal income tax. Our records indicate that your organization is currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records indicate that your organization is also classified as a school under sections 509(a)(1) and 170(b)(1)(A)(ii) of the Internal Revenue Code.

Our records indicate that contributions to your organization are deductible under section 170 of the Code, and that you are qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Internal Revenue Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,



Janna K. Skufca, Director, TE/GE
Customer Account Services

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:

We will not contract for services with an EMO or CMO.

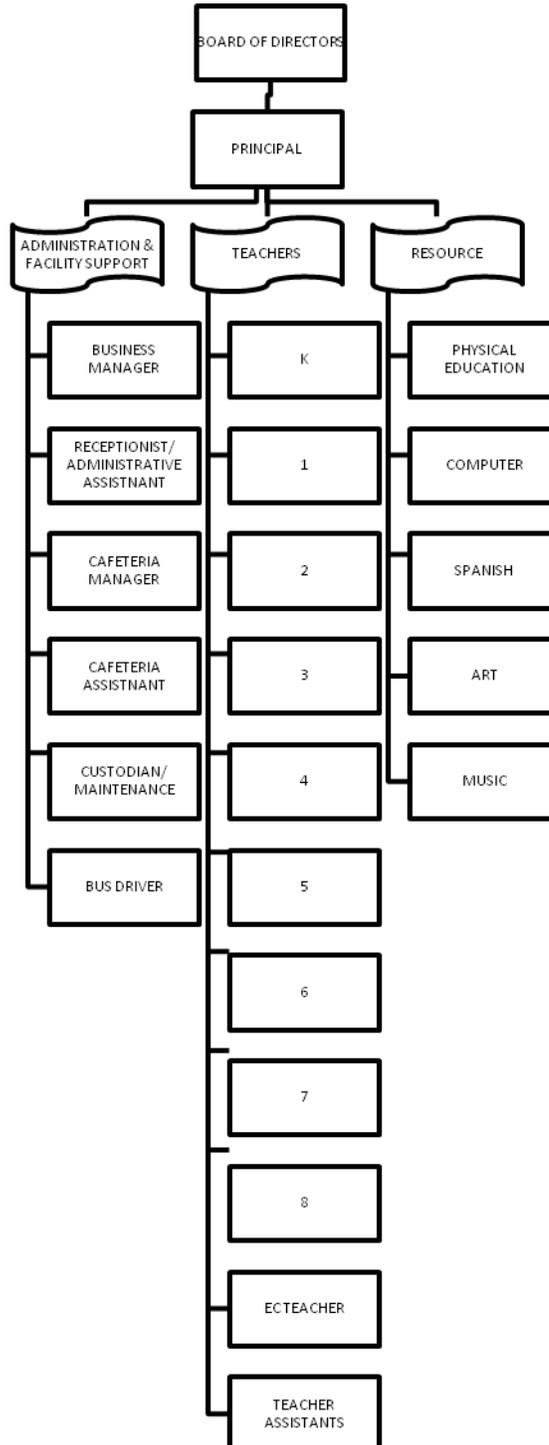
- Please include a copy of the proposed management agreement of the specified EMO and explain how the contract will be in the best educational and financial interests of the charter school.
- What other EMO/CMOs were pursued and why did the applicant select this particular one? Please include information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

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

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

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

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



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

William Edward Musselwhite, Jr.
P.O. Box 1448
Lumberton, North Carolina 28359

EDUCATIONAL BACKGROUND

Lumberton Senior High 1971 - 1974

Wake Forest University 1974 - 1978

B.S. – Business, Chairman of Honor Council, President of Pi Kappa Alpha Fraternity

Campbell University School of Law 1978 - 1981

J.D. – Honors, Law Review, Outstanding Student in Real Property, Top of class in numerous subjects

EMPLOYMENT

1979 – 1981 Clerk, US Attorney's Office, Eastern District, North Carolina

1981 to present Partner – Musselwhite, Musselwhite, Branch & Grantham

OTHER

CEO – Military Wraps Inc and Military Wraps Research & Development Inc.

Founder of Southeastern Academy Inc.

Advisory Board of Branch, Banking & Trust

TIFFANY PEGUISE-POWERS
213 N. Elm Street
Lumberton, NC 28358
(910) 738-8707

EDUCATION:

NORTH CAROLINA CENTRAL UNIVERSITY
SCHOOL OF LAW
Durham, North Carolina 27707
Juris Doctor, May 1996
Activities: VICE PRESIDENT, Student Bar Association,
and EDITOR, The Barrister

HAMPTON UNIVERSITY
Hampton, Virginia 23668
B.A., Mass Media Arts, May 1992

EXPERIENCE:

- 8/06-present TIFFANY PEGUISE-POWERS, ATTORNEY
Lumberton, North Carolina
SOLE PROPRIETOR
General practitioner. Criminal and civil law. Special interest in criminal
defense, child custody, divorce and equitable distribution. Representation
of Capital Murder clients. Personal Injury.
- 8/99 – 8/06 BOWEN, BERRY, & POWERS, PLLC
Lumberton, North Carolina
PARTNER
General practitioner. Criminal and civil law. Special interest in Criminal
Defense, child custody, divorce and equitable distribution.
- 8/96-8/99 BOWEN AND BERRY, PLLC
Lumberton, North Carolina
Associate Attorney
General practitioner.
- 8/92 - 8/93 THE ROBESONIAN
Lumberton, North Carolina
STAFF WRITER
Judicial Procedures Reporter. Disseminated information daily, conducted
interviews with wide range of citizenry, and reported research findings to
Editorial Board.

Southeastern Academy

Mrs. Sara S. Benson
191 Kensington Street
Lumberton, North Carolina 28358
Home (910) 618-0858 Work (910) 739-9969
Mobile:(910) 827-7177
sara@bensonconstruction.com

Employment: Benson Construction, Inc. 6/1/1998-
Present

Position: Payroll/HR Administrator
Duties: Process weekly payroll for 50+ employees.
 Submit required weekly payrolls reports to contractors
 and government agencies.
 Maintain confidential payroll and employee records.
 Administer company health benefit plan.

Robeson County Mental Health Center 9/1/1993-5/31/1998

Position: Social Worker II
Duties: Provided supportive counselling to 100+ client caseload.
 Provided case management as needed.
 Maintained medical records for caseload.
 Coordinated with staff physician to provide medication
 maintenance.

Education: Midway High School 1985-1989
 Dunn, North Carolina

 The University of North Carolina-Wilmington 1989-1993
 Wilmington, NC
 Bachelor of Arts-Psychology

Affiliations/Memberships: Alpha Xi Delta Fraternity - Zeta Chi Chapter-UNCW
 Lumberton Junior Service League-Sustaining Member
 First Baptist Church of Lumberton
 Southeastern Academy Board of Directors

Volunteer/Community Involvement: _World Vision Child Sponsor
 World Vision Artists Association
 Southeastern Academy Organization of Parents,
 Teachers, and Students
 UNCW Alumni Association

Gail W. McLean
1302 Oakridge Blvd.
Lumberton, NC 28358
910-740-4450
Wmclean4@nc.rr.com

EDUCATION:

Louisburg College Business degree

Louisburg, NC

EXPERIENCE:

1989 – Present Barnes Paving Company, Inc.

Lumberton, NC

Corporate Secretary/Treasurer

- Responsible for payroll ,payroll records and taxes
- Accounts Payable
- Bank Relations
- Unemployment
- Corporate planning meetings and minutes

1986-1989 Davis Reality

Lumberton, NC

Reality Agent

- Residential and small commercial real estate

1968-1986 Stay Home Mom

Lumberton, NC

- Took care of raising three children

BROOKS HOLMES OLIVER
4201 Aldwych Street
Lumberton, North Carolina, 28358 United States
9103166199
BO28358@yahoo.com

EDUCATION

PEMBROKE STATE UNIVERSITY, PEMBROKE, NORTH CAROLINA UNITED STATES
Bachelor of Science in Business Administration, May 1992

PROFESSIONAL EXPERIENCE

OLIVER OIL COMPANY, LUMBERTON, NORTH CAROLINA UNITED STATES
Vice President, Sep 2002 – present

- Review financial statements, sales and activity reports, and other performance data to measure productivity and goal achievement and to determine areas needing cost reduction and program improvement.
- Monitor businesses and agencies to ensure that they efficiently and effectively provide needed services while staying within budgetary limits.
- Supervise the activities of workers engaged in receiving, storing, testing, and shipping products or materials.
- Recommend locations for new facilities or oversee the remodeling of current facilities.
- Develop and implement product marketing strategies including advertising campaigns and sales promotions.
- Establish and implement departmental policies, goals, objectives, and procedures, conferring with board members, organization officials, and staff members as necessary.
- Plan and direct activities such as sales promotions, coordinating with other department heads as required.
- Prepare and manage departmental budgets.
- Manage staff, preparing work schedules and assigning specific duties.
- Determine goods and services to be sold, and set prices and credit terms, based on forecasts of customer demand.

Store Manager, Oct 1992 – Sep 2002

- Direct, coordinate, and review activities in sales and service accounting and recordkeeping, and in receiving and shipping operations.
- Plan and direct staffing, training, and performance evaluations to develop and control sales and service programs.
- Prepare budgets and approve budget expenditures.
- Determine price schedules and discount rates.
- Determine staffing requirements, and interview, hire and train new employees, or oversee those personnel processes.

Clerk, truck driver, Aug 1985 – Oct 1992

- Deliver fuel oil and gasoline to residential and business customers.
- Describe merchandise and explain use, operation, and care of merchandise to customers

Southeastern Academy

Elliott Williamson
24 Trinity Drive
Lumberton, NC 28358
Phone: 910-738-8151
Cell: 910-671-7016
Elliott.Williamson@Century21.com

Education:

University of North Carolina at Pembroke
1993 BS in history

Work Experience:

Century 21 The Real Estate Center
Broker/Owner Current
Williamson Mazda, Inc.
Owner 1992-

2005

Professional Experience

Lumberton Association of Realtors
Vice President Current
Multiple Listing Service
Board Chairman Current
National Association of Realtors
Member Current
Fayetteville Regional Board of Realtors
Member Current
Lumberton Area Chamber of Commerce
Member Current
Southeastern Academy
Board Member Current
First Presbyterian Church
Member Current
Kiwanis of Robeson
Member Current
Board member Past
Palmer Prevention Program
Board member/treasurer 1995-

1999

Southeastern Regional Medical Center
19th Foundation Gala
Co-Chair 2010
Lumberton Racquet and Swim Club
President/Board Member Past

Southeastern Academy

Alvin Ivey
510 BrookGreen Dr.
Lumberton, NC 28358
Telephone: 910-738-1168 Cell: 910-618-7500

Work History:

Bleecker Buick GMC March 1987-Present
Hwy 211 E. Red Springs, NC 28377
Position: General Manager of all operations

Education:

High School Diploma: Orrum High School
College: University of NC at Pembroke 1982-1986
B.S. Degree: Business Management

Activities:

University of NC at Pembroke-Endowment Board of Directors
University of NC at Pembroke-Foundation Board of Directors
Southeastern Academy Board of Directors
Proctorville Masonic Lodge
Past Master
32nd Degree Master Mason
Scottish Rite
Shriner
Red Springs Chamber of Commerce:
Past President 3 Terms

LISA ARD
1742 Smithmill Rd., Lumberton, NC 28358
(910) 740-0036
ardl@bellsouth.net

EDUCATION

Shawsheen Technical Vocational High School, Billerica, MA
June 1985

Major Course of Study: Business Technology

PROFESSIONAL EXPERIENCE

Southeastern Academy School August 2005 - Present

Marketing/OPTS/Athletic Director/Board Member

- Promote the school as an economic asset in the community
- Promote the academic excellence, especially compared with other local private schools
- Promote the achievement of our current students and staff
- Community wide events where SeA students can participate, such as the Christmas parade, annual tree lighting ceremony, Hospice tree, service projects, Rumba on the Lumber (chili cook off), Chevy to the Levy, etc.
- Communicate with prospective families during the school year and over the summer
- Organize a program to present to a variety of groups such as, but not limited to, the Realtors Association, Hospital organizations and Chamber of Commerce.
- Redesign and/or editing of all existing marketing materials to include informational packets, registration materials, newsletters, and web page.
- Coordination and recommendations for advertising.
- Conduct and present a competitive analysis of direct competitors to include financial analysis, services, resources, test scores, ratio, class size, etc.
- Review and recommend target market areas
- Plan and organize athletic sports throughout the school year

Creative Financial Services, Inc. June 1993 - April 1996

Executive Loan Processor/Originator

Kinlaw Development Company July 1990 – April 1993

Loan Processor/Sales/Bookkeeper

SUZANNE J. ABBOTT
1306 Oakridge Blvd
Lumberton, NC 28358
sunflower314nc@aol.com

PROFESSIONAL PROFILE
Home (910) 471-7181
E-mail:

Education: Bachelor of Science in Business Administration/ Emphasis Marketing
Pittsburg State University – Pittsburg, KS

HIGHLIGHTS

- Over 19 years of progressive sales development, account management and client relations experience and accomplishments with a Fortune 500 company.
- Highly committed to professional excellence.
- Degree in business administration- emphasis in marketing; computer literate with strong business continuing education.
- Proven skills in developing and implementing strategic business plans and effectively managing a multi-million dollar territory. Excellent analytical and communication skills.
- Professional attitude, goal and results oriented marketing, customer satisfaction and contributing to profitability.
- Ability to establish and maintain excellent relationships and rapport even in the most challenging of situations.

EMPLOYMENT HISTORY

A professional sales development specialist, with broad and extensive regional sales throughout the United States, merchandising and strategic business development experience and leadership... An effective team player and contributor to the attainment of Corporate goals/objectives... Over three years with Aflac Incorporated. Effectively work with CEO's, business owners and employees to customize their supplemental insurance needs. Generate new business opportunities through networking, obtaining referrals and marketing calls. Sixteen and a half years with Hormel Foods Corporation, responsible for managing several key accounts; including; Albertsons, Associated Foods, Fleming, Nash Finch and SuperValu)... Highly developed skills in Broker Management, Promotional Analysis, Category Management, Efficiency Assortment, Schematic Development, Deduction Resolution, Retail Strategy Assessment, local Marketing Development and Program Implementation... Year-end sales quota on total account responsibilities exceeded \$3.7 Million.

2008-Present Aflac Incorporated:-
Independent Agent – North Carolina and South Carolina

1989-2005 Hormel Foods Corporation –
2004-2005 Customer Executive – Albertsons – Rosemont, PA
1997-2004 Account Executive – SuperValu Southeast Region and Nash Finch Carolina's – Atlanta, GA
1994-1996 Territory Manager – Fleming -LaCrosse, WI
1989-1994 Territory Manager – Albertsons; Boise and Salt Lake Divisions, Fleming – Salt Lake and Associated Foods; Salt Lake and Boise – Salt Lake City, U

Southeastern Academy

Rhonda Dial Locklear
1351 Piney Grove Road
910-674-4323
rhonda.locklear@gmail.com

Profile

- School Nurse Public Schools of Robeson County Lumberton, NC 2003-Present
- School Nurse Public Schools of Robeson County Lumberton, NC 1995-1998
- Public Health Nurse II Robeson County Health Department 1990-1993

Education

- BS Education Pembroke State University 1980
- M.ED Penn State University 1981
- MSPH UNC School of Public Health 1984
- BSN University of South Carolina 1990

Certifications

- National School Nurse Certification 1997-Present

Membership/Affiliations

- NASN
- NC School Nurse Association

David Roger Allen, Jr.
1000 Red Fox Rd.
Lumberton, NC 28360
910-739-7738

Personal Data:

Date of Birth: February 18, 1966
Placer of Birth: Detroit, Michigan
Marital Status: Married September 14, 1996

Post-Graduate Training:

7/94-6/98 Orthopaedic Surgery Residency
Metropolitan North-West Detroit
Wayne State University Detroit Medical Center
Detroit, Michigan
Ralph B. Blasier, M.D., Chairman
Board Eligible June 1998

7/93-6/94 General Surgery Internship
Metropolitan North-West Detroit General Surgery Program
Grace Hospital
Detroit, Michigan

Education:

8/89-6/93 Doctor of Medicine
June 3, 1993
Wayne State University School of Medicine
Detroit, Michigan

8/84-12/89 Bachelor of Science in Biophysica and Molecular Biology
December 14, 1989
Wayne State University
Detroit, Michigan

8/84-12/89 Bachelor of Arts in Chemistry
December 14, 1989
Wayne State University
Detroit, Michigan

7/12/01 Certified: American Board of Orthopaedic Surgery

John Taylor
CLC Financial Services
4910 Fayetteville Road
Lumberton NC 28358
Phone: 910-738-8226
Fax: 910-739-7046
E-mail: johntaylor@clcfinancial.com

Education and Licenses

(CFE) Certified Financial Educator
(RFC) Registered Financial Consultant
(IAR) Investment Advisor Representative
N.C. Life , Health and Annuities License
N.C. Medicare and Long-Term Care Supplement License
Series 6, 24. and 65 Securities License
Southeastern Community College

Work Experience

1975-present President of CLC Financial Services, in Four locations; Lumberton, Elizabethtown, Fayetteville and Wilmington NC
1969-1972 Demolition Sergeant and Paratrooper with U.S. Army Special Forces
1993-1995 Secretary Treasurer for Pleasant Grove Methodist Church Bladenboro, NC
1995-1998 On Finance Committee for Trinity United Methodist Church Elizabethtown, NC
2006-2008 Served on Agents Board for BCBS of NC
2010-present Board Member of NC Pecan Growers Association
2008- 2010 Treasurer for political campaigns for County Commissioner and County Sherriff
2009-present Board Member of General Agents Association and Two-Term past President
2009-present Board Member of Southeastern Academy

Volunteer Work

1993-2006 Sunday School Teacher and Youth Director for United Methodist Church
2003-2006 Member of Fundraising and Endowment Program with March of Dimes
2010 Sponsored Lumberton Humane Society Pet Festival

Southeastern Academy

- 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*)

SOUTHEASTERN ACADEMY INC.
(A non-profit corporation)

BY-LAWS

ARTICLE I

GENERAL POLICY

Southeastern Academy is an organization with the primary function of providing for the education of children. In order to bring this about, we have:

1. Formed a corporation that will have perpetual existence.
2. Placed the control in a Board of Trustees with the duty to formulate long-term policies for the growth and improvement of the Academy.
3. Acquired a physical plant, arranged necessary financing, and adopted a conservative fiscal policy so as to insure the permanency of the institution and the security of the educators who have committed themselves to the Academy.

Southeastern Academy will not discriminate on the basis of race, color, gender, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability (as well as actual or perceived disability), age, religion, ancestry, athletic performance, and association with an individual who has any of the aforementioned characteristics. All applicants will be considered for admission without regard to achievement level.

It is the intent and policy of Southeastern Academy to provide each student with a well-rounded education that will prepare them intellectually, emotionally, morally and spiritually to take their place in life and in their community. Our interest is in educating the whole person. We must prepare our students for higher education and also provide for those who will not seek further education. Southeastern Academy is designed to provide an atmosphere and program that will allow each student to reach their individual potential.

We desire to create an atmosphere for learning and of respect for proper discipline that will stimulate creativity in our programs. While discipline is essential, we must develop in our students a desire for self-discipline.

Through small classes we are creating a learning atmosphere whereby individual instruction and supervision can be provided to each student. Individual participation is encouraged and stressed. With the limited number of students in a class, each teacher has the opportunity to observe and follow each student's progress on a daily basis. This permits an early diagnosis of any problems and the opportunity for immediate communication of the problems to the parents and to the Principal. The teachers are to advise the parents if a student is not performing to their fullest ability, even if the student's work is satisfactory of above average.

While we strive for quality education, we recognize that transcripts of the school records of our students will be reviewed and evaluated when the students apply to institutions of higher learning. For this reason, the grading scales for the assignment of numerical and letter grades at the Academy are to be the same as in the Lumberton community and in the Robeson County School System.

Function of the Board of Trustees

The Board of Trustees is committed to the education of all students. The Board of Trustees should always seek the aim of superior education and should work toward developing a feeling of pride of the students, the parents, the community, and the faculty. Within the overall duties of achieving a superior education for the students and of upholding the policies of the Academy, the Board of Trustees should be responsive to the concerns and desires of the parents and community.

The Board of Trustees should attempt to reflect the opinion of the community. However, it is the duty of the Board of Trustees to make decisions and take actions that will set the course of education for future years. The Board of Trustees should support educational philosophies and procedures needed to promote superior education for this community based upon the needs of the student population.

Conflict of Interest Policy

The Board of Trustees shall disclose any potential conflict of interest with regards to school matters being considered and shall not participate in any discussion, voting, or attempt to influence the Board's decision-making process on any such matters. Each trustee shall agree in writing to conform to the school's Conflict of Interest Policy prior to assuming a position on the Board.

Role of the Principal and Teachers

The Principal

In the day-to-day administration of the Academy, the Principal will come into close contact with the students, teachers, staff and parents. In these contacts, he/she will create the spirit and academic atmosphere of the Academy. The Principal must communicate with the students and parents and must let them know that he/she is sensitive to their desires and needs. The Principal must recognize that while many matters are routine to the administration, that no matter is routine or of minor importance to a parent who considers that his child is adversely affected. While the overall policies and objectives of the Academy must be considered in resolving all matters, the Principal must be alert and sensitive to the needs of each individual student and the desires of the student's parents in his dealings.

The Principal should be especially receptive in those situations where a parent appears to be in distress regarding his/her child. While no concession is to be made beyond the policies of the Academy, he/she should make every effort to satisfy any legitimate complaints. The Principal must let it be known that the vigilant, cooperative, and hard working student will be recognized and rewarded.

The Principal must be available for conferences and should let it be known that he/she welcomes the opportunity to meet with parents to discuss problems and misunderstandings, in order that they may be quickly and fairly resolved.

The Teachers

The desirable relation of a teacher with their students and their handling of the classroom is one that cannot be reduced to simple words. We expect our teachers to be "good teachers" with all of the connotations thereof that are immediately and universally understood by all good teachers.

The teachers are the heart of the Academy. Only through their efforts can the goals of the Academy of providing for the total education and development of the students be accomplished. Our children are entrusted to the teachers for social, mental, moral, and emotional development.

The teachers must be available for conferences and should let it be known that they welcome the opportunity to meet with parents to discuss problems and misunderstandings, in order that they may be quickly and fairly resolved.

Southeastern Academy

Our teachers must understand the policies of the Academy and those who perform well and within these policies should feel secure in their positions and know that their abilities and performance will be recognized.

ARTICLE II

POWERS AND RESPONSIBILITIES OF THE BOARD OF TRUSTEES

Section 1. Subject to limitations imposed by law, the charter of the Southeastern Academy, or these by-laws, all corporate powers shall be exercised by or under the authority of the Board of Trustees. The Board of Trustees (referred to in this and the following articles as the “Board”) has the power to manage the property and business of the corporation (referred to in this and the following articles as the “Academy”).

Without limiting the foregoing, the Board shall:

1. Select, nurture, evaluate, retain, and terminate the Principal of the school; and delegate administrative functions to the Principal—including the power to appoint or remove employees.
2. Maintain the philosophy of education and the objectives of the school, and keep those under constant review for pertinence.
3. State and restate general policies as from time to time may be required and manifested in part through long range planning.
4. Ensure sound management of the assets of the school and develop sufficient financial support for its effective operation.
5. Respond to and supplement management needs.
6. Maintain the physical plant and expand it when necessary.
7. Establish annually a balanced budget for the school, which shall be submitted to it upon recommendation of the Finance Committee.
8. Assess the Academy’s effectiveness, and conduct self-evaluation of the Board itself.
9. Approve the academic year calendar.

Section 2. The Board shall be composed of not more than twelve (12) persons, which persons shall be elected as set forth in Section 3 of this Article II. Each trustee shall hold office for the term for which he/she is elected and until their successor is elected and qualified.

Section 3. At the annual elections thereafter four trustees shall be elected by the members of the Board for a term of three years to succeed the four trustees whose term then expires; provided, that a trustee shall not succeed themselves unless the nominating committee shall determine that the uninterrupted service of a trustee is in the best interests of the progress of the Academy that the nominating committee may nominate a trustee to succeed themselves. The Board Chairman shall appoint nominating committee.

Section 4. Vacancies on the Board of Trustees shall be filled by appointment made by the remaining trustees. Each person so elected to fill a vacancy shall remain a trustee until his or her successor has been elected by their next annual meeting.

Section 5. If and when the trustees shall severally or collectively consent in writing to any action to be taken by the corporation, such action shall be as valid corporate action as though it had been authorized at a meeting of the Board of Trustees.

Section 6. The Board of Trustees shall have power to make and alter any by-law or by-laws, including the fixing and altering of the number of trustees.

Section 7. The Board of Trustees shall select a chairman, two vice-chairmen, a secretary, and a treasurer, all of who shall be members of the Board. One vice chairman shall serve as Chairman of the Finance Committee, and the other vice chairman shall serve as Chairman of the Education Committee or as Chairman of Boards with comparable duties and responsibilities.

Southeastern Academy

Section 8. The Board of Trustees shall have power to appoint such other officers and agents as the Board may deem necessary for the transaction of the business of the corporation.

Section 9. The Board of Trustees may remove any officer or agent whenever in the judgment of the Board the business interests of the corporation will be served thereby.

Section 10. The Board shall have power to fill any vacancy in any office occurring for any reason whatsoever.

Section 11. The treasurer shall have custody of all corporate funds and securities and shall keep in books belonging to the corporation full and accurate accounts of all receipts and disbursements. He shall deposit all money, securities, and the Board of Trustees may designate other valuable effects in the name of the corporation in such depositories as for that purpose. He shall disburse the funds of the corporation as may be ordered by the Board, taking proper vouchers for such disbursements and shall render to the trustees at the regular meetings of the Board, and whenever requested by them, an account of all his transactions as treasurer and of the financial condition of the corporation. If required by the Board, he shall deliver to the chairman of the board, and shall keep in force, a bond in form, amount, and with a surety or sureties satisfactory to the Board, conditioned on the faithful performance of the duties of his office, and for restoration to the corporation in case of his death, resignation, retirement, or removal from office, of all books, papers, vouchers, money, and property or whatever kind in his possession or under his control belonging to the corporation.

ARTICLE III

DUTIES AND PERFORMANCE OF THE PRINCIPAL

Section 1. Executive Functions. The Principal of the school shall be the chief executive officer and official advisor and executive agent of the Board and its Executive Committee. The Principal shall exercise the general superintendence over all the affairs of the school and bring such other matters to the attention of the Board as are appropriate to keep the Board fully informed to meet its responsibilities. The Principal shall have the power, on behalf of the Board, to sign any and all contracts for which funds have been allocated, and authorized by the Board in the approved operating budget, or in any capital budget or emergency expenditure authorized and approved by the Board.

Section 2. Appointment. In the event of a permanent vacancy in the office of Principal, the Board shall elect a replacement from among candidates submitted for consideration by a special Search Committee appointed by the Board. An affirmative vote of at least two-thirds of the Board is required for appointment.

Section 3. Administrative Responsibilities. Within the policy guidelines established by the Board, the Principal develops the institutional program, provides administrative and educational leadership, employs and discharges personnel, prepares the annual budget for submission to the finance committee, and has responsibility for the day-to-day operation of the school.

Section 4. Assistance to the Board. The Principal shall work in close conjunction with the Board and guide it in preparation of agendas for its meetings and the long-range development of the school.

Section 5. Annual Review of Performance and compensation. A committee appointed by the Board Chairman shall carry out an annual review of the performance of the Principal. The committee is to consist of the chairman, the two vice chairmen, and other members from the Board as deemed necessary by the chairman. The review shall incorporate opinions solicited from every member of the Board, and it shall be conducted in a private meeting of the committee and the Principal. This review shall be completed by the end of the first ten months of the Principal's service, and will be conducted annually thereafter. The review shall be based on the criteria set forth in the written memo of understanding to be mutually agreed upon by the Board and the Principal. The memo of understanding shall be revised annually following the performance review and shall specify the nature of the Principal's responsibilities and identify, in order of

Southeastern Academy

priority, the areas in which the Principal is to provide special leadership during the succeeding year, with goals expressed in measurable fashion.

Section 6. Dismissal of the Principal. A decision to not renew the Principal's contract or to terminate the services of the Principal can only be undertaken at a special meeting of the Board, subject to all the conditions of a special meeting.

ARTICLE IV

THE EXECUTIVE COMMITTEE

Section 1. There shall be an Executive Committee composed of the officers and immediate past chairman of the Board of Trustees, which shall have power to appoint by resolution an Executive Committee composed of trustees who shall have and exercise the authority of the Board of Trustees as delegated from time to time by the Board for the management of the business of the corporation between meetings of the Board.

Section 2. The Board of Trustees may require any officer or agent to file with the corporation a satisfactory bond conditioned on the faithful performance of his duties.

Section 3. The trustees, officers, and agents shall serve without compensation.

Section 4. Any member of the Board of Trustees who shall absent himself for two consecutive regular monthly meetings, or who shall absent himself for three regular meetings during a year, beginning with the month of June, unless the absence is approved or excused by the Chairman for a satisfactory reason, shall be deemed to have resigned his office. In such event, the Board of Trustees shall have power to declare that the office is vacant pursuant to this provision and to elect a replacement.

Section 5. No member of the Board of Trustees shall become a full-time paid employee of Southeastern Academy, and that no full-time paid employee of Southeastern Academy is eligible to be elected as a member of the Board of Trustees of Southeastern Academy. However, this does not prohibit the attendance to Board meetings of employees for advisory purposes.

Section 6. A majority of the Board members having voting authority and currently in office shall constitute a quorum for the transaction of business.

ARTICLE V

MEETINGS

Section 1. Any or all meetings of the Board of Trustees, of this corporation may be held at any place in Robeson County, North Carolina, pursuant to a resolution adopted by the Board of Trustees and shall comply with the open meetings law of North Carolina.

Section 2. An annual meeting of the Board of Trustees shall be held in each year on the Fourth Tuesday in May one of the purposes of which shall be the election of new members of the Board of Trustees, whose terms shall begin on the fourth Monday in June.

Section 3. All board meetings shall be conducted in accordance with the NC Open Meetings Law and specifically N.C.G.S.147.318.9 et seq. The Chairman of the Board shall preside at Board meetings and shall rule on questions of order. In the absence of the Chairman, the Vice Chairman shall preside. In the absence of both the Chairman and Vice Chairman, the attending members shall elect one of their numbers to preside. Meetings of the Board shall be formal enough to allow for the orderly conduct of business but informal enough to encourage free discussion among Board members and to promote group thinking and action.

Section 4. 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 School and at any other locations where such scheduled meetings will be held. Electronic and other means of informing the public about the Board meetings shall be used where feasible. Any scheduled meeting may be cancelled, postponed or adjourned.

Section 5. Unless otherwise specified in the schedule or changed in a manner allowed by law, the Board's regular meetings shall be held regularly on the dates that will be publicized by the Board. The schedule shall call for the meetings to be held at the school or any other appropriate place. The Board's regular meetings are legislative in nature. This is where most of the Board's formal actions are taken.

Section 6. In accordance with the state law, special meetings may be called by the Chairman of the Board on request of three or more Board members, or the Principal in accordance with state law. Due notice of such meetings shall be given to the public and shall include at a minimum the posting of a written notice for at least 24 hours at the place of regular meetings and by the giving of written or oral notice at least 24 hours in advance at the school's main office. Board members will be given at least 24 hours' notice of the meeting and the topics to be addressed. Notice to Board members may be by telephone, e-mail, fax or some other means to achieve notification.

Section 7. When special circumstances occur and are so declared by the Board, the Board may meet on less than 24 hours notice. Board members and the public shall be given as much notice of the meeting and subjects expected to be considered as is reasonable under the circumstances, including the posting of a written notice at the place of regular meetings. The minutes of the meeting shall reflect the reason for holding the meeting on the less than 24 hours notice and the nature of the notice given

ARTICLE VI

COMMITTEES

Section 1. Special Committees. There may be such special or ad hoc committees as the Board may from time to time establish for the discharge of particular duties.

Section 2. Standing Committees. There will be three (3) standing committees of the Board of Trustees, which will include:

1. The Finance Committee shall be responsible for presenting a balanced budget proposal for Board approval, and for overseeing the management of the budget and other fiscal considerations.
2. The Education Committee shall state and restate the philosophy of education and objectives for the school and evaluate curriculum implementation. Proposed changes will be presented to the full Board for approval. In addition, this committee will oversee the Athletic Department.
3. The Nominating Committee will be responsible for making an in-depth study of potential candidates for presentation to the Board at the Annual Meeting, as well as orienting new trustees to their responsibilities.

Members of standing committees shall be appointed annually by the Chairman, after consultation with the Principal, at or following the annual meeting of the Board of Trustees. Except as provided in these by-laws, the Chairman and the Principal shall be ex officio members of all standing committees without power to vote, and each standing committee shall include at least three additional Trustees. Each Trustee shall serve on at least one committee, but no Trustee shall serve on more than two committees. The Chairman and the Vice-Chairman of each standing committee shall be Trustees. Except where otherwise provided in this article, additional members, including persons who are not on the Board of Trustees, may be appointed from time to time.

Section 3. Discontinued Committees. The Board of Trustees may discontinue any standing committee from time to time and the Executive Committee of the Board shall perform the duties of any committee so discontinued during such discontinuance.

Section 4. Staff Liaison. The chairman of any committee, with the consent of the Chairman, may request the Principal to appoint a member of the administrative staff to serve as a liaison between the committee and the Principal. Such a liaison person shall assist the committee in carrying out its duties.

ARTICLE VII

EXECUTION OF INSTRUMENTS

Section 1. All checks, drafts, and orders for payment of money shall be signed in the name of the corporation and shall be countersigned by such officers or agents as the Board of Trustees shall from time to time designate for that purpose.

Section 2. When the execution of any contract, conveyance, or other instrument has been authorized without specification of the executing officers, the Chairman, or any Vice-Chairmen, and the secretary may execute the same in the name and behalf of this corporation and may affix the corporate seal thereto. The Board of Trustees shall have power to designate the officers and agents who shall have authority to execute any instrument in behalf of this corporation.

ARTICLE VIII

POWER OF BOARD TO BORROW MONEY

The Board of Trustees shall have full power and authority to borrow money whenever in the discretion of the Board to exercise of said power is required in the general interest of this corporation, and in such case the Board of Trustees may authorize the proper officers of this corporation to make, execute and deliver in the name and on behalf of this corporation such notes, bond, and other evidence of indebtedness as said Board shall deem proper, and said Board shall have full power to mortgage the property of this corporation, or any part thereof, as security for such indebtedness.

ARTICLE IX

CORPORATE SEAL

The Board of Trustees shall provide a suitable corporate seal showing the name of this corporation and the words "Incorporated 1969 North Carolina," or other words indicative of the State of its incorporation, and said seal, when obtained, shall be impressed at the margin of the minute book containing this article of the by-laws.

ARTICLE X

AMENDMENT OF BY-LAWS

Section 1. These by-laws may be amended, altered, changed, added to or repealed by the affirmative vote of a majority of the members of the Board of Trustees at any regular or special meeting of the Board of Trustees if notice of the proposed amendment, alteration, change, addition or repeal be contained in the notice of the meeting; further, however, that no change of the date for the annual meeting of the Board of Trustees shall be made within thirty (30) days next before the day on which meeting is to be held, unless consented to in writing, or by a resolution adopted by a meeting, by all members of the Board of Trustees.

- 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.



STATE OF
NORTH
CAROLINA

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Department of the
Secretary of State

To all whom these presents shall come, Greetings:

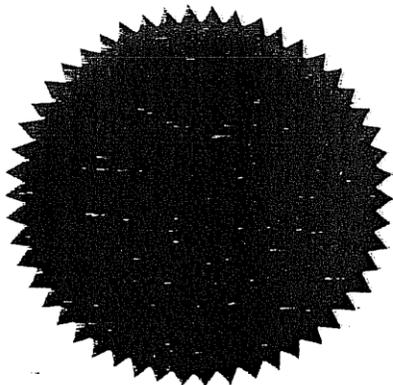
I, Rufus L. Edmisten, *Secretary of State of the State of North Carolina*, do hereby certify the following and hereto attached (6 sheets) to be a true copy of

ARTICLES OF INCORPORATION
OF
SOUTHEASTERN ACADEMY, INC.

the original of which was filed in this office on the 31st day of August, 1990.

In Witness Whereof, I have hereunto set my hand and affixed my official Seal.

Done in Office, at Raleigh, this the 31st day of August in the Year of our Lord 1990.



Rufus L. Edmisten

Secretary of State

NORTH CAROLINA,

Robeson County.

ARTICLES OF INCORPORATION

of

SOUTHEASTERN ACADEMY, INC.

The undersigned, being of the age of eighteen (18) years or more, do hereby
 make and acknowledge these Articles of Incorporation for the purpose of forming a
 nonprofit corporation under and by virtue of the Laws of the State of North Carolina.

ARTICLE I

The name of the corporation is Southeastern Academy, Inc.

ARTICLE II

The period of duration for the corporation is perpetual.

ARTICLE III

The place in this state where the principal office of the corporation is to be located is the City of Lumberton, Robeson County.

ARTICLE IV

A) Said corporation is organized exclusively for and will be operated exclusively for charitable, religious, educational and scientific purposes, and in particular, educational purposes including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under 501(c) (3) of the Internal Revenue Code, or corresponding sections of any future Federal Tax Code.

B) The purposes for which the corporation is organized are:

1) To create and operate a school to provide effective education to students of any race, color, national and ethnic origin and to afford all persons who become students of such school the rights, privileges, programs and activities generally accorded or made available to students at the school. To provide educational services to children and other persons, to administer its educational policies, admissions policies, scholarship and loan programs and other school administered programs in such a fashion so as to not discriminate on the basis of race, color, national and ethnic origin.

2) To do any and all things, either alone or in cooperation with other organizations or institutions, and either directly or by contribution to such other organizations or institutions, which it may deem necessary or proper in order to carry into effect the purposes of the corporation and in accordance with Section 501(c) (3) of the Internal Revenue Code so as to be exclusively for charitable, religious, educational and scientific purposes.

3) The corporation shall have all of the general powers that may be given a nonprofit corporation under the Laws of the State of North Carolina.

4) The corporation shall not as a substantial part of its activities attempt to influence legislation or participate to any extent in a political campaign for or against any candidate for public office.

5) Notwithstanding any other provisions of these articles, this corporation shall not carry on any activities not permitted to be carried on by a corporation exempt from Federal Income Tax under Section 501(c) (3) Internal Revenue Code of 1954 or any corresponding provisions of any future United States Internal Revenue Law or a corporation to which contributions are deductible under Section 170(c) (2) Internal Revenue

Code of 1954 or corresponding provisions of any future United States Internal Revenue Law.

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C) No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article "IV" hereof.

D) Notwithstanding any other provision of these Articles, this corporation shall not except to an insubstantial degree engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation.

E) No part of the net earnings of this corporation shall inure to the benefit of any officer, director, or member of the corporation. In the event of dissolution, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code or corresponding section of any future Federal Tax Code or shall be distributed to the Federal Government or to a state or local government for a public purpose.

ARTICLE V

The names and addresses of the persons who are the initial trustees of the corporation are as follows:

W. Edward Musselwhite, Jr.
Post Office Box 1448
Lumberton, North Carolina 28359

James Benford Hardin
502 Brookgreen Drive
Lumberton, North Carolina 28358

Dennis O'Garey Stuart
109 Short Drive
Lumberton, North Carolina 28358

ARTICLE VI

The directors of the corporation shall be elected, appointed, or designated in the manner and for the term provided in the Bylaws.

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The corporation will not have members.

ARTICLE VII

The address of the initial registered agent of the corporation of the State of North Carolina shall be 117 West Fifth Street, Post Office Box 1448, Lumberton, Robeson County, North Carolina. The initial registered agent of the corporation at such address shall be W. Edward Musselwhite, Jr.

ARTICLE VIII

The names and addresses of the incorporators are:

W. Edward Musselwhite, Jr.
Post Office Box 1448
Lumberton, North Carolina 28359

James Benford Hardin
502 Brookgreen Drive
Lumberton, North Carolina 28358

Dennis O'Garey Stuart
109 Short Drive
Lumberton, North Carolina 28358

IN WITNESS WHEREOF, we have hereunto set our hands and seals this the

31ST day of August, 1990.



W. EDWARD MUSSELWHITE, JR. (SEAL)



JAMES BENFORD HARDIN (SEAL)



DENNIS O'GAREY STUART (SEAL)

NORTH CAROLINA

ROBESON COUNTY

Page 47 of 92

This is to certify on this day, before me, notary public, personally appeared
W. EDWARD MUSSELWHITE, JR. and acknowledged the due execution of the foregoing
Articles of Incorporation.

WITNESS my hand and seal this the 31st day of August, 1990.

Paula J. Valenti (SEAL)
Notary Public

My Commission Expires: 2-28-91

NORTH CAROLINA

ROBESON COUNTY

This is to certify on this day, before me, notary public, personally appeared
JAMES BENFORD HARDIN and acknowledged the due execution of the foregoing Articles
of Incorporation.

WITNESS my hand and seal this the 31st day of August, 1990.

Dore J. Freeman (SEAL)
Notary Public

My Commission Expires: June 18, 1992

NORTH CAROLINA
ROBESON COUNTY

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This is to certify on this day, before me, notary public, personally appeared **DENNIS O'GAREY STUART** and acknowledged the due execution of the foregoing Articles of Incorporation.

WITNESS my hand and seal this the 31st day of August, 1990.

Dona J. Trump (SEAL)
Notary Public

My Commission Expires: June 18, 1992

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

Without limiting the foregoing, the Board of Trustees shall:

- Select, nurture, evaluate, retain, and terminate the Head of the school; and delegate administrative functions to the Head—including the power to admit or dismiss students and to appoint or remove other employees.
 - Establish the philosophy of education and the objectives of the school, and keep those under constant review for pertinence.
 - Maintain the trust represented by the charter, and preserve the institution's independence.
 - State and restate general policies as from time to time may be required and manifested in part through long range planning.
 - Ensure sound management of the assets of the school and develop sufficient financial support for its effective operation.
 - Respond to and supplement management needs.
 - Maintain the physical plant and expand it when necessary.
 - Institute and promote major fund-raising efforts for the school.
 - Establish annually a balanced budget for the school, which shall be submitted to it upon recommendation of the Finance Committee.
 - Assess the institution's effectiveness, and conduct self-evaluation of the Board itself.
 - Approve the academic year calendar, including dates of major events prior to June 1 of the preceding academic year.
- Explain the decision-making processes the board will use to develop school policies.

The Board will assign the task of researching and drafting school policies to the Head of the school for Southeastern Academy. The Head of the school will recruit a taskforce with the function of drafting such school policies. Once the school policies are drafted, they will be presented to the Board for their approval. Once the Board approves the school policies, they will be effective immediately.

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

The Board of Directors will govern the school through special committees with representation from parents, community leaders, and educators. The board will be responsive to the concerns and desires of the parents and community while striving to provide superior educational opportunities for all SEA students and upholding the policies of the academy. The Board of Directors currently consists of parents, community leaders, and educators striving to advance the mission of Southeastern Academy and ensure student success. The effectiveness of the board is determined by its relationships with

parents, students, and the local community and by educational accomplishments of its students.

- 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.

Southeastern Academy will improve student achievement in mathematics, language arts, and science in grades K-8 as demonstrated through EOG, and Regional State driven test results by improving differentiation of instruction and integration of problem solving and higher order thinking. Southeastern Academy will establish performance-based goals with the expectation that 100% of students in grades 3-8 will score Level 3 or better on the State End of Grade test. Additionally, students in grade 8 will take the Algebra I End of Course test and 100% of those students will also be expected to make a score of 3 or better.

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

The Board of Trustees may require any officer or agent to file with the corporation a satisfactory bond conditioned on the faithful performance of his duties. The trustees, officers, and agents shall serve without compensation. No member of the Board of Trustees shall become a full-time paid employee of Southeastern Academy, and no full-time paid employee of Southeastern Academy is eligible to be elected as a member of the Board of Trustees of Southeastern Academy. Board members shall disclose any potential conflict of interest with regards to school matters being considered and shall not participate in any discussion, voting, or attempt to influence the Board's decision-making process on any such matters. Each Board member shall agree in writing to conform to the school's Conflict of Interest Policy prior to assuming a position on the Board.

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.

Southeastern Academy will be open to any child who is qualified under the laws of North Carolina for admission to a public school. To qualify to attend a North Carolina public school, a student must be a resident of North Carolina. County boundaries or school attendance areas do not affect charter school enrollment. Southeastern Academy does 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.

Enrollment and Application Policy

The school may give enrollment priority to siblings of currently enrolled students who were admitted to the school in a previous year and to the children of Southeastern Academy staff or founding board member of the charter school. This is assumed that total number of students allowed under this exemption will represent only a small percentage of the school's total enrollment.

During each period of enrollment, Southeastern Academy will accept applications for new students. Once enrolled, students are not required to enroll in subsequent enrollment periods. Open space is determined by the number of current students planning to return.

The enrollment application will begin the first school day of February and end on the close of the last school day of March. The school shall enroll an eligible student who submits an application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. If the number of applications exceeds the number of available spaces, a lottery will be held to fill vacant seats for the next school year. After seats are filled, the drawing will continue to determine the order of a waiting list. Any application received after the enrollment period is NOT entered in the lottery, but is added to the end of the grade level waiting list on a first-come, first-served basis.

Lottery procedures will comply with NC Open Meeting Law provided in G.S. 143-218.10(a) by publicizing the date and location of the meeting as allowing anyone to attend.

Lottery Procedure

Each applicant will have an index card with their name and grade. The selection process will be by random drawing. Upon filling all available positions, the acceptance by lottery will continue, thereby, creating a school waiting list. Cards for children of personnel of Southeastern Academy will be drawn separately and first; followed by cards for siblings of students enrolled in a previous year. Cards for the general wait list for each grade level will then be randomly drawn one card at a time, starting with the lowest grade level in the school. The lottery process will then proceed for each grade. As openings become available at the applicable grade level, students will be admitted based on their current lottery number. If applicants who are selected for admission decide not to enroll at Southeastern Academy, the parents of the next child on the wait list for that grade will be notified.

After completing the acceptance by lottery, Southeastern Academy shall have a specified and reasonable, time frame in which the accepted applicants must reply to the school clarifying their decision to accept or decline continuation of the enrollment process. The school's enrollment policy, including all time frames, will be declared on the original application completed by the applicant.

If multiple birth siblings apply for admission to a charter school and a lottery is needed under G.S. 115C-238G(g)(6), the charter school shall enter one surname into the lottery to represent all of the multiple birth siblings. If that surname of the multiple birth siblings is selected, then all of the multiple birth siblings shall be admitted.

Withdrawal Policy

Students who are planning to withdraw from school should report to the Administrative Assistant with their parents in person prior to leaving Southeastern Academy. The student will report to the records office to receive the appropriate withdrawal form. Students must return all textbooks, pay all outstanding debts, obtain the required signatures, and return the completed withdrawal form to the records office before the withdrawal process is complete.

When a student transfers to another school and requests transfer of student's records to new school, Southeastern Academy will fulfill this request with appropriate written documentation.

Publicizing Admission Information

Southeastern Academy will publicize admission procedures. The school will have an admission process with pre-announced enrollment period and deadlines. All student enrollment process and details, including deadlines for applications, lottery date, registration requirements, and waiting list enrollment information, will be publicly available and announced at the school website and office. Southeastern Academy will publicize all enrollment throughout Robeson County with flyers, newspaper ads, websites, mailings and open house.

V. EDUCATION PLAN

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

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

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

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

The first model upon which Southeastern Academy's academic foundation is based is the North Carolina Standard Course of Study. Not only is it a required component of any school operating under the auspices of the state, it also seeks to address the needs of diverse students who must learn to function successfully in an ever expanding world. One of the primary goals of both the NC Standard Course of Study and Southeastern Academy is to produce independent learners who can take the skills they learn in school and apply them to "real life" situations that they encounter as they take their places as citizens of the state, the nation and the world.

The second model that Southeastern Academy uses as a supplemental foundation for its academic program is the Core Knowledge Series. Core Knowledge is a program built upon the philosophy that a shared knowledge base allows schools to be more effective, fair and democratic. Based on state, national and international studies, Core Knowledge offers a sequential learning curriculum that gives all students the opportunity to build upon a shared knowledge base that is taught at each

grade level. This knowledge enhances the basic academic curriculum and has strong cultural arts elements. One of the major precepts of Core Knowledge is that shared knowledge stimulates cooperation and solidarity, much needed attributes for citizens in an ever-changing and diverse society.

The innovative offerings support a curriculum built around an amalgamation of the North Carolina Standard Course of Study and Core Knowledge, innovation is a natural part of the instructional process. Since enhanced mathematics and science instruction is a particular focus of the program, new and creative methods have been used to design the instructional progression of each student through each year's course of study.

- The content area in each course represents both the NC Standard Course of Study and Core Knowledge.
 - Science is an integral part of each instructional day.
 - Mathematics is an integral part of each instructional day.
 - Hands-on instruction is a strong component of each science unit.
 - Hands-on instruction is a strong component of each mathematics unit.
 - Technology based instruction is offered at each grade level.
 - Technology is used to enhance instruction as deemed appropriate in each subject area.
 - Cross-curricular instruction is used to enhance each subject and to strengthen student awareness of the interconnectedness of all knowledge.
 - Field trips are encouraged and planned to correspond with and enhance classroom instruction.
 - Cultural events at UNC-P and other nearby venues are included in the school calendar as deemed appropriate.
 - Community members with "real life" experiences are invited to participate in and extend classroom instruction.
- 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.

We will improve student achievement in mathematics, language arts, and science in grades K-8 as demonstrated through EOG, and Regional State driven test results by improving differentiation of

instruction and integration of problem solving and higher order thinking. The school will administer State benchmark exams for grades K-2.

- Small classes of 20 students maximum in all grades. Grades K-3 will incorporate a full-time teacher assistant.
- Manipulatives used to develop self-verbalizing learning strategies and create more abstract learning.
- Model the strategy. Demonstrate to students the thinking process used to analyze and solve problems.
- Learning strategies incorporated into every lesson. As teachers model these strategies, students learn to generalize these approaches into other areas to become independent lifelong learners.
- Use different interactions to match different purposes and outcomes
 - Informing
 - Describing
 - Explaining
 - Modeling
 - Demonstrating
 - Coaching
 - Listening
 - Watching
 - Questioning

K-4, in self-contained classrooms, participating in a challenging, academic program involving Science, Math, Language Arts, and Social Studies, while integrating art, music, technology and PE.

5-8 – provides opportunity for students to experience and appreciate the study/specific setting of math and science, along with other core subjects. Classes are taught on an advanced level allowing students to extend themselves to their fullest potential. Students develop reading and writing skills that allow them to create connections among concepts taught in class.

All grades will appreciate the study of math and science, beginning at the youngest level. All disciplines will integrate a hands-on method and approach to the curriculum, strengthening the literacy and skills necessary for modern success. Within all grade levels, both student and teacher work together to develop individual tasks and goals that are appropriate for the student based on his/her abilities and interests.

Southeastern Academy offers a challenging curriculum that incorporates both the North Carolina Standard Course of Study and the Core Curriculum in Grades K-8.

- Language Arts (K-8)
- Math (K-8)
- Algebra 1 (8th)
- Social Studies (K-8)
- Science (K-8)
- Interactive Field Trips

- Computer/Technology
- PE (K-8)
- Spanish (K-8)
- Music (K-8)
- AIG Program (3-8)
- EC Program with certified EC teacher in resource setting
- Beta Club
- Student Government

Science Strands

Kindergarten

- Pets, Farms Animals, and Zoo Animals Similarities and Differences
- Our Sensational Senses
- Plant and Plant Growth
- Introduction to Magnetism
- Seasons and Weather
- Taking Care of the Earth
- Science Biographies

First Grade

- Plants and Soil
- Rocks and Soil
- What's the Matter? Solids and Liquids
- Balance, Motion and Weight
- Habitats
- Oceans and Undersea Life
- Classifications of Animals
- Human Body
- Introduction to Electricity
- Introduction to Solar System
- Science Biographies

Second Grade

- Amazing Animals
- Wonderful Weather
- Sensational Sound
- Cycles in Nature – Seasonal, Life, and Water
- Insects
- Human Body – Cells, Digestive and Excretory Systems
- Magnetism
- Simple Machines
- Science Biographies

Third Grade

- Plant Growth and Adaptations
- Soils
- Earth, Moon, and Stars
- Human Body – Muscular, Skeletal and Nervous System
- Classification of Animals
- Light and Optics
- Sound
- Ecology
- Astronomy
- Science Biographies

Fourth Grade

- Animal Behaviors and Adaptations
- Rocks and Minerals
- Magnetism and Electricity
- Human Body – Circulatory and Respiratory System
- Chemistry – Atoms, Matter, Elements, Solutions
- Electricity

Fifth Grade

- Ecosystems
- Landforms and Weathering
- Weather and Climate
- Classifications
- Cells: Structures and Processes
- Plants: Structures and Processes
- Human Body – Adolescence, Endocrine
- Chemistry – Matter and Change
- Science Biographies

Sixth Grade

- Energy and the Universe
- Solar Sensations
- Our Unique Planet
- Ecosystem Interactions
- Population Dynamics
- Energetic Waves of Energy
- Physics – Speed, Force, Work, Energy, Power
- The Forest
- Science Biographies

Seventh Grade

- Human Body
- Weather and Atmosphere
- Heredity and Genetics
- Atomic Structure
- Chemical Bonds and Reactions
- Science Biographies

Eighth Grade

- Using Technology to Study Our World
- Matter All Around Us
- Amazing Water
- Exploring Earth's Oceans
- Electricity and Magnetism
- Electromagnetic Radiation and Light
- Sound Waves
- Chemistry of Food and Respiration
- Plate Tectonics, Earthquakes, and Volcanoes

Math Strands

Kindergarten

- Counting and Cardinality
- Operations and Algebraic Thinking
- Number and Operations in Base Ten
- Measurement and Data
- Geometry

First Grade

- Operations and Algebraic Thinking
- Number and Operations in Base Ten
- Measurement and Data
- Geometry

Second Grade

- Operations and Algebraic Thinking
- Number and Operations in Base Ten
- Measurement and Data
- Geometry

Third Grade

- Operations and Algebraic Thinking
- Number and Operations in Base Ten
- Number and Operations – Fractions
- Measurement and Data
- Geometry

Fourth Grade

- Operations and Algebraic Thinking
- Number and Operations in Base Ten
- Number and Operations – Fractions
- Measurement and Data
- Geometry

Fifth Grade

- Operations and Algebraic Thinking
- Number and Operations in Base Ten
- Number and Operations – Fractions
- Measurement and Data
- Geometry

Sixth Grade

- Ratios and Proportions
- The Number System
- Expressions and Equations
- Geometry
- Statistics and Probability

Seventh Grade

- Ratios and Proportional Relationships
- The Complex Number System
- Expressions and Equations
- Geometry
- Statistics and Probability
- Vector and Matrix Quantities

Eighth Grade

- The Complex Number System
- Expressions and Equations
- Functions
- Geometry
- Statistics and Probability
- Vector and Matrix Quantities

Algebra I

- Structure in Expressions
- Arithmetic with Polynomials and Rational Numbers
- Creating Equations
- Reasoning with Equations and Inequalities

SeA DAILY SCHEDULE

1ST Semester

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
	(8:00–9:25)	(9:35–11:00)	(11:00–12:30)	(1:00–2:25)
Russell	5	7	6	8/9
Oliver	8/9	PE (PreK-2)	Planning	6
Britt		8/9		
Evers	7	Art	Planning	5
Ellis	6	3-Math (10:15-11:00)	5	7
Resources		5/6	7/8	

2nd Semester

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
	(8:00–9:25)	(9:35–11:00)	(11:00–12:30)	(1:00–2:25)
Russell	5	7	6	8 / 9
Oliver	7	PE (PreK-2)	Planning	5
Britt		8/9		
Evers	8/9	Art	Planning	6
Ellis	6	3-Math (10:15-11:00)	5	7
Resources		5/6	7/8	

Pillars of the school culture – We will uphold and maintain the curriculum and foundation as aligned with the North Carolina Course of Study and Core Knowledge Series. Our success will not only be measure by our test scores, but by performance based assessments, or portfolios, of our students, driven by the educational theory and mission. These assessments will document and highlight student success in the classroom. These portfolios may include, but not limited to: science projects, artwork, research essays, math projects, or community projects.

Instructional methodology that align with the school’s mission - In keeping with our school’s mission, our school will create an aggressive curriculum designed for all students enhancing the science and math strands, creating a learning environment implementing a hands on, interactive, and engaging learning experience. By using performance-based assessments, we will implement and evaluate any instructional designs/changes needed for success.

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

Goals	Strategies	Person(s) Responsible	Timeline for Implementation
Focus teachers’ concentration on specific academic areas to increase student achievement and proficiency	<ul style="list-style-type: none"> • Departmentalization of 5th, 6th, 7th and 8th grades • Annually professional developments, workshops, and seminars 	Headmaster	August, with evaluation conducted at end of each academic year
Improve math/science instruction aligned with state curriculum applicable to state performance standards.	<ul style="list-style-type: none"> • Implement Common Core Knowledge and North Carolina Standard Course of Study 	Headmaster/Teaching Staff	August, with continuation throughout academic year
Improve individual student’s achievement in math, language arts, and science	<ul style="list-style-type: none"> • Review individual student’s previous year test scores and identify deficiencies • Devise and implement differentiated instructional techniques 	Teaching Staff	August (when previous year test results are available)
Improve students’ math/science performance and increase EOG, CAT, and regional/state driven tests	<ul style="list-style-type: none"> • Tutoring after school for remedial instruction • Focused curriculum emphasizing core concepts and skills • Challenging textbooks 	Teaching Staff/Math and Science Tutor	Throughout Academic Year
Improve students’ reading fluency and comprehension. Increase EOG, CAT, and regional/state driven tests.	<ul style="list-style-type: none"> • Refer to Reading/Language Arts Tutor for remedial instruction • Focused curriculum emphasizing core concepts and skills • Challenging textbooks/material 	Teaching Staff/Reading and Language Arts Tutor	Throughout Academic Year

Southeastern Academy

- Entrance and exit requirements as well as graduation requirements (if the school is to be high school). **We are not a high school.**
- The school calendar (must provide instruction for a minimum of 185 instructional days) (*G.S.115C-238.29F(d)(1)*) and how it coincides with the tenets of the proposed mission.

M	T	W	T	F
AUGUST				
		1	2	3
6	7	8	9	10
13	14 TW	15 TW	16 TW	17
20	21 #1	22	23	24
27	28	29	30	31 E

M	T	W	T	F
SEPTEMBER				
3 H	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24 PR	25	26	27 PTC	28 PTC

M	T	W	T	F
OCTOBER				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24 N	25	26 E
29 H	30	31 RC		

M	T	W	T	F
NOVEMBER				
			1	2
5	6	7	8	9
12	13	14	15	16
19	20 E	21 H	22 H	23 H
26	27	28	29	30

M	T	W	T	F
DECEMBER				
3 PR	4	5	6	7
10	11	12	13	14
17	18	19 E	20 H	21 H
24 H	25 H	26 H	27 H	28 H
31 H				

M	T	W	T	F
JANUARY				
	1 H	2	3	4
7	8	9	10	11
14	15 N	16	17	18 E
21 H	22 RC	23	24	25
28	29	30	31	

M	T	W	T	F
FEBRUARY				
				1
4	5	6	7	8
11	12	13	14	15 E
18 H	19 PR	20	21	22
25	26	27	28	

M	T	W	T	F
MARCH				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22 N
25	26	27 RC	28 E	29 H

M	T	W	T	F
APRIL				
1 H	2 H	3 H	4 H	5 H
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Southeastern Academy

M	T	W	T	F
MAY				
		1	2 PR	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24 E
27 H	28	29	30	31

M	T	W	T	F
JUNE				
3	4	5	6 NE	7 TW
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

# 1	STUDENTS 1ST DAY
TW	TEACHER WORKDAY
E	EARLY DISMISSAL
TW *	TEACHER WORKDAY REQUIRED
H HOLIDAY	
PR	PROGRESS REPORTS
AL	ANNUAL LEAVE
PT	PARENT/TEACHER CONFERENCE
N	END OF 9 WEEKS
RC	REPORT CARDS

- 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.

Southeastern Academy will only use the State mandated End of Course and End of Grade exams for grades 3-8. The school will administer State benchmark exams for grades K-2. Partnership with National/Regional Assessment Tool to promote student learning, program evaluation and accountability to exceed goals. Benchmark used to assess student's current academic performance in Language Arts, Math and Science. Students are periodically tested within school year to determine instructional level and measure academic growth throughout the year.

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

We believe that every child has the opportunity to a quality education provided by a committed team of educators. By following the National Board's mission of "maintaining high and rigorous standards for what accomplished teachers should know and be able to do", we will offer/provide professional developments/workshops/conferences throughout the academic school year for teachers to attend; partnering with community and state-wide. Core content knowledge and experience of the subject matter has a positive impact for student achievement and success, with educators growing in their instructional approach.

- 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.
 - Students who are not performing at expected grade levels based on the yearly EOG's and EOC's will be provided the following support in an effort to assist them in achieving passing scores on these assessments.
 - Expected levels of performance – level 3 or higher.
 - Tutoring offered after school 2:30-3:30 pm for K-8 in Math, Science and Language Arts conducted by full-time certified teachers employed by the school.
 - English Language Learners – For all students qualified as an English Language Learner, 4 hours of daily English Language Development each day within classroom setting and/or after school tutoring.
- Details in how the proposed charter plans to involve parents and community members within the school.

We believe that children learn better when home and school cooperate. The teachers and staff will strive to maintain open lines of communication with parents. Parents are expected to provide support to our staff and faculty, and all communication shall be done in a calm and positive manner.

Conferences between parents and teachers are scheduled in the fall of each school year. The purpose of conferences is to set goals, report progress, make cooperative plans, and compare notes.

The following procedures should be followed if parental concerns arise:

1. Teacher/Parent phone call
2. Teacher/Parent conference
3. Teacher/Parent/Administration conference
4. Parents should request, in writing, a meeting with the Southeastern Board Committee on Personnel/Curriculum/Policy
5. Meeting at a full Board of Directors meeting

PARENTAL REPORTS REGARDING PROGRESS

Student progress will be communicated to parents as follows:

- K - 3 weekly
- 4 - 8 as needed

SYLLABUS

Parents will receive a grade/course syllabus and a copy of the grading criteria for each grade/course within the first two weeks of school.

Our goal at Southeastern Academy is to build a strong relationship between our teachers, parents and students. We believe this union will lead to a successful outcome for all involved. The following will be key components to implementing this plan.

Volunteer Opportunities

OPTS-Organization of Parents and Teachers

Parent fundraising organization that meets monthly to determine how they can contribute to school needs. Opts is responsible for raising money for necessary items such as supplies, donations, classroom activities and sport.

Survey

Survey parents about the goals of their children and how to meet these goals. This is done several times during the year between parents, students and staff to keep the lines of communication open.

Open House

Open House is held once a year to give parents, students and the community a chance to view our school.

Student involvement in the Community through Volunteerism

Adopt a Family

Can Drive

Hospice Tree

Parent volunteer service team

Assist parents with finding their place as a volunteer. Parents fill out a volunteer form and their strengths and interest are matched to volunteer opportunities such as:

Office support

Teacher support

Tutoring

Proctors

Assistance with special events

Parent Teacher Conferences

Parent teacher conferences held at the school twice a year. The purpose of this meeting is to discuss student's strengths and areas he/she need to improve. If student has a problem, we will implement a plan to resolve it.

- 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.

Southeastern Academy will offer a general, yet comprehensive program for all students, including a resource environment for identified Exceptional Children. Students will be integrated within the regular, smaller classroom setting, with curriculum modifications constructed as deemed necessary by Instructional Plans (IEP, DEP, and IDEP) and/or teacher observation.

Student identification involves the following:

- Smaller class size offers a close and engaging relationship between the instructing teacher and student, providing opportunity for proper identification, in collaboration with EC Teacher and parents. Students with disabilities will be recommended for professional assessment.
- AIG identification begins at the Kindergarten level and is tested in 3rd grade by local and state driven tests. AIG identified students generally show an increased aptitude for studies, creativity, leadership qualities, and acute observation of environment.

AIG

- **Identification:** Begins at the earliest level of school and tested in 3rd grade by local and state driven tests. AIG identified students generally show an increased aptitude for studies, creativity, leadership qualities, and acute observation of environment. School will work with community, parents, and students to identify gifted and talented students from all backgrounds.
- **Meet the needs:**
 - Create independent and individualized enrichment project activities to extend and expand reasoning beyond daily curriculum.

- Create learning centers/modules for AIG students to actively engage with accelerated peer groups.
- Critical for curriculum designs/modifications to meet learning needs of those performing above grade level, accelerating the student.
- Network of teaching staff, faculty, and parents conferencing to ensure the continued success of AIG students.

At-Risk Students

We recognize that the educational performance of at-risk students will not improve without efforts made to create partnerships within the community, teaching staff, and parents to overcome these barriers. Students that are below grade level are at risk of academic failure, and curriculum may need modifications to adapt to the needs of these students. After identification of these students, through data/results from previous test scores and screening assessments, modifications to curriculum will allow strengthening of skills needed for academic success. These students will be monitored for progress throughout the year, permitting quick and immediate intervention if adjustments are not successful. Academic advocacy between members of staff, parents and possibly community resources will enhance the success of identified at-risk students.

English Language Learners:

The school anticipates that its population of English Language Learners (ELL) will mirror that of the local school district. Southeastern Academy is committed to ensuring the ELL students have access to same educational opportunities offered. The following process will be utilized for identification and success:

- Identification
- Assessment/Monitoring
- Services Offered

Identification: Each student given Home Language Questionnaire (HLQ) upon acceptance to the school to determine if primary language at home is other than English.

Assessment/Monitoring: The school will bi-annually assess the English proficiency of student through team of teachers/staff to determine further modifications in curriculum or exit of ELL programs offered.

Services Offered: For all qualified English Language Learners, 4 hours of daily English Language Development each day within classroom setting and/or after school tutoring. Each student will have individualized language plan designed to meet his/her needs. These plans will be updated annually, with adaptations made to the student's individual learning plan.

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

Extra-curricular activities are a vital aspect of any student's well-rounded growth. These activities are designed for active and engaging interaction between students with similar interests and

faculty. They offer opportunities for students to continue education beyond the classroom setting, matching the mission of emphasizing the social, emotional, physical, and intellectual development of each child through learning experiences.. These activities can be grouped into the following:

- **Service-Based Extracurriculars:** Community based resources geared towards improving and helping the community as well as the school environment. Students learn life skills necessary for well-rounded development. Offered, but not limited to: volunteerism at local soup kitchens, girls/boys clubs – mentoring programs, recycling clubs, etc....
- **Art-Based Extracurriculars** – Continuing the cross-curricular instruction through clubs offered to enhance the arts: visual and performing arts to list a few, utilizing cultural events at UNC-P and other nearby venues.
- **Personal Enrichment/Academic Clubs:** Math, Science, Debate clubs, Honor Societies (BETA), enhancing student academic achievement in class, as well as a student’s personal environment.
- **Field Trips** – Encouraged and planned to correspond with and enhance classroom instruction. As technology advances, utilizing more virtual interactive field trips.
- **Sport Teams** – Basketball, golf and soccer teams for girls and boys.

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.

Southeastern Academy will comply with 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.) by offering a general, yet comprehensive program for all students, including a resource environment for identified Exceptional Children. As prescribed by the SBE and in accordance with state and federal laws, the School will provide to the SBE the total number of children with special needs, identified in accordance with state and federal laws, enrolled in the School. The School accepts and understands that for purposes of federal and state law, it is obligated to provide free and appropriate education and related services to children with special needs.

A full-time qualified EC teacher will be hired to address the needs of this population. Students will be integrated within the regular, smaller classroom setting, with curriculum modifications constructed as deemed necessary by Instructional Plans (IEP, DEP, and IDEP) and/or teacher observation. Smaller class size offers a close and engaging relationship between the instructing teacher and student, providing opportunity for proper identification, in collaboration with EC Teacher and parents. Students with disabilities will be recommended for professional assessment. Curriculum modifications as deemed necessary.

All students with disabilities, regardless of the nature/origin, who need special education and related services, will be served in the least restrictive environment possible. Upon enrollment, all students will be screened for a previously diagnosed disability/Individual Education Program (IEP). Students with existing IEPs will be assigned appropriate services and interventions based on the IEP.

All students will benefit from an interactive, engaging, modified curriculum based on the needs of the individual. Resources will be allocated for individual enrichment as needed from a collaborative network of Exceptional Teacher (EC), faculty, teaching staff, and parents conferencing semi-annually, or as deemed necessary, fulfilling the needs of identified students.

Student identification involves the following:

- Smaller class size offers a close and engaging relationship between the instructing teacher and student, providing opportunity for proper identification, in collaboration with EC Teacher and parents. Students with disabilities will be recommended for professional assessment.
- AIG identification begins at the Kindergarten level and is tested in 3rd grade by local and state driven tests. AIG identified students generally show an increased aptitude for studies, creativity, leadership qualities, and acute observation of environment.

AIG

- **Identification:** Begins at the earliest level of school and tested in 3rd grade by local and state driven tests. AIG identified students generally show an increased aptitude for studies, creativity, leadership qualities, and acute observation of environment. School will work with community, parents, and students to identify gifted and talented students from all backgrounds.
- **Meet the needs:**
 - Create independent and individualized enrichment project activities to extend and expand reasoning beyond daily curriculum.
 - Create learning centers/modules for AIG students to actively engage with accelerated peer groups.
 - Critical for curriculum designs/modifications to meet learning needs of those performing above grade level, accelerating the student.
 - Network of teaching staff, faculty, and parents conferencing to ensure the continued success of AIG students.
 -

At-Risk Students

We recognize that the educational performance of at-risk students will not improve without efforts made to create partnerships within the community, teaching staff, and parents to overcome these barriers. Students that are below grade level are at risk of academic failure, and curriculum may need modifications to adapt to the needs of these students. After identification of these students, through data/results from previous test scores and screening assessments, modifications to curriculum will allow strengthening of skills needed for academic success. These students will be monitored for progress throughout the year, permitting quick and immediate intervention if adjustments are not successful. Academic advocacy between members of staff, parents and possibly community resources will enhance the success of identified at-risk students.

English Language Learners:

The school anticipates that its population of English Language Learners (ELL) will mirror that of the local school district. Southeastern Academy is committed to ensuring the ELL students have access to same educational opportunities offered. The following process will be utilized for identification and success:

- Identification
- Assessment/Monitoring
- Services Offered

Identification: Each student given Home Language Questionnaire (HLQ) upon acceptance to the school to determine if primary language at home is other than English.

Assessment/Monitoring: The school will bi-annually assess the English proficiency of student through team of teachers/staff to determine further modifications in curriculum or exit of ELL programs offered.

Services Offered: For all qualified English Language Learners, 4 hours of daily English Language Development each day within classroom setting and/or after school tutoring. Each student will have individualized language plan designed to meet his/her needs. These plans will be updated annually, with adaptations made to the student's individual learning plan.

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.

ABSENCES

Parents are requested to notify the office by 8:30 a.m. if a student will be absent. Absences burden students with the extra responsibility of making up work. Often key concepts, important

instructions, and new material are missed and cannot be made up easily. Parents should try to keep student absences to the necessary minimum.

1. **Illness:** A child with a fever or other symptoms of illness should be kept at home. If in the course of the morning, the child becomes “school worthy”, by all means bring the child to finish the day with us.

Should a full day or series of days be missed because of illness, homework assignment(s) should be obtained from the child’s teacher(s). If child is too ill to complete work, the teacher will work with the student to help make up missed assignments upon returning to school.

2. **Medical and Dental Appointments:** All appointments should be scheduled after school hours if possible.
3. **Leaving School Early:** Parents should come by the office and sign students out, and if they return to school, they should check with the office before returning to class. Students who leave school early should get all assignments from their teachers. Students who become ill during the school day should come to the office for a staff assessment of illness. Parents will be contacted if deemed necessary.
4. **Family Trips:** If a student will be absent from school because of a family trip, a note should be sent to the Headmaster at least two (2) weeks in advance of the trip and the student should talk with the teacher(s) before departure and get assignments so that the student will not fall behind in his/her work. Only educational trips should be scheduled during the school year.

Southeastern Academy

Student Acceptable Use/Internet Use Policy Statement

Introduction

These procedures are applicable to all student use of Network and Internet systems while using Southeastern Academy property at any location or during school activities at any location. Southeastern Academy students have access to Internet with teacher supervision. This access enables us to gather valuable online information. The benefits to our students far exceed any potential disadvantages. This privilege brings responsibilities for all of us. Before joining our online activities students must first have parental permission and agree to follow the policy contained herein.

Access

Network and Internet access is a privilege, which requires a high level of personal responsibility and may be denied due to inappropriate use. Inappropriate use shall include but not be limited to:

1. Using the system to transmit inaccurate information.
2. Using the system to send, receive or view objectionable material.

3. Damaging the security system.
4. Vandalizing the system.
5. Violating the copyright laws.
6. Failing to follow network etiquette procedures (i.e. being polite, using appropriate language, etc).
7. Accessing the system in any manner inconsistent with the mission of the academy.
8. Opening, editing or deleting files that do not belong to the student
9. Giving out personal information over the Internet
10. Downloading software, music or images without permission from the teacher

The teacher may withdraw access at any time as required. The administration, faculty and staff of the school may request the network administrator to deny, revoke or suspend specific system user access.

Students under the age of 18 must have the written approval of a parent or guardian. A signed Acceptable Use/Internet Policy Agreement Form must be on file with the school. Student privileges will be granted only for one academic year. A signature on the Acceptable Use/Internet Policy Agreement Form indicates that the person signing the permission form has read and understood any supplemental information which may be provided with the permission form.

Students will notify their teacher or other adult whenever they come across information or messages that are dangerous, inappropriate or make them feel uncomfortable.

Copyright

One of the most important issues to be addressed and taught to students is the issue of copyright and the related areas of trademark and licensing.

System users may download material for their own use in accordance with applicable copyright laws, school policy and administrative regulations. The Fair Use doctrine allows an individual to reproduce portions of copyrighted work for non-commercial purposes, in some instances. Reproduction beyond fair use requires the permission of the copyright holder or authorized person. The permission must be specified in the document or must be obtained directly from the author in accordance with applicable copyright laws. Violations of copyright law could lead to civil liability with excessive penalties.

Discipline

Appropriate discipline for student violations will be determined by the headmaster. Violations of the acceptable use guidelines or any federal or state law, rule or regulation may result in disciplinary action. Violations that may be criminal will be referred to appropriate law enforcement officials.

Please return this page to Mrs. Barnes and keep the *Southeastern Academy Acceptable Use /Internet Use Policy Statement* for your records.

Student:

I understand and will abide by the *Southeastern Academy Acceptable Use/Internet Policy Guidelines*. I further understand that any violation of the guidelines is unethical and may constitute a criminal offense. Should I commit any violation, disciplinary action and/or appropriate legal action will be taken.

Signature: _____

Printed Name: _____

Date: _____

Parent or Guardian

(For students under age 18, a parent or guardian must also read and sign this agreement.)

As the parent or guardian of this student, I have read the *Southeastern Academy Acceptable Use /Internet Use Policy Statement*. I understand that this access is intended for educational purposes. The Academy has taken steps to monitor Internet use. However, I recognize that no filtering software is 100% effective at restricting content, and I will not hold the Academy responsible for inappropriate materials acquired by my child on the Internet.

I hereby grant permission for each of the following areas and certify that the information contained on this form is correct.

PLEASE CIRCLE

- YES NO** I hereby give permission for my son/daughter to have Internet access privileges.
- YES NO** I hereby give permission for my son/daughter to have electronic mail privileges for collaboration within the class and any approved electronic pen-pal programs
- YES NO** I hereby give permission for my son/daughter's picture and/or video/audio to be taken for use within the school, school website, or other form of advertisement. I understand that no student last names will be listed with pictures/video.
- YES NO** I hereby give permission for my son/daughter's work samples to be posed on the Southeastern Academy website. All work submitted by students for posting will be listed by first name and/or teacher and grade

Signature: _____

Printed Name: _____

Date: _____

This agreement must be retained on file by the school office and is valid only for the school year in which it is signed.

AFTERNOON DISMISSAL

All students are dismissed at 2:25. Students MUST be picked up by 2:45 p.m. Supervision is not provided after 2:45 unless it has been pre-arranged.

ARRIVING AT SCHOOL

Students should not arrive before 7:30 a.m. Parents are requested to drop off students at the back foyer door each morning. Students arriving after 8:00 a.m. are considered tardy. Anyone arriving after 8:00 a.m. should enter school through the main entrance and report to the office for a class admittance slip. No one will be admitted to class without a note.

Appropriate discipline for student violations will be determined by the headmaster. Violations of the acceptable use guidelines or any federal or state law, rule or regulation may result in disciplinary action. Violations that may be criminal will be referred to appropriate law enforcement officials. Students are expected to exemplify acceptable behavior at all times. All students are to treat others courteously and with respect for their rights and property. In order to ensure open communication between school, parents, and students, the following will occur:

1. Teachers shall establish a disciplinary policy for their classes and provide the policy in writing to students and parents at the beginning of the school year.
2. Teachers shall conduct a discussion of the class and school policies dealing with discipline at the beginning of the school year.
3. The handbook may be viewed on the Internet at www.southeasternacademy.org.
4. The Administrator reserves the authority to invoke immediate loss of privileges or immediate suspension under circumstances found to be harmful to students or faculty.

As you know, a safe and orderly environment must be maintained in order for learning to occur. The following procedures will be followed prior to a referral to the administration, for an in-class infraction:

- 1) 1st Offense - Conference with student
- 2) 2nd Offense - Parental contact
- 3) 3rd Offense – Teacher administered punishment and parental contact
- 4) 4th Offense - Administrative referral

The teacher will maintain a discipline file on each student they teach. A written incident form must accompany any referral to the administration.

Emergency situations should be referred to the office **immediately** (out-of-class or in-class).

CONSEQUENCES OF DISRUPTIVE BEHAVIOR

Misconduct violations referred to the administration will be addressed as follows:

OUT-OF-CLASS REFERRALS TO THE OFFICE

LEVEL I: Tardies, running, loud inappropriate noises, inappropriate use of electronic devices, inappropriate dress, inappropriate behavior on the school bus, other minor offenses:

- 1st Offense – Conference with student
- 2nd Offense – 3-day lunch ISS
- 3rd Offense – 5-day lunch ISS
- 4th Offense – 1-day ISS
- 5th Offense – 3 days ISS
- 6th Offense – 1 day OSS, with parent conference
- *Other Offense – Administration decision

LEVEL II: Arguing, profanity, vandalism, possession of tobacco products:

- 1st Offense – 3 days ISS
- 2nd Offense – 5 days ISS
- 3rd Offense – 1 day OSS, with parental conference
- 4th Offense – 3 day OSS
- 5th Offense – 5 day OSS
- 6th Offense – 10 day OSS, with parent conference
- 7th Offense – Administration decision

LEVEL III: Fighting, disrespect of authority, name calling, harassment including racial, sexual, ethnic, bullying etc.:

- 1st Offense – 3 days ISS
- 2nd Offense – 5 days ISS
- 3rd Offense – 3 day OSS
- 4th Offense – 5 day OSS
- 5th Offense – 10 day OSS
- 6th Offense – Dismissal from School

LEVEL IV: Possession or use of illegal substances including alcohol, possession of a weapon:

- 1st Offense – 3 days OSS
- 2nd Offense – 5 days OSS
- 3rd Offense – 10 days OSS
- 4th Offense – Dismissal from School

CONSEQUENCES OF DISRUPTIVE BEHAVIOR, cont'd

IN-CLASS REFERRALS TO THE OFFICE

Class I Referrals:

- 1st Referral – 1 day ISS
- 2nd Referral – 3 days ISS
- 3rd Referral – 5 days ISS
- 4th Referral – 1 day OSS, Parental Conference
- 5th Referral – 3 days OSS, Parental Conference
- 6th Referral – 5 days OSS, Parental Conference
- 7th Referral – 10 days OSS, Parental Conference
- 8th Referral – Dismissal from School

Class II, III, or IV Referrals:

Discipline will be as already posted!

Parental Conferences

Parental conferences may be requested at any time but are required upon the 3rd referral to the office. If and when a conference is requested, parents must bring the student to the office for the conferences. Conferences will be required upon each OSS (out-of-school suspension).

The discipline for grades K – 4 will be handled on an individual basis. The parents will be involved as needed.

Discipline For Children With Disabilities

The School shall comply with all applicable federal and state laws and regulations governing discipline of children with disabilities, including compliance with 20 U.S.C. Sec. 1400 et seq. and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. Sec. 706(8).

The School shall comply with state and federal due process requirements both in notifying students of conduct for which they may be suspended or expelled and in providing notice and hearing opportunities to students being recommended for exclusion from the School. If the School suspends a student with special needs, it shall continue to provide to the student all continuing education services to the extent mandated by federal and state laws and regulations. In the event the School suspends or expels a student, the School shall promptly notify local School officials in the School district to which the student would otherwise be assigned. Such notification shall include the student's name, special education status, length of suspension/expulsion and the circumstances giving rise to the suspension or expulsion. At the beginning of each School year, the School shall notify all parents/legal guardians that: "The local board may refuse to admit any student who is suspended or expelled from a School due to actions that would lead to suspension or expulsion from a public School under G.S. 115C-391 until the period of suspension or expulsion has expired." (G.S. 115C-238.29B(b)(11)).

Grievance Process

It is the policy of the Board of Directors that all students shall have the right to present for solution any problem arising within their status as students and shall be encouraged to exercise this right without fear of recrimination. It is for this purpose that a grievance procedure is established. To ensure that any problem is corrected as soon as possible, time limits have been established to assure prompt attention to each problem. If the student does not process his grievance within the set time limit, it shall be considered settled and not open to appeal.

Student Grievance Procedure

The grievance procedure may be used to address any situation occurring within the operation or normal procedures of the school which causes a student and/or parent to believe he/she has been wronged, except in the case of long-term suspension. Students and their parents are encouraged to discuss their concerns informally with the person(s) involved before invoking formal grievance procedures.

1. **Initiation** – A student may initiate a grievance proceeding when either the student or his parent or guardian believes that a violation, misapplication or misinterpretation of School Board Policy or state or federal law or regulation has occurred.
2. **Procedure** – The procedure for initiation and conduct of a grievance shall be:

Step 1 – Principal Conference

A student, parent, or guardian wishing to invoke the grievance procedure shall make a written request for a conference with the principal to discuss the grievance and seek resolution. The following guidelines shall be observed in Step 1:

1. A grievance shall be filed as soon as possible, but in no event longer than thirty (30) days after disclosure of the facts giving rise to the grievance.
2. The principal shall grant the conference within five (5) school days following receipt of request. The request shall include a statement describing the grievance and naming the specific policy, rule or law believed to be violated.
3. The request shall include a statement describing the grievance and naming the specific policy, rule or law believed to be violated.
4. The principal will state her position of the question in writing to the student within five (5) school days following the conference.
5. Only the parent or guardian or someone acting *in loco parentis* shall be permitted to join or represent the student in the conference with the principal.

Step 2 – Appeal to the Board of Directors

If the grievance is not resolved at Step 1, the student may appeal the Principal's decision to the Board of Directors in writing within ten (10) school days following the response from the principal at Step 1. The Board, through the office of the Chairman, shall designate a Board committee to receive, review, and make a determination of the appeal from the Principal's decision. The designated committee shall meet within ten (10) school days following the receipt of the appeal. The student and parent shall have the right to be present and present their grievance. The principal shall also have the right to be present. The Board committee's decision shall be determined to be final and shall be conveyed, in writing, to the student and parent with copies to the principal.

STUDENT-TO-STUDENT DISCRIMINATION, HARRASSMENT AND BULLYING POLICY

The Board takes seriously all complaints of unlawful discrimination, harassment and bullying. The process provided in this policy is designed for those individuals who believe that they may have been discriminated against, bullied or harassed in violation of the Southeastern Academy Board policy, Prohibition Against Discrimination, Harassment and Bullying. Individuals who have witnessed or have reliable information that another person has been subject to unlawful discrimination, harassment or bullying also should report such violations to one of the school system officials listed in subsection C.1. of this policy. Reports may be made anonymously.

A. DEFINITIONS

1. **Alleged Perpetrator**
The alleged perpetrator is the individual alleged to have discriminated against, harassed or bullied the complainant.
2. **Complaint**
A complaint is an oral or written notification made by a person who believes he or she is the victim of unlawful discrimination, harassment or bullying.
3. **Complainant**
The complainant is the individual complaining of being discriminated against, harassed or bullied.
4. **Days**
Days are the working days, exclusive of Saturdays, Sundays, vacation days or holidays, as set forth in the school calendar. In counting days, the first day will be the first full working day following receipt of the complaint. When a complaint 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.
5. **Investigative Report**
The investigative report is a written account of the findings of the investigation conducted in response to a complaint.
6. **Investigator**
The investigator is the school official responsible for investigating and responding to the complaint.
7. **Report**
A report is an oral or written notification that an individual, other than the reporter, is a suspected perpetrator or victim of unlawful discrimination, harassment or bullying.

B. REPORTING BY EMPLOYEES OR OTHER THIRD PARTIES

1. **Mandatory Reporting by School Employees**
Any employee who witnessed or who has reliable information or reason to believe that an individual may have been discriminated against, harassed or bullied in violation of the Southeastern Academy Board Policy, Prohibition Against Discrimination, Harassment and Bullying must report the offense immediately to an appropriate individual designated in subsection C.1., below. An employee who does not promptly

report possible discrimination, harassment or bullying shall be subject to disciplinary action.

2. Reporting by Other Third Parties

All members of the school community including students, parents, volunteers and visitors are also strongly encouraged to report any act that may constitute an incident of discrimination, harassment or bullying.

3. Anonymous Reporting

Reports of discrimination, harassment or bullying may be made anonymously but formal disciplinary action may not be taken solely on the basis of an anonymous report.

4. Investigation of Reports

Reports of discrimination, harassment or bullying shall be investigated sufficiently to determine whether further action under this policy or otherwise is necessary, and school officials shall take such action as appropriate under the circumstances. At the option of the alleged victim, the report may be treated as a complaint by the alleged victim under this policy.

C. COMPLAINTS BROUGHT BY ALLEGED VICTIMS OF DISCRIMINATION, HARASSMENT OR BULLYING

1. Filing a Complaint

Any individual, who believes that he or she has been discriminated against, harassed or bullied is strongly encouraged to file a complaint orally or in writing to any of the following individuals:

- a. the principal of the school at which either the alleged perpetrator or alleged victim attends or is employed;
- b. an immediate supervisor if the individual making the complaint is an employee;
- c. the Section 504 coordinator or the ADA coordinator for claims of discrimination on the basis of a disability.

2. Time Period for Filing a Complaint

A complaint should be filed as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the complaint. Complaints submitted after the 30-day period may be investigated; however, individuals should recognize that delays in reporting may significantly impair the ability of school officials to investigate and respond to such complaints.

3. Informal Resolution

The board acknowledges that many complaints may be addressed informally through such methods as conferences or mediation, and the board encourages the use of such procedures to the extent possible. If an informal process is used, the principal or other designated personnel must (1) notify the complainant that he or she has the option to request formal procedures at any time and (2) make a copy of this policy and other relevant policies available to the complainant. In those circumstances in which informal procedures fail or are inappropriate or in which the complainant requests

formal procedures, the complaints will be investigated promptly, impartially and thoroughly according to the procedures outlined in the remainder of this policy.

D. PROCESS FOR ADDRESSING COMPLAINTS OF ALLEGED INCIDENTS OF DISCRIMINATION, HARASSMENT OR BULLYING

1. Initiating the Investigation

- a. Whoever receives a complaint of discrimination, harassment or bullying pursuant to subsection C.1. shall immediately notify the appropriate investigator who shall respond to the complaint and investigate. The investigator of a complaint is determined as follows:
 - i. If the alleged incident occurred under the jurisdiction of the principal, the investigator is the principal or designee, unless the alleged perpetrator is the principal or a member of the board. If the alleged perpetrator is any other employee, the principal or designee shall conduct the investigation in consultation with the Board of Directors.
 - ii. If the alleged perpetrator is the principal, the Board of Directors or designee is the investigator.
 - iii. If the alleged perpetrator is a member of the board, the board attorney is the investigator. (In such cases, whoever receives a complaint of discrimination, harassment or bullying shall immediately notify the Board Chair who shall direct the board attorney to respond to the complaint and investigate. Unless the board chair is the alleged perpetrator, the principal shall also notify the board chair of the complaint).
- b. As applicable, the investigator shall immediately notify the Title IX, Section 504 or ADA coordinator of the complaint, and, as appropriate, may designate the coordinator to conduct the investigation.
- c. The investigator shall explain the process of the investigation to the complainant and inquire as to whether the complainant would like to suggest a course of corrective action.
- d. Written documentation of all reports and complaints, as well as the school's response, must be maintained in accordance with board policy.
- e. Failure to investigate and/or address claims of discrimination, harassment or bullying shall result in disciplinary action.

2. Conducting the Investigation

- a. The investigator is responsible for determining whether the alleged act(s) constitutes a violation of the Southeastern Academy Board Policy, Prohibition Against Discrimination, Harassment and Bullying. In so doing, the investigator shall impartially, promptly and thoroughly investigate the complaint. The investigator shall interview (1) the complainant; (2) the alleged perpetrator(s); and (3) any other individuals, including other possible victims, who may have relevant information.
- b. Information may be shared only with individuals who need the information in order to investigate and address the complaint appropriately. Any requests by the complainant for confidentiality shall be evaluated within the context of the legal responsibilities of the school. Any complaints withdrawn to protect confidentiality

must be recorded in accordance with the Southeastern Academy Board Policy, Prohibition Against Discrimination, Harassment and Bullying.

- c. The investigator shall review the factual information gathered through the investigation to determine whether the alleged conduct constitutes discrimination, harassment or bullying, giving consideration to all factual information, the context in which the alleged incidents occurred, the age and maturity of the complainant and alleged perpetrator(s), and any other relevant circumstances.

3. Investigative Report

- a. The investigator shall submit a written investigative report to the Board Chair and, as applicable, to the Title IX, Section 504 or ADA coordinator.
- b. The investigator shall notify the complainant of the results of the investigation within 15 days of receiving the complaint, unless additional time is necessary to conduct an impartial, thorough investigation. The investigator shall specify whether the complaint was substantiated and, if so, shall also specify:
 - i. reasonable, timely, age-appropriate, corrective action intended to end the discrimination, harassment or bullying and prevent it from recurring;
 - ii. as needed, reasonable steps to address the effects of the discrimination, harassment or bullying on the complainant; and
 - iii. as needed, reasonable steps to protect the complainant from retaliation as a result of communicating the complaint.
- c. Information regarding specific disciplinary action imposed on the alleged perpetrator(s) will not be given to the complainant unless the information relates directly to the complainant (e.g., an order requiring the perpetrator not to have contact with the complainant).
- d. If the investigator determines that the complaint was substantiated, the perpetrator(s) shall be subject to discipline or other corrective steps, as described in the Southeastern Academy Board Policy, Prohibition Against Discrimination, Harassment and Bullying. If the corrective steps involve actions outside the scope of the investigator's authority, the Board Chair will be notified so that responsibility for taking the corrective steps may be delegated to the appropriate individual.
- e. Each alleged perpetrator will be provided with a written summary of the results of the investigation in regard to whether the complaint was substantiated, whether the alleged perpetrator violated relevant law or board policies by his or her actions, and what, if any, disciplinary actions or consequences will be imposed upon the perpetrator in accordance with board policy. The perpetrator may appeal any disciplinary action or consequence in accordance with board policy and law. However, an appeal by the perpetrator of disciplinary action does not preclude school officials from taking appropriate action to address the discrimination, harassment or bullying.

4. Appeal of Investigative Report

- a. If the complainant is dissatisfied with the investigative report, he or she may appeal the decision to the Board Chair (unless the alleged perpetrator is the Board Chair, in which case the complainant may appeal directly to the board in accordance with the procedure described in subsection E.4.b below). The member's appeal must be submitted in writing within five days of receiving the

investigative report. The Board Chair may review the documents, conduct any further investigation necessary or take any other steps the Board Chair determines to be appropriate in order to respond to the complaint. The Board Chair shall provide a written response within 10 days after receiving the appeal, unless further investigation is needed.

- b. If the complainant is dissatisfied with the Board Chair's response, he or she may appeal the decision to the board within five days of receiving the Board Chair's response. The board will review the documents, direct that further investigation be conducted if necessary and take any other steps that the board determines to be appropriate in order to respond to the complaint. Upon request of the complainant, the board will hold a hearing pursuant to board policy/ Hearings Before the Board. The board will provide a written response within 30 days after receiving the appeal, unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

E. TIMELINESS OF PROCESS

The number of days indicated at each step of the process should be considered a maximum. Every effort should be made to expedite the process.

If any school official charged with investigating the complaint or reviewing the investigation fails at any step in the process to communicate a decision within the specified time limit, the complainant will be entitled to appeal the complaint to the next step unless the official has notified the complainant of the delay and the reason for the delay, such as the complexity of the investigation, review or report. The school official shall make reasonable efforts to keep the complainant apprised of progress being made during any period of delay. Delays that interfere with the exercise of any legal rights are not permitted.

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

F. GENERAL REQUIREMENTS

1. No reprisals or retaliation of any kind will be taken by the board or by an employee of the school against the complainant or other individual on account of his or her filing a complaint or report or participating in an investigation of a complaint or report filed and decided pursuant to this policy, unless the person knew or had reason to believe that the complaint or report was false or knowingly provided false information.
2. All meetings and hearings conducted pursuant to this policy will be private.
3. The board and school officials will consider requests to hear complaints from a group, but the board and officials have the discretion to hear and respond to complainants individually.
4. The complainant may be represented by an advocate, such as an attorney, at any meeting with school officials.
5. Should, in the judgment of the Board Chair or designee, the investigation or processing of a complaint require that an employee be absent from regular work assignments, such absences shall be excused without loss of pay or benefits. This shall not prevent

the Board Chair or designee from suspending the alleged perpetrator without pay during the course of the investigation.

G. RECORDS

Records will be maintained as required by board policy, Prohibition Against Discrimination, Harassment and Bullying.

DRESS CODE

Dress for school should always be tasteful, clean, and neat. The following dress code is appropriate at Southeastern Academy:

1. Shoes or sandals must be worn at all times.
2. Hats/sunglasses will not be worn inside any building.
3. Shorts (mid-thigh or longer) are permitted.
4. Clothing which exposes the midriff or has spaghetti straps is not appropriate.
5. Skirts must be modest in length (mid-thigh or longer).
6. Clothing which exposes any undergarments is not appropriate.
7. Clothing which has an alcoholic/drug insignia/slogan or other offensive message will not be permitted.

Inappropriately dressed students will be counseled. Parents will be contacted by the headmaster if the problem persists.

DOLPHIN CODE OF BEHAVIOR

As a member of the Southeastern family, I agree to show respect for myself, my classmates, others, and my school at all times.

Grades 1 - 8 As a member of the Southeastern family, I agree to show respect for myself, my classmates, others, and my school at all times and I will ensure that my actions never impede the learning process for myself or my fellow students.

This code will be posted in every classroom and signed by all students in the class.

Of utmost importance to the Southeastern Academy community is the principle of individual honor and integrity. The Academy believes that along with a sense of pride in one's own work, a strong sense of personal honor and integrity is a basic human responsibility and one of the most vital assets that a person can have throughout life.

Although it would be convenient and less complicated to concern ourselves solely with honor as it applies to academic work and testing, we clearly must recognize that trust, respect and consideration of others pervade all of our actions and relationships at Southeastern Academy. Without these traits, the freedom and ease of the Academy would be constricted and the whole routine, atmosphere, and life at Southeastern Academy would change for the worse. It is the desire of the headmaster that the spirit of the Honor Code may continue to grow and become a significant

force in the life of every student. For such a system to be effective, every member of the school community must believe in and support the Honor Code.

The following definitions and guidelines shall direct the operation of the Honor Code at the Academy. In order to maintain the Honor Code and the sense of community and pride inherent in such a code, each student has a responsibility to be an active participant in its operation.

- A. Every student is honor-bound to refrain from lying, cheating, and stealing.
 - 1. Lying is the intentional falsification or denial of fact, the intentional creating of a false impression, or the breaking of a pledge.
 - 2. Cheating is giving, receiving, or attempting to give or receive, unauthorized help that could result in an unfair advantage in completing the school work. It is also the representation of another’s work as one’s own, including plagiarism.
 - 3. Stealing is the taking of anything without the consent of the owner.
- B. Every student should, when aware of an infraction of the Honor Code, report the infraction to a member of the Honor Counsel or to a member of the faculty. All Honor Code infractions will be referred to the Honor Counsel for determination of merit. Any violation substantiated by the Honor Counsel will be presented to the Headmaster for his final decision.
- C. A student found guilty of a violation of the Honor Code may be subject to suspension or dismissal from the Academy. The degree of the judgment varies with the grade of the student and the seriousness of the offense.

At the beginning of the school year, students in grades 4-8, will attend an orientation about the Academy’s Honor Code. At the conclusion, all students will be asked to sign a pledge that they have read the Honor Code, that they understand the process, and that they pledge to abide by the Honor Code while a student at Southeastern Academy. Thereafter, a student’s signature is his/her bond and that no other written pledge is required on any academic work submitted for credit.

In addition, students in grades 4-8 should review the Honor Code with their parents.

TIMELINES

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

Time	Task	Responsible Person(s)
Upon notification of charter	Public notification and marketing for applicants and employees	Marketing Committee / Principal

February-March	Accepting applications for admittance	Principal
Last school day in March	Deadline for applications for admittance	Principal
First of April	Announcement of Open House. Billboard Advertising begins	Marketing Committee / Principal
End of April	Lottery	Board of Directors/Principal
First of May	Offers of enrollment mailed	Principal
May	Open House at School	Marketing Committee/Principal
Last school day in May	Enrollment acceptance Deadline	Principal
First of June	Begin additional enrollment offers as dictated in lottery process until enrollment quota is reached	Principal
June – July	Fill all needed employee positions Finalize enrollment Maintain priority waiting list as set forth in Charter.	Principal

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

- Provide a detailed description of the existing private school's financial status.

Southeastern Academy Inc., over its 22 years of operation has always established an annual budget where income is produced from tuition, fees, operation of bus service, operation of cafeteria, and fundraising. The amount of income from each source may vary significantly from year to year.

The school does have a loan it is servicing relating to its facility. That loan originated in 2006 when Southeastern Academy Inc. borrowed \$737,207 through a USDA program with a 40 year term and annual payments of \$41,465. In the proposed budget for the charter application there is \$54,455 expensed for the facility for the charter school. The specifics of whether the charter school would service this facility debt or simply lease the facility would depend upon the recommendation of the charter school committee. The income from tuition/registration for the 2011-12 year amounted to \$345,279.44. Additional revenue for the 2011-12 year amounted to \$150,720.56. The total income for the year was \$496,000 and the total expenditures for the year is \$496,000. This results in a balanced budget for the year.

- Describe the rationale for converting from a private entity to a public school. Include information regarding how the proposed charter school will be nonsectarian in nature and will be open for all students (not just those currently attending the private school).

Southeastern Academy (SEA) has been in the process of converting from a private school to a charter school for approximately seven years. The school has submitted a regular application and an early admissions application. This year's application will be the third time. In each case the school has gotten positive feedback and encouragement. The main reason SEA started this process is because of a deep desire to offer the school's services to a broader constituency. Test scores, parental and student feedback, and feedback from the schools our students matriculate into after they leave SEA, all confirm the positive effects SEA has on the students and families who have the opportunities SEA offers. Robeson County is a poor county with all the deficits poverty brings. The county's economic deficits make it very hard for many families to generate the tuition that SEA must charge in order to open its doors each year. SEA's charter has always declared a policy of inclusion. The school was not designed to shelter one group of advantaged families from other less advantaged families. Scholarships have always been offered in an effort to bridge this gap and encourage all families who wish to experience what SEA offers a chance to do so. As a small school, however, our budget for such scholarships is limited. Becoming a charter school will help enlarge our outreach to students and their families who might not otherwise be able to avail themselves of these opportunities.

SEA has always welcomed students from all ethnic and racial backgrounds. Generally, each year's student body reflects ethnic and racial plurality. From its inception, SEA has been nonsectarian. Religious education is not a part of the curriculum. Class content has always been dictated by the North Carolina Standard Course of Study, Core Knowledge, and individual student needs. Religious education is left to the personal dictates of each student and his/her family. As a charter school, the only current students whose enrollment will automatically continue are those whose parents are on the staff/faculty. All other student enrollment will be based on a lottery system that will be open to public scrutiny.

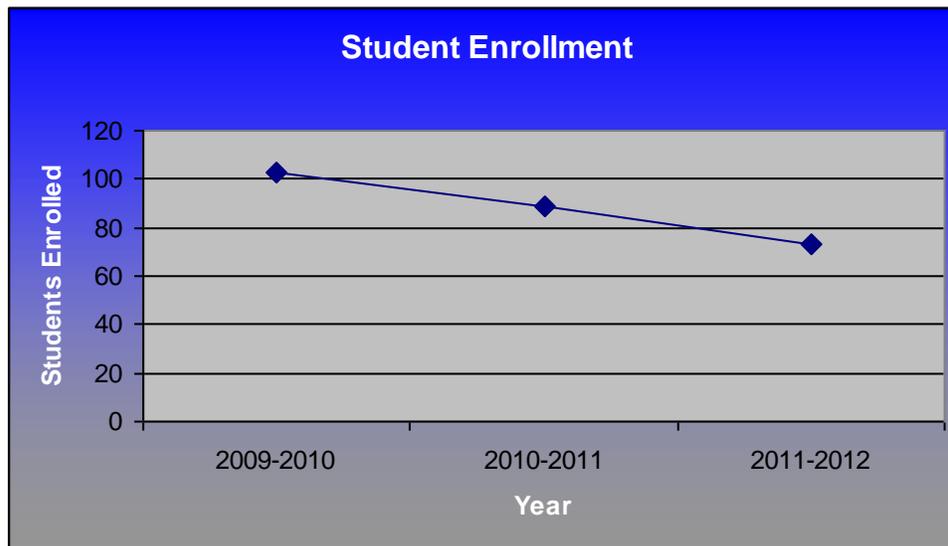
Although Robeson County is the largest county in the state, currently it has only one chartered school. (That school is twenty plus miles away.) This leaves a large segment of the county's population without the choices that are available in other parts of the state. The county's unique racial makeup, its continuing poverty, and its low educational test scores offer rich opportunities for innovative programs and policies to help address these issues. SEA, as a charter school, can be a positive step in that direction.

- Depict and analyze the current enrollment trends of the school over the past three academic years.

During the past three years, Southeastern Academy's enrollment has dropped due to the unemployment rate in the county. Robeson County is the poorest county in North Carolina, with an average annual household income ranging from \$ 15,321- 24,745. Families' disposable incomes have decreased due to economic strains making it very difficult to choose private school education over public school. Southeastern Academy experiences a yearly struggle to enroll new students due to the county's economy. Beginning tuition for first time students is at an all time low of \$3,900.00 financed for 10 months at \$ 390.00 per month. Tuition levels increase after the first year at a rate of \$ 500.00 per yr., with full pay tuition at \$ 5,300.00. Historically as tuition increases the rate of student enrollment decreases. During exit interviews conducted by the Director of Admissions, the main reason for student loss is increased tuition (93% of students leave SeA for this reason alone; other reasons include moving or aging out). The educational experience or the quality of education is never a reason for a student to leave Southeastern Academy.

Southeastern Academy has been in existence for 22 years. Becoming a Charter School would be a solution to a tuition free school while giving students in North Carolina's poorest county educational opportunities.

The following graph depicts the enrollment trend for the past three years:



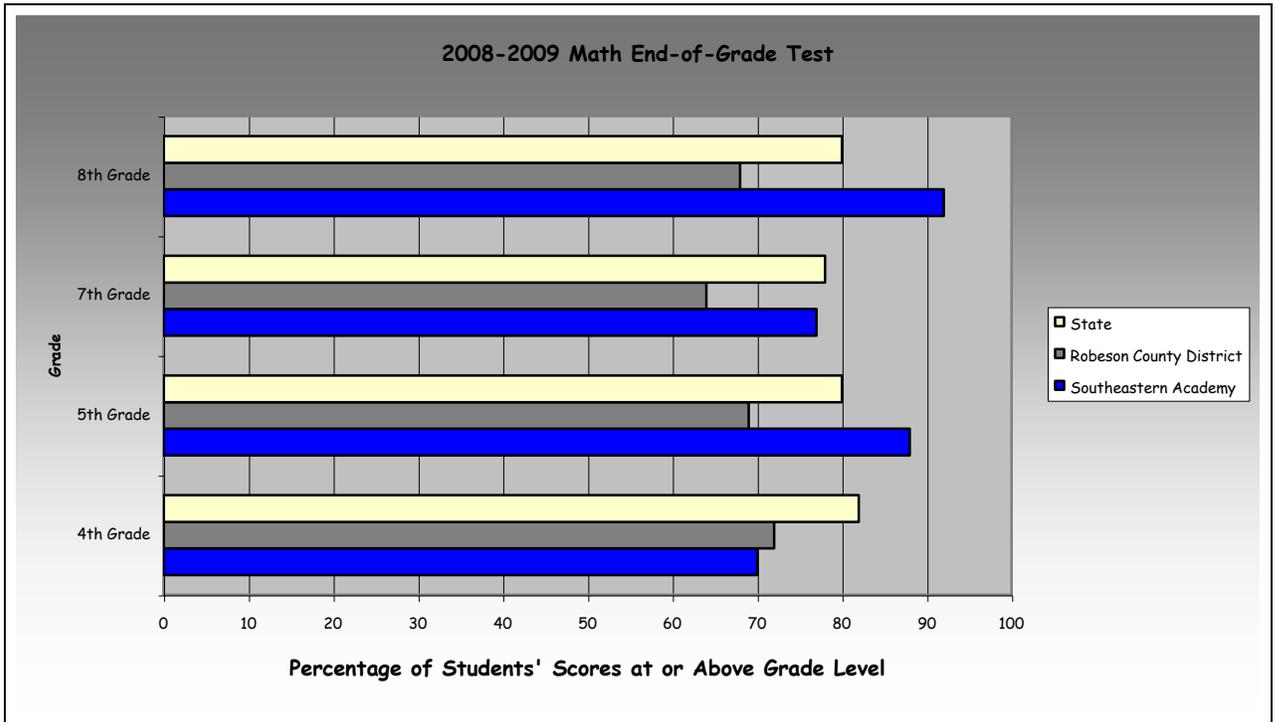
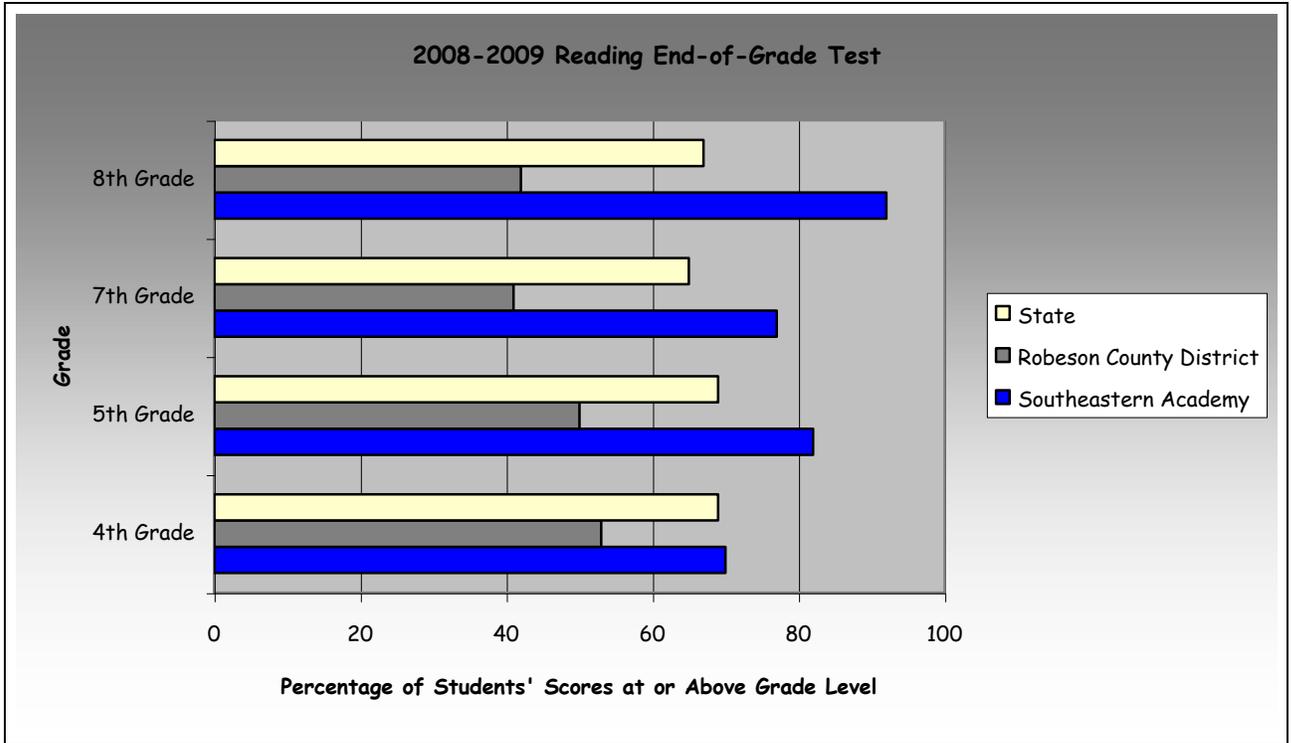
- Document and expound upon evidence that the existing private school is successful in student achievement. Base this explanation upon academic data available through summative assessments.

Southeastern Academy achieves elevated test scores with students from a broad spectrum of educational and socioeconomic backgrounds. Southeastern Academy administers the California Achievement Test to grades 3,6, and 9; the End of Grade Test to grades 4,5,7 and 8; and, the Algebra I End of Course to eighth graders. End of Grade, End of Course, and California Achievement Tests are administered once, without remediation, at the completion of the academic

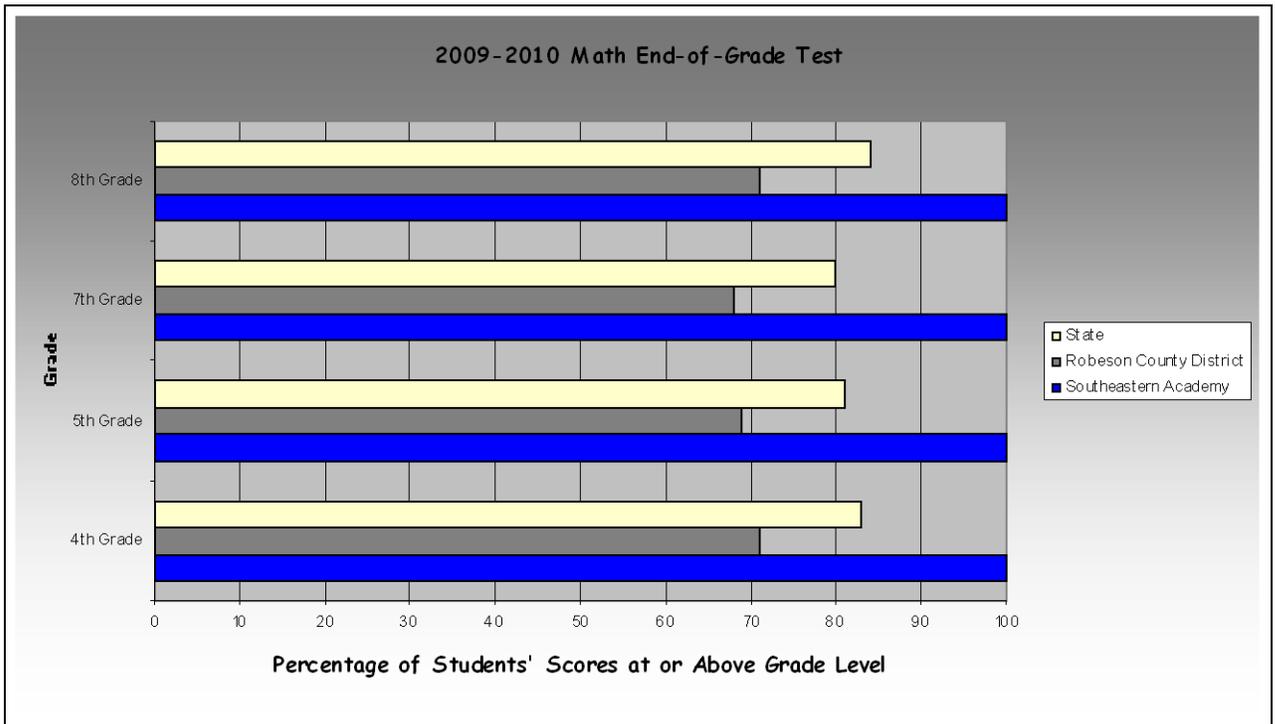
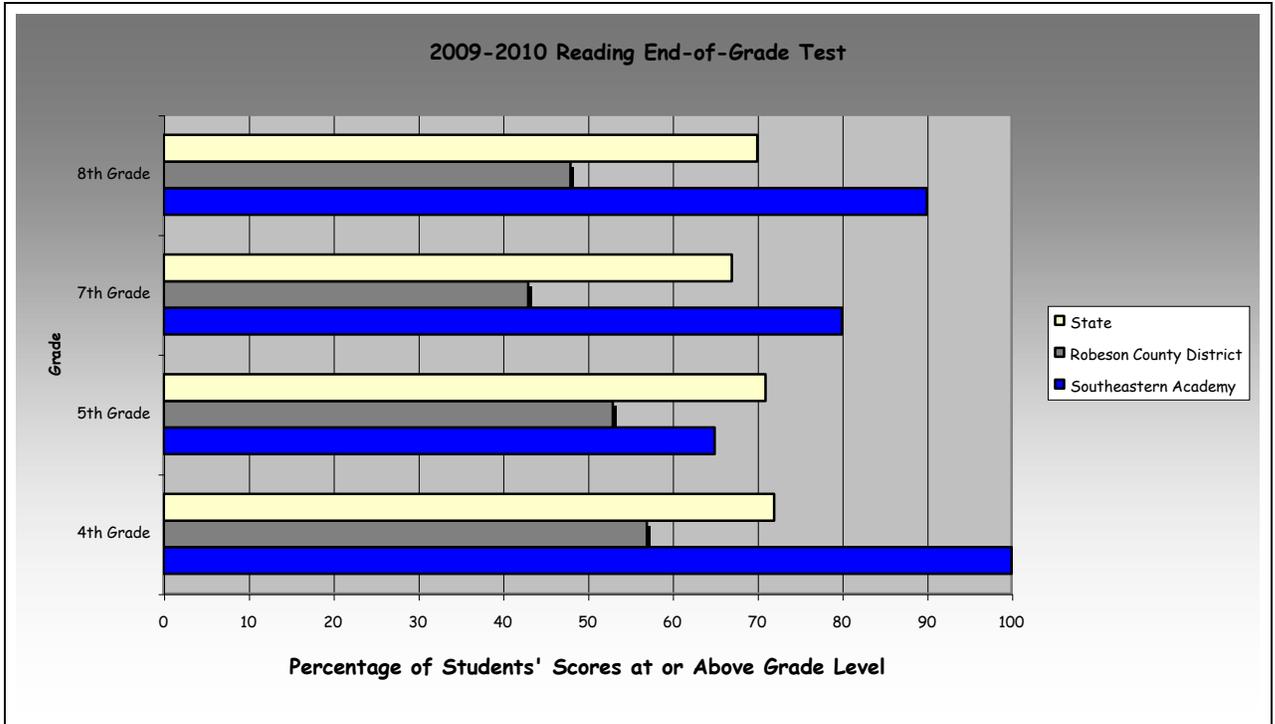
year. (Students achievements for these tests are duplicated on the graph.) Students who have attended SEA are frequently accepted to the North Carolina School of Science and Mathematics. SEA students are most often placed in honors and advanced placement courses upon entrance to high school. Most attend elite colleges and universities successfully, such as New York University, University of North Carolina at Chapel Hill, United States Air Force Academy and Massachusetts Institute of Technology.

The following bar graphs reflect SEA test scores as compared to state and local districts over the past three academic school years.

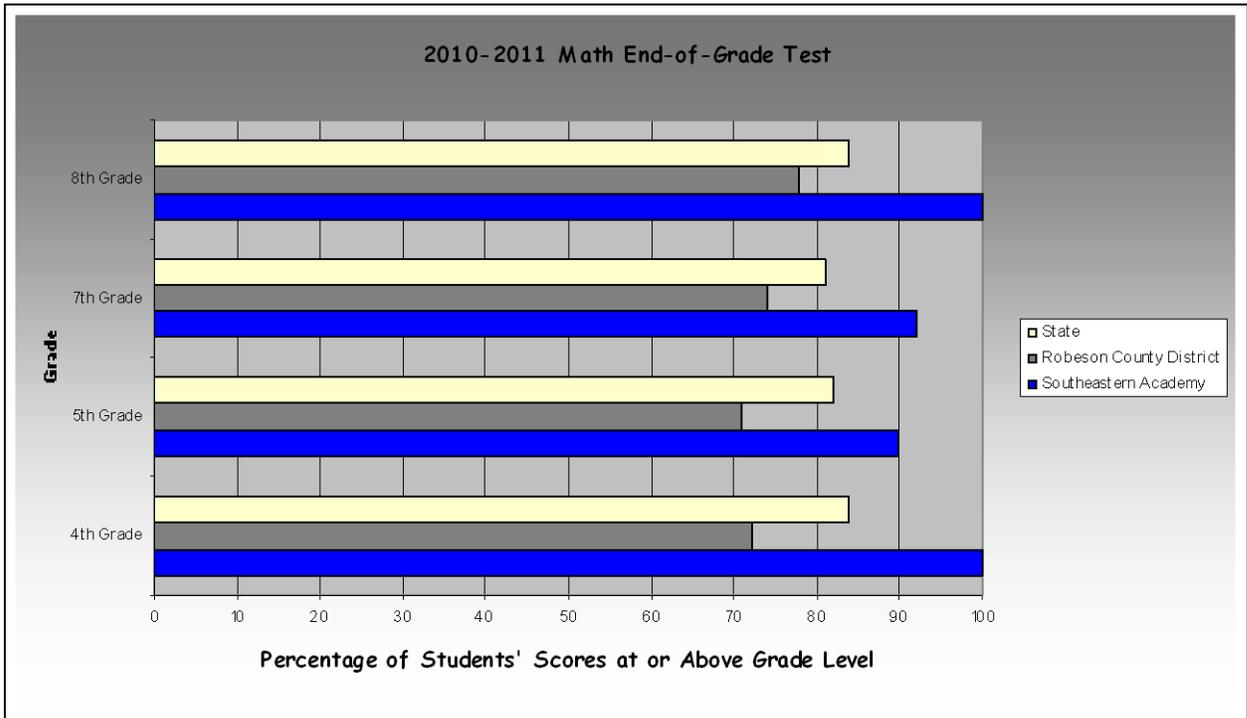
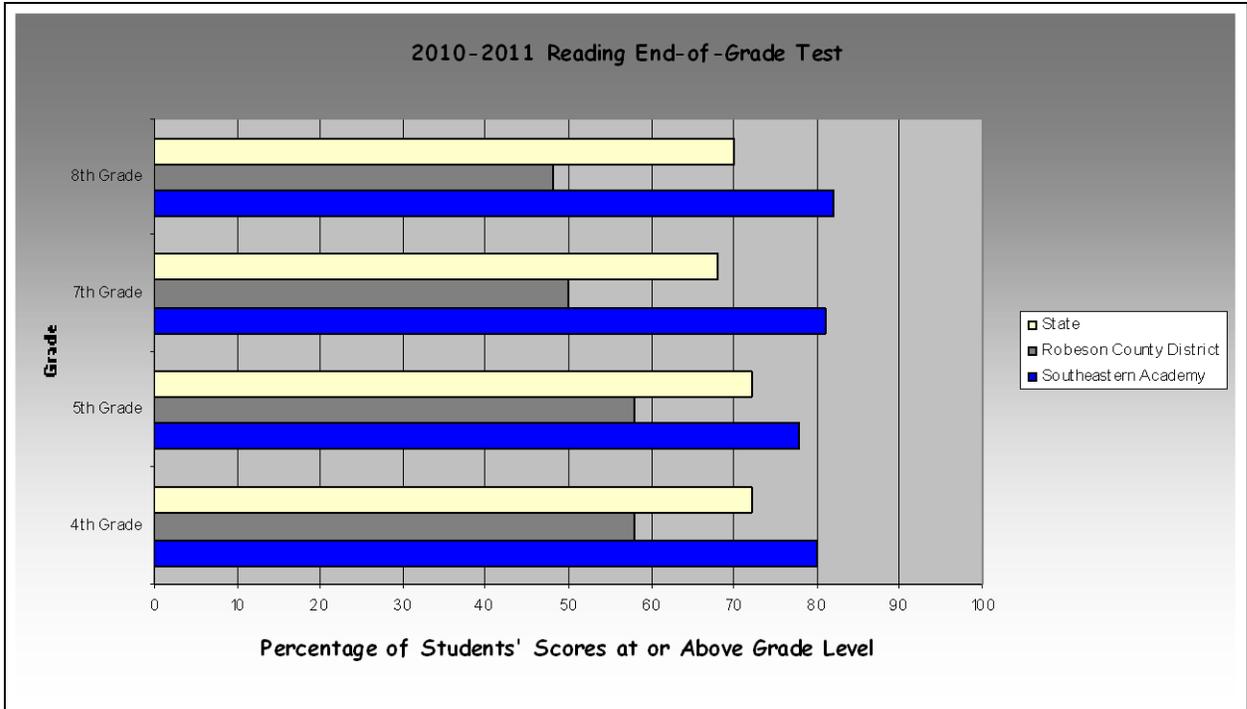
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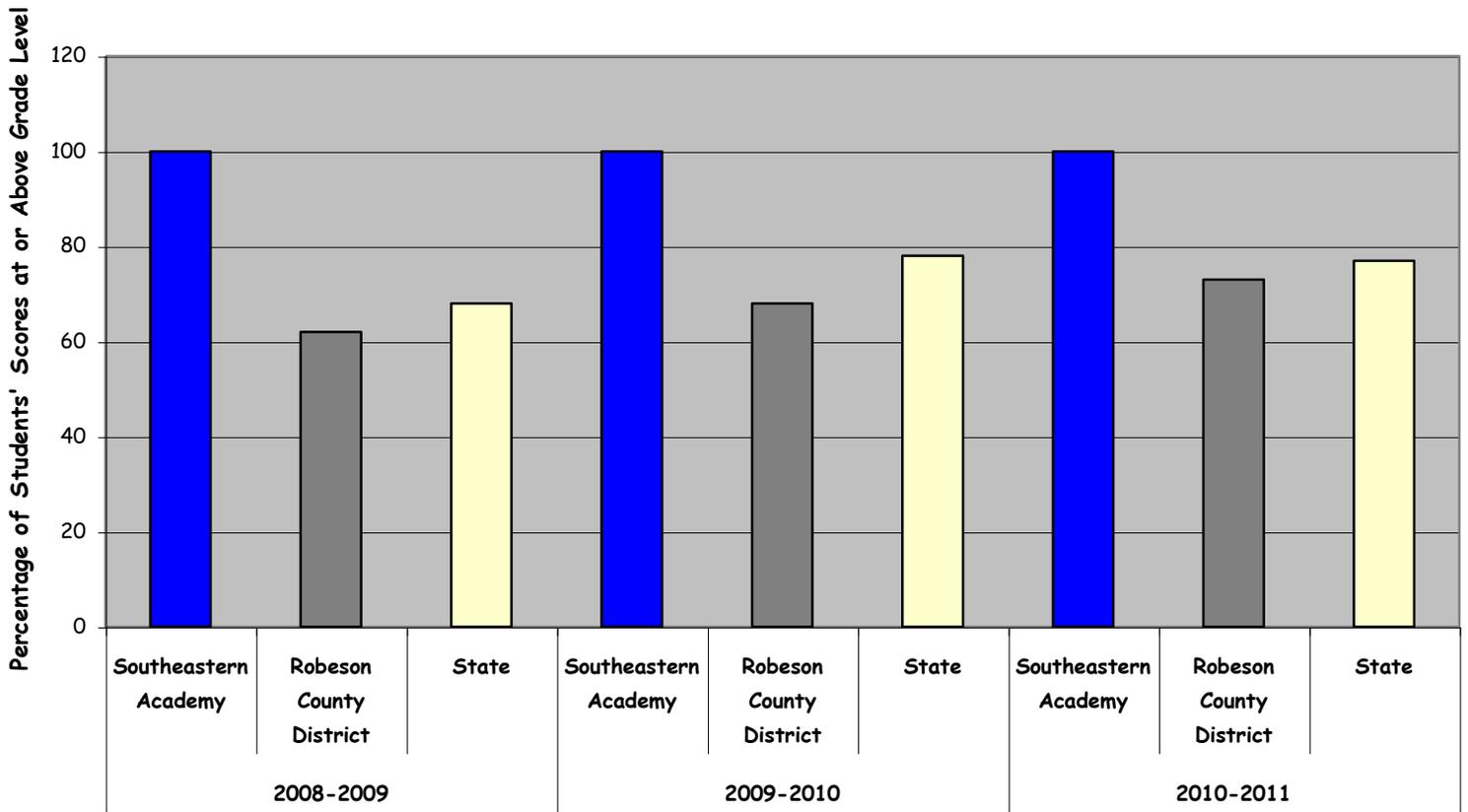
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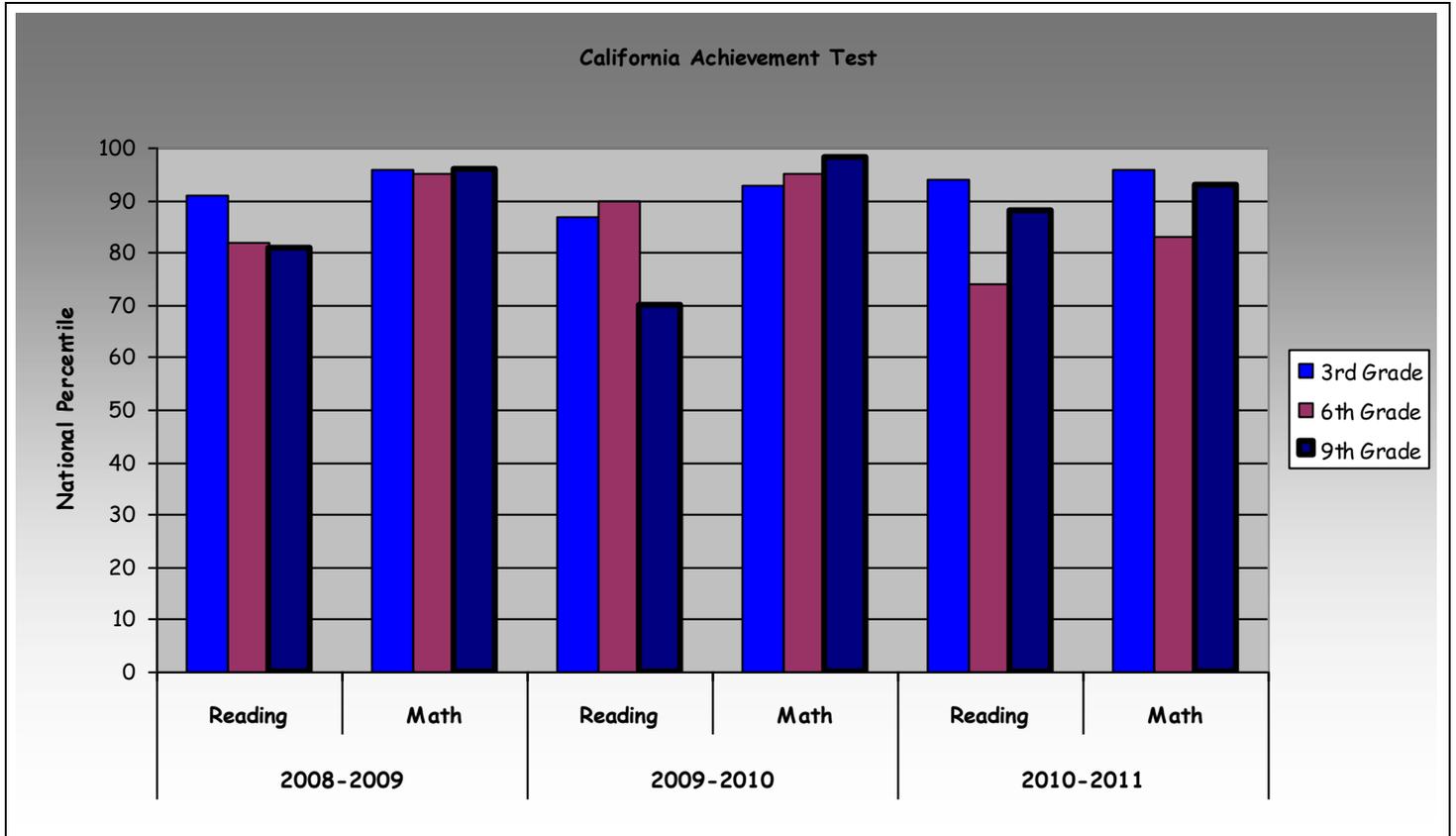


Southeastern Academy



Algebra End-of-Course Test





- Explain the proposed charter school's expected staff turnover due to the statutory requirements for teacher licensure and highly qualified status.

Southeastern Academy currently has 12 full time teachers. Due to statutory requirements for teacher licensure and highly qualified status, we anticipate losing 4 of those 12 teachers.

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.).

School Principal-Full Time

Teachers Full-Time

Kindergarten
1st Grade
2nd Grade
3rd Grade
4th Grade
5th Grade
6th Grade
7th Grade
8th Grade
Computer/PE
Exceptional Children
3 Teacher Assistants (grades K-2)

Teachers Part-Time

Art (.5 FTE)
Music (.5 FTE)
Spanish (.5 FTE)

Support Staff Full-Time

Cafeteria Manager
Cafeteria Assistant
Custodian/Maintenance
Receptionist/Administrative Assistant

Support Staff Part-Time

Bus Driver (.5 FTE)
Business Manager (.5FTE)

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.

Professional development, according to the Educational Resources Information Center (ERIC), refers to "activities to enhance professional career growth." Southeastern Academy recognizes this term extends beyond "training", but includes methodology and opportunities for staff enhancing successful outcomes, not only personally, but of students' academic success. The collaboration between school personnel, administration, and mentors will maximize the yearly, ongoing professional development of teachers.

Goals	Strategies/Steps to be Taken	Timeline	Lead Contact
Development	<ul style="list-style-type: none"> • Professional development on ever-changing and emerging standards – ongoing training through off-site events • Membership encouragement of local, state, or national organizations within related field of study • Memberships to professional journals for current data to use in classrooms 	Ongoing throughout academic year and summer	Principal
Mentoring	<ul style="list-style-type: none"> • Use of retired personnel for classroom management, differing teaching style guidance • Staff collaboration of lesson plans/educational strategies 	Ongoing throughout academic year	Principal/Mentor
Retention	<ul style="list-style-type: none"> • Working conditions/situations that value and favor good teachers 	Ongoing throughout academic year	Principal
Evaluation	<ul style="list-style-type: none"> • Observe within classroom setting • Use with mentor, when necessary, to judge teacher quality and performance of curriculum • Ensure content is engaging and relevant 	Ongoing throughout academic year	Principal/Mentor

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.

Southeastern Academy believes that a school relies most heavily on its staff to fulfill its mission and accomplish its goals. Therefore, procuring the finest, most qualified personnel is extremely important. Those candidates under consideration should have strong academic and/or professional backgrounds along with intelligence, maturity, enthusiasm and a professional attitude. They must be ready to work with and support students from various ethnic, religious and socio-economic backgrounds. They will need a working knowledge of, or be willing to acquire knowledge of, various learning styles and how to incorporate them within their day-to-day teaching. Candidates also need to be able to work in a team-building environment and, at the same time, be able to be creative and innovative within that atmosphere. The following procedures will be used to find, locate and identify those people:

Advertising will include, but not be limited to, notices in local newspapers/newspaper websites, the academy's face book page and school website, referrals, and the use of the DPI website. In addition, a job fair will be held at the school.

When the application deadline has been reached, a search committee composed of members of the administration, teachers and parents will screen the applicants and make recommendations for a possible candidate pool.

The administration will review the candidates and conduct personal interviews as needed. Once qualified candidates are chosen, a criminal check will be conducted, proof of citizenship or eligible alien status will be obtained, and the appropriate names will be submitted to the board.

The board will hire qualified personnel without regard to race, religion, sex, or handicap unrelated to the job for which they are being hired. The board will follow all the laws concerning hiring practices for the state of North Carolina.

A simple majority of the votes will be necessary to approve a candidate and will set the initial salary. Salary will be commensurate with academic qualifications and professional experience.

EMPLOYEE PERFORMANCE REVIEW AND PLANNING SESSIONS

The Principal will conduct performance reviews with all regular full-time and regular part-time employees annually. The principal may conduct informal performance reviews and goal setting sessions more often if they choose.

Performance reviews are designed for the Principal and the employee to discuss his/her current job tasks, encourage and recognize attributes, and discuss positive, purposeful approaches for meeting work-related goals. Together, employee and

Principal discuss ways in which the employee can accomplish goals or learn new skills. The goal setting sessions are designed for the employee and his/her Principal to make and agree on new goals, skills, and areas for improvement.

Southeastern Academy directly links wage and salary increases with performance. Your performance review and goal setting sessions may or may not have a direct effect on any changes in your compensation. For this reason among others, it is important to prepare for these reviews carefully, and participate in them fully.

CORRECTIVE ACTION

Southeastern Academy holds each of its employees to certain work rules and standards of conduct. When an employee deviates from these rules and standards, Southeastern Academy expects the Principal to take corrective action.

Corrective action at Southeastern Academy is progressive. That is, the action taken in response to a rule infraction or violation of standards typically follows a pattern increasing in seriousness until the infraction or violation is corrected.

The usual sequence of corrective actions includes an oral warning, a written warning, probation, and finally termination of employment. In deciding which initial corrective action would be appropriate, the Principal will consider the seriousness of the infraction, the circumstances surrounding the matter, and the employee's previous record

Though committed to a progressive approach to corrective action, Southeastern Academy considers certain rule infractions and violations of standards as grounds for immediate termination of employment. These include but are not limited to: theft in any form, insubordinate behavior, vandalism or destruction of company property, untruthfulness about personal work history, skills, or training, habitual or excessive use of alcohol, conviction of a felony, immorality, inadequate performance, neglect of duty.

DISCIPLINE

All employees are expected to meet Southeastern Academy's standards of work performance. Work performance encompasses many factors, including attendance, punctuality, personal conduct, job proficiency and general compliance with Southeastern Academy's policies and procedures. If an employee does not meet these standards, Southeastern Academy may or may not, at sole discretion, take corrective action, other than immediate dismissal. The intent of corrective action is to formally document problems while providing the employee with a reasonable time within which to improve performance. The process is designed to encourage development by providing employees with guidance in areas that need improvement such as poor work performance, attendance problems, personal conduct, general compliance with Southeastern Academy policies and procedures and/or other disciplinary problems.

Warnings:

The Principal should discuss any problem and present a warning to the employee that clearly identifies the problem and outlines a course of corrective action within a specific time frame. The employee should clearly understand both the corrective action and the consequence (i.e., termination) if the problem is not corrected or recurs. The employee should acknowledge receipt of the warning and include any additional comments of his or her own before signing it. A record of the discussion and the employees' comments should be placed in the employee's file. Employees who have had formal written warnings may not be eligible for salary increases, promotions, or leaves of absence during the warning period.

Corrective action may include any of a variety of actions depending upon the circumstances and severity of the particular situation.

Corrective actions may be taken at the discretion of the Principal and include any of the following:

- Verbal counseling with you, which will be confirmed in writing by the Principal for your personnel file.
- Written warning, which will be placed in your file
- Suspension, which will be confirmed in writing for your personnel file. Suspension is normally used to remove an employee from organization premises during an investigation, or as a disciplinary action. This may be paid or unpaid. If you are suspended, it will be documented in your personnel file.
- Discharge, which will be documented in your file.

The corrective action process will not always commence with a verbal counseling or include every step. The above options are not seen as a process in which one step always follows another. Some acts, particularly those that are intentional or serious, warrant more severe action on the first or subsequent offense. Consideration will be given to the seriousness of the offense, your intent and motivation to change the performance, and the environment in which the offense took place.

STANDARDS OF PROFESSIONAL CONDUCT

Professional educators shall adhere to the standards of professional conduct contained in this Rule. Any intentional act or omission that violates these standards is prohibited.

- Generally recognized professional standards. The educator shall practice the professional standards of federal, state, and local governing bodies.
- Personal conduct. The educator shall serve as a positive role model for students, parents, and the community. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall demonstrate a high standard of personal character and conduct.

- Honesty. The educator shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties including the following:
 - Statement of professional qualifications;
 - Application or recommendation for professional employment, promotion, or licensure;
 - Application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit;
 - Representation of completion of college or staff development credit;
 - Evaluation or grading of students or personnel;
 - Submission of information in the course of an investigation by a law enforcement agency, child protective services, or any other agency with the right to investigate, regarding school related criminal activity; provided, however, that an educator shall be entitled to decline to give evidence to law enforcement if such evidence may tend to incriminate the educator as that term is defined by the Fifth Amendment to the U.S. Constitution.
- Proper remunerative conduct. The educator shall not solicit current students or parents of students to purchase equipment, supplies, or services from the educator in a private remunerative capacity. An educator shall not tutor for remuneration students currently assigned to the educator's classes, unless approved by the local superintendent. An educator shall not accept any compensation, benefit, or thing of value other than the educator's regular compensation for the performance of any service that the educator is required to render in the course and scope of the educator's employment. This Rule shall not restrict performance of any overtime or supplemental services at the request of the school; nor shall it apply to or restrict the acceptance of gifts or tokens of minimal value offered and accepted openly from students, parents, or other persons in recognition or appreciation of service.
- Conduct with students. The educator shall treat all students with respect. The educator shall not commit any abusive act or sexual exploitation with, to, or in the presence of a student, whether or not that student is or has been under the care or supervision of that educator, as defined below:
 - (A) any use of language that is considered profane, vulgar, or demeaning;
 - (B) any sexual act;
 - (C) any solicitation of a sexual act, whether written, verbal, or physical;
 - (D) any act of child abuse, as defined by law;
 - (E) any act of sexual harassment, as defined by law; and
 - (F) any intentional solicitation, encouragement, or consummation of a romantic or physical relationship with a student, or any sexual contact with a student. The term "romantic relationship" shall include dating any student.
- Confidential information. The educator shall keep in confidence personally identifiable information regarding students or their family members that has been obtained in the course of professional service, unless disclosure is required or permitted by law or professional standards, or is necessary for the personal safety of the student or others.
- Rights of others. The educator shall not willfully or maliciously violate the constitutional or civil rights of a student, parent/legal guardian, or colleague.
- Required reports. The educator shall make all reports required by G.S. 115C.
- Alcohol or controlled substance abuse. The educator shall not:
 - (A) be under the influence of, possess, use, or consume on school premises or at a school-sponsored activity a controlled substance as defined by G.S. 90-95, the Controlled Substances Act, without a prescription authorizing such use;
 - (B) be under the influence of, possess, use, or consume an alcoholic beverage or a controlled substance on school premises or at a school-sponsored activity involving students; or
 - (C) furnish alcohol or a controlled substance to any student except as indicated in the professional duties of administering legally prescribed medications.
- Compliance with criminal laws. The educator shall not commit any act referred to in G.S. 115C-332 and any felony under the laws of the United States or of any state.

- Public funds and property. The educator shall not misuse public funds or property, funds of a school-related organization, or colleague's funds. The educator shall account for funds collected from students, colleagues, or parents/legal guardians. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
- Scope of professional practice. The educator shall not perform any act as an employee in a position for which licensure is required by the rules of the SBE or by G.S. 115C or the North Carolina General Statutes during any period in which the educator's license has been suspended or revoked.
- Conduct related to ethical violations. The educator shall not directly or indirectly use or threaten to use any official authority or influence in any manner that tends to discourage, restrain, interfere with, coerce, or discriminate against any subordinate or any licensee who in good faith reports, discloses, divulges, or otherwise brings to the attention of an LEA, the SBE, or any other public agency authorized to take remedial action, any facts or information relative to actual or suspected violation of any law regulating the duties of persons serving in the public school system, including but not limited to these Rules.

TERMINATION OF EMPLOYMENT

Southeastern Academy reserves the right to terminate employees at any time for any reason, including poor performance, misconduct, neglect of duty, incompetence, inefficiency, dishonest, breach of trust, fraud, moral turpitude, or violation of any of the policies or procedures set forth in the Employee Handbook.

REASONS FOR TERMINATION

To ensure orderly operations and provide the best possible work environment, Southeastern Academy expects employees to follow rules of conduct that protect the interests and safety of all employees and the organization.

It is not possible to list all the forms of behavior that are considered unacceptable in the workplace. The following are examples of infractions of rules of conduct that may result in disciplinary actions, up to and including immediate termination. The list includes:

- a) Inadequate performance.
- b) Immorality.
- c) Insubordination.
- d) Neglect of duty.
- e) Physical or mental incapacity.
- f) Habitual or excessive use of alcohol or non-medical use of a controlled substance as defined in Article 5 of Chapter 90 of the General Statutes.
- g) Conviction of a felony or a crime involving moral turpitude.
- h) Failure to comply with such reasonable requirements as the board may prescribe.
- i) Failure to maintain his/her certificate in a current status.
- j) Providing false information or knowingly omitting a material fact on an application for employment or in response to a pre-employment inquiry.

All Southeastern Academy employees are employed by contract and may be terminated with or without cause or notice at the end of the contract period. Southeastern Academy also reserves the right to change the organizational structure of the school and eliminate jobs or job classifications when necessary.

NOTICE OF TERMINATION

Once Southeastern Academy has decided to terminate an employee before the written contract has expired, it must give the employee a written notice of the termination. If the terminated employee wishes to discuss the reason for termination, he or she must contact the Principal in writing. If the terminated employee does not feel that the Principal has adequately addressed his or her issue, he or she should submit a written complaint to the Board of Directors.

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.

- The School Principal will be required to possess a Master's degree in Education.
- Teachers who will be assigned grades K-6 will be required to possess a BS degree in Elementary Education
- Teachers who will be assigned grades 7 & 8 will be required to possess a BS degree in Middle Grades Education, with a combination of teaching concentrations in Mathematics, Science, Language and Social Studies.
- The Exceptional Children's teacher will be required to possess a BS in Special Education (K-12)
- The Health and PE/Computer teacher will be required to possess a Bachelor's degree.
- The Art, Music and Spanish half time teachers will be required to possess a Bachelor's degree.
- Teaching assistants will be required to possess a high school diploma.
- The Cafeteria Manager, Cafeteria Assistant, Custodian/Maintenance, Receptionist and Business Manager will each be required to possess a high school diploma.
- The Bus Driver will be required to possess a high school diploma, as well as a CDL.

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)).

Southeastern Academy serves an area in which over half the population is designated as having minority status. We anticipate representing the ethnicity, national origin, gender, and disability of the public schools located in the area of our county. The school will use various means of advertising and community awareness to ensure that all constituents have equal information and accessibility to apply to our school. Special efforts will be made to contact community-based programs and institutions that often have direct contact with some segments of the county's population than traditional means of communication might have. Public media access channels and stations will be used, as well as local print media. Bill boards and other signage located in areas at or near popularly frequented establishments will be employed in an effort to make sure all potential applicants of the academy have an equal chance to learn about our school. The academy's academic focus will concentrate on enhanced math and science opportunities and instruction. It hopes to draw applicants from families in our area who feel they would benefit from such a focus.

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.

Ways to market the school to various community ethnic groups and the general public to comply with the State Statute to mirror the diversity of the local education agency: We will organize a program to present to a variety of groups such as, but not limited to, the Realtors Association, Kiwanis, Rotary, Hospital organizations and Chamber of Commerce Events. Coordination of advertising such as, but not limited to, local newspaper, face book, spots on billboards and radio/TV stations. We will contact several churches throughout the community to post on weekly news bulletin board.

We will advertise in local newspapers/newspaper website, school face book page and school website. Conduct a job fair and advertise on the DPI website. Marketing the school itself plays an important role: Maintaining our school building inside and out is part of the school's marketing essentials. The appearance of our school grounds when prospects arrive to visit will generate an initial impression. We will ensure adequate, friendly signage instructing visitors where to go. We will also provide ample visitor parking that is clearly marked and close to the building. Prospects will feel welcomed by the staff. Visitors will be greeted in a friendly and warm manner. Teachers will know what to do when visitors are escorted into their classrooms.

**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.

Our spending priorities align with our school's mission, curriculum offerings, transportation plans, and professional development needs in the following ways. We devoted a fair amount of our budget to the materials, supplies and instructional equipment categories. Our mission is focused on using technology to enhance instruction in Math and Science. We wanted our budget to mirror that mission. Our budget anticipates that many of our students will car pool to school. If any student needs to have transportation provided to them, there is money allocated to ensure that. Since our school will have an emphasis on technology around Math and Science, we felt the need to budget adequate staff development funds to properly train our teaching staff in those areas.

We currently hold numerous yearly fundraisers to provide money for school use that is beyond our budget. We will continue to use fundraisers in the future and use that money to maintain a small, contingency reserve. We have always operated using sound fiscal practices. We will have a qualified Business Manager with numerous years of experience at the school. She will manage the budget on a daily basis and provide the Principal and the Board with a monthly report on the fiscal status of the school. The principal and the Board will provide adequate oversight regarding the budget to make sure finances are properly allocated and spent.

Yearly School Contingency Reserve:

September:	Scholastic Book Fair Candy Bars
October:	Fall Festival Mixed Bag Design
November:	City Treasure Discount Cards
December-March:	SeA's Annual Auction
April:	Thirty-One Beach Bags
May:	Krispy Kreme Doughnuts (coffee & doughnuts)

Occasional Bake Sales Throughout The School Year

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

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY COME

List LEA #1 – Robeson

List LEA #2 – _____

List LEA #3 – _____

<u>GRADES</u>	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>20</u>	_____	_____												
First 1	<u>20</u>	_____	_____												
Second 2	<u>20</u>	_____	_____												
Third 3	<u>20</u>	_____	_____												
Fourth 4	<u>20</u>	_____	_____												
Fifth 5	<u>20</u>	_____	_____												
Sixth 6	<u>20</u>	_____	_____												

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

		2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
		LEA 1	LEA 2	LEA 3												
Seventh	7	<u>20</u>	—	—												
Eighth	8	<u>20</u>	—	—												
Ninth	9	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Tenth	10	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Eleventh	11	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Twelfth	12	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	LEA Totals	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Overall Total Enrollment		<u>180</u>			<u>180</u>			<u>180</u>			<u>180</u>			<u>180</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>\$932,495.40</u>	<u>\$932,495.40</u>	<u>\$932,495.40</u>	<u>\$932,495.40</u>	<u>\$932,495.40</u>
--Local Per Pupil Funds	<u>\$140,711.40</u>	<u>\$140,711.40</u>	<u>\$140,711.40</u>	<u>\$140,711.40</u>	<u>\$140,711.40</u>
--Federal Funds	<u>\$57,021.66</u>	<u>\$57,021.66</u>	<u>\$57,021.66</u>	<u>\$57,021.66</u>	<u>\$57,021.66</u>
--Grants*	<u>\$ _____</u>				
--Foundations*	<u>\$ _____</u>				
--Private Funds*	<u>\$ _____</u>				
--Other Funds*	<u>\$ _____</u>				
TOTAL INCOME	<u>\$1,130,228.46</u>	<u>\$1,130,228.46</u>	<u>\$1,130,228.46</u>	<u>\$1,130,228.46</u>	<u>\$1,130,228.46</u>
<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.

\$ 5,180.53. x 180 = \$ 932,495.40 State Operating Income (Robeson County)

\$ 781.73 x 180 = \$ 140,711.40 Local Operating Income (Robeson County)

\$3,167.87 x 18 = \$ 57,021.66 (estimated 10% Exceptional Children Headcount for Robeson County)

\$ 1,130,228.46 = Total Operating Income (Robeson County)

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
GS 115C-238.B(b)(5)					
<i>PERSONNEL</i>					
Total # of staff <u>21.5</u>	<u>\$ 589,000</u>				
--Administrator(s) # <u>1</u>	<u>\$ 60,000</u>				
--Clerical # <u>1.5</u>	<u>\$ 35,000</u>				
--Teachers # <u>12.5</u>	<u>\$ 389,000</u>				
--Librarians # <u>0</u>	<u>\$ 0</u>				
--Guidance # <u>0</u>	<u>\$ 0</u>				
--Teacher Assistants # <u>3</u>	<u>\$ 45,000</u>				
--Custodian # <u>.5</u>	<u>\$ 10,000</u>				
--Maintenance # <u>.5</u>	<u>\$ 10,000</u>				
--Food Service # <u>2</u>	<u>\$ 35,000</u>				
--Bus Driver # <u>.5</u>	<u>\$ 5,000</u>				
--Other	<u>\$ 0</u>				
<u>0</u>	<u>\$ 0</u>				
<u>0</u>	<u>\$ 0</u>				
<u>0</u>	<u>\$ 0</u>				
	<u>\$ 147,250</u>				
<i>EMPLOYEE BENEFITS</i>	<u>\$ 25,000</u>				
<i>STAFF DEVELOPMENT</i>	<u>\$ 35,000</u>				
<i>MATERIALS AND SUPPLIES</i>	<u>\$ 7,000</u>				
<i>OFFICE SUPPLIES</i>	<u>\$ 55,000</u>				
<i>INSTRUCTIONAL EQUIPMENT</i>	<u>\$ 16,000</u>				
<i>OFFICE EQUIPMENT</i>					

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>\$ 2,500</u>				
<i>INSURANCE</i>	<u>\$ 24,000</u>				
<i>UTILITIES</i>	<u>\$ 50,000</u>				
<i>RENT</i>	<u>\$ 54,465</u>				
<i>MAINTENANCE & REPAIR</i>	<u>\$ 25,000</u>				
<i>TRANSPORTATION</i>	<u>\$ 35,000</u>				
<i>MARKETING</i>	<u>\$ 15,000</u>				
<i>FOOD/CAFETERIA SUPPLIES</i>	<u>\$ 50,000</u>				
TOTALS	<u>\$ 1,130,215</u>				

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.

Our proposed 5 year budget remains the same each year due to the fact that we are bound by our current facility and can't grow unless we expand our facility. We do not anticipate adding any students or teachers over the 5 year period depicted in the budget above.

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.

We will ensure compliance with the Uniform Education Reporting System (UERS) that the State Board of Education develops for Charter Schools. The Southeastern Academy will comply with the ABC's program testing requirements. In addition, the Charter School will comply with Section 115C-238.29F general requirements.

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.

An annual audit of Southeastern Academy, Inc., including all programs operating under the corporation, will be conducted in accordance with generally accepted auditing standards and Government Auditing Standards issued by the Comptroller General of The United States. The audit will be conducted by:

S. Preston Douglas & Associates
907 North Walnut Street
Post Office Box 2339
Lumberton, NC 28359
Phone: (910) 739-7523
Fax: (910) 739-5477

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

State the proposed coverage for:

Comprehensive General Liability	1,000,000
Officers and Directors/Errors and Omissions	1,000,000
Property Insurance	1,499,300
Motor Vehicle Liability	1,000,000
Bonding	250,000
Minimum amount:	250,000
Maximum amount:	250,000

Other

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.

Based upon student population and transportation requests, bus routes will be established and implemented. As transportation needs change the number of buses and routes may change.

The following will be our bus schedule:

BUS SCHEDULE

Morning Route

7:15 – 7:35	Arrive at Peterson Toyota, Fayetteville Rd.
7:35	Leave Peterson Toyota
7:55	Arrive at Southeastern Academy

Afternoon Route

2:30	Leave Southeastern Academy
2:40	Arrive at Jerry-Ann

2:45	Arrive at First Baptist Church
2:50	Arrive at First Presbyterian Church
3:10	Arrive at Southeastern Regional Medical Center
3:20	Arrive at Racquet Club of Lumberton
3:25	Arrive at Wycliff

Any students who are not met at the bus stop will be brought back to Southeastern Academy and placed in the after school program which closes at 6 pm. For emergency purposes, the driver has a portable phone and will attempt to contact the pickup person. If she does not contact anyone, she will take the student back to the school. No students will be left unattended.

BUS REGISTRATION

Student Name: _____

One-Way: A.M. P.M. Round Trip

Drop off Point: _____

Date: _____ Parent/Guardian Signature: _____

**Bus Driver will need a phone number where the person responsible for picking up the student can be reached. The name and phone number of an alternate pickup person (if there is one).

SOUTHEASTERN ACADEMY BUS POLICY

EXPECTATIONS AND RULES FOR THOSE USING THE BUS

There are certain rules that each student must abide by to afford everyone the opportunity to have a safe and comfortable bus experience. Everyone must understand that riding the bus is a privilege that may be suspended or revoked if rules are broken or continually abused. Don't be foolish and lose your bus riding privilege.

- 1) Use no offensive language. Be courteous.
- 2) Respect the rights of others.
- 3) No eating, drinking, or smoking on the bus.
- 4) Do not throw paper or trash on the floor or out the windows of the bus.
- 5) Keep the bus clean.
- 6) Cooperate with the driver.
- 7) Do not be destructive. This means do not tear, write on, or cut the interior or exterior of the bus.
- 8) Keep hands, feet, and your head inside the bus at all times. Stay in your seat at all times while on the bus.
- 9) Seats may be assigned. The designation of seats will be left to the discretion of the bus driver.
- 10) No yelling, screaming, or loud noises while riding the bus. There will be no gestures or yelling from the bus directed toward cars, people, and/or pedestrians outside the bus.
- 11) Failure to obey these rules or any subsequent bus rules will result in bus riding privileges being suspended or revoked.
- 12) Be on time, the bus will leave the pick-up area on time. Students left will need to be brought to 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 total square feet of the entire educational facility is 18,186 square feet. It contains 12 classrooms that will hold up to 25 students. One of the 12 classrooms includes a furnished science laboratory. One of the 12 classrooms also is designed to accommodate the music and art instruction. We have one gymnasium with 3,759 square feet. The gymnasium also includes a fully functioning performance stage. The building contains an adequate library. We have a computer lab with 22 up to date computers. We have a cafeteria with 698 square feet. The school has 5 adequate administrative offices. We have an adequate number of storage rooms (1,265 square feet). There are 8 adequate restrooms on site. In addition, there is a student lobby that will be usable for students.

Certificate of Occupancy Department of Planning & Inspections. The County of Robeson

12251 NC HWY 41 N

Location

SOUTHEASTERN ACADEMY

Name of Business

Owner

Pursuant to Section 307.4 and 307.5 of the North Carolina Administration and Enforcement Requirements Code for the Enforcement of the North Carolina State Building Code, this Certificate is issued signifying that the Code Enforcement Officials of The County of Robeson have inspected the premises and found them to be in compliance with the technical codes and other applicable laws and ordinances.

The Building to which this Certificate applies may not be enlarged, altered, or moved nor may the use or occupancy of the building be changed without the approval of the Department of Planning & Inspections.

Further, pursuant to Section 1-2 of The County of Robeson Code, this Certificate is issued authorizing the use of the subject property consistent with the provisions of Section 1-2.

EDUCATION

Type of Occupancy

PRIVATE SCHOOL

Authorized Use

Conditions or Stipulations:

AUGUST 1990

Date

Planning Administrator

[Signature]

Code Enforcement Official

Name of the facility (if known): Southeastern Academy

Address: 12251 NC HWY 41 N.

City/State/Zip: Lumberton, NC 28358

Description of the Facility:

Total square feet:	<u>18,186</u>
Number of Classrooms:	<u>12</u>
Number of Restrooms:	<u>8</u>
Other Rooms:	<u>7</u>
Auditorium:	<u>0</u>
Gymnasium:	<u>1</u>
Music Room:	<u>1</u>
Art Room:	<u>1</u>
Laboratory:	<u>1</u>

Ownership: Fee Simple or Lease

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

(a) Term of the Lease: _____

(b) Type of Lease: _____

(c) Rent: \$ _____ per month

Name of Landlord: _____

Address: _____

City/State/Zip: _____

Phone: _____

Fax: _____

Document inspections for the following:

(a) Fire:

NORTH CAROLINA SCHOOL FIRE INSPECTION FORM

The following is a report of conditions found during the fire prevention inspection required by G.S. 115C-525. Violations found during this inspection are indicated by a "No" answer and are listed on the back of form (applicable to public and non-public schools).

Wayne Goodwin
Commissioner of Insurance

Name of School: Southwestern Academy
 Building: All Buildings Date: Oct. 13, 2011
 Location: _____

		Yes	No	N/A
1	All corridors, storage areas, stairways, basement, attic and closets are clear of trash and debris	✓		
2	There is no accumulation of trash, rubbish or weeds adjacent to the building.	✓		
3	All exit doors are in proper working condition (unlocked and unobstructed), are properly identified and swing in the direction of exit travel.	✓		
4	Fire doors and smoke doors are not blocked open and swing in the direction of exit travel.			✓
5	All emergency exit signs are properly illuminated.	✱		
6	Exit corridors and stairways have Class A finish.	✓		
7	Fire alarm detection equipment is in proper working order so that all occupants can hear the signal.	✓		
8	Emergency numbers are posted by telephones.	✓		
9	Evacuation Plan is posted in all occupied areas.	✓		
10	Combustible school supplies (books, paper, art supplies, etc.) are stored in a safe and orderly manner.	✓		
11	Maintenance and cleaning supplies and equipment are stored in an orderly manner in a well ventilated area or in an approved container with a self-closing lid.	✓		
12	Portable fire extinguishers are charged, in proper working condition, tagged, mounted and are of the proper type in accordance with NFPA 10.	✓		
13	All cooking areas, including the Home Economics Department, are equipped with proper portable BC rated fire extinguishers.	✓		
14	Kitchen equipment with grills and/or deep fat fryers are protected with a fixed fire extinguishing system and have semi-annual certification.			✓
15	Hood and vent systems, including filters, in kitchen area are free of grease.			✓
16	Combustible or flammable liquids used for instructional purposes are stored in approved containers with vapor-tight covers in a proper location.	✓		
17	Chemicals used for instructional purposes are labeled and stored in approved containers in proper locations.	✓		
18	Heat producing laboratory equipment such as Bunsen burners are in good condition (e.g., tubing and connections are properly fitted and not worn).			✓
19	No portable electric heaters with exposed elements are present.	✓		
20	No open flame type oil, gas or solid fuel fired heating equipment located in general classrooms (does not apply to vocational shop areas).	✓		
21	Boiler, furnace and mechanical rooms are clean and free of stored combustible materials.	✓		
22	Upper and lower combustion air openings in rooms containing gas or oil fired equipment are open and unobstructed.	✓		
23	Heating and air conditioning equipment is equipped with clean filters.	✓		
24	Vent pipes for oil and gas fired equipment are without leaks from loose joints or deterioration.	✓		
25	There is no evidence of leaks in oil lines and oil tank.	✓		
26	Boilers have inspection certification seal. Date of certification: _____, 20____			✓
27	All access doors on heating and air conditioning equipment are in place.	✓		
28	If smoking is permitted in the building, "No Smoking" signs are posted in areas subject to hazardous chemicals, flammable vapors and dust.	✓		
29	Emergency lighting is in operable condition.	✓		
30	Principal's monthly report indicates that fire drill and inspection have been conducted.	✓		

Please list the violations indicated by a "No" answer:

#5- Repair Exit / Emergency light in "Pick up" Area.

Others:

Stephanie Chan
Fire Inspector III

Melody Bette
Head of School

Describe how the maintenance will be provided for the facility.

Maintenance will be provided by a part-time employee who also serves as the custodian and bus driver.

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?

Already have a facility.

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

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

- **Safety** The School will adhere to all applicable federal, state, and local health and safety laws and regulations. The School shall grant access to local health and fire department officials for inspection of premises or operations of the School for purposes of ensuring the health, safety and welfare of students and employees. The principal shall inspect the school building(s) and grounds on a regular basis to discover any fire or other hazards that should be corrected immediately.
- **Immunization of Students** We will follow the same regulations set forth by the Public Schools of Robeson County, ensuring that all students have necessary immunizations, through the Robeson County Department of Public Health or their family doctor. Within 30 calendar days of his or her first enrollment date, each student must show evidence of immunization against tetanus, diphtheria, whooping cough, red measles, German measles (rubella), mumps, Hepatitis B, haemophilus influenza (Hib), poliomyelitis, varicella, and any other disease as required by law or regulation. Birth certificates will required upon initial enrollment to school.
- **Fire and Safety Regulations** We will follow the same regulations set forth by the Public Schools or Robeson County and will grant access to inspectors as requested. The School will adhere to all applicable federal, state, and local health and safety laws and regulations. The School will grant access to local health and fire department officials for inspection of premises or operations of the School for purposes of ensuring the health, safety and welfare of students and employees. All public buildings shall be inspected every four months (at least 90 days between inspections). Reports of inspections shall be maintained for three years. Additions to buildings shall be inspected immediately following completion.
- **Food Inspections** Food service and handling will be done in accordance with County regulations, allowing for all Health Department permits and inspections. The School shall adhere to all applicable federal, state, and local health and safety laws and regulations. The School shall grant access to local health officials for inspection of premises or operations of the School for purposes of ensuring the health, safety and welfare of students and employees.
- **Hazardous Chemicals** Universal precautions must be at all times. Because few laboratory chemicals are without hazards, the school shall establish general precautions for handling all laboratory chemicals. Additional precautions consistent with state and federal standards shall be established for the handling of known hazardous chemicals and unknown substances. The program standards for the control of hazardous chemicals as outline in the Occupational Safety and Health Act (OSHA) rule, "Occupational Exposure to Hazardous Chemicals in

Laboratories” (Standard 1910.1450), and the North Carolina Administrative Code and/or the most current standards available must be followed.

- **Bloodborne Pathogens** Training will be provided (at no cost) by members of the UNC-Pembroke Infirmary staff. Robeson County Department of Public Health will offer a Hepatitis B series to the Southeastern Academy staff. It is the policy of the board to comply with federal and state regulations and standards regarding bloodborne pathogens as set forth in the Federal Register, 29 C.F.R. 1910.1030, and the North Carolina Administrative Code, 13 N.C.A.C. 7F .0207, by attempting to limit or prevent occupational exposure of employees to blood or other potentially infectious bodily fluids and materials that may transmit bloodborne pathogens and lead to disease or death. shall designate an individual responsible for the development, implementation, annual review, and distribution of an Exposure Control Plan designed to protect employees from occupational exposure to bloodborne pathogens. Occupational exposure means reasonably anticipated skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious fluid that may result from the performance of an employee’s duties. The Exposure Control Plan shall include the process for determining level of exposure, engineering and work practice controls, training requirements, procedures for testing and immunization, and record-keeping.
- **Diabetes care plans** Individual Diabetes Care Plans will be developed and implemented for children who have a documented need for this service. We will secure any related health care information from the health care providers provided by the parent or guardian. We will then meet with the parent or guardian to develop the Diabetic Care Plan. Appropriately trained staff will be in place prior to the child receiving medical services.
- **Providing students in grades 9-12 with information on how a parent may lawfully abandon a newborn**

NA

- **Providing parents and guardians with information about:**
 - **Meningococcal meningitis and influenza and their vaccines at the beginning of each year.** Robeson County Department of Public Health will provide information to our parents and guardians (at no cost) regarding 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** Robeson County Department of Public Health will provide information to our parents and guardians (at no cost) regarding cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines at the beginning of each year.

VII. LEA IMPACT STATEMENT

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

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

VIII. APPENDICES (OPTIONAL)

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

VIII. SIGNATURE PAGE

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

Print/Type Name:

Position:

Signature: _____

Date:

Sworn to and subscribed before me this

_____ day of _____, 20____.

Notary Public

Official Seal

My commission expires: _____, 20____.