

Summerfield Charter Academy

Howard Coble Campus

Application for Charter

Submitted to the North Carolina Department of Public Instruction's
Office of Charter Schools

April 13, 2012

I. APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: Summerfield Charter Academy - Howard Coble Campus (“Summerfield Charter Academy”).

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Guilford Charter Development, Inc.

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

The school's Board of Directors (“Board”) will submit an application for 501(c) (3) status upon charter approval.

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: Mr. Rudy Binder

TITLE/RELATIONSHIP TO NONPROFIT: Board Chair, Lead Applicant

MAILING ADDRESS: Carruthers & Roth, P.A. 235 N. Edgeworth Street, Greensboro, North Carolina 27401
Attn: John Flynn

PRIMARY TELEPHONE: 336-317-1250

ALTERNATE TELEPHONE: N/A

E-MAIL ADDRESS: HICO508@aol.com

Location Proposed Charter School (LEA): Guilford County Schools

Conversion:

No:

Yes: If so, Public or Private:

If a private school, give the name of the school being converted: Not applicable

If a public school, give the name and six-digit identifier of the school being converted: Not applicable

Description of Targeted Population: Summerfield Charter Academy will be open to any K-8 student that meets the criteria for admission to a North Carolina public school. Specific marketing efforts will be developed to reach out to all community members in the vicinity of our site location so that Summerfield Charter Academy is reflective of the surrounding community.

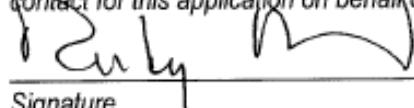
Summerfield Charter Academy – Howard Coble Campus

Proposed Grades Served: K-8 **Proposed Total Enrollment:** 735

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

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	K-6	576		No
Second Year	K-7	657		No
Third Year	K-8	735		No
Fourth Year	K-8	735		No
Fifth Year	K-8	735		No

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.



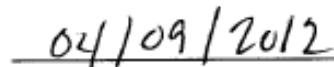
Signature

Rudy Binder

Printed Name

Lead Applicant

Title



Date

II. TABLE OF CONTENTS FOR THE APPLICATION

I. APPLICATION COVER PAGES	1
II. TABLE OF CONTENTS FOR THE APPLICATION	3
III. MISSION, PURPOSES and EDUCATIONAL FOCUS (G.S.115C-238.29A)	5
MISSION:	5
EVIDENCE FOR NEED OF THE PROPOSED SCHOOL:	5
GOALS FOR THE PROPOSED CHARTER SCHOOL:	8
PURPOSES OF PROPOSED CHARTER SCHOOL:	10
EDUCATIONAL FOCUS:	13
IV. GOVERNANCE	14
PRIVATE NONPROFIT CORPORATION.....	14
TAX-EXEMPT STATUS (501 (c)(3)).....	14
PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CMO)	15
ADMISSIONS POLICY	59
V. EDUCATION PLAN.....	63
INSTRUCTIONAL PROGRAM:	63
SPECIAL EDUCATION	98
STUDENT CONDUCT AND DISCIPLINE	101
TIMELINES	107
PRIVATE SCHOOL CONVERSIONS	110
VI. BUSINESS PLAN.....	111
PROJECTED STAFF:.....	111
QUALIFICATIONS REQUIRED FOR INDIVIDUAL POSITIONS:	135
ENROLLMENT and BUSINESS PLAN.....	138
SCHOOL AUDITS	154
PROGRAM AUDITS: GS 115C-238.29B(b)(6)	154
FINANCIAL AUDITS:.....	155
CIVIL LIABILITY AND INSURANCE (GS 115C-238.29F(c)).....	156
TRANSPORTATION (G.S. 115C-238.29F(h)).....	157
FACILITY (GS 115C-238.29D(c)).....	158
HEALTH AND SAFETY REQUIREMENTS (G.S. 115C-238.29F(a)).....	160
VII. LEA IMPACT STATEMENT	163
VIII. APPENDICES (OPTIONAL)	163

Summerfield Charter Academy – Howard Coble Campus

APPENDIX A – LETTER OF FINANCIAL COMMITMENT	164
APPENDIX B – INSURANCE QUOTE	165
APPENDIX C – VERIFICATION APP WAS SENT TO LEA	166
IX. SIGNATURE PAGE	167

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

MISSION:

The mission of the proposed charter school is as follows:

Summerfield Charter Academy will provide a K-8 education that places each student on the path to academic proficiency and college readiness. Parents, students, and staff will work together to create an environment that values academic achievement, emphasizes strong character, and fosters in every student the ability to think, understand, and communicate. At the same time, our school will imbue in every student a deep sense of individual responsibility and an appreciation of the dignity of work.

We've taken care to ensure that our academic accountability goals (detailed later in Section III) are closely aligned with our mission, ensuring that we are able – through the use of reliable data – to determine whether we are truly meeting the tenets of said mission.

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.

Evidence for Need

As a founding Board we believe that Summerfield Charter Academy has truly been forging community relationships for over a decade now. The development of Summerfield Charter Academy is in direct response to the community's demand for the program at a highly successful existing charter school in North Guilford County; Greensboro Academy. No one knows this demand better than our lead applicant, Rudy Binder. Mr. Binder has been on the Greensboro Academy Board of Directors for the past 11 years, serving for a number of those years as Board Chair. Since its inception in 1999, Greensboro Academy has thrived in Guilford County, garnering support from parents, students, residents, local businesses, as well as prominent citizens including Congressman Howard Coble. Congressman Coble makes an annual trip to Greensboro Academy to read with students and has been impressed with the school's success over the years. As such, Congressman Coble has also pledged his support for Summerfield Charter Academy and in honor of his service to our community, and his support of Greensboro Academy; he's agreed to allow us to include his name as part of our proposal.

More specifically, the parental support and demand for Greensboro Academy has consistently exceeded the school's enrollment capacity. Today the school serves over 720 students in grades K-8, with another 1,200 on the waiting list. This year alone the school has received over 1,200 applications for enrollment. As the chart below demonstrates, Greensboro Academy has long had an overwhelming demand from the local community; a demand which continues to grow.

Year	Total Enrollment	Waiting List	# of Applications
2011-12	722	1,148	1,216
2010-11	722	1,037	1,047
2009-10	722	833	1,076
2008-09	722	826	1,019
2007-08	718	792	777

This demonstrated demand is not coincidental, but a result of the high level of academic achievement the school has attained. Greensboro Academy has consistently been ranked among the top performing public schools in Guilford County and since the 2003-04 school year has been designated by the North Carolina Department of Public Instruction (NCDPI) as an Honor School of Excellence. Early discussions with parents on the waiting list at Greensboro Academy have indicated that a school with a similar academic program and operational model would be an attractive public school choice option for their children.

This parent interest was even more evident at the focus group we conducted in mid-March, where area parents provided specific feedback on what they are looking for in their child's school. We are enthusiastic about implementing a number of programs and strategies at Summerfield Charter Academy that were of obvious value to these parents and that have been successful at Greensboro Academy, including: 1) curriculum standards that have been collectively and comprehensively developed from the "best of the best" of various state standards, national organizations, and national assessment experts, 2) a "voice of the parent survey" and dedicate parent room (amongst other programs) aimed at promoting parental involvement, 3) an instructional approach that will take various forms and be contextually-driven and contingent upon students' progress toward meeting instructional goals, and, 4) using strategies such as "I Can" statements that set clear expectations for students to ensure they know what they are learning and why they are learning it. More detail regarding these programs is included throughout our application.

To go one step further in our assessment of the need for Summerfield Charter Academy, we also conducted an e-mail survey to the parents on the waiting list at Greensboro Academy to understand if a new school with similar offerings would be of interest to them. Approximately 70% of the respondents said they were either likely or highly likely to apply to our proposed school in Summerfield (a community which directly borders Greensboro).

Additionally, relative to other counties in North Carolina that have public charter school choice, Guilford has a limited number of choices. As a result, a low number of students have the opportunity to exercise this choice. The chart below demonstrates this, highlighting that of the 10 counties in our state with the highest populations of 5-18 year old residents; only Cumberland and Carrabus have a lower percentage of students enrolled in charters.

County	5-18 yr. old population ¹	Charter Enrollment (2011-12) ²	% of 5-18 yr. olds Enrolled in Charters ³
Cumberland	65,146	297	0.5%
Cabarrus	38,248	534	1.4%
Guilford	92,191	1,836	2.0%
Union	49,425	1,191	2.4%
Buncombe	38,286	939	2.5%
Forsyth	66,688	1,912	2.9%
Wake	182,638	6,587	3.6%
Mecklenburg	177,493	6,848	3.9%
Gaston	38,884	1,988	5.1%
Durham	44,612	3,438	7.7%

Overall, our research showed that when all counties with public charter schools (46) (not just those with the highest population densities as outlined in the chart above) are considered, Guilford County ranks 34th in terms of the proportion of its 5-18 year old residents that attend a public charter school. As such, we believe there is additional room and demand for quality public charter schools in our area – a belief which is confirmed by the demand for Greensboro Academy and further evidenced by the results of our focus group and e-mail survey.

To be clear, we commend the Guilford County School System for its recent outreach to area charter school administrators (including the leadership at Greensboro Academy) in the interest of creating a more collaborative educational environment. We hope this outreach continues, and for Summerfield Charter Academy to be a part of it, as we believe a diverse educational landscape, with both public charter schools and district schools serving children, will increase the effectiveness of K-12 public education throughout the state.

Establishment of Summerfield Charter Academy

We applaud the General Assembly and its decision to lift the cap on charter schools, providing residents such as ourselves the opportunity to be responsive to community demands and establish additional public school choice in our state. Interest in that choice is nowhere more evident than here in this area of Guilford County, where parental demand for the unique aspects of Greensboro Academy and other area public charter schools is abundant. We believe, given our experience in this success, that we can effectively replicate the aspects of Greensboro Academy at Summerfield Charter Academy. In fact, as a first step toward that replication, we've decided to closely align the tenets of our mission statement with that of Greensboro Academy's.

To further aid in the replication efforts, like Greensboro Academy, we've also decided to partner with National Heritage Academies (NHA) to manage the day-to-day operations at Summerfield Charter

¹ "Age Groups-Total Census 2010." *Office of State Budget and Management*. N.p., n.d. Web. 7 Mar. 2012.

² "Average Daily Membership 2011-12." *Public Schools of North Carolina - Financial and Business Services*. NCDPI, 10 Feb. 2012. Web. 7 Mar. 2012.

³ Calculation = "5-18 yr. old population" divided by "Charter Enrollment (2011-12)".

Academy. By partnering with NHA we can ensure that we are truly providing a choice in our community that is highly sought after by parents. NHA is a national charter school operator which has successfully replicated its model in 71 schools throughout 9 states, including 5 schools in North Carolina.

Our lead applicant has found NHA to be an exceptional partner in the educational program and school operations at Greensboro Academy. Through our partnership with NHA, Summerfield Charter Academy will benefit from the systematic implementation of a college preparatory program that will provide students with the knowledge, skills, and personal capabilities necessary for success. This program will distinguish our school from others in our community through its implementation of a system of high-probability educational practices called the *Simple Rules*. The practices that make up these Simple Rules, while not individually unique, will be uniquely employed in a systematic, proven way in order to achieve consistent results in terms of student learning. For more information on the Simple Rules, please reference Section V, Question 1.

More specifically, the school will adopt the NHA Curriculum, which is designed to prepare students for rigorous high school programming. The curriculum includes a strong Character Development Program, that equips students with the behaviors and attitudes they need to be successful in high school, college, and beyond. Summerfield Charter Academy will also implement a “College Bound Scholars” program, which will engage students in planning for high school, the next important step in their academic lives. These characteristics as well as the overwhelming success and demand for Greensboro Academy, have assured us that NHA is the right partner to help us realize our mission at Summerfield Charter Academy.

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.

We've established the following student achievement goals to accelerate student learning and ensure college preparedness for each of our students. Each goal includes a clear and measureable objective, along with an associated timeframe, which will allow our Board to easily gauge whether our students are attaining the skills and knowledge as required by the charter contract.

Student Achievement Goals

Reading

Goal: Students will be proficient in reading.

- I. Objective: Each year, eighty percent (80 percent) of third through eighth graders who are enrolled in at least their second consecutive year will meet or exceed student proficiency levels on the End-of-Grade (EOG) Reading assessment.
- II. Objective: Each year, the percent of students who are enrolled in at least their second consecutive year performing at or above proficient on the End-of-Grade (EOG) Reading assessment in each tested grade will, in 50 percent or more of the grades, exceed the average of the residential composite peer district.
- III. Objective: Each year, the school will administer a nationally-normed standardized assessment in grades K-8. In the spring of each year, the school will score at or above the 50th percentile or higher of

public schools nationally as measured by the percentage of students that meet or exceed beginning of year to end of year growth on the reading assessment in grades 2-8.

Mathematics

Goal: Students will be proficient in mathematics.

- I. Objective: Each year, eighty percent (80 percent) of third through eighth graders who are enrolled in at least their second consecutive year will meet or exceed student proficiency levels on the End-of-Grade (EOG) Mathematics assessment.
- I. Objective: Each year, the percent of students who are enrolled in at least their second consecutive year performing at or above proficient on the End-of-Grade (EOG) Mathematics assessment in each tested grade will, in 50 percent or more of the grades, exceed the average of the residential composite peer district.
- II. Objective: Each year, the school will administer a nationally-normed standardized assessment in grades K-8. In the spring of each year, the school will score at or above the 50th percentile or higher of public schools nationally as measured by the percentage of students that meet or exceed beginning of year to end of year growth on the mathematics assessment in grades 2-8.

English Language Arts

Goal: Students will be proficient in Language Arts

- I. Objective: Each year, the school will administer a nationally-normed standardized assessment in grades K-8. In the spring of each year, the school will score at or above the 50th percentile or higher of public schools nationally as measured by the percentage of students that meet or exceed beginning of year to end of year growth on the Language Usage assessment in grades 2-8.

No Child Left Behind (NCLB)

- II. NCLB goal: Under the state's NCLB Accountability system, the school's Accountability Status will be adequate, at a minimum, each year.

We will reach the student achievement objectives as outlined above through the implementation of a rigorous curriculum; the use of data – including formative assessments and regular observational data – to inform instruction; an intentional professional development program designed to help teachers become the best they can be; and creation of a school culture that provides a safe and nurturing learning environment in which students can develop the skills and personal qualities important for success in life. Parents, students, and staff will collaborate to create an environment that values both academic achievement and strong moral character.

Student Progress Over Time

While each aspect listed above is important to our school's success, we believe that measuring student progress over time is central to reaching our student achievement objectives. As such we've described our plans to do so in more detail in the following paragraphs.

In order to ensure all students are growing and developing academically we must regularly monitor and evaluate their progress. To accomplish this it will be critical that our Board, school leaders, teachers, and other stakeholders have a mechanism which allows each to effectively measure student growth. As such, Summerfield Charter Academy will utilize the Northwest Evaluation Association's Measures of Academic

Progress and Primary Grades Assessment (NWEA MAP & PGA) in addition to other assessments as required by applicable law.

Each student will take a personalized assessment, through the computer adaptive model developed by NWEA. This assessment will zero in on the student's instructional level, set goals for student achievement, and provide teachers with a robust tool that articulates the skills a student has acquired, the skills a student needs to solidify, and the skills a student will be ready to learn next.

Further, the NWEA Reading, Language Usage, and Mathematics assessments will be delivered to all students in grades kindergarten through eighth three times per year in the fall, winter, and spring. The fall assessment will provide baseline data for the current year and comparative data from the previous school year, as well as predictive data for the state assessments. The winter administration will provide formative information as to individual student progress. This will allow the school staff to make immediate adjustments to the teaching and learning process. Spring, end-of-year, assessments provide summative growth data. The tests are short-cycle assessments, delivered and immediately scored electronically to measure growth for individual students, classrooms, and school-wide.

These data will allow us to; 1) measure the growth in our students' knowledge over varying time periods, 2) compare the magnitude of student growth at Summerfield Charter Academy to a large national sample of schools, and 3) allow us to better monitor the progress of our student body to ensure we can achieve each specific student achievement goal in the defined timeframe.

PURPOSES OF PROPOSED CHARTER SCHOOL:

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

The primary purpose for the Summerfield Charter Academy is to “*provide a K-8 education that places each student on the path to academic proficiency and college readiness.*” We believe our mission and subsequent school operations are fully aligned with all six purposes of the state’s charter legislation as we’ve explained in further detail below.

1. Improve Student Learning: As evidenced by the success of Greensboro Academy, strong Board governance coupled with our decision to partner with NHA maximizes our school’s likelihood of realizing our mission of placing students on a path to college readiness. Our school will fully implement the NHA model, which has generated proven, repeated academic growth rates that lead to accelerated learning and higher levels of student proficiency.

NHA’s intentional and deliberate approach to student learning includes: 1) early identification of academic need, 2) immediate, customized intervention as necessary, and 3) close monitoring of student progress and adjustment of instruction as needed. Consider the following track record:

- Greensboro Academy has been listed as an Honor School of Excellence for the past nine years and consistently is one of the top performing public schools in Guilford County.
- In 2010-11 Greensboro Academy’s growth on the NWEA MAP test placed the school at the 90th percentile nationally for rate of growth.

- For the 2010-11 school year Greensboro Academy outperformed Guilford County as well as state averages in every grade and subject measured by the North Carolina End-of-Grade (EOG) assessments.
- In the 2010-11 school year, all five NHA partner schools in North Carolina met their expected growth targets on the North Carolina EOG assessments.
- State test results for the 2010-11 school year revealed that NHA partner schools across the country have a higher rate of proficiency than their respective local school districts 74 percent of the time.
- NHA partner schools' fall-to-spring growth on the NWEA places them at the 75th percentile nationally over the course of the last five years. This academic growth accomplishment is attained regardless of the student demographic and without consideration of the demographic of the NWEA national sample.
- NHA partner school's rate of growth for students below grade level for the 2010-11 school year was 139 percent as compared to the national average of 100 percent.

Summerfield Charter Academy will also fulfill the additional five legislated purposes of a charter school by providing the following:

2. **Increasing learning opportunities for all students:** Specialized instruction will meet the needs of students at risk of academic failure as well as students who are academically gifted. Our plan for providing increased learning opportunities for all students is specifically outlined in Section V, Question 10 - *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.*
3. **Encouraging different and innovative teaching methods:** We believe the most important factor in student learning is the quality of instruction and that all students can learn with great instruction. The structure of our school will be one that provides every opportunity for staff to excel. Teachers need to be equipped with skills to meet the diverse needs of their students and to accomplish this, our school will facilitate professional development sessions to help ensure different and innovative teaching methods are presented and mastered. We will implement a distributed leadership model in which the school leadership team will ultimately consist of a principal and three deans. Deans will serve as the direct managers for their grade level teachers (e.g. K-2, 3-5, 6-8). Teachers will receive ongoing coaching and instructional support from their deans through weekly classroom observations, one-on-one meetings, and written and verbal feedback. We believe this will create an environment where teachers are encouraged to continuously improve the quality of their teaching methods. Our instructional methods are detailed in Section V, Question 2 - *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.*
4. **Providing professional opportunities for teachers:** Teachers at Summerfield Charter Academy will have an abundance of professional development opportunities. For more information on professional development opportunities please reference Section V, Question 8 - *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.* NHA also offers a tuition reimbursement plan to help teachers and others further their educations. This benefit will support the ongoing learning and development of school staff as their career goals evolve. Additionally, in

partnership with NHA, we will provide a unique career progression opportunity for all members of the school faculty and staff. As a national organization, NHA has dedicated resources to develop leaders from within its system of 71 schools. High-performing teachers will be able to apply to become a Teacher Leader, working with NHA to mentor new teachers. Teachers interested in and qualified for moving into school leadership positions will be able to take advantage of NHA's "Emerging Leaders" courses. These courses are offered for cohorts from across NHA's network of schools and will be available through nomination by the school principal. The use of a shared and distributed leadership model will also create more positions for formal leadership within the school.

5. **Providing parents and students with expanded educational choices:** Our school will offer parents and students the expanded choices that they are so obviously demanding. We believe that the presence of additional educational choice in our area will allow parents to select the school that best meets the needs of their child(ren). We are eager to bring an additional school choice to the families in and around the Summerfield community and believe that replicating the NHA educational program and nurturing environment on display at Greensboro Academy will not just provide additional choice, but a choice with a demonstrated track record of success and demand. NHA's parental engagement track record at its partner schools is very strong. Based on its last annual parent satisfaction survey, 94 percent of parents at NHA partner schools say they are satisfied with their child's school and 92 percent say they'd recommend their school to other parents. It's important to note that more than 80 percent of parents respond to the organization's annual survey. At Greensboro Academy those statistics are even higher, where 96 percent of parents indicated that they were satisfied with the school during the Spring 2011 survey. Additionally, our research showed that 46 counties in our state have one or more public charter schools. In terms of the percentage of 5-18 year old residents of those counties who attend a public charter school, Guilford County ranks 34th - demonstrating that there is room for expanded public school choices.
6. **Meeting measurable performance-based student achievement results:** Summerfield Charter Academy will embrace accountability for student learning and is eager to measure student academic performance. We will implement all required assessments (e.g., EOGs, ACCESS for ELLs) and will also administer the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) in grades 2-8 and Primary Grades Assessment (PGA) three times a year in order to track student progress and make mid-course adjustments as necessary. In the case that students are not learning as anticipated, classroom assessments will be utilized along with formative assessment measures to identify areas of strength and areas of need and instruction will be adjusted. We believe that this data driven approach to instruction will ensure that all students learn and the school will meet all accountability measures as outlined in our charter contract. For additional information on our plan for accountability, please see the Section entitled "*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.*" For additional information on our plan for assessment, please see Section V, Question 6 - *A concise description of any evaluation tool or test, if any, that the proposed charter school will use in addition to any state or federally mandated tests and how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.*

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.

Summerfield Charter Academy's mission is to: provide a K-8 education that places each student on the path to academic proficiency and college readiness. Further, parents, students, and staff will work together to create an environment that values academic achievement and strong character and fosters in every student the ability to think, understand, and communicate as well as imbues in them a deep sense of individual responsibility and the appreciation for the dignity of work.

We have selected a management partner, NHA, which shares our desire and our commitment to educational excellence. United in mission and vision, our lead applicant Mr. Binder and his fellow Board members at Greensboro Academy have worked in concert with NHA for over a decade to provide an excellent K-8 public school choice. We've seen the success of and demand for this program in our community first hand (as evidenced by the nearly 1,200 students on Greensboro Academy's waiting list) and believe it is imperative that we expand on it by providing a similar public school choice to more of our neighbors. In particular, three key design elements will be critical to our success:

A College Preparatory Program

- We will implement the *NHA Curriculum* designed to prepare students for rigorous high school programming.
- A *Character Development* program will equip students with the behaviors and attitudes they need to be successful in high school, college, and beyond.
- A College Bound Scholars program will engage students in planning for high school, the next important educational step in their academic lives.

A Dynamic System Ensuring High Rates of Academic Growth

- A distributed leadership model will support high quality instruction by providing ongoing and focused professional development within a culture of high performance.
- Teachers will use assessment data to make informed instructional decisions, maximize student learning, and measure results.
- A Director of School Quality (DSQ) will be assigned to the school to mentor the principal, serve as a resource for best leadership practices, and observe the school on at least a monthly basis.

Organizational and Financial Stability

- The Board will delegate day-to-day operations to NHA through a Services Agreement, in which NHA will make financial contributions to the school in the event that budgeted expenses exceed revenues. Insufficient early revenues are a common challenge for charter schools, one that NHA can help us overcome.
- The school will open with a fully equipped facility ultimately serving 735 students in grades K-8.
- A liaison will be assigned from NHA to facilitate communication between the Board and NHA, and to serve as staff support for the Board.
- A school performance dashboard will provide the Board with academic and operational data needed to monitor school performance on a regular basis.

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: Guilford Charter Development, Inc.

Mailing Address: Carruthers & Roth, P.A. 235 N. Edgeworth Street – Attn: John Flynn

City/State/Zip: Greensboro, NC 27401

Street Address: 235 N. Edgeworth Street

Phone: 336-478-1146

Fax: 336-478-1145

Name of registered agent and address: CR Services, LLC

FEDERAL TAX ID: A Federal Tax ID number will be obtained prior to opening.

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

The school is seeking tax-exempt status from the Internal Revenue Service and fully expects to secure this within twenty-four (24) months of the date the Charter Application is given final approval.

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

PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CMO)

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

Education Management Organization	National Heritage Academies
Address	3850 Broadmoor Ave., #201, Grand Rapids, MI 49512
Phone Number	616-222-1700
Contact Person	Mack Moore – Partner Services Manager
Fax	616-954-6345
Email	mmoore@nhamail.com

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

The proposed Services Agreement between our Board and NHA can be found below. We believe this agreement is in the best educational, organizational, and financial interests of our school for several reasons.

1. A substantially similar agreement has proven conducive to the success of Greensboro Academy over the past 13 years.
2. NHA brings many assets to the partnership, including a distinguished track record of improving student achievement, significant financial and operational resources, and a record of commitment to communities where it operates schools.
3. NHA partner schools employ more than 2,000 teachers and educate nearly 45,000 students at 71 schools in nine states (3,340 at 5 schools in North Carolina with another 3,000 on waiting lists). The organization has also invested \$450 million in communities where it operates schools. It provides all the details and logistical support necessary to start the school – facility, real estate, marketing, teacher recruitment, human resources – in addition to teacher professional development and the entire school program.
4. It also commits financial resources to the successful startup of the school. Under the Services Agreement, to the extent startup funds are not available, NHA will provide funds for (i) the development of curriculum, a technology system and a school operations plan; (ii) recruiting, selecting and training of staff members; and (iii) constructing and equipping the school facility. In addition, NHA may make contributions to the school in the event school expenses exceed revenues. NHA contributions, if any, will be in amounts acceptable to NHA and the Board and will be included in the budget. The school will not be legally obligated to repay NHA for NHA contributions.

This all means that our founding Board members can focus our energies on governance matters. It also means that with NHA providing startup funding and the above mentioned logistical and detail work, our board members will not be required to raise funds, secure real estate, or arrange difficult-to-obtain facilities financing.

Our founding Board has also engaged Mr. John Flynn from Carruthers & Roth, P.A. as independent legal counsel. As a Board we've held an our organizational meeting in early April guided by our legal counsel. At the meeting we completed a number of items, including: ratification of our articles of incorporation,

approval of our Board By-Laws, and appointment of legal counsel and officers of the Board. Additionally, our legal counsel walked us through the Services Agreement with NHA. We will continue to negotiate the terms so that should we receive a charter, we are ready to execute the agreement and begin working with NHA toward a successful 2013 school opening.

Considering the diverse and substantial experiences of our founding Board, the success of Greensboro Academy, and NHA's experience replicating its model, we are confident that the attached Services Agreement will be in the best educational and financial interests of students at Summerfield Charter Academy.

Outlined below is a copy of the proposed services agreement:

SERVICES AGREEMENT (Draft)

THIS SERVICES AGREEMENT (“**Agreement**”) by and between National Heritage Academies, Inc., a Michigan corporation (“**NHA**”), and _____, a North Carolina non-profit corporation (the “**School**”) is effective the ____ day of _____, 20____ (the “**Effective Date**”). For purposes of this Agreement, NHA and the School shall be referred to collectively as the “**Parties**.”

RECITALS

WHEREAS, the School was issued a Charter Contract by the North Carolina State Board of Education (the “**Authorizer**”) to operate a public charter school pursuant to N.C. Gen. Stat. § 115C-238.29 *et seq.* (the “**Authorizing Law**”); and

WHEREAS, the Parties desire to work together to promote educational excellence and innovation based on NHA’s school design, comprehensive educational program and management principles; and

WHEREAS, the Parties desire to set forth the terms and conditions of such a relationship in this Agreement;

NOW, THEREFORE, for good and valuable consideration, including the mutual promise and benefits contained in this Agreement, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

ARTICLE I

CONTRACTING RELATIONSHIP

A. Services. Subject to the terms and conditions of this Agreement, and as permitted by applicable law, the School hereby contracts with NHA for the provision of certain educational, business administration, facility, and management services, including without limitation, all labor, equipment, and materials necessary for the provision of the same, as set forth herein (collectively, the “**Services**”).

B. Charter. This Agreement shall: (i) be subject to and comply with the terms and conditions of the Charter Contract and the School's Charter Application (collectively, the "**Charter**"); and (ii) not be construed to interfere with the constitutional, statutory, or fiduciary duties of the School's Board of Directors (the "**Board**"). In the event of a conflict between any term or condition of this Agreement and any term or condition of the Charter, the term or condition of the Charter shall govern.

C. Independent Contractor. NHA shall provide the Services as an independent contractor, and not as an employee, partner, agent, or associate of the School. This independent contractor relationship shall extend to the officers, directors, employees, and representatives of NHA. Consistent with the status of an independent contractor, NHA reserves to itself the right to designate the means and methods of accomplishing the objectives and purposes of this Agreement consistent with Authorizing Law and the Charter. The relationship between the Parties is based solely on the terms and conditions of this Agreement, and the terms and conditions of any other written agreement between the Parties.

D. Designations and Appointments.

1. NHA, including its directors, officers, and employees are hereby designated as "other School Officials having a legitimate educational interest in education records" for purposes of the Family Educational Right and Privacy Act, 20 U.S.C. §1232g *et seq.* (FERPA).

2. NHA, its directors, officers, and employees may be designated by the School for other purposes by a written resolution of the Board.

ARTICLE II

TERM & TERMINATION

A. Term. This Agreement shall commence on the Effective Date, and unless terminated as set forth herein, shall continue until the termination or expiration of the Charter currently in effect, inclusive of any Charter reauthorization or renewal periods thereof (the "**Term**"). The parties acknowledge that the Authorizer, as part of any reauthorization or renewal, may require that the School and NHA submit an amended or restated Agreement for review by the Authorizer. The first school year of this Agreement shall commence July 1, _____ to June 30, _____, and each school year thereafter shall commence on July 1 and end on June 30 of the following year.

B. Termination.

1. By NHA. NHA may terminate this Agreement prior to the end of the Term if the Board fails to remedy a material breach of this Agreement within thirty (30) days after receiving a notice from NHA of such breach. For purposes of this Subsection, a material breach (which for the sake of clarity is a default hereunder) includes, but is not limited to: (i) NHA's failure to timely receive any compensation or reimbursement required by this Agreement; or (ii) a suspension, revocation, or non-renewal of the Charter.

2. By the School. The School may terminate this Agreement prior to the end of the Term if NHA fails to remedy a material breach of this Agreement within (30) days after receiving notice from the School of such breach. For purposes of this Subsection, a material breach includes, but is not limited to: (i)

NHA's failure to account for expenditures or pay operating costs pursuant to the Budget (as defined below); (ii) NHA's failure to follow policies, procedures, rules, regulations or curriculum adopted by the Board, provided they do not violate the Charter, applicable law, or this Agreement; (iii) a receipt by the Board of an unsatisfactory report from NHA or an independent education consultant retained by the Board regarding the Services or the School's performance, provided the unsatisfactory performance cannot be adequately corrected or explained; (iv) a determination that this Agreement or its implementation would serve as grounds for suspension, revocation, or non-renewal of the Charter; (v) a determination that this Agreement or its implementation would jeopardize material tax exemptions of the School or its non-profit status; or (vi) any action or inaction by NHA that places the Charter in jeopardy of termination, suspension or revocation.

3. By Either Party. Either party may terminate this Agreement prior to the end of the Term, with or without cause, by providing the other party with at least ninety (90) days' prior written notice.

4. If this Agreement is terminated prior to the end of the Term, and unless otherwise agreed by the Parties, such termination will not become effective until the end of the then-current school year.

C. Effect of Termination. Upon the effective date of termination or expiration of this Agreement:

1. NHA shall have the right to remove from the School any equipment or other assets owned or leased by NHA;

2. The School shall pay or reimburse NHA through the Fee (as defined below) for the prepaid portion of any expenses or liabilities incurred by NHA pursuant to the Budget as of the date of such termination or expiration, provided NHA supplies the School with documentation of all such expenses and liabilities;

3. NHA may agree, in its sole discretion, to assist the School for a reasonable amount of time, not to exceed ninety (90) days, and for a reasonable fee, with the School's transition to another administrative, managerial, or services arrangement;

4. NHA shall, if applicable, reasonably assist the School in the execution of a closure and dissolution plan and cooperate in the closure and dissolution process, including without limitation, in any audits and court or other proceedings related thereto; and

5. The party to whom Confidential Information (as defined below) has been disclosed shall, upon request and at the direction of the disclosing party: (i) return such Confidential Information within thirty (30) days, including any copies thereof, and cease its use; or (ii) destroy such Confidential Information and certify such destruction to the disclosing party, except for a single copy thereof which may be retained for the sole purpose of determining the scope of any obligations incurred under this Agreement, and except where disclosure or retention is required by applicable law.

ARTICLE III

OBLIGATIONS OF NHA

A. Manager at Risk. NHA shall be responsible and accountable to the Board for providing the Services. During the Term, NHA shall provide the Services regardless of whether actual revenue meets the level projected in the Budget, and NHA hereby assumes the risk of funding shortfalls during the Term. Notwithstanding the foregoing, NHA shall not be required to expend funds on Services in excess of the amount set forth in the Budget.

B. Comprehensive Educational Program. The School has determined to adopt NHA's proprietary educational and academic programs and goals, as set forth in the Charter (the "**Educational Program**"). Subject to the oversight of the Board, NHA shall implement and administer the Educational Program. In the event that NHA reasonably determines that it is necessary or advisable to make material changes to the Educational Program, NHA shall inform the Board of the proposed changes and obtain the Board's approval before making such changes, as well as the Authorizer's approval if required by the Charter or applicable law. The Parties acknowledge and agree that an essential principle of the Educational Program is its flexibility, adaptability and capacity to change in the interest of continuous improvement and efficiency. Not less than annually or as reasonably requested by the Board, NHA shall provide the Board with a report detailing progress made on each of the educational goals set forth in the Educational Program. The school year calendar and the school day schedule shall be approved by the Board as required under the Charter.

C. All Children Welcome. NHA places a high value on diversity, and the School shall welcome students of all races, ethnicity, religion, gender and economic backgrounds.

D. Services to Students with Disabilities. NHA welcomes students with disabilities at the School. NHA shall provide special education and related services, in conformity with the requirements of applicable law, to students who attend the School.

E. Educational and Administrative Services. Subject to the oversight of the Board, NHA shall implement operational practices and procedures that are consistent with Board policy, the Charter and applicable law. Such practices and procedures shall include, but are not limited to:

1. Student recruitment and student admissions.
2. Student assessments, including testing, promotion, and retention.
3. The acquisition of instructional materials, equipment and supplies, and the administration of any and all extra-curricular and co-curricular activities and programs included in the Budget.
4. Employment of personnel working at the School and management of all personnel functions, as set forth herein.
5. All aspects of the School's business administration.

6. All aspects of the School's accounting operation, including general ledger management, financial reporting, payroll, employee benefits and payroll tax compliance.
7. All aspects of food services.
8. All aspects of facilities administration and maintenance.
9. Student behavior management and discipline.

F. Location of Services. Other than instruction, and unless prohibited by the Charter or applicable law, NHA may provide the Services, including but not limited to, purchasing, professional development and administrative services, off-site.

G. Subcontracts. NHA reserves the right to subcontract any and all aspects of the Services. NHA shall not subcontract the oversight of the Educational Program, except as specifically permitted in this Agreement or with prior written approval of the Board. Notwithstanding the foregoing, the Board specifically acknowledges and agrees that from time to time NHA may use third parties or independent contractors to assist in the creation and development of Educational Materials (as defined below) that may be used as a part of the Educational Program.

H. Pupil Performance Standards and Evaluation. NHA shall implement pupil performance evaluations that permit evaluation of the academic progress of each School student. NHA shall utilize assessment strategies required by the Charter and applicable law. The Board and NHA shall cooperate in good faith to identify academic goals and methods to assess such academic performance. NHA shall provide the Board with timely reports regarding student performance.

I. Unusual Events. NHA shall timely notify the Board and the Administrator (as defined below) of any anticipated or known material: (i) health or safety issues, including all mandatory reporting required by applicable law; (ii) labor, employee or funding issues; or (iii) other issues that may reasonably and adversely impact the School's ability to comply with the Charter, applicable law or this Agreement.

J. School Records. The financial and education records pertaining to the School (collectively, the "**School Records**"), are property of the School. Except as may be prohibited or limited by the Charter or applicable law, the School Records shall be available to the Board and the Authorizer for their review, and are subject to inspection and copying to the same extent that records of public schools are subject to inspection and copying pursuant to applicable law. All School Records shall be physically or electronically available upon request at the School's physical facility. NHA agrees to comply with the terms pursuant to the Charter regarding information to be made available to the School.

K. Facility. NHA shall use reasonable efforts to secure a facility to be leased or otherwise provided to the School on terms mutually agreeable to NHA and the Board. Obligations of the Board created under the terms of such lease are to be fulfilled by NHA unless otherwise agreed to in writing by NHA and the Board. The facility shall comply with the requirements of the Charter and applicable law. NHA shall also use reasonable efforts to cause the facility to be furnished with equipment and technology as is reasonably necessary to implement the Educational Program.

L. Legal Compliance. NHA will implement and enforce rules, regulations and procedures applicable to the School that are consistent with adopted Board policy, if any, and the Educational Program in accordance with the Charter and applicable law, including without limitation, rules, regulations, and policies regarding non-discrimination, discipline, special education, confidentiality and access to records.

M. Rules and Procedures. NHA will recommend to the Board reasonable rules, regulations, policies and/or procedures applicable to the School. The Board hereby authorizes and directs NHA to enforce such rules, regulations and procedures consistent with Board policy.

N. Assistance to the Board. NHA shall cooperate with the Board and, to the extent consistent with applicable law, timely furnish the Board with all documents and information necessary for the Board to properly perform its responsibilities under this Agreement.

ARTICLE IV

OBLIGATIONS OF THE BOARD

A. Board Policies. The Board shall be responsible for the fiscal and academic policies of the School. The Board shall exercise good faith in considering the recommendations of NHA, including but not limited to, NHA's recommendations regarding policies, rules, regulations and the Budget (as defined below).

B. Assistance to NHA. The Board shall cooperate with NHA and, to the extent consistent with applicable law, timely furnish NHA all documents and information necessary for NHA to properly perform its responsibilities under this Agreement.

C. Unusual Events. The Board shall timely notify NHA of any anticipated or known material: (i) health or safety issues; (ii) labor, employee or funding issues; or (iii) other issues that may reasonably and adversely impact NHA's ability to comply with the Charter, applicable law, or this Agreement.

D. Office Space. The Board shall provide NHA with suitable office space at the School, provided the requested space is: (i) available and can be provided without materially prejudicing the Educational Program; and (ii) used only for activities related to the School. The space shall be provided at no cost to NHA.

E. Retained Authority. The Board shall retain the authority to adopt reasonable policies in accordance with applicable law relative to anything necessary for the proper establishment, maintenance, management, and operation of the School.

ARTICLE V

INTELLECTUAL PROPERTY

A. Definitions.

1. “**Educational Materials**” means all curriculum, print and electronic textbooks, instructional materials, lesson plans, teacher guides, workbooks, tests, and other curriculum-related materials licensed, developed or otherwise owned by the School or NHA.

2. **“Confidential Information”** means any confidential and non-public trade, technical or business knowledge, information and materials regarding the School or NHA (or their respective affiliates), which is given by one party to the other, or any of their respective representatives, in any form, whether printed, written, oral, visual, electronic or in any other media or manner. Confidential Information includes, but is not limited to, research, operations and procedures, financial projections, pricing, sales, expansion plans and strategies, services data, trade secrets and other intellectual property, or the results of any mediation or private adjudication, as well as information with respect to each party’s or its affiliates’ plans for market expansion, except for information which a party can show by contemporaneous written records was developed or formulated independently of work or services performed for, or in connection with performance of, this Agreement. Notwithstanding the foregoing, the disclosure of the other party’s Confidential Information as required to be disclosed by law, rule or regulation or by reason of subpoena, court order or government action shall not constitute a breach of this Agreement; however, in such event the party required to disclose such information will reasonably cooperate with the party whose information is required to be disclosed in order to obtain a protective order applicable to such disclosure. All Confidential Information will remain the sole property of the party disclosing such information or data.

B. **School Materials.** The School shall own all right, title and interest in and to Educational Materials that are: (i) licensed or owned by the School as of the Effective Date; or (ii) licensed, developed, characterized, conceived, derived, generated, identified, or otherwise made by the School during the Term, provided such materials do not reference the NHA Materials (as defined below), or incorporate any Confidential Information of NHA (collectively, the “**School Materials**”). The School Materials shall include all intellectual property rights associated therewith.

C. **NHA Materials.** NHA shall own all right, title and interest in and to Educational Materials that are: (i) licensed or owned by NHA as of the Effective Date; (ii) licensed, developed, characterized, conceived, derived, generated, identified, or otherwise made by NHA during the Term, provided such materials do not reference School Materials or incorporate any Confidential Information of the School; and (iii) any and all Educational Materials and non-curriculum materials provided to the School by NHA relating to the Educational Program, including all changes and derivatives thereof (collectively, the “**NHA Materials**”).

D. **Derivative Works.** The Parties acknowledge that to the extent any Educational Materials created by the School are derivative of the NHA Materials, use of such derivative materials during the Term is subject to the license granted herein, and the license to use such derivative materials shall cease as of the date of expiration or termination of this Agreement.

E. **No Transfer or Sale.** The School acknowledges and agrees that NHA is not transferring or selling, and the School is not receiving, purchasing or acquiring, any intellectual property or proprietary rights in or to the NHA Materials.

F. **Licenses.** NHA hereby grants the School a non-exclusive, non-transferable license (without the right to sublicense) to use the NHA Materials, and any Educational Materials created by the School which are derivative of the NHA Materials, solely in furtherance of the Educational Program during the Term, including without limitation, the right to reproduce, publicly display, distribute and create derivative works of the same, in hard copy format or electronically, within the United States. The School represents and warrants that during the Term, and following the expiration or termination of this Agreement, the School will not exploit or assist any third party to exploit any of the NHA Materials for commercial purposes. Subject to applicable law, the School

grants NHA a non-exclusive, irrevocable, worldwide, assignable right to use, distribute, modify and display the School Materials, solely for educational purposes for the School, in any and all media now known or hereafter developed.

G. NHA Marks. During the Term, NHA grants the School a non-exclusive, revocable, non-transferable license (without the right to sublicense) to use NHA's trade name(s) and NHA's trademark(s) (the "**NHA Marks**") solely for the purposes of promoting and advertising the School. NHA shall have the opportunity to review and approve all artwork, copy or other materials utilizing the NHA Marks prior to any production or distribution thereof. All uses of the NHA Marks require NHA's prior written permission. The School shall acquire no rights in or to the NHA Marks, and all goodwill associated with the NHA Marks shall inure to the benefit of and remain with NHA. Upon expiration or termination of this Agreement, the School shall immediately discontinue use of the NHA Marks and shall remove the NHA Marks from its locations, vehicles, websites, telephone directory listings and all other written or electronic promotional materials.

H. Assignment. Each party shall, and hereby does assign to the other, with full title guarantee and without additional compensation, such right, title and interest in and to any intellectual property as is necessary to fully affect the ownership provisions set out herein, and any accrued rights of action in respect thereof. Each party shall, if so requested by the other, execute all such documents and do all such other acts and things as may be reasonably required to comply with this Agreement to vest in the appropriate party all rights in the relevant intellectual property and shall procure execution by any named inventor of all such documents as may reasonably be required by the other party in connection with any related patent application.

ARTICLE VI

SOLICITATION AND USE OF PRIVATE FUNDS

NHA shall seek the Board's approval prior to soliciting any non-governmental grants, donations or contributions on behalf of the School. Any such funds received shall be used solely in accordance with the purpose for which they were solicited, applicable donor restrictions, or as otherwise approved by the Board. Subject to applicable donor restrictions, the Board shall determine the allocation of any such funds subject to this Article that remain unexpended following completion of the project or purpose for which they were originally designated.

ARTICLE VII

FINANCIAL ARRANGEMENTS

A. Revenues. Except as provided herein, all monies received by the School shall be deposited in the School's depository account within three (3) business days with a financial institution acceptable to the Board; provided, however, that upon receipt of a notice from NHA, the School shall pay all such funds owing under this Agreement directly to the account or party specified in such notice. The signatories on the School depository account shall solely be Board members or properly designated Board agents (if any). Interest income earned on the School's depository account shall accrue to the School. Except as specifically excluded by this Agreement, the term "**Revenues**" shall include all funds received by or on behalf of the School, including but not limited to:

1. Funding for public school students enrolled at the School.
2. Special education funding provided by the federal and/or state government that is directly allocable to special education students enrolled at the School.
3. Gifted and talented funding provided by the federal and/or state government that is directly allocable to gifted and talented students enrolled at the School.
4. At-risk funding provided by the federal and/or state government that is directly allocable to at-risk students enrolled at the School.
5. Funding provided by the federal and/or state government that is directly allocable to students enrolled at the School with limited English proficiency.
6. All other federal and/or state grant sources, including, but not limited to, Title I and any start-up funding allocable to the School.
7. All other grants and donations received by the School to support or carry out programs at the School (except to the extent NHA is not required or involved in soliciting, administering or managing the contribution and/or donation, in which case such funds shall be deposited in the Board Spending Account (as defined below)).
8. Fees charged to students as permitted by law for extra services provided by NHA as approved by the Board.

The expenditure of any Revenues received from governmental entities shall be consistent with all applicable regulations and policies. The expenditure of any Revenues received from non-governmental grants, contributions and donations shall be made consistent with the provisions of Article VI.

B. Budget. NHA shall provide the Board with an annual proposed Budget prepared and maintained in accordance with the Charter and applicable law (the “**Budget**”). For the School’s first school year, the Budget shall be submitted prior to the beginning of the school year. Thereafter, the Budget shall be submitted to the Board prior to June 1 for the next school year.

C. Review and Approval of Budget. The Board shall be responsible for reviewing and approving the Budget in accordance with the Charter and applicable law. At the direction of either NHA or the Board, with the approval of the Board, the Budget shall be amended from time to time as necessary.

D. Board Spending Account. Notwithstanding any other provision of this Agreement to the contrary, each school year during the Term, NHA shall allocate to an account controlled by the Board an amount equal to the lesser of: (i) 2% of state per pupil aid reflected in the Budget for that respective school year, or (ii) \$35,000 (the “**Board Spending Account**”). The aforesaid amount shall be deposited by NHA into the Board Spending Account pro-rata during the course of the School’s school year as Revenues are received. All funds in the Board Spending Account are the property of the School and may be used by the School at the discretion of the Board. Funds in the Board Spending Account that are not spent by the School during the school year shall carryover annually. Items purchased by NHA for the School and paid for by the School with

funds from the Board Spending Account, such as non-proprietary instructional and/or curriculum materials, books, supplies and equipment, shall be the property of the School. The property of the School excludes items leased, financed or purchased by NHA with the Fee (as defined below). NHA agrees not to add any fees or charges to the cost of equipment, materials or supplies purchased by NHA on behalf of the School with funds from the Board Spending Account. NHA, in making such purchases for the School pursuant to this subsection, shall comply with applicable law, as if the School were making such purchases itself from a third party, and shall provide the Board, upon request, available documentation evidencing the costs associated with such purchases. NHA shall maintain a listing of all assets owned by the School and shall provide the list to the Board annually upon request.

E. Fee. NHA shall receive all Revenues as its services fee (the “**Fee**”), from which it shall pay all operating costs of the School as detailed in the Budget. NHA and the Board acknowledge that operating costs may include an administrative fee payable to the Authorizer as set forth in the Charter. Payment of the Fee shall be made on the same frequency that the School receives its Revenues. NHA shall be entitled to retain as compensation for the Services the difference, if any, between the Fee and the amount actually expended by NHA in operation and/or management of the School during the School’s fiscal year.

F. No Loans. NHA shall not make or extend loans to the Board.

G. Other Schools. The School acknowledges that NHA has entered into similar services agreements with other schools. NHA shall maintain separate accounts for expenses incurred in the operation of the School and other schools assisted by NHA, and shall reflect in the School’s financial records only those expenses incurred in the operation of the School. If NHA incurs expenses that are for both the benefit of the School and other schools assisted by NHA, then NHA shall allocate, to the extent permitted by law, such expenses among all such affected schools, including the School, on a prorated basis based upon the number of enrolled students, the number of classrooms, or the number of teachers at the affected schools, or on such other equitable basis as is reasonably determined by NHA. In no event shall marketing costs incurred solely for the benefit of NHA (and not the School) be allocated to the School.

H. Financial Reporting. NHA shall provide the Board with:

1. At least annually, the Budget as required by this Agreement.

2. Monthly, financial statements no more than forty-five (45) days in arrears and at least one week prior to each Board meeting. These financial statements will include a Balance Sheet, Statement of Revenues, Expenditures and Changes in Fund Balance at object level detail with a comparison of budget to actual revenue and expenditures and explanations of variances.

3. Quarterly, or as reasonably requested by the Board, a report on School operations and student performance.

4. As reasonably requested, other information to enable the Board to: (i) evaluate the quality of the Services; and (ii) timely provide all reports and information that are required by the Charter and applicable law.

I. Access to Financial Records. NHA shall keep accurate financial records pertaining to its operation of the School, together with all School financial records prepared by or in possession of NHA, and shall retain all of the aforereferenced records according to the Charter and applicable law to which such books, accounts, and records relate. NHA and the Board shall maintain the proper confidentiality of personnel, students, and other records as required by law. All records shall be kept in accordance with applicable state and federal requirements.

J. Accounting Standards; Annual Audit.

1. The School shall at all times comply with generally accepted public sector accounting principles and applicable law.

2. The Board shall select and retain an independent auditor to conduct an annual audit of the School's financial matters in accordance with the Charter and applicable law.

3. Subject to applicable law, all records in the possession or control of NHA that relate to the School, including but not limited to, financial records, shall be made available to the School and the School's independent auditor. The expense of the annual audit shall be included in the Budget.

K. Start-up Funds; Contributions. NHA shall provide start-up funds for: (i) the development of curriculum, a technology system and a school operations plan; (ii) recruiting, selecting and training of staff members; and (iii) to the extent necessary as reasonably determined by NHA, cleaning, renovating and equipping of the School facility (the "**Start-Up Funds**"). In addition, in its sole discretion, NHA may, but need not, make contributions to the School in the event School expenses exceed Revenues (the "**Contributions**"). The Contributions, if any, shall be in amounts acceptable to NHA and the Board and, once made, shall be included in the Budget. Unless otherwise agreed, the School shall not be legally obligated to repay NHA for the Start-Up Funds or the Contributions. NHA's agreement to make such Contributions shall not be deemed to negate or mitigate the need for the School to apply for or solicit state or federal start-up funds, grants or sub-grants which the School, as a public school, may be eligible to receive.

ARTICLE VIII

PERSONNEL & TRAINING

A. Qualified Personnel. NHA shall select and hire qualified personnel to perform the Services. NHA shall have the responsibility and authority, subject to this Article, to select, hire, evaluate, assign, discipline, transfer, and terminate personnel consistent with the Budget, the Charter and applicable law. With the exception of teachers, as set forth below, and unless otherwise agreed by the written consent of the Parties, all School personnel shall be employees of NHA. NHA and the Board each shall be responsible for their respective employees. However, the compensation of all employees working at the School shall be included in the Budget. Upon Board request, NHA shall disclose to the Board the level of compensation and fringe benefits provided by NHA to NHA employees working at the School. A criminal background check and unprofessional conduct search in compliance with applicable law shall be conditions for the hiring of or services provided by any person who will or may be reasonably expected to have unsupervised access to and the care, custody or control of, any School student(s).

B. School Administrator. The School administrator (the “**Administrator**”) shall be an employee of NHA and not the Board. The duties and terms of the Administrator’s employment shall be determined by NHA. The Administrator shall work with NHA in the operation and management of the School. The accountability of NHA to the School is an essential foundation of this Agreement. Since the Administrator is critical to the School’s success, NHA shall have the authority, consistent with this Article, to select, hire, evaluate, assign, discipline, transfer and terminate the Administrator, and to hold the Administrator accountable for the performance of the School. Without limiting the foregoing, NHA shall consult with the Board prior to the placement and/or removal of the Administrator. Absent compelling circumstances, the consultation shall commence at least ninety (90) days prior to NHA placing and/or removing the Administrator. NHA shall give due consideration to the input, if any, of the Board or the Board’s designated representative prior to making a final decision regarding placement and/or removal of the Administrator. NHA shall remove the Administrator if the Board is reasonably dissatisfied with the Administrator’s performance. Absent compelling circumstances, however, the Board shall give NHA and the Administrator six (6) months to correct the basis for the Board’s reasonable dissatisfaction. The parties agree that the purpose of the above provisions is not to deny the Administrator the opportunity for growth and/or promotion within NHA. Notwithstanding any of the foregoing, the placement of the initial Administrator for the School in its first year of operation shall be made by NHA.

C. Teachers. The Administrator shall recommend to the Board for its consideration and approval, teachers who are qualified in the grade level and subjects required by the School to operate in accordance with the terms of the Charter. All teachers shall be jointly employed by the School and NHA for such purposes as inclusion in the compensation and employee benefit plans of NHA, payroll administration and other employment policies and practices; provided however, in all circumstances, the Board shall ultimately control the hiring and discharge decisions with respect to jointly employed teachers at the School in accordance with N.C. Gen. Stat. § 115C-238.29(F)(e)(1). Teachers assigned to and retained by the School shall hold a valid teaching certificate issued by the State Board of Education to the extent required by N.C. Gen. Stat. § 115C-238.29F(e)(1). Subject to the approval of the Board, such teachers may, in the discretion of NHA, work at the School on a full or part -time basis. If assigned to the School on a part -time basis, such teachers may also work at other schools for which NHA provides services under a similar agreement.

D. Support Staff. NHA shall, consistent with this Article, provide the School with qualified support staff as needed to operate the School in an efficient manner. The support staff may, at the discretion of NHA, work at the School on a full or part time basis. If assigned to the School on a part time basis, the support staff may also work at other schools assisted by NHA. The cost for such support staff shall be shared proportionately among the schools at which the support staff is working. An individual who provides a service to students in the School that is not teaching, and for which a license is required under applicable law, shall have the appropriate license to provide such services.

E. Training. NHA shall provide or procure training in its methods, curriculum, program, and technology to all teaching personnel on a regular basis. Instructional personnel shall be required to obtain at least the minimum hours of professional development as required by applicable law. Non-instructional personnel shall receive training as NHA determines reasonable and necessary under the circumstances.

F. Background Checks and Qualifications. NHA shall comply with applicable law regarding background checks, unprofessional conduct searches and certification/licensure, as applicable, for all persons working in the School.

G. Terms of Employment. No member of the staff at the School shall be subject to any covenant not to compete or other employment restriction as part of the terms of his or her employment with NHA for the Services.

H. Limitations on Discretion. All decisions made by NHA, and any discretion exercised by NHA, in its selection, hiring, evaluation, assignment, discipline, transfer, and termination of personnel, shall be consistent with the Budget, the Charter, the parameters adopted and included in the Educational Program, and applicable law.

ARTICLE IX

INDEMNIFICATION

A. Indemnification of Parties. To the extent not prohibited by the Charter or applicable law, the Parties hereby agree to indemnify, defend, and hold the other (the “**Indemnified Party**”), harmless from and against any and all third-party claims, actions, damages, expenses, losses or awards which arise out of (i) the gross negligence or intentional misconduct of the indemnifying party, (ii) any action taken or not taken by the indemnifying party, or (iii) any noncompliance or breach by the indemnifying party of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. As used herein, Indemnified Party shall include the party’s trustees, directors, officers, employees, agents, representatives and attorneys. The Parties may purchase general liability, property, or other insurance policies. Notwithstanding anything in this Agreement to the contrary, the Board shall not be precluded by the terms of this Agreement from asserting or declining to assert a claim of governmental immunity.

ARTICLE X

INSURANCE

A. Insurance Coverage. NHA shall maintain such policies of insurance as required by the Charter and applicable law. Each party shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this Article. Each party shall comply with any information or reporting requirements required by the other party’s insurer(s), to the extent reasonably practicable.

B. Workers’ Compensation Insurance. Each party shall maintain workers’ compensation insurance as required by law, covering their respective employees.

ARTICLE XI

REPRESENTATIONS & WARRANTIES

A. Board and School. The Board represents and warrants, for itself and on behalf of the School, that: (i) it is legally vested with all power and authority necessary to operate a charter school under the Authorizing Law; (ii) it is legally vested with all power and authority necessary to execute, deliver and perform this Agreement, including without limitation, the power and authority to contract with a private entity for the provision of educational, business administration and management services; (iii) its actions have been duly and validly authorized, and it has adopted any and all resolutions or expenditure approvals required for the execution of this Agreement; and (iv) there are no pending actions, claims, suits or proceedings, or, to its

knowledge, threatened or reasonably anticipated against or affecting either the Board or the School, which if adversely determined, would have a material adverse effect on its ability to perform under this Agreement.

B. **NHA.** NHA represents and warrants that: (i) it is a corporation in good standing and is authorized to conduct business in the State of North Carolina; (ii) it is legally vested with all power and authority necessary to execute, deliver and perform this Agreement; (iii) there are no pending actions, claims, suits or proceedings, or, to its knowledge, threatened or reasonably anticipated against or affecting NHA, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement; and (iv) it will comply with all registration and licensing requirements relating to conducting business under this Agreement, which the Board agrees to assist NHA in applying for such licenses and permits and in obtaining such approvals and consents.

ARTICLE XII

MISCELLANEOUS

A. **Entire Agreement.** This Agreement and any attachments hereto shall constitute the entire agreement of the Parties on the subject matter set forth herein. This Agreement supersedes and replaces any and all prior agreements and understandings regarding the subject matter set forth herein between the School and NHA.

B. **Force Majeure.** Except for payment obligations, and notwithstanding any other provisions of this Agreement, neither party shall be liable for any delay in performance or inability to perform due to acts of God, war, riot, embargo, fire, explosion, sabotage, flood, accident, labor strike, or other acts beyond its reasonable control; provided either party may terminate this Agreement in accordance with provisions contained herein if sufficient grounds exist as provided in the Article governing termination.

C. **State Governing Law; Waiver of Jury Trial.** This Agreement shall be construed, interpreted, governed and enforced pursuant to the laws of the State of North Carolina, without regard to its conflict-of-laws principles. The Parties hereby waive the right to a jury trial in any action, proceeding or counterclaim brought by either NHA or the School against the other.

D. **Notices.** All notices and other communications required by this Agreement shall be in writing and sent to the Parties at the facsimile number or address set forth below. Notice may be given by: (i) facsimile with written evidence of confirmed receipt by the receiving party of the entire notice; (ii) certified or registered mail, postage prepaid, return receipt requested; or (iii) personal delivery. Notice shall be deemed to have been given on the date of transmittal if given by facsimile, upon the date of postmark if sent by certified or registered mail, or upon the date of delivery if given by personal delivery. For purposes of the foregoing, “**personal delivery**” shall include delivery by nationally recognized overnight courier (such as FedEx), if signed for by the recipient or a delegate thereof. Notices to the School shall be sent to the current address of the then current Board President, with a copy to the then current Board attorney. The addresses of the Parties for the purposes aforesaid, including the address of the initial Board President, are as follows:

The School:

Attn: President, Board of Directors

Telephone:

Facsimile:

WITH A COPY TO:

Telephone:

Facsimile:

NHA:

National Heritage Academies, Inc.
Attn: Chief Financial Officer
3850 Broadmoor, S.E. Ste. 201
Grand Rapids, Michigan 49512
Telephone: (616) 222-1700
Facsimile: (616) 222-1701

WITH A COPY TO:

Telephone:

Facsimile:

E. Assignment. NHA may assign this Agreement with the prior written approval of the Board and in a manner consistent with the Authorizer's policies.

F. Amendment. This Agreement shall not be altered, amended, modified or supplemented except by memorandum approved by the Board and signed by both an authorized officer of the School and NHA and in manner consistent with the Authorizer's policies.

G. Waiver. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

H. Severability. If any term or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remainder of the terms and provisions set forth herein shall remain in full force and effect and shall in no way be affected, impaired or invalidated, and the Parties shall use their best efforts to find and employ an alternative means to achieve the same or substantially the same result as that contemplated by such term or provision.

I. Delegation of Authority. Nothing in this Agreement shall be construed as delegating to NHA powers or authority of the Board which are not subject to delegation by the Board under the Charter or applicable law.

J. Compliance with Law. Each party will comply with the Charter and laws applicable to the performance of such party's obligations hereunder.

K. Time of Essence. The Parties understand and agree that time is of the essence in performing their respective responsibilities under this Agreement.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the Effective Date.

NHA:

National Heritage Academies, Inc.,
a Michigan corporation

By: _____

Its: _____

SCHOOL:

By: _____

Its: Board President

2. *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.*

Members of our Board have long been involved with public charter schools, county schools systems, and private schools in various capacities including: teacher, board member, and/ or parent. In those capacities we've witnessed the successes and failures of the public charter school and school choice movements. Members of our Board also have knowledge of other EMOs and CMOs including Imagine and KIPP, as well as organizations like Acadia NorthStar, which focuses more on financial offerings. Through our experiences, we believe strongly that charter school accountability is key to lifting public education as a whole, and that charter schools who don't meet required academic and operational thresholds should be closed, while successful charter models should be replicated and allowed to flourish.

As detailed throughout this document, we have worked with NHA or been familiar with the organization for a number of years. Our lead applicant, Mr. Binder, has been a Board member at Greensboro Academy, an NHA operated school, for the past 11 years. While we're familiar with other charter management organizations, we have chosen to help replicate NHA's model in our community because of the

overwhelming success the Board of Directors and NHA have had serving students and parents at Greensboro Academy.

More precisely, we chose to work with NHA for several reasons:

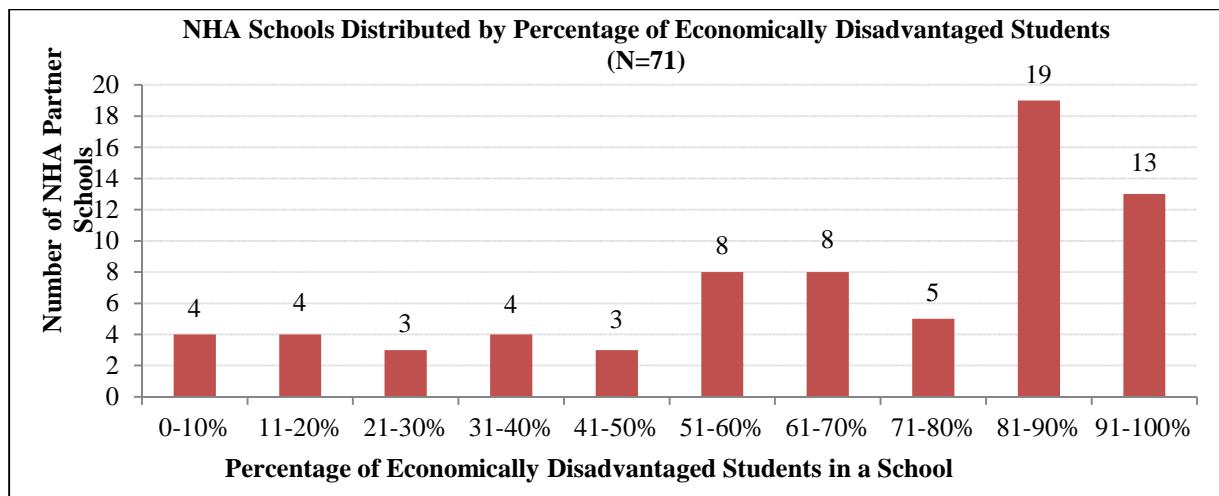
- The growth and success of Greensboro Academy, an NHA operated school here in Guilford County.
- In the last five years, NHA partner schools ranked in the top 25 percent in the nation for academic growth as measured by NWEA MAP assessments.
- Its experience working with 5 other public charter schools in North Carolina.
- Its willingness to invest substantial time and resources in an effort to respond to the overwhelming community demand for Greensboro Academy.
- The comprehensive nature of its school program, including academics as well as school culture and moral focus as a way to educate the whole child.
- The financial resources and experience it brings to the equation – i.e., facilities, real estate, start-up capital as a contribution and not a loan, and its willingness to accept the financial risk.
- The fact that our founding Board will be able to focus on governance and not fundraising, real estate, construction, or other aspects of school start-up and operations.
- No other charter management organization that we're aware of has the level of experience operating public charter schools in North Carolina, nor the specific experience of serving families here in Guilford County.

Our experience with the company and all other information about NHA suggests that NHA would be the best match for Summerfield Charter Academy. Should our Board be granted a charter, we will be diligent in holding NHA accountable for its obligations under the Services Agreement and making sure it is holding up its end of the bargain in preparing our students for college and beyond.

3. *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.*

NHA's Academic Performance Nationally

As detailed throughout out this application, one of the essential reasons we have chosen to partner with NHA is level of achievement students at Greensboro Academy have reached through NHA's assistance. Further, NHA has experienced high levels of academic success across its partner schools, regardless of the socioeconomic make-up of the student population. For the current school year (2011-12), 63% of students attending NHA partner schools qualify for free or reduced price lunch, compared to approximately 42% nationally. The chart below shows NHA partner schools distributed by percentage of economically disadvantaged students.



Following are a number of statistics that highlight the academic achievement of NHA partner schools throughout the country:

- State test results for the 2010-11 school year revealed that NHA partner schools across the country have a higher rate of proficiency than their respective local school districts 74% of the time.
- NHA partner schools' fall-to-spring growth on the NWEA places them at the 75th percentile nationally over the course of the last five years. This academic growth accomplishment is attained regardless of the student demographic and without consideration of the demographic of the NWEA national sample.
- NHA partner school's rate of growth for students below grade level for the 2010-11 school year was 139% as compared to the national average of 100%.

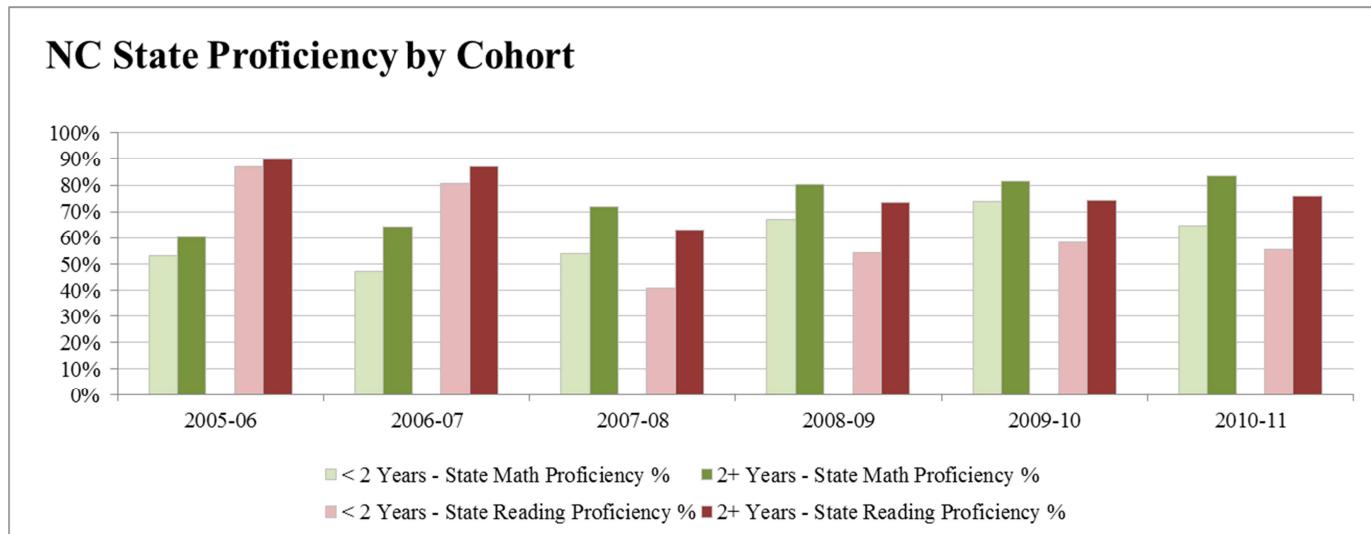
NHA's Academic Performance in North Carolina

As of the date of this application, NHA has been hired to manage five North Carolina public charter schools serving a diverse population of approximately 3,340 students, 57% of whom are minorities and 42% of whom qualify for free or reduced priced lunch. There are over 3,000 North Carolina students on waiting lists for these 5 NHA operated schools, approximately 1,200 of which are here in Guilford County.

Following are a number of statistics that highlight the academic achievement of North Carolina NHA partner schools:

- NHA partner schools in North Carolina outperformed their local district in 63% of subjects and grades tested on the EOGs.
- The growth of students at NHA partner schools is apparent on North Carolina state measures. In 2010-11, all 5 NHA operated schools in North Carolina met their expected growth target on the North Carolina End-of-grade assessments.
- Last school year, students at NHA's North Carolina partner schools had a fall-to-spring rate of growth of 120% on the NWEA MAP in grades 2-8, meaning students had learning gains 20% greater than students nationally.
- For the 2010-11 school year Greensboro Academy outperformed the Guilford County school system as well as state averages in every grade and subject measured by the North Carolina End-of-Grade (EOG) assessments.

Additionally, the table below shows the rate of proficiency on EOG assessments for students who have been at NHA North Carolina operated schools for less than two years vs. students who have been at those same schools for more than two years. The first two bars in each year represent math proficiencies, while the second two bars contain the reading proficiencies. The lighter colored bars represent the proficiency of students with < 2 years at NHA partner schools, while the darker bars indicate the proficiency of students who have been at the schools 2+ years. As you can see, NHA has consistently helped increase the rate of proficiency on Reading and Math EOG assessments for students in their NC partner schools.



Since the first NHA partner schools opened in North Carolina in the fall of 1999, all five schools have been successfully renewed by the State Board of Education, including, most recently, the renewal granted to PreEminent Charter School, located in Raleigh. We understand that NHA has various challenges at each of its partner schools, but we commend the organization for its continued dedication to accelerating the academic achievement of students.

Financial Performance

In the company's 17-year history, NHA has invested more than \$450 million in local communities across the country to create new, high-quality public charter schools. If we are awarded a charter, NHA is committed to investing in the construction of a facility for Summerfield Charter Academy, and will supplement the school's finances as needed and agreed to by the Board and NHA. (Please see Article VII. Section K of our attached Services Agreement with NHA and for more specifics on the financial arrangement). Please also see Appendix A for a letter affirming NHA's financial commitment.

In all of its partner schools NHA provides the necessary financial support and fulfills its contractual obligations under the Services Agreement. NHA's financial support reinforces our belief that school staff should focus on educating students and the Board should focus on governance – and that a management partner is responsible for creating and maintaining the administrative conditions that make this possible. NHA has committed to investing an estimated \$7-10 million in the purchase of land and construction of a facility for Summerfield Charter Academy and an additional to \$800-900,000 in start-up costs as a contribution to the school and not a loan.

Because of these contributions from NHA, we can afford to open in a permanent school facility and be spared several familiar burdens for charter schools: the need to raise funds to create a successful start-up, the difficulties of finding real estate and renovating a suitable facility, and the potential unease and conflict of co-locating with an existing county school.

We are well aware that some charter schools' partnerships with management companies are fraught with risks. Foremost among them is the fact that boards can be left indebted to the management company for up-front costs, a reality that significantly limits a board's ability to hold the company accountable or to terminate the partnership. We have no such concerns. A review of our Services Agreement with our legal counsel confirms that NHA does not request nor expect repayment for its up-front contributions. Even better, NHA commits to filling any gaps in the budget, should expenditures exceed revenues, for the full term of the agreement. This will allow the Board to oversee and govern without the distraction and anxiety of constant fund-raising. It also aligns the interests of our management partner with those of the school and our stakeholders.

Additionally, since NHA's formation in 1995, the company has received unqualified audit opinions each year from its auditor, Deloitte & Touche. Since its opening in 1999, Greensboro Academy has also had an unqualified audit opinion each year. This history of "clean" audit reports serves as independent evidence of NHA's sound financial practices and internal controls.

4. *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.*

Our Board will be responsible for overall school governance, including the adoption of fiscal, academic, personnel, discipline, and grievance policies as appropriate, staff hiring and termination decisions, and—of core importance—managing the relationship with NHA. It is the Board's primary responsibility to hold NHA responsible for the successful operation of the school and its ability to deliver academic results. The Board will exercise appropriate diligence and good faith in considering the recommendations of NHA, including but not limited to, NHA's recommendations concerning policies, rules, regulations, and budgets. The Board will retain the authority to make reasonable regulations in accordance with applicable law relative to anything necessary for the proper establishment, maintenance, management and operation of the school, including, without limitation, regulations relative to the conduct of pupils.

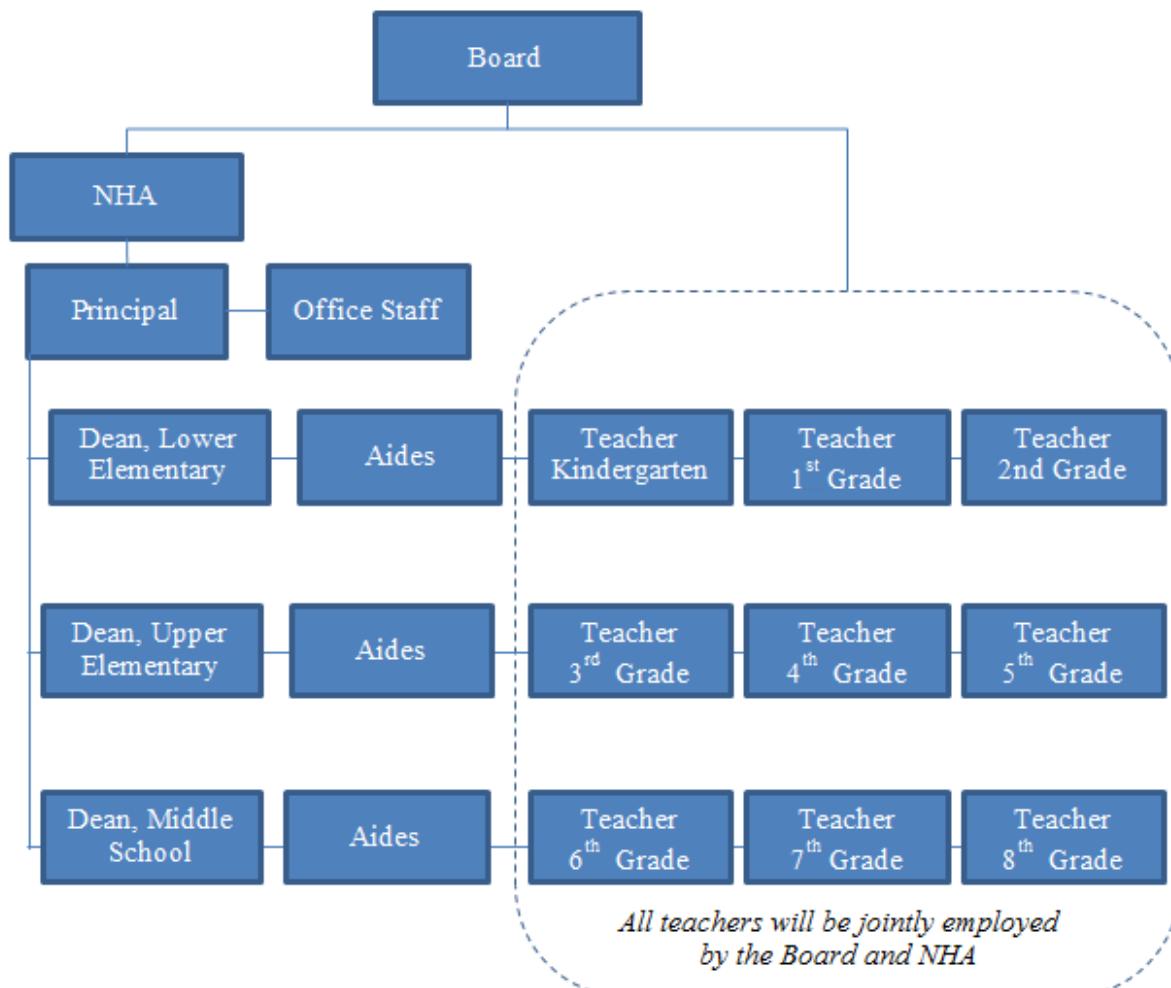
The Board of Directors for Summerfield Charter Academy will be responsible for the governance and oversight of the school, including Board policies. Through a Services Agreement, the Board will delegate the day-to-day operations of the school to NHA. NHA will be accountable to the Board for the academic performance, organizational strength, and financial viability of the school.

In keeping with good governance practices and consistent with our proposed Bylaws, our Board has elected a President, Vice President, Secretary, and Treasurer and may create committees as necessary on such areas as academics, finance and facilities. Additionally, once the school is open we will reserve a spot on the Board for a parent of the school. This parent will serve in the capacity of "Parent Representative", and each Board meeting agenda will include a report from the Parent Representative on matters of interest to the parent community. In addition to holding open meetings in which all members of the public are welcome,

the Parent Representative Report will provide a consistent mechanism for our Board to ensure that the parents who have chosen to send their child(ren) to Summerfield Charter Academy are being served the best of our ability.

NHA will also provide our Board with regular reports on student performance and assessment data. The Board will utilize this information to assess the school's progress towards the goals specified in the charter. The data will include student performance data from the NWEA assessments and EOG assessments. It will also include pertinent operational information such as student count numbers, attrition percentages, student attendance, student discipline, at-risk population, percent of students with an Individualized Education Plan (IEP) and parent satisfaction with the school. NHA will work with school leadership to provide the Board with the information needed to assess all aspects of the school's performance.

Detailed below is the proposed organizational structure for our school. Please reference the response to the “Organizational Structure of Private Non-Profit” question of this section for more information on the school’s distributed leadership model.



5. 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.

The Board will be accountable for the governance and oversight of the school. Through its Service Agreement, the Board will delegate the day-to-day management of the school to NHA. While management is delegated, NHA will be accountable to the Board for the school's academic, organizational, and financial viability. We are confident that our partnership with NHA will be successful and long-lasting. But we also know that we, as public stewards and holders of the charter, must possess the ability to terminate the agreement if we determine that the partnership is not best for our students. We have confirmed with our legal counsel that our Board would be able to terminate the agreement at any time, with or without cause and without penalty, should we determine that NHA is no longer the best partner for our school. Provisions for such an event are contained in the Services Agreement included in Section IV.

In addition to the terms that would eventually be outlined in the charter contract, we have agreed with NHA on six key metrics for monitoring and maintaining the organizational stability of our school, including academic achievement, instructional support, and financial stability.

Accountability Metric	Goal
Academic Proficiency	Each year, 80 percent of 3 rd through 8 th graders who have been enrolled at the school for at least two consecutive years will be proficient on the reading and math EOG assessments.
Academic Growth	Each year, the school will administer a nationally-normed standardized assessment in grades K-8. In the spring of each year, the school will score at or above the 50 th percentile or higher of public schools nationally as measured by the percentage of students that meet or exceed beginning of year to end of year growth.
Strong Instructional Team	Teachers will be supported through weekly classroom observation and provided feedback from the school's leadership team.
Full Enrollment	The school's enrollment will be at or above 90% of capacity.
Manage Expenses	The school will maintain a balanced-budget or positive fund balance on a yearly basis.
Engage Parents	At least 75% of parents will respond to the annual parent satisfaction survey with 90% of parents responding favorably.

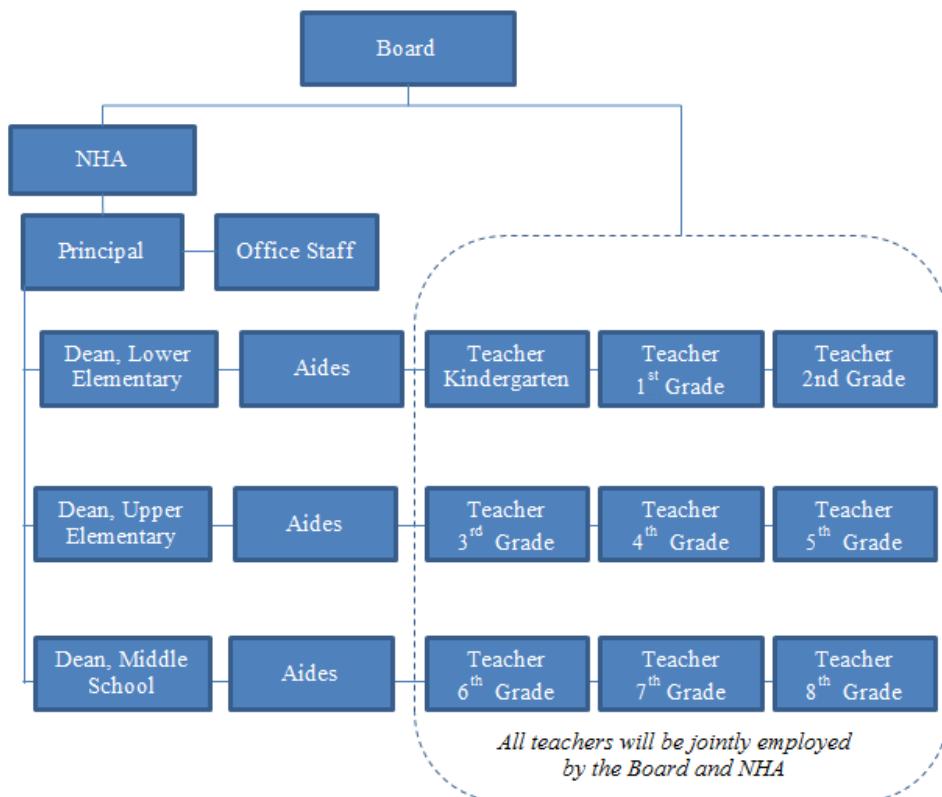
In addition to the key metrics above, the Board will continually monitor the school's progress toward the academic achievement goals as defined in the charter contract. Monthly Board reports will detail progress against the key benchmarks and academic accountabilities. Our goal is to be a school where everyone – Board members, teachers, administrators, NHA, students and parents – uses information to measure success.

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.)*

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

The Board of Directors for Summerfield Charter Academy will be responsible for the governance and oversight of the school, including Board policies. Through a Services Agreement, the Board will delegate the day-to-day management of the school to National Heritage Academies. NHA will be accountable to the Board for the academic performance, organizational strength, and financial viability of the school.

Additionally, Summerfield Charter Academy will implement a distributed leadership model in which the school leadership team will ultimately consist of a principal and three deans, who share administrative responsibilities. Our school will utilize this proven leadership structure so that the principal personally manages the members of the leadership team and a small number of additional teachers and staff. This will allow the principal to focus on his/her primary role as instructional leader of the school while each dean is responsible for a team of grade-level teachers and staff. Having this team of individuals leading the school will create a culture and atmosphere of high expectations and strong instructional support. Detailed below is the proposed organizational structure for our school.



2. *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.*

Currently, our Board of Directors has 4 members. We will continue outreach to the local community in search of other experiences individuals who are interested in providing additional quality public charter school choice to students in Guilford County. Also, as outlined in this proposal, we will reserve a spot on the Board for a parent of a student enrolled at Summerfield Charter Academy.

616 B GUILFORD COLLEGE ROAD, GREENSBORO, NORTH CAROLINA
2 • RESIDENCE, 3229 FORSYTH DRIVE GREENSBORO, NC
336 317 1250 • HICO508@AOL.COM

RUDOLPH L. BINDER

DATE OF BIRTH: SEPTEMBER 13, 1946

OCCUPATION: REAL ESTATE DEVELOPMENT, 1973 TO PRESENT

Hicone Properties & Brookhollow Shopping Center Associates
Greensboro, North Carolina
Owner - Manager

EDUCATION

1968 - 1970 Rockingham Community College, Wentworth, North Carolina
1970 - 1973 East Carolina University, Greenville, North Carolina

- Major in Anthropology
- Minors, Sociology & Biology

EXTRACURRICULAR ACTIVITIES

P.P Turner Masonic Lodge, Shriner, Golf, Fishing, hunting, Senior Amateur Golf Tour

REFERENCES

John Kincade, BB&T Bank,
Greensboro, North Carolina

Paul Dennis, Attorney
Sparrow, Wolf & Dennis
Greensboro, North Carolina

Robert Skenes
Greensboro, North Carolina

Summerfield Charter Academy – Howard Coble Campus

DEBRA G. WILSON

8516A Hudson James Rd, Summerfield, NC 27358 | 336 202-618 | redbrainiac@gmail.com

EDUCATION

Mars Hill College, Mars Hill, NC
BS Elementary Education
School Librarian- 1976

Old Dominion University
~~MAEd~~, Learning Disabilities/Emotional Behavior Disorders -
1998

Certification Jensen Learning
Brain Based Teaching Trainer – 2004-2009
Recertified 2006, 2007, 2009, 2011

AWARDS

National Board Certified Teacher Middle Childhood
Generalist 1999-2009
NCSIP Reading Foundations - 2000-02
Recertified NBCT – 2009-2019

LICENSURES

Early Childhood Education K-4, North Carolina - 1976-2013
Education K-12, New Jersey - 1978-permanent
Elementary Education K-6, North Carolina, Virginia - 1976-
2013
Associate Media Coordinator K-12 - 1976-2013
Cross Categorical, Exceptional Child K-12, North Carolina -
1998-2013
EC Language Arts, Highly Qualified, K-12, North Carolina -
2005-2013
Reading Specialist, North Carolina - 2009-2013

TEACHING EXPERIENCE

Reidsville City
Elementary Education, Third Grade - 1979-1982
Preschool, Flemington, New Jersey - 1979-1982

Carlisle School, Martinsville, Virginia - 1984-1998
Elementary Education, Grade 2, 3, 4
Curriculum Chair Science K-12, Cheerleading Coach, Drama
Set/Costume Design, Dwight D Eisenhower Math and
Science Award to develop outreach Science Modules for
Virginia Museum of Science

Rockingham County Schools - 1998-Present
Western Rockingham Middle School, Exceptional Child
Teacher, Corrective Reading, Wilson Reading Intensive
Intervention, Wilson Reading Just Words, Grades 6,7,8; SIT
Team, SACS Committee, SSMT team, Grant Writing

eMSS nationwide online mentoring – 2011 – present

NCATE Board of Examiners for evaluating teaching
programs in colleges – 2011-2014

RELATED EXPERIENCE

SRA Corrective Reading Training - 2002 – 2007
Program coordinator and administrator for NCSIP reading
grant for Western Rockingham Middle School; program
implementation at WRMS
Data reporter to NCSIP, Reading statistics for maintaining
recurring grant money - 2002-Present

Wilson Reading Intervention Training - 2005 – 2009
Implementation and development of Wilson Reading at
WRMS

RELATED EXPERIENCE (CONTINUED)

Level 1 Wilson Reading Certification – 2009
Certification as Wilson Reading Instructor, beginning
certification

North Carolina Teacher Academy - 2002-2011
Trainer for Differentiated Instruction Module
Training in Brain Based Teaching, Multiple Intelligences,
Cooperative Learning, Curriculum Mapping, Poverty

Conscious Discipline Training, Becky Bailey – 2006

Piedmont Triad Consortium Professional
Development for Teachers – 2002 – Present

PUBLICATIONS AND PAPERS

Development of NC Teacher Academy manuals and
modules – 2004-2011

Grant Writer for NCSIP for Rockingham County/WRMS –
2001

Piedmont Triad Consortium Professional Development for
Teachers – 2002-Present

MEMBERSHIPS

ASCD
NCAE District Director, 6 counties in NC, NCAE Board
Member - 2006-2011
NCAE District President - 2011-2012
Rockingham County Reading Association
Guilford County Reading Association

Commissioner Linda O. Shaw

Linda O. Shaw, a Republican, is serving her third term on the Guilford County Board of Commissioners. She was elected to represent District 3 in 1998 and re-elected in 2002 and 2006.

Commissioner Shaw is a native of Jamestown, North Carolina where attended Jamestown High School through eleventh grade and graduated from High Point Central High School her senior year. She graduated from Jones Business School and also received a certification in Criminal Justice from Salemburg Academy.

Commissioner Shaw serves as a liaison for the Board of Commissioners on several Boards including the PART Heart of the Triad Steering Committee, the Greensboro Partnership Regional Committee, and the County Long-Term Care Study Committee. She also chairs the Board's Economic Incentive Committee.

She is active in numerous civic and volunteer organizations including the American Red Cross Board of Directors, Metro YMCA Board of Directors, and is a former member of the N.C. Museum Board of Trustees.

In 1992, Commissioner Shaw was elected statewide as N.C. Republican National Committeewoman and still holds that office. She was also elected and served six years in the office as Secretary of the Republican National Committee. In 2000, then Governor George W. Bush appointed her Secretary of the Republican National Convention when he was nominated to be the Republican candidate for President.

Her goals as a Commissioner are to stop property tax increases on the citizens, to help build schools, to support economic development and create more jobs, and establish a drug and alcohol facility.

Commissioner Shaw currently resides in Greensboro with her husband, former State Senator Bob Shaw, and they own and operate Friendly Road Inn Seafood Restaurant. Commissioner Shaw has one grown daughter and son and two grandsons.



John R. Kincaid

310 Topwater Lane, Greensboro, North Carolina 27455
(336) 908-0509

SUMMARY:	Over fifteen years of work experience with most recent fifteen years in the Banking Industry. Most recent experience involves Business Banking and Commercial Lending. Previous experience included sales account representation and management of textile manufacturing departments. Possess excellent interpersonal, presentation, and customer service skills. Presently serve as an Executive Board member of Greensboro Montessori School, with primary involvement being with the Finance Subcommittee.
EDUCATION:	Bachelor of Science, Textile Management. Clemson University, Clemson, South Carolina.
EXPERIENCE: <i>December 2001 to Present</i>	BB&T Greensboro, NC <u>Vice President – Business Services Officer III:</u> Responsible for origination of Small Business Lines and Loans, utilizing the SBA and North Carolina Capital Access Programs when applicable. Meet weekly, monthly, and annual goals towards the sale or referral of Bankcard, Treasury Services, Insurance, Mortgages, Investments, and Deposit generation. Achieved Sterling Performance Club status. Was continuously ranked as the top producing Greensboro Business Banker each consecutive quarter from March 2003 to present. Served as the only Business Banker on the BB&T Small Business Steering Committee. Regularly perform speaking engagements to peer groups throughout the Bank discussing performance enhancing techniques. Recognized as the Bank's top producer of Small Business Credit Insurance during 2004.
<i>May 2001 to December 2001</i>	Merrill Lynch & Company, Inc. Greensboro, NC <u>Assistant Vice President - Business Finance Services:</u> Responsible for origination of commercial loans including working capital lines of credit, reducing revolver loans and term loans, and responsible for the sale of cash management services. Also responsible for managing referral loans to Merrill Lynch Bank USA, the Merrill Lynch Real Estate Conduit, and other outside financing sources. Objectives were met through contact with existing Merrill Lynch clients in coordination with a Financial Advisor, or through direct prospecting. Was responsible for training Financial Advisors on: A) how to identify potential borrowers and prospect the business market, B) the technical operation of Cash Management Accounts, C) marketing programs at the office level, and D) the presentation of sales seminars to prospective clients, CPA's, and business owners.
<i>April 1998 to May 2001</i>	Bank of America, N.A. Greensboro, NC <u>Assistant Vice President - Commercial Lending:</u> Managed portfolio of commercial loans valued at over \$50 million dollars. Originated and underwrote credit requests and monitored existing business with regard to covenant compliance. Aggressively prospected new business. Was responsible for marketing non-credit products and services, including interest rate protection products, treasury management services, credit card services, and group banking services. Promoted to Client Manager on accelerated basis, after spending one year in Associate Relationship Manager role. <u>Associate Relationship Manager:</u> Completed NationsBank Commercial Credit training program, passing Omega credit training programs and graduate level accounting classes. Underwrote credit needs of varying complexity, as directed by Senior Client Managers. Monitored credits in the Greensboro Commercial Banking portfolio for loan compliance. Analyzed financial statements and interacted with clients to create financial projection models.

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

Please see below for an executed copy of our by-laws.

**BYLAWS
OF
GUILFORD CHARTER DEVELOPMENT, INC.**

ARTICLE I — NAME

The name of the corporation shall be **GUILFORD CHARTER DEVELOPMENT, INC.** (the “**Corporation**”).

ARTICLE II — PURPOSES

The purposes for which the Corporation is organized are:

(A) The Corporation is organized for the purpose of operating a public charter school in the State of North Carolina pursuant to N.C. Gen. Stat. §115C-238.29A *et seq.*;

(B) The Corporation is also organized for the purpose of providing a high quality, elementary and middle school education that places each student on the path to college readiness and closes achievement gaps.

(C) The purposes for which the Corporation is organized are exclusively religious, charitable, scientific, literary or educational within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future United States Internal Revenue laws (the “**Code**”). The Corporation shall not carry on any activities not permitted to be carried on by an organization exempt from Federal income tax under Section 501(c)(3) of the Code or the corresponding provision of any future United States Internal Revenue Code.

ARTICLE III — OFFICES

Section 1. Principal Office. The principal office of the Corporation shall be located at 235 N. Edgeworth St., Guilford County, North Carolina 27401.

Section 2. Registered Office. The registered office of the Corporation may be the same as the principal office of the Corporation; provided, however, the Corporation’s registered office shall be located in the State of North Carolina, and shall be the business office of the resident agent.

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

ARTICLE IV — BOARD OF DIRECTORS

Section 1. General Powers. The business, property and affairs of the Corporation shall be managed under the direction of the Corporation's Board of Directors (the "Board") in accordance with the provisions of the Corporation's Articles of Incorporation (the "Articles"), these Bylaws (the "Bylaws"), and applicable law.

Section 2. Method of Selection, Number and Election of Directors. The initial Board shall be the individuals named in the Articles of Incorporation. The number of Director positions on the Board (the "Directors") shall be not less than three (3) or more than nine (9). The Directors at any annual meeting may by resolution fix the number of Directors to be elected at the meeting; but in the absence of such resolution, the number of Directors elected at the meeting plus the number of Directors continuing in office shall constitute the number of Directors of the Corporation until the next annual meeting unless the number is changed by action of the Directors. Directors shall be elected at any annual or special meeting of the Board by a vote of a majority of the Directors at the time in office. The election of Directors shall be a part of the order of business of each annual meeting of the Board. Directors need not be residents of the State of North Carolina. The initial Director(s) shall be appointed by the incorporator of the corporation and shall thereafter be appointed as provided in this Section 2. Directors shall be elected at any annual or special meeting of the Board of Directors by a vote of a majority of the Directors at the time in office. The election of Directors shall be a part of the order of business of each annual meeting of the Board of Directors.

Section 3. Terms. The Directors at any annual meeting may by resolution fix the number of Directors to be elected at the meeting; but in the absence of such resolution, the number of Directors elected at the meeting shall constitute the number of Directors of the corporation until the next annual meeting of Directors, unless the number is changed by action of the Directors. Each Director then in office shall cast no more than one vote for each candidate and may vote for as many candidates as the number of vacancies on the Board. The candidates receiving the highest number of votes up to the number of Directors to be elected become Directors. Each Director shall hold office until the next annual meeting of the Directors and until a successor is elected and qualified.

Section 4. Director Qualifications.

(a) Qualifications. A Director shall be willing and able to make decisions as a member of the Board in the best interests of the Corporation and shall submit on an annual basis a conflict of interest disclosure as prescribed by the Board.

(b) Excluded Persons. The following persons shall not be eligible to serve on the Board: (i) employees of the charter school operated by the Board; or (ii) any director, officer, or employee of a service provider or management company that contracts with the Corporation.

Section 5. Removal. A Director may be removed by the Board with or without cause by a resolution duly adopted by a majority vote of the number of Directors in office.

Section 6. Resignation. A Director may resign at any time by providing written notice to the President (or if the President is resigning, or if the Presidency is vacant, then to the

next highest-ranking Officer). The resignation shall be effective when communicated unless the notice specifies a later effective date or subsequent event upon which it will become effective.

Section 7. Board Vacancies. A vacancy in the Board shall be filled as provided in Section 2 of this Article.

Section 8. Compensation. A Director shall serve as a volunteer without compensation. By resolution of the Board, Directors may be reimbursed for their reasonable expenses incident to their duties in accordance with applicable law.

ARTICLE V — MEETINGS OF DIRECTORS

Section 1. Annual Meeting. The Board shall hold an annual meeting for the purpose of electing Directors and officers of the Corporation and the transaction of such other business as may be properly brought before the Board. If the annual meeting is not held as designated by these Bylaws, a substitute annual meeting may be called by or at the request of the Board, and such meeting shall be designated and treated for all purposes as the annual meeting. The Board may set a schedule of the time and place for the holding of regular meetings.

Section 2. Special Meeting. Special meetings of the Board may be called by or at the request of the President or any two (2) Directors.

Section 3. Open Meetings and Public Records Laws. All meetings of the Board shall at all times be in compliance with Article 33C of Chapter 143 (Open Meetings) and Chapter 132 of the North Carolina General Statutes.

Section 4. Place of Meetings. Meetings of the Board may be held at the principal office of the Corporation or at such other place, either within or without the State of North Carolina, as shall either: (a) be designated in the notice of the meeting; or (b) be agreed upon at or before the meeting by a majority of the Directors then in office.

Section 5. Notice of Meetings; Waiver. The Secretary or other person or persons calling a meeting for which notice is required shall give notice by any usual means of communication at least five (5) days before the meeting. Unless otherwise indicated in the notice, any and all business may be transacted at a meeting of the Board. A Director may waive notice of any meeting by written statement, facsimile or electronic mail sent by the Director, signed before or after the holding of the meeting. The attendance of a Director at a meeting constitutes a waiver of notice of such meeting, except where the Director attends the meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 6. Quorum. A majority of the Directors in office immediately before a meeting begins shall constitute a quorum for the transaction of business at a meeting of the Board.

Section 7. Manner of Acting. The act of the majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board except as otherwise provided by law or in the Bylaws.

Section 8. Meeting by Conference Telephone. Any one or more Directors or members of a committee may participate in a meeting of the Board or committee by means of a conference telephone or similar communications device which allows all Directors participating in the meeting to simultaneously hear each other during the meeting, and such participation in a meeting shall be deemed presence in person at such meeting. If the Board holds a meeting by use of conference telephone, it shall provide a location and means whereby members of the public may listen to the meeting, and the notice of the meeting shall be provided as required by North Carolina Open Meetings Law.

Section 9. Action Without Meeting. Action taken by a majority of the Directors or members of a committee without a meeting is nevertheless Board or committee action if written consent to the action in question is signed by all of the Directors or of the committee, as the case may be, and filed with the minutes of the proceedings of the Board or committee, whether done before or after the action is taken.

ARTICLE VI—COMMITTEES

Section 1. Committee Authority. The Board, by resolution, may designate one or more committees. Each committee shall consist of three or more Directors elected by the Board and shall have such powers as may be delegated by the Board, except that no committee may: (i) authorize distributions to or for the benefit of Directors or officers; (ii) approve dissolution, merger or the sale, pledge or transfer of all or substantially all of the Corporation's assets; (iii) elect, appoint or remove Directors, or fill vacancies on the Board or on any of its committees, (iv) elect officers, (v) adopt, amend, or repeal the Articles or Bylaws, or (vi) take any action the Board cannot lawfully delegate under the Articles, Bylaws or applicable law.

Section 2. Committee Conduct. Each committee shall fix its own rules governing the conduct of its activities and shall make such reports to the Board of its activities as the Board may request. The provisions in Article V, Sections 3 through 7 applicable to meetings of the Board shall apply to meetings of committees.

ARTICLE VII—OFFICERS OF THE BOARD

Section 1. Number and Titles. The officers of the Board (the "Officers" or the "Officer") shall be a President, Vice President, Secretary, and Treasurer. The Board may also elect one or more Assistant Treasurers and one or more Assistant Secretaries and such other Officers as it shall deem necessary. Except as otherwise provided in these Bylaws, the additional Officers shall have the authority and perform the duties as from time to time may be prescribed by the Board. Any two or more offices may be held by the same individual, but no Officer may act in more than one capacity where action of two or more Officers is required.

Section 2. Election and Term of Office. The Officers shall be elected by the Board at the annual meeting. If the election of Officers is not held at the annual meeting, the election shall be held as soon thereafter as may be convenient. Each Officer shall hold office until the next annual meeting and until a successor is elected and qualifies.

Section 3. Removal. Any Officer elected or appointed by the Board may be removed at any time by the Board with or without cause.

Section 4. Resignation. An Officer may resign at any time by providing written notice to the President (or if the President is resigning or if the President's office is vacant, then to the Officer holding the next highest office). The resignation shall be effective when it is communicated unless it specifies in writing a later effective date.

Section 5. Vacancies. A vacancy in any office shall be filled by the Board for the unexpired portion of the term.

Section 6. President. The President shall be a member of the Board and shall preside at all meetings of the Board. The President shall sign, with any other proper Officer, instruments which may be lawfully executed on behalf of the Corporation, except where required or permitted by law to be otherwise signed and executed, and except where the signing and execution shall be delegated by the Board to some other Officer. The President shall, in general, perform all duties incident to the office of President as may be prescribed by the Board from time to time.

Section 7. Vice President. The Vice President shall be a member of the Board and shall exercise the powers of the President during that Officer's absence or inability to act. Any action taken by a Vice President in the performance of the duties of the President shall be presumptive evidence of the absence or inability to act of the President at the time the action was taken. The Vice President shall have such powers and perform such other duties as from time to time may be assigned to the Vice President by the President or by the Board.

Section 8. Secretary. The Secretary shall be a member of the Board and shall be responsible for: (a) keeping the minutes of the Board meetings; and (b) seeing that all notices are duly given in accordance with the provisions of these Bylaws or as required by law. The Secretary shall have general charge of the corporate books and records. The Secretary shall sign such instruments as may require the signature of the Secretary and in general shall perform all duties incident to the office of Secretary and other duties as from time to time may be assigned to the Secretary by the President or the Board.

Section 9. Treasurer. The Treasurer shall be a member of the Board and shall: (a) have charge and custody of and be responsible for all funds and securities of the School; (b) keep accurate books and records of receipts and disbursements; (c) deposit all moneys and securities received by the Corporation in such banks, trust companies or other depositories as shall be selected by the Board; and (d) see that all required corporate filings are made. The Treasurer shall, in general, perform all duties incident to the office of Treasurer and such other duties as from time to time may be assigned to the Treasurer by the President or by the Board.

Section 10. Assistant Secretaries. Each Assistant Secretary shall have such powers and perform such duties as may be assigned by the Board, and the Assistant Secretaries shall exercise the powers of the Secretary during that Officer's absence or inability to act.

Section 11. Assistant Treasurers. Each Assistant Treasurer shall have such powers and perform such duties as may be assigned by the Board, and the Assistant Treasurers shall exercise the powers of the Treasurer during that Officer's absence or inability to act.

Section 12. Compensation. Officers, who are Directors, may not be compensated for their services as Officers. By resolution of the Board, Officers may be reimbursed for reasonable expenses incident to their duties in accordance with applicable law.

*ARTICLE VIII—CONTRACTS, LOANS, CHECKS AND DEPOSITS;
SPECIAL CORPORATE ACTS; GENERAL PROVISIONS*

Section 1. Contracts. The Board may authorize any one or more Officers to enter into any contract, or other instrument on behalf of the Corporation. Such authority may be general or confined to specific instances. When the Board authorizes the execution of a contract or of any other instrument in the name of and on behalf of the Corporation, without specifying the executing Officers, the President or Vice President, and the Secretary or Treasurer may execute the same.

Section 2. Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board.

Section 3. Checks, Drafts, Orders for Payment. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by such Officer or Officers of the Corporation as shall from time to time be determined by resolution of the Board.

Section 4. Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

Section 5. Voting of Gifted, Bequested or Transferred Securities Owned by the Corporation. Subject to the specific directions of the Board, any shares or other securities issued by any other corporation and owned or controlled by the Corporation may be voted at any meeting of security holders of such other corporation by the President or by proxy appointed by the President.

Section 6. Conflict of Interest. A Director shall inform the Board of any direct or indirect conflict of interest which the Director has with regard to any transaction contemplated by the Board (a "Conflict of Interest"). A Conflict of Interest shall exist in Board actions including, but not be limited to, actions concerning a transaction in which the Director: (a) has a material financial interest; or (b) is presently serving as a director, trustee, officer, or general partner of another party. Pursuant to the provisions of Section 55A-8-31 of the General Statutes of North Carolina, the Director with a Conflict of Interest may participate in the discussion, but may not vote on the transaction. The transaction is authorized, approved, or ratified by the vote of a majority of the Directors in office who have no Conflict of Interest (which must be more than one Director) and when a majority of Directors who have no Conflict of Interest so vote, a quorum is deemed to be present at the meeting for purposes of that vote.

Section 7. Contracts Between the Corporation and Related Persons. The Corporation may not enter into a contract with a related person to the extent such contract and any transfers in

connection therewith might cause or imply private benefit under the relevant sections of the Code, and applicable provisions of state ethical requirements for local government officials.

ARTICLE IX—INDEMNIFICATION

It shall be the policy of the Corporation to indemnify to the maximum extent permitted by Chapter 55A of the General Statutes of North Carolina each person who is or was a Director, Officer or member of a committee of the Board and each person who serves or has served at the request of the School as a trustee, Director, Officer, partner, employee of any other corporation, partnership, joint venture, trust or other enterprise. The Corporation may purchase and maintain insurance on behalf of any such person against any liability asserted against and incurred by such person in any such capacity or arising out of his/her status as such, whether or not the Corporation would have power to indemnify such person against such liability under the preceding sentence. The Corporation may, to the extent authorized from time to time by the Board, grant rights to indemnification to any employee of the Corporation. Notwithstanding any provision of this Article to the contrary, the Corporation shall not indemnify any person described in this Article if: (a) such indemnification would jeopardize the Corporation's tax-exempt status under Code Section 501(c)(3); or (b) the Corporation is determined to be a private foundation for federal income tax purposes, and such indemnification would cause the imposition of the federal excise tax for self-dealing under Code Section 4941 or for making a taxable expenditure under Code Section 4945. The Corporation may advance expenses in connection with any proceeding to such person in accordance with applicable law. The use of funds of the Corporation for indemnification or for purchase and maintenance of insurance for the benefit of the persons designated in this Article shall be deemed a proper expense of the Corporation.

ARTICLE X — FISCAL YEAR

The fiscal year of the Corporation shall begin on the first day of July in each year and end on the following June 30; provided that the first fiscal year shall begin on the date of incorporation.

ARTICLE XI — DISPOSITION OF ASSETS

Upon the dissolution of the Corporation, the Board shall after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the remaining assets of the Corporation in accordance with the Articles, or if no provision is made in the Articles for the distribution of assets, then to other charitable or governmental entities that are organized to operate as a public charter school in North Carolina, unless otherwise required by applicable law.

ARTICLE XII — NON-DISCRIMINATION

The public charter school operated by the Corporation shall permit students of any race, religion, color, ethnicity, socio-economic status and national origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the charter school.

ARTICLE XIII — AMENDMENTS

These Bylaws may be amended or repealed and new Bylaws may be adopted by the affirmative vote of a majority of the Directors in office at any regular or special meeting of the Board provided, that notice of the meeting shall have been given which states that the purpose or one of the purposes of the meeting is to consider a proposed amendment to the Bylaws and includes a copy or summary of the proposed amendment or states the general nature of the amendment. Such notice may be waived as provided in these Bylaws.

* * * * *

SECRETARY'S CERTIFICATE

This is to certify that the foregoing Bylaws of GUILFORD CHARTER DEVELOPMENT, INC. were duly adopted by resolution of the Board effective as of the 9th day of April, 2012.

IN WITNESS WHEREOF, the undersigned, the duly elected and acting Secretary, has signed this Secretary's Certificate.

This the 9th day of April, 2012.


Secretary
Date: 4 - 9 - 2012

4. 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.



NORTH CAROLINA
Department of the Secretary of State

To all whom these presents shall come, Greetings:

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

ARTICLES OF INCORPORATION

OF

GUILFORD CHARTER DEVELOPMENT, INC.

the original of which was filed in this office on the 9th day of April, 2012.



Scan to verify online.



IN WITNESS WHEREOF, I have hereunto set my
hand and affixed my official seal at the City of
Raleigh, this 9th day of April, 2012.

Elaine F. Marshall

Secretary of State

SOSID: 1253560
Date Filed: 4/9/2012 1:16:00 PM
Elaine F. Marshall
North Carolina Secretary of State
C201210000155

**ARTICLES OF INCORPORATION OF
GUILFORD CHARTER DEVELOPMENT, INC.**

A NON-PROFIT CORPORATION

The undersigned, being of the age of eighteen years or older, does make and acknowledge these Articles of Incorporation for the purpose of forming a corporation under and by virtue of the North Carolina Nonprofit Corporation Act, as provided in Chapter 55A of the General Statutes of North Carolina:

ARTICLE I

The name of the corporation is GUILFORD CHARTER DEVELOPMENT, INC.

ARTICLE II

The corporation is a "charitable or religious corporation" as defined in N.C. Gen. Stat. § 55A-1-40(4).

ARTICLE III

The street address and county of the initial registered office of the corporation is 235 N. Edgeworth Street, Greensboro, Guilford County, North Carolina 27401. The name of the initial registered agent of the corporation at such address is CR Services, LLC.

ARTICLE IV

The address of the initial principal office of the corporation is 235 N. Edgeworth Street, Greensboro, Guilford County, North Carolina 27401.

ARTICLE V

The name of the incorporator is: Nicholas J. Bakatsias. The address of the incorporator is 235 N. Edgeworth Street, Greensboro, Guilford County, North Carolina 27401.

ARTICLE VI

The corporation shall have no members.

ARTICLE VII

No part of the net earnings of the corporation shall be distributable to or inure to the benefit of its officers or Directors or any private person, except that the corporation shall be authorized to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of its exempt purposes. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence

legislation (except to the extent permitted by Section 501(h) of the Internal Revenue Code (the "Code")), and the corporation shall not participate or intervene in any political campaign on behalf of any candidate for public office, including the publication or distribution of statements. Notwithstanding any other provision hereof, the corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or to which contributions are deductible under Section 170(c)(2) of the Code.

ARTICLE VIII

The purposes for which the corporation is organized are:

- a. The corporation is organized for the purpose of operating a public charter school in the State of North Carolina pursuant to N.C. Gen. Stat. § 115C-238.29A *et seq.*
- b. The Corporation is also organized for the purpose of providing a K-8 education that places each student on the path to academic proficiency and college readiness.
- c. The purposes for which the corporation is organized are exclusively religious, charitable, scientific, literary or educational within the meaning of Section 501(c)(3) of the Code or the corresponding provisions of any future United States Internal Revenue laws. Notwithstanding any other provisions of these Articles, the corporation shall not carry on any activities not permitted to be carried on by an organization exempt from Federal income tax under Section 501(c)(3) of the Code or the corresponding provision of any future United States Internal Revenue Code.

ARTICLE IX

The Board of Directors of the Corporation shall consist of those persons as may be elected to the Board of Directors from time to time in accordance with the provisions of the bylaws of the Corporation. Subject to the terms of the bylaws, the Board of Directors alone shall have the authority to adopt and amend the bylaws, approve budgets, and govern and conduct the affairs of the Corporation.

ARTICLE X

The Board of Directors shall have all the powers and duties permitted by law to manage the business, property and affairs of the corporation.

ARTICLE XI

To the full extent from time to time permitted by law, no person who is serving or who has served as a Director of the corporation shall be personally liable for any action for monetary damages for breach of his or her duty as a Director, whether such action is brought by or in the right of the corporation or otherwise. Neither the amendment or repeal of this Article, nor the adoption of any provision of these Articles of Incorporation inconsistent with this Article, shall

eliminate or reduce the protection afforded by this Article to a Director of the corporation with respect to any matter which occurred, or any cause of action, suit or claim which but for this Article would have accrued or risen, prior to such amendment, repeal or adoption.

ARTICLE XII

Upon the dissolution of the Corporation, the Board of Directors of the Corporation shall, after paying or making provision of the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation exclusively for charitable, educational, religious, literary, or scientific purposes as shall at the time qualify as exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, as the Board of Directors shall determine. Any such assets not so disposed shall be disposed of by the Clerk of the Superior Court of Guilford County, North Carolina, exclusively for such purposes or to such organization or organizations, as the said Clerk shall determine, which are organized and operated exclusively for such purposes.

ARTICLE XIII

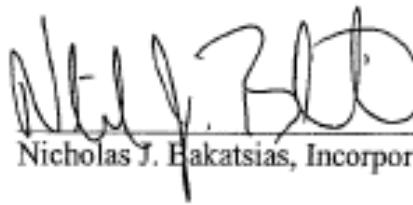
If the corporation is deemed by the Internal Revenue Service to be a "private foundation" within the meaning of Section 509(a) of the Code, it shall comply with the provisions of the following paragraphs:

- a. The corporation shall distribute such amounts of income or principal or both for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Code.
- b. The corporation shall not engage in any act of self-dealing as defined in Section 4941(d) of the Code.
- c. The corporation shall not retain any excess business holdings as defined in Section 4943(c) of the Code.
- d. The corporation shall not make any investments in such manner as to subject it to tax under Section 4944 of the Code.
- e. The corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Code.

ARTICLE XIV

These Articles of Incorporation shall become effective upon filing. However, the corporation shall not carry out the purposes set forth in Article VIII unless the North Carolina State Board of Education issues to the corporation a charter to operate a public charter school, and the charter is executed by both the corporation and the State Board of Education.

These Articles of Incorporation are hereby signed by the incorporator on the 5th day of April, 2012.



Nicholas J. Hakatsias, Incorporator

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

Our main responsibility will be to ensure that the school fulfills the terms of its charter and its mission. More specifically, the Board will perform all functions essential to governing an effective school and be responsible for its fiscal and academic policies and for meeting the requirements of applicable laws. This includes:

- Articulating, maintaining, and driving the school's mission throughout the entire school community
- Holding NHA accountable for the successful operation of the school and its ability to deliver improved academic results
- Approving academic goals
- Monitoring performance toward academic and operating goals
- Reviewing and approving the annual budget, as well as ensuring proper financial procedures are in place and being effectively implemented
- Appointing officers, delegates, or committees as needed
- Adopting, amending, and repealing bylaws as needed
- Conducting its business, carrying on its operations and exercising its powers as a corporation, and doing so consistent with all appropriate laws regarding ethics and open meetings.
- Participating with others in any corporation, partnership, limited partnership, joint venture or other association of any kind, or in any transaction on behalf of the school
- Retaining an independent auditor to conduct an annual audit of the School
- Retaining independent legal counsel
- Developing and maintaining effective relations with the State Board of Education and the Department of Public Instruction, including the Office of Charter Schools
- Hiring and dismissing school personnel consistent with the Services Agreement and applicable law

The Board is responsible to uphold the expectations and goals set forth in the Charter.

The Board's many community networks and deep familiarity with the Summerfield area will allow us to advocate for the school and develop relationships within the local community that will help the school fulfill its mission and goals. We also commit to developing ourselves as Board members and all new Board members will attend Board orientation and training.

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

The Board will manage the school's policies as living, breathing documents. Policies will be developed with the support of legal counsel and they will be reviewed and approved at public Board meetings. Policies will be reviewed at least annually. With the assistance and guidance from our legal counsel and by

referencing state law, SBOE policies and local regulations, the Board will ensure that the school has all required policies and/or practices and procedures in place, including but not limited to a Student Code of Conduct (see Section V *Student Conduct and Discipline*), Family Educational Rights and Privacy Act (FERPA), special education and ELL student identification and related services, first amendment rights and protections, parent involvement, school safety procedures, and technology use. Policies will be provided to parents and students via the parent/student handbook and/or the school's website.

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

As a public school of choice, a key part of our efforts will focus on engaging parents—through opportunities to participate in school activities, regular school to home communication, and meeting parents' expressed wishes for their children's education. Our school will not be viable without the active support of our parents and we know that our students will grow faster and learn more when their education is backed by a strong school-parent partnership.

Our Board members are all residents of Guilford County and many of us have long-standing relationships within and throughout the community. Part of our role, as a governing Board for the school, will be to represent the community to the Board—and the Board to the community. As such, we have already begun soliciting the input and participation of the community and parents in the development of Summerfield Charter Academy. As detailed in Section III, on March 19th we hosted a focus group with a small number of parents and families on the waiting list at Greensboro Academy. The focus group was designed to elicit parent preferences and perceptions of their current educational options as well as reactions to the proposed school. Additionally, we conducted an e-mail survey to better understand the demand for the school.

The focus group and e-mail survey provided a forum for members of the community not only to learn more about the educational program we intend to provide but also to offer their insights on their priorities for their children's education. Once the school is established, we hope that the community will continue to be involved in the school and believe that community partnerships will help us achieve our mission.

Building relationships with parents will continue over the next few months and should we receive a charter, we will begin reaching out to the community as a whole, by formally contacting families through a variety of outlets to inform them about our school, the enrollment process, and how they can become involved. A monthly newsletter and school website will keep interested families connected to the latest happenings of the school as we prepare to open. Social media sites will be used appropriately to form connections between school leadership and parents. And, while the facility is being prepared for occupancy, we will establish a temporary office where the principal and school staff can be contacted.

Leading up to the first day of school, parents and families of enrolled students will have the opportunity to meet face-to-face with representatives of Summerfield Charter Academy through parent information meetings. A family orientation will then be held at the end of the summer, for enrolled families to meet the principal, their child's teacher and classmates, and other school staff. During these months prior to school opening, school staff and parents will initiate the relationships that we hope to foster in our school community. We believe these early contacts will help establish a healthy rapport with parent relationships once the school is open.

Once the school is operational we will solicit feedback from our students' parents through regular surveys to ensure that we get direct input from our stakeholders. Most importantly, as a public body we will ensure that all Board meetings comply with the open meetings law and that the school is governed with transparency, accountability, and engaged problem solving. Parents and community members will have the opportunity to

share their suggestions at each Board meeting, ask questions, or voice concerns. As the governing body of the school, we will welcome these comments and always consider them in our decisions. Should a parent have a concern or suggestion for the school, we will also encourage them to communicate with the members of the school leadership team or through a Parent Relations representative at NHA.

Additionally, once the school is open, we will reserve a spot on the Board for a parent of the school. This parent will serve in the capacity of “Parent Representative”, and each Board meeting agenda will include a report from the Parent Representative on matters of interest to the parent community. In addition to holding open meetings in which all members of the public are welcome, the Parent Representative Report will allow the Board to ensure that the parents who have elected to send their child(ren) to Summerfield Charter Academy are being served to the best of our ability.

Lastly, in order to help parents feel at home in the school and to encourage their presence in their child’s education, the school building will include a dedicated parent room. This room will allow parents a place to gather and build relationships with one another, discuss matters of mutual interest, and afford them an opportunity to feel comfortable and take ownership in the school. The room will also be equipped to provide parents access to online school materials and log into AtSchool, a custom built, proprietary student information system that will allow parents to monitor and track their child’s attendance and academic progress over the course of the year.

8. *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.*

Summerfield Charter Academy created the following performance-based goals and measurable objectives to ensure the school is fulfilling its mission. These goals have been set to accelerate student achievement, close achievement gaps, and to ensure college preparedness for every student.

Student Achievement Goals

Reading

Goal: Students will be proficient in Reading.

- I. Objective: Each year, eighty percent (80%) of third through eighth graders who are enrolled in at least their second consecutive year will meet or exceed student proficiency levels on the End-of-Grade (EOG) Reading assessment.
- II. Objective: Each year, the percent of students who are enrolled in at least their second consecutive year performing at or above proficient on the End-of-Grade (EOG) Reading assessment in each tested grade will, in 50% or more of the grades, exceed the average of the residential composite peer district.
- III. Objective: Each year, the school will administer a nationally-normed standardized assessment in grades K-8. In the spring of each year, the school will score at or above the 50th percentile or higher of public schools nationally as measured by the percentage of students that meet or exceed beginning of year to end of year growth on the reading assessment in grades 2-8.

Mathematics

Goal: Students will be proficient in Mathematics.

- I. Objective: Each year, eighty percent (80%) of third through eighth graders who are enrolled in at least their second consecutive year will meet or exceed student proficiency levels on the End-of-Grade (EOG) Mathematics assessment.

- II. Objective: Each year, the percent of students who are enrolled in at least their second consecutive year performing at or above proficient on the End-of-Grade (EOG) Mathematics assessment in each tested grade will, in 50% or more of the grades, exceed the average of the residential composite peer district.
- III. Objective: Each year, the school will administer a nationally-normed standardized assessment in grades K-8. In the spring of each year, the school will score at or above the 50th percentile or higher of public schools nationally as measured by the percentage of students that meet or exceed beginning of year to end of year growth on the mathematics assessment in grades 2-8.

English Language Arts

Goal: Students will be proficient in Language Arts

- I. Objective: Each year, the school will administer a nationally-normed standardized assessment in grades K-8. In the spring of each year, the school will score at or above the 50th percentile or higher of public schools nationally as measured by the percentage of students that meet or exceed beginning of year to end of year growth on the Language Usage assessment in grades 2-8.

No Child Left Behind (NCLB)

- II. NCLB goal: Under the state's NCLB Accountability system, the school's Accountability Status will be adequate, at a minimum, each year.

Organizational Goals

In addition to the student achievement goals above and terms that would eventually be outlined in the charter, the Board and NHA have agreed on six key metrics for monitoring and maintaining the organizational stability of our school, including academic achievement, instructional support, and financial stability. These metrics are also outlined under Question 5 in the Proposed Educational Management Organization (EMO or CMO) section.

Accountability Metric	Goal
Academic Proficiency	Each year, 80 percent of 3 rd through 8 th graders who have been enrolled at the school for at least two consecutive years will be proficient on the reading and math EOG assessment.
Academic Growth	Each year, the school will administer a nationally-normed standardized assessment in grades K-8. In the spring of each year, the school will score at or above the 50 th percentile or higher of public schools nationally as measured by the percentage of students that meet or exceed beginning of year to end of year growth.
Strong Instructional Team	Teachers will be supported through weekly classroom observation and provided feedback from the school's leadership team.
Full Enrollment	The school's enrollment will be at or above 90% of capacity.
Manage Expenses	The school will maintain a balanced-budget or positive fund balance on a yearly basis.
Engage Parents	At least 75% of parents will respond to the annual parent satisfaction survey with 90% of parents responding favorably.

The Board will measure the school's progress toward the academic achievement goals through monthly reports provided by the school and NHA, which detail progress against these key benchmarks. Our goal is to be a school where everyone – Board members, teachers, administrators, NHA, students and parents – uses information to measure success.

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

Section 6 of our Bylaws states the following:

Conflict of Interest. A Director shall inform the Board of any direct or indirect conflict of interest which the Director has with regard to any transaction contemplated by the Board (a “Conflict of Interest”). A Conflict of Interest shall exist in Board actions including, but not be limited to, actions concerning a transaction in which the Director: (a) has a material financial interest; or (b) is presently serving as a director, trustee, officer, or general partner of another party. Pursuant to the provisions of Section 55A-8-31 of the General Statutes of North Carolina, the Director with a Conflict of Interest may participate in the discussion, but may not vote on the transaction. The transaction is authorized, approved, or ratified by the vote of a majority of the Directors in office who have no Conflict of Interest (which must be more than one Director) and when a majority of Directors who have no Conflict of Interest so vote, a quorum is deemed to be present at the meeting for purposes of that vote.

For a complete copy of our Bylaws, please see Question 3 of the *Organizational Structure of Private Nonprofit* Section.

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.

The school will comply with all applicable federal and state laws related to admissions and enrollment.

Non-Discrimination

The school will not discriminate on the basis of intellectual or athletic abilities, measures of achievement or aptitude, disability, status as a handicapped person, homeless status, English proficiency, religion, creed, race, sex, color, national origin, or any other basis that would be illegal for an existing public school.

Open Enrollment Period and Notice

The “**Open Enrollment Period**” for the first year of operation will be determined prior to June 30 and included in the notice of Open Enrollment. In all subsequent years, the Open Enrollment Period is from the first day of school of the current school year until 5:00 p.m. on the last day of business in February of the current school year. Notice of the Open Enrollment Period and application process will be designed to inform the persons most likely to be interested in the school.

NHA or the school will provide notice of open enrollment on its website and by (a) printing a legal notice of the enrollment period in a local newspaper of general circulation; (b) mailing a written notice of the Open Enrollment Period and an application to all families who inquire about school enrollment; and (c) posting a written notice of the Open Enrollment Period at the school. In addition, notice may also be provided by airing a public service announcement on local television.

As part of the enrollment process, the school staff will communicate to meet with families, parents/guardians and students prior to the first day of school.

Application Procedures

Interested parties may obtain applications at:

- The school’s website

- The offices of the school
- The service center of NHA at 3850 Broadmoor SE, Suite 201, Grand Rapids, MI 49512 or by calling 866-NHA-ENROLL from 8:00 a.m. to 5:00 p.m. EST.

Applications will be mailed, emailed, or faxed to anyone requesting an application by telephone.

Applications for the current school year will be accepted until the end of the current school year and available seats will be filled. Applications for the subsequent school year are received during and after the Open Enrollment Period. If applications received during the Open Enrollment Period exceed offered seats in any grade level (“over-subscribed grades”), a random selection process will take place for all affected grade levels. If applications received are fewer than offered seats in each and every grade level (“under-subscribed grades”), all eligible applicants will be accepted and a random selection process will not be conducted.

All applications received after the Open Enrollment Period will not be eligible to participate in the random selection process, and will be added to the end of the accepted list if offered seats are still available after the random selection process, or to the resulting waiting list created at the time of the random selection process.

Accepted applicants must confirm their intent to attend the school within four weeks of acceptance by returning certain initial forms, including an Admissions Form and an Official Release of Records Form. The school will send letters to parents reminding them of this obligation in order to enroll their child. The school will send all applicants a postcard to inform parents/guardians that if the student does not attend the first day of school or call in to request an excused absence by the date and time indicated, the student will forfeit his/her registered status in the school and will not be enrolled. The school may attempt to call all applicants who have not responded to inquire whether the applicant is still planning to attend.

Once students are enrolled and remain enrolled, they will remain eligible to be re-enrolled at the school for successive years without having to re-enter the random selection process. However, they will be requested to complete a re-enrollment form by the end of the Open Enrollment Period showing intent to re-enroll for the subsequent school year. All applicants on a waiting list must re-submit an application for the following school year during the next Open Enrollment Period.

Random Selection Process

The random selection process shall be open to the public, and the school will notify all applicants of the time and place. A neutral third party person will be present during the random selection process. This person will not be related to any student, staff member, anyone applying to the school, or an NHA employee. Names will be randomly selected until all offered seats have been filled. Any remaining names will be randomly selected to establish waiting list priority used to fill available offered seats prior to and during the school year for which the student applied. After all eligible names have been randomly selected, the school will add the names of applicants who submitted applications after the Open Enrollment Period in the order in which they were received. The random selection process is open to the public and will be video recorded. In the event of any discrepancy, the video recording will be the official record of placement of students.

Class Size and Offered Seats

Class size and offered seats will be recommended by NHA and submitted to the school Board of directors for approval. In order to make provision for student attrition (reenrolling students who indicate that they are coming back but do not return on the first day of school) and erosion (new students who have been accepted for offered seats but are absent without excuse on the first day of school), the school may over-subscribe grades. The number of students to be over-subscribed will be determined based on historical and forecasted attrition and erosion. In addition, the number of classrooms may fluctuate in the event the number of

students enrolled warrants the increase or decrease in number of classrooms. In no event will over-subscription, or fluctuations in the number of classrooms result in a violation of any provision or limit contained within the school's charter contract or applicable law.

Enrollment Preferences

Enrollment preference is first given to currently enrolled students. Next preference is given to the following ordered categories of applicants:

- Children of the school's principal, teachers, and teacher assistants
- Siblings of currently enrolled students who were admitted to the school in a previous year
- All remaining applicants

If permitted by law, other enrollment preferences may be granted. If multiple birth siblings apply, one surname will be entered into the random selection process to represent all of the multiple birth siblings. Additionally, in its first year of operations, the school may give enrollment preference to children of the initial members of the school's Board of Directors, so long as (i) these children are limited to no more than ten percent (10%) of the school's total enrollment or to 20 students, whichever is less.

Procedural Steps

Step 1: Setup

A list with the name of each student who submitted an application during the Open Enrollment Period will be created. The list will include, but not be limited to, the student's name, birth date, grade level to which the student is applying, street address, and names and grade levels of any siblings who are also applying for admission to the school.

Step 2: Admission of Applicants Applying for Under and Over-Subscribed Grades

A neutral third-party person (as previously described) will perform a random selection of the names of each applicant. Any under-subscribed grades will be considered before the over-subscribed grades in descending order. After all under-subscribed grades have been identified, the order of the over-subscribed grades will be randomly selected. Once the grade order has been established, randomly selected students will be placed in available seats or on the waiting list in the applying grade if an offered seat is not available. If the selected student is accepted and has siblings who are also applying for admission, the siblings will be accepted if there are offered seats available or placed on the waiting list with sibling preference if offered seats are not available. If the selected student is placed on the waiting list and has siblings who are also applying, the siblings' names will not be selected at this time or granted sibling preference, but will wait until their grade level is selected.

Step 3: Waiting List Priority

Students will continue to be randomly selected until all names are selected. After a grade level's seats are full, all remaining names will be placed on the waiting list in the order in which they are selected. Applications received after the Open Enrollment Period will be added to the end of the waiting list for the appropriate grade in the order in which they were received.

When a seat becomes available in a particular grade due to attrition, erosion, or other event, if that particular grade has a waiting list, that available seat will be filled by the first student on the waiting list for that particular grade. If a waiting list does not exist for that particular grade, but exists for another grade, the school may (subject to applicable enrollment limits and board approved offered seats) fill the available seat using the first student on the waiting list in a different grade, the grade deemed most beneficial to student and school considering class size, teacher capacity, and other school operational factors.

Appeals

Any parent or guardian who wishes to contest or appeal any aspect of the random selection process may do so in writing to the school's board sent to the school's address. Following receipt of the parent's/guardian's written appeal, a school board designee will contact the parent/guardian to discuss the nature of the concern or objection. Final decisions will be made by the school board or its designee.

Once the school is operational, the office staff will identify the schools of origin (i.e., the schools from which our students originate) and define clear procedures for withdrawals and transfers that will support an orderly transition for exiting students. Additionally, an Admissions Representative will evaluate the marketing and admissions plan, including analysis of student demographic data, in order to determine if revisions need to be made to ensure all ethnic groups are provided the same opportunity for enrollment.

Please see Section VI, Business Plan, *Enrollment* for procedures for recruiting, registering, and admitting students that reflect the racial composition of the school district.

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:

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

Educational Theory and Foundation of the Model

A number of core beliefs will characterize the educational theory and serve as the foundation of Summerfield Charter Academy’s educational program. The core beliefs upon which the educational program have been built will serve as guide-posts for the school as it works to prepare students for success in high school, college, and life. Ultimately, the school’s educational philosophy will enable the school to accomplish its mission:

Summerfield Charter Academy will provide a K-8 education that places each student on the path to academic proficiency and college readiness and instills in our students the desire and capacity to be life-long learners. Parents, students, and staff will work together to create an environment that values academic achievement and strong character and fosters in every student the ability to think, understand, and communicate as well as imbues in them a deep sense of individual responsibility and the appreciation for the dignity of work.

K-8 School Design

Summerfield Charter Academy believes that if students are to be adequately prepared for rigorous high school programming that leads to college readiness, then their elementary and middle school educational opportunities and experiences are critically important. The K-8 school design is central to ensuring a significant early investment in the lives of the students we serve.

Research shows that learning during the formative years of students’ lives is foundational to their future academic success.⁴ A student’s reading skill at the end of third grade, for example, is a reasonably accurate predictor of whether that student will graduate from high school.⁵ Early performance is important in all academic areas, and high-quality schooling across core academic content areas in the primary years is absolutely essential for later success in school and life. Studies by ACT note specifically that “the level of academic achievement that students attain by eighth grade has a larger impact on their college and career readiness . . . than anything that happens academically in high school.”⁶

⁴ George Kuh, Jillian Kinzie, Jennifer Buckley, Brian Bridges, & John Hayek, *What Matters to Student Success: A Review of the Literature*. (National Postsecondary Education Cooperative, 2006).

⁵ National Research Council, *Preventing Reading Difficulties in Young Children*, eds. Catherine E. Snow, Susan Burns, and Peg Griffin, Committee on the Prevention of Reading Difficulties in Young Children (Washington, DC: National Academy Press, 1998).

⁶ ACT, *The Forgotten Middle: Ensuring that All Students Are on Target for College and Career Readiness before High School* (Iowa City, IA: ACT, 2008).

The academic preparedness of students upon entry to high school greatly affects their subsequent attainment: 82 percent of students who are placed in their high school's most intense curriculum go on to complete a bachelor's degree, compared to only 9 percent of those who are placed in their high school's least intense curriculum.⁷ Our focus on providing exceptional learning opportunities for students in grades K-8 will ensure that students receive the high-quality education they deserve and that they are well prepared for rigorous high school study, leading to college readiness and life success.

The K-8 school design is not just beneficial to students academically, but prepares them to achieve success socially and emotionally as well.⁸ Some suggest that the K-8 model is a more effective approach than the standard elementary, middle, and high school models that many schools utilize. The transition to middle school can be highly challenging for many students at a time in their lives when they may not yet be prepared to cope with the increased responsibility and social pressures of middle school. This can result in regression on academic, emotional, and social fronts as students seek to find their footing in a new and unknown environment. A consistent K-8 schooling experience, with less transition and greater stability, can increase the likelihood that students develop appropriately during their middle school years and better prepares them to face the challenges of high school.

In short, as a K-8 school, Summerfield Charter Academy will not only provide students with the foundation they need to be successful academically, but will also provide its students with a greater sense of stability, security, and community as they traverse their important adolescent years.

Character Development

Teaching virtues is not optional in a school; it is inevitable. In effect, a school teaches virtues in everything it does—from the way students are treated by teachers and staff, to the way the principal treats teachers, to how students treat and are allowed to treat their peers. The virtues that students encounter within the four walls of the school have a significant effect on their development. Because of this, the teaching of virtues at Summerfield Charter Academy will be an explicit and integrated component of the school's educational program.⁹

A school's culture and student behavior directly correlate with student achievement. "Most [children] have to pay attention, study the material, and do their homework carefully if they are to achieve in high school. These behaviors don't come naturally. They have to be learned and practiced and gradually integrated into a person's character."¹⁰ Research shows that the teaching of virtues is helpful not only in terms of promoting students' academic success, but also in terms of promoting a school climate and culture that are highly conducive to teaching and learning. Teaching virtues at Summerfield Charter Academy will help our school ensure that each student is cared for as a family cares for its children and that each student is prepared for rigorous high school and college educational experiences.

⁷ Clifford Adelman, *The Toolbox Revisited: Paths to Degree Completion from High School Through College* (Washington DC: U.S. Department of Education, 2006).

⁸ Priscilla Pardini, "Revival of the K-8 School: Criticism of Middle Schools Fuels Renewed Interest in a School Configuration of Yesteryear," *School Administrator*, March 1, 2002; Anne Marie Chaker, "Middle School Goes out of Fashion: Amid Evidence Kids Struggle to Move to Junior High, Districts Shift to K-8 Model," *The Wall Street Journal*, April 6, 2005; Marc S. Tucker and Judy B. Codding, *Standards for our Schools: How to Set Them, Measure Them, and Reach Them* (San Francisco, CA: Jossey Bass, 1998).

⁹ See Section 5a for details pertaining to the school's character development program, including its Moral Focus curriculum.

¹⁰ Kevin Ryan, "Character Education: Our High Schools' Missing Link," *Education Week*, January 29, 2003.

Learning is an Adult Responsibility

Student learning at Summerfield Charter Academy will be, first and foremost, an adult responsibility. Nothing has a greater impact on student learning than great teaching in every classroom. If a student does not master the material that is taught in a classroom, the student has not failed; rather, the school has failed the student. In cases where students do not learn as expected, instruction must be adjusted in order to ensure that appropriate learning takes place for all students. Research has shown that the quality of instruction delivered by a teacher strongly predicts the level of learning in a classroom—more strongly than does a student’s race or income.¹¹

A typical student who scores at the 50th percentile in mathematics is likely to continue scoring at the 50th percentile two years later, if he or she has an average teacher and attends an average school. However, that same student—with an effective teacher in an effective school—would rise to the 96th percentile within that same two-year period. Conversely, an average student would decline to the 3rd percentile over that time period with an ineffective teacher.¹² A vast body of research supports the finding that students’ learning is influenced by the content knowledge, pedagogical knowledge, and classroom management skills of their teachers. As such, the school will manage instruction to ensure that students receive consistent, high-quality instruction during their time at Summerfield Charter Academy.

We believe that having one principal manage nearly every employee in the school will not set our school up for success. “One of the common misconceptions about leadership at the school level is that it should reside with a single individual—namely the principal.”¹³ In order to create a different kind of school culture, both a principal and other school leaders are needed. A “strong leadership team,” including “the principal and other administrators operating as key players and working with a dedicated group of classroom teachers” is essential to the success of the school.¹⁴ In order to effectively manage instruction, we will adopt a distributed leadership model (discussed in greater detail in Section IV) through which the principal will be supported by three deans. This model will allow teachers to receive frequent classroom observation and feedback from school leaders.

Quality instruction will be the result of clear expectations for teachers, frequent observation, consistent feedback and coaching, and an intentional focus on developing professional practices through ongoing learning and coaching and the collaborative work of a professional learning community. Summerfield Charter Academy will implement a system to hire the most qualified teachers, provide high-quality professional development opportunities, hold teachers accountable for academic results, and support them through weekly classroom observations and feedback. In this way, the school will effectively ensure appropriate learning for all students.

College Readiness

If we are to accomplish our mission, students must leave Summerfield Charter Academy after completing 8th grade well-prepared for success in high school, ready to enroll in rigorous high school programming that

¹¹ Linda Darling-Hammond, “Teacher Quality and Student Achievement: A Review of State Policy Evidence,” Center for the Study of Teaching and Policy, University of Washington, 1999, Available from <http://www.politicalscience.uncc.edu/godwink/PPOL8687/WK11March%2029%20Teachers/Darling-Hammond%20Review%20essay%20on%20teacher%20quality%20and%20outcomes.pdf>.

¹² Kirsten Miller, “School, Teacher, and Leadership Impacts on Student Achievement,” *Policy Brief*, Mid-continent Research for Education and Learning, November 2003 available from

http://www.mcrel.org/PDF/PolicyBriefs/5032PI_PBSchoolTeacherLeaderBrief.pdf; Robert Marzano, *What Works in Schools: Translating Research into Action* (Alexandria, VA: ASCD, 2003).

¹³ Robert Marzano, *What Works in Schools: Translating Research into Action* (Alexandria, VA: ASCD, 2003).

¹⁴ *Ibid.*

continues to prepare them for college and career placement. Students must also understand, however, that success in high school, college, and life is not only about academic aptitude; other factors affect success as well. Indeed, both academic and psychosocial factors have a bearing on how students succeed in school and in life.

The school's educational program, includes a focus on developing college readiness in all students. Summerfield Charter Academy will promote college readiness through a focus on both academic and psychosocial factors that influence school and life success: students will master content knowledge and develop academic skills and strategies necessary for success in high school and beyond; they will develop attitudes and behaviors correlated with college and life success; and they will develop contextual knowledge about high-school and college placement.¹⁵

In addition, a College Bound Scholars program and an NHA Alumni network will provide students with key support as they transition from middle to high school and high school to college. Such support will enable students to maintain the college readiness trajectory established through the school's K-8 educational programming.

The core beliefs of the school, taken together, serve to articulate the educational theory and foundation of the school. Through an intentional focus on implementing an educational program designed with these beliefs in view, we will meet the needs and expectations of the families and students who choose Summerfield Charter Academy.

Proposed Innovative Offerings

Through our partnership with NHA, Summerfield Charter Academy will implement an innovative yet proven educational program that has a track record of improving outcomes for K-8 students. This educational program, designed to promote the development of college readiness in all students, will help us make certain that we fulfill our commitment and responsibility to the families and students we serve, as expressed through our mission. The educational program of Summerfield Charter Academy will distinguish our school from others in our community through its implementation of a system of high-probability educational practices called the *Simple Rules*. The practices that make up these Simple Rules, while not individually unique, will be uniquely employed in a systematic, proven way in order to achieve consistent results in terms of student learning.

The Simple Rules, which are research-based and which represent education best practices, have been refined and codified based on NHA's experience of managing charter schools over the past 15 years. The Simple Rules are, namely:

1. Measure Results
2. Behave with Care
3. Calendarize Priorities
4. Manage Instruction
5. Essential Learning Goals for All Students
6. Teach Virtues
7. Formative Assessment Process
8. Utilize Common Curricular Tools
9. Classrooms Exemplify Engagement, Clarity of Instructional Intent, and Rigor
10. Engage Parents

¹⁵See David T. Conley, *Toward a More Comprehensive Definition of College Readiness* (Eugene, WA: EPIC, 2007).

11. Best Practices Become Common Practice

In order to know that we are fulfilling our responsibility to promote student learning, the school will measure results at the student, classroom, teacher, and school level. These results will inform all of our decisions, from accountability to intervention. With data to inform decisions, relationships with students and amongst adults will enable us to act on evidence. An intentional school climate and culture will be established where all in the school behave with care for each student as a family does for its children, with the goal of self-managed classrooms.

Time is a critical resource for learning. Given this, classroom and school schedules will reflect the principle that we need to calendarize priorities: math and English language arts (ELA) will be scheduled in the morning; science and social studies will be a focused priority; collaborative teacher planning time will guide the implementation of the curriculum; teachers will create, share, and refine lessons and units in a professional learning community; and teachers will examine evidence of student learning together with a focus on improving instruction and student learning.

One of the reasons the board is confident in its selection of NHA as a partner is its comprehensive curriculum. The curriculum is deliberate in its college-preparatory design by defining essential learning goals for all students—and these learning goals closely align with the expectations outlined by the North Carolina Standard Course of Study. Since college and life success require more than academic aptitude, we will teach virtues as an integrated and explicit part of the curriculum. The formative assessment process, which is a planned process through which teachers and students use frequent, varying, and ongoing assessment-based evidence to adjust instruction, will be utilized to implement and assess the school's curriculum. Additionally, the school will utilize common curricular materials that effectively support instruction and align with the school's curriculum.

A shared expectation across the school will be that classrooms exemplify engagement, clarity of instructional intent, and rigor. This will be accomplished through effective instruction, classroom management, and classroom curriculum design techniques. Further, teachers, staff, and school leaders will work to engage parents by initiating a positive relationship between the school and home. Ultimately, Summerfield Charter Academy will be a place where best practices become common practice.

In order to implement the Simple Rules and all other aspects of our educational model with fidelity, it is imperative that our educators be given the necessary support to thrive in their profession. At Summerfield Charter Academy we intend to implement a distributed leadership model. The school's leadership team will consist of a principal and three deans, each of whom shares leadership responsibilities. Having this team of individuals leading the school will create a culture and atmosphere of high expectations and strong instructional support. The school will utilize this proven leadership structure so that the principal personally manages the members of the leadership team and a small number of additional staff. This will allow the principal to focus on his/her primary role as instructional leader of the school. This leadership model will create a working environment that allows our administrators to make decisions sensitive to the demands of students and determine staff structuring and restructuring based on skill and performance to best serve the needs of students.

Each dean will be responsible for a team of grade-level staff (e.g., K-2, 3-5, and 6-8). Deans will serve as the direct managers for teachers and assist the principal with administrative duties. By organizing our school in this manner, teachers will receive ongoing coaching and instructional support through weekly classroom observations. There will also be one-on-one meetings, including written and verbal feedback, that encourage teachers to continuously improve the quality of their instruction and classroom management to increase

student learning, along with regular grade-level and cross-grade-level team meetings.

Beyond professional development and support, this distributed leadership model is also designed to prepare strong leaders from within. Developing a pipeline of leaders will ensure the school has the depth and breadth of leadership needed to build an enduring culture of learning. Training will be provided by NHA to increase each dean's level of knowledge about content and pedagogy, classroom management, instructional excellence, and data analysis.

Faithful implementation of the practices identified above, in addition to our distributed leadership model, will enable Summerfield Charter Academy to provide a high-quality K-8 education that places each student on the path to college readiness. As a result, the school's educational program will be a distinctive public school choice for families and students in the Summerfield community.

2. *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.*

Curriculum Design

The NHA Curriculum is aligned with and supports the North Carolina Standard Course of Study and the Common Core State Standards (CCSS). The curriculum's standards have been collectively and comprehensively developed by NHA from the "best of the best" of various state standards, national organizations, and national assessment experts, including such groups as National Assessment of Educational Progress, ACT[®], Achieve, the Thomas B. Fordham Institute, the National Council of Teachers of English, The National Mathematics Advisory Panel, the American Association for the Advancement of Science, and the National Council for Social Studies.

Our school's educational program will be driven by its curriculum, which will include the intended curriculum (essential learning goals for all students), the implemented curriculum (instructional content delivered by teachers in the classroom), and the assessed curriculum (the learning goals and objectives actually mastered by students). The curriculum's learning goals will encompass academic standards in the core areas of learning including English language arts (ELA), mathematics, science, and social studies, as well as in other areas such as the arts, music, and physical education. Because individual responsibility, integrity, personal character, and effort are important contributors to success in school and life, and because character traits such as perseverance are highly correlated with college success, character development and the teaching of virtues will be an explicit and integrated component of the curriculum.¹⁶

The standards within the curriculum have been designed to align from grade to grade, with a college readiness trajectory. In order to ensure this alignment, NHA comprehensively researched what students need to know to be successfully prepared for rigorous high school and college educational programming, and then worked backward to develop a curriculum that defines the expertise needed by students in kindergarten through eighth grade to enter high school on the path to college readiness. When coupled with high-quality instruction, solid curricular tools to support instruction, and rigorous assessment, the curriculum will promote academic success for students, equipping them with the knowledge, understanding, and skills needed to meet or exceed the college readiness standards.

¹⁶ See Matthew Davidson and Thomas Lickona, *Smart & Good High Schools: Integrating Excellence and Ethics for Success in School, Work, and Beyond* (Cortland, NY: Center for the 4th and 5th Rs, 2005). Respect and Responsibility / Washington D.C.: Character Education Partnership.

Summary information for the school’s courses of study—including the curriculum’s core content areas and co-curricular areas—is included below.

Core Content Areas

English Language Arts

Literacy, including reading and writing, is a critical component of college readiness. “Low literacy levels often prevent high school students from mastering other subjects” and struggling readers are often excluded from academically challenging courses.¹⁷ Developing reading proficiency and strong literacy skills in elementary and middle grades is essential to ensuring that students are on a college-readiness trajectory. The ELA curriculum is designed to produce highly literate students who are proficient readers and strong writers. The curriculum enables students to read, comprehend, write, and respond thoughtfully to what they encounter in the classroom and the world around them through its reading, writing, speaking, listening, and viewing components.

In early grades, the curriculum emphasizes the five components of reading instruction as outlined by the National Reading Panel, including phonemic awareness, phonics, fluency, vocabulary, and text comprehension. The curriculum also helps students develop the intellectual processes needed to remember, understand, analyze, evaluate, apply, and extend the ideas they encounter while reading. Student learning is enhanced through reading a variety of fiction and nonfiction texts, including a wide range of expository/informational and literary genres. Through writing, students learn the technical skills and processes necessary to produce different types of texts, with appropriate conventions, but also learn to write creatively and critically. And through speaking, listening, and viewing, students become collaborative and reflective in their learning processes. Students who master the ELA curriculum are prepared to read for deep meaning and understanding, write and speak effectively to communicate ideas and information while using appropriate language conventions, listen actively and critically as they encounter new information and ideas, and generate new ideas based on what they encounter both inside and outside the classroom.

Beyond this, the curriculum in grades K-2 focuses on and supports the process of learning to read. Decoding, word recognition, and building vocabulary are important as students begin to develop understanding and fluency. In grades 3-5, the curriculum supports a transition from learning how to read to reading in order to learn; learning shifts to understanding that texts have specific purposes and reading with those purposes in mind. Students are introduced to informational text in addition to a variety of literary texts. Reliance on the basal reader decreases and additional resources like novels, newspapers, magazines, and web-based resources are used to support reading instruction. In grades 6-8, the curriculum focuses on extending reading and comprehension skills, developing deep evaluation and analysis skills and the ability to make connections within and between texts.

The language arts curriculum supports learning in language conventions, mechanics, spelling, and writing. In the earliest grades, students learn how to write words and sentences using appropriate mechanics and grammar and begin to use the writing process to convey information and narrative through written text. In middle grades, the curriculum develops in students a deeper understanding of writing through a focus on prewriting strategies, organizational formats, drafting, revising, proofreading, and publishing. The curriculum ensures that students learn to write for different purposes; writing includes narratives, stories, poems, interpretive responses, essays, and descriptive pieces. In later grades, the curriculum continues to extend students’ writing skills through narrative, expository, persuasive, and technical writing, and

¹⁷ ACT, Inc., *Reading Between the Lines: What the ACT Reveals About College Readiness in Reading* (Iowa City, IA, 2006).

technology enhances students' ability to write, revise, edit, and publish their work. Grammar, punctuation, spelling, and writing conventions are taught as part of language arts for students in all grades.

Mathematics

If students are to be well-equipped for college and beyond, students must be prepared through their K-8 education to take Algebra II and other advanced mathematics courses in high school. “A strong grounding in high school mathematics through Algebra II or higher correlates powerfully with access to college, graduation from college, and earning in the top quartile of income from employment.”¹⁸ The development of a deep understanding of mathematical concepts makes such success possible. The school’s mathematics curriculum is designed to ensure that all students complete Algebra I by eighth grade, thus placing students on a college- and career-readiness trajectory. Students who successfully complete Algebra I prior to entering high school are much more likely to complete Algebra II and other more advanced mathematics prior to graduating high school, which means they will be “more than twice as likely to graduate from college” than students who don’t complete it.¹⁹

The National Council for Teachers of Mathematics has recognized the importance of the study of algebra in developing mathematical fluency and has also noted the importance of the study of other mathematics components such as number sense and number operations, measurement, geometry, data analysis and probability, and problem solving. The curriculum focuses on each of these components beginning in kindergarten. Number Sense is developed through a variety of concrete models, allowing students to use the area of the brain used for the comprehension of mathematical knowledge. Students are prepared to be fluent in computation using formal algorithms and also learn essential measurement and data analysis skills. Students also learn to make connections and apply mathematical knowledge through problem solving and inquiry.

In grades K-2, algebraic awareness, number sense, and computational fluency are the main focus of students’ learning. Students develop the skills necessary to progress into higher level mathematics; through open-ended problem solving, they increase their critical thinking skills and ability to see connections across mathematics as well as other subjects. In grades 3-5, learning shifts from computation to fractional awareness. The part-to-whole relationships that are developed in these early grades lead to a deeper understanding of fractions, percents, decimals, and computation. Algebraic skills move from pattern recognition and development to the creation of equations and the use of variables. As students move into grades 6-8, the focus shifts to the study of algebra and functions. Number sense remains a critical focus area through the study of integers, rational and irrational numbers, exponents, and absolute values. Conceptual ideas are integrated through lab activities that provide exploratory opportunities for students to explicitly connect abstract ideas to concrete examples.

The mathematics curriculum also ensures that students become effective as mathematical communicators by engaging them in thinking, reading, and writing about mathematics to help them understand the foundational concepts necessary for success in more complex mathematical coursework.

Science

As the Association for the Advancement of Science and the National Council on Science explain, developing college-ready and scientifically literate students involves teaching a mixture of content

¹⁸ National Mathematics Advisory Panel, *Foundations for Success: The Final Report of the National Mathematics Advisory Panel* (Washington, D.C.: U.S. Department of Education, 2008).

¹⁹ *Ibid.*

knowledge, the practices and skills of scientists, and information on the nature of science. The curriculum, which includes study in Life Science, Physical Science and Earth and Space Science, is designed to develop content knowledge about the results of scientific discoveries regarding the natural world. The teaching of practices and skills of scientists requires that students participate in the scientific process of inquiry and discovery through conducting investigations, using instruments, and applying mathematical skills that model the process used by scientists to learn about the universe. The curriculum provides students with the opportunity to participate in the scientific process, in addition to read, write, discuss and experiment with science through high level thinking and problem solving. It also ensures that students use the scientific processes and skills through lab work and investigations.

The content of the science curriculum in grades K-2 focuses scientific learning primarily through the study of events and phenomena in nature that can be observed with the five senses. Investigations at this level are modeled, simple, and structured, allowing students to write journals on their discoveries, create simple pictographs of data, and draw conclusions from observations under the direction of the teacher. The incorporation of non-fiction readers on each topic provides students the opportunity to develop grade level appropriate science vocabulary.

Building on these foundational skills, including the integration of skills from English language arts and Math, the curriculum for grades 3-5 directs students to begin exploring cause and effect connections between events (e.g., the sun rises every day and it gets warmer during the day, ergo, the sun provides heat to earth). Investigations for students in grades 3-5 are still often modeled, but they are more complex and involve more detailed measurements, use a variety of tools such as balances and microscopes, and require students to control for multiple variables. Students engage in the practices of scientists as they chart data, complete lab reports, and create graphs in order to communicate results of investigations orally and in writing while defending their conclusions.

The curriculum for students in grades 6-8 includes further exploration of cause and effect relationships while also connecting knowledge of concepts to real world examples and solidifying congruence between students' understanding of phenomena to that of the scientific community. Investigations are more student-directed, from the guiding question through the scientific procedures to the organizing, analyzing and reporting of data. In grades 6-8, students will employ the skills of scientists as they make connections with respect to the content of the unit using the methods of science. The scientific method is consistently integrated into content units throughout the year, and students will conduct science investigations through both closed lab investigations and through open investigations in response to the questions being raised during content studies.

Social Studies

The Social Studies curriculum ensures that students are not only prepared for high school and college, but also prepared for the rest of their lives as global citizens. According to ACT, developing students' understanding in the disciplines of history, culture, economics, and civics ensures that they are ready for college. In addition to supporting learning in these areas, the Social Studies curriculum also allows students to develop and utilize critical thinking skills by making connections, inferences, and arguments around the content and skills they are learning in these disciplines. This focus on content, skills, and critical thinking produces students who are knowledgeable in Social Studies and who are prepared to participate in society as informed citizens.

The curriculum emphasizes the Social Studies disciplines that will best prepare students to be intelligent members of society. Students who master the Social Studies curriculum understand how geography and economics interact in a global society. Through exposure to primary and secondary sources, students

develop knowledge of our shared national and world history and are able to make connections between the past and present and between cultures and government systems that are familiar and those that are not.

Specifically, the Social Studies curriculum in grades K-2 focuses on students being able to describe basic historical events, people, and conflicts and to develop an understanding of their own culture and local community. In these early grades, students begin to become exposed to the history and cultures of places around the world to expand their knowledge beyond what is in close proximity to them. By grades 3-5, the curriculum helps students describe historical happenings in more detail while allowing them to comment on how these happenings had an impact on other historical occurrences in American and world cultures. By grades 6-8, students are regularly practicing how to make connections between historical events in the United States and the world and current events, as well as developing their knowledge of the relationship between geography, history, economics, and culture.

The Social Studies curriculum also supports learning geography, economics, and civics. In the primary grades, students become familiar with basic geographical representations, economic concepts and resources, and functions of government by studying local examples of their community and school. In the intermediate grades, the curriculum gives students opportunities to extend this basic knowledge to gather more complex information, describe concepts in more detail, and deepen their understanding of the relationship between geography, economics, and civics. Third through fifth grade students extend their learning by studying these relationships through national examples. In the middle school grades, the curriculum helps the students use their knowledge of geography, economics, and civics to make generalizations about countries around the world, to compare these countries to the United States, and to describe how these disciplines work together in a global society.

Co-Curricular Areas

Art

Study in art allows students to explore the many different aspects of this subject while acquiring an understanding of the significant role art has played and plays in the expression of ideas throughout history and the current age. Students in lower grades learn to recognize and describe art forms from a variety of historical eras and places, and they also learn that art takes many forms and has many purposes. Students study and reproduce styles and techniques used by artists and discuss the qualities of art by examining that of artists and critiquing their own work. Students in upper elementary and middle school grades focus on comparing and contrasting artwork from different time periods, cultures, artists, and mediums. Historical and contemporary art are studied as students create a variety of original works using appropriate styles and mediums to express and communicate themes, tone, mood, and images. The school's dedicated art room will ensure that students in grades K-8 have appropriate access to art materials and resources that support arts learning.

Music

In music, students study the basics of music theory, music appreciation, and great composers and their works. Students first learn to identify basic music forms and patterns, to describe the elements of music using appropriate music vocabulary, and to sing and play basic classroom instruments. By listening to a variety of music, students also compare and contrast music from different composers, historical periods, cultures, styles, and genres. Students continue to refine their musical knowledge and skills through singing, playing, improvising, and composing. They learn to identify and use key signature, meter signature, notation, bass and treble clef, tempo, and dynamic markings and they also learn to perform and respond to the cues of the conductor and make necessary adjustments. Students also continue to listen to and evaluate many types of music from historical eras, genres, composers, and cultures and describe how music

communicates mood, tone, and images. The school's dedicated music room will ensure that students in grades K-8 have the opportunity to benefit from a comprehensive music program at Summerfield Charter Academy.

Physical Education

Physical education includes a sequence of developmental experiences whereby children learn through movement. Students initially learn and practice basic non-locomotor skills and locomotor skills, learn to manipulate objects through throwing, catching, striking, pushing, pulling, and climbing, and take part in a variety of individual and group activities and games in order to increase their body awareness, practice new skills, and learn to move safely with respect to other people. Students also begin to learn about the physical and mental benefits of a healthy lifestyle that is characterized by physical activity. Students then use locomotor skills in more complex ways and the concepts of fairness, positive attitude, teamwork, and sportsmanship are learned. Students learn to recognize the correlation between practice and mastery of skill and complete various types of drills and routines in order to increase their own abilities. Students ultimately refine all the simple and complex skills necessary for physical activity of various types and focus on healthy lifestyles through nutrition and fitness. The school's gymnasium and the school's athletics field will provide students with the space and resources they need to fully engage in the school's physical education program.

Library and Technology

The Library and Educational Technology Program is designed to expose students to a wide variety of classic and contemporary literature, to instill a life-long love of reading, and to develop their information literacy skills. The library and educational technology collections contain specific materials that support the curriculum and provide students with quality literature and a variety of informational and technological resources. The Library and Educational Technology Program is built on the expectations for students derived from the *Big6* model for teaching information skills created by Mike Eisenberg and Bob Berkowitz (1998) and Information Literacy Standards developed by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT). Technology has a supporting role in the context of the core academic curriculum. The school's Library Technology Specialist will work with classroom teachers to help plan and integrate lessons and provide resources, and students will use technology to research, compose, and present information related to topics studied in other content area classes. The school will have a designated area that will serve as the library and computer lab, enabling students to access technology necessary to support the school's technology program. Moreover, students will have access to a computer within their regular classrooms, promoting the integrated use of technology to support content-area learning.

Character Development Curriculum

Because teaching virtues is integral to the development of children and to preparedness for high school and college, the curriculum includes explicit, integrated character development. This component of the curriculum, which we call Moral Focus, identifies the skills, behaviors, character traits, and virtues that students need to apply their academic learning as citizens and to be successful learners in high school and college. A comprehensive character development approach, drawing from both the *Smart & Good Schools Initiative*²⁰ and the Greek Cardinal Virtues, is focused through the study of moral character, performance character, and social character.

²⁰ See Matthew Davidson and Thomas Lickona, *Smart & Good High Schools: Integrating Excellence and Ethics for Success in School, Work, and Beyond* (Cortland, NY: Center for the 4th and 5th Rs, 2005). Respect and Responsibility / Washington D.C.: Character Education Partnership.

Moral character guides students towards becoming their best self. Through the curriculum, students learn that character is defined by the virtues that they incorporate as a consistent part of their behavior. They also learn that they, as individuals, bear the responsibility for developing these virtues. This aspect of the curriculum consists of a school wide focus around nine monthly virtues, which were derived from the Greek Cardinal Virtues. Students develop these virtues through explicit teaching and integrated practice until they become settled habits. Each monthly virtue is comprised of three focus virtues that build from kindergarten to eighth grade. This allows students to acquire a deep understanding of each virtue. Each monthly focus virtue within the curriculum is clearly defined within the curriculum and includes expected student behavior as it relates to that virtue.

Performance character helps students grow in their ability to do their best work. Through the study of performance character, students learn that effort creates ability and that achievement must be earned. Students learn to strive for excellence in all that they do, work hard to overcome obstacles, find joy in a job well done, and develop the work and study habits needed to succeed in school and life. Students develop the skills to take ownership of their learning, and they acquire the tools needed to be able to define, prioritize, and complete tasks independently and utilize their time efficiently. In addition to these academic strategies, students learn to set goals for improvement and to monitor their progress in meeting those goals.

Social character focuses on the skills students need to interact best with others. The social character aspect of the character development curriculum enhances students' ability to listen and be understood by others. Students learn to identify and manage their emotions in order to regulate their behavior and make wise choices. They consider possible outcomes, alternatives, and consequences to their choices with the understanding that they alone are responsible for their actions. Students also acquire the tools needed to have effective and lasting interpersonal relationships with others.

Students learn to internalize these concepts through the intentional and consistent focus on the application of character development concepts throughout all aspects of school life. The character development curriculum is not another subject to be taught during the school day. It defines the character traits and behaviors that need to be consistently and intentionally modeled for and exhibited by students at all times throughout the day; complete integration is thus essential for students to learn the importance of developing and maintaining a strong personal character and the qualities necessary for success as both a student and a citizen. Through consistent modeling and integration of the virtues and behaviors identified in the character development curriculum, staff and students create a learning environment built on a foundation of respect and care where everyone works hard to achieve academic goals and improve school culture.

Instructional Planning

In order to ensure that teachers are equipped with the knowledge they need to implement the curriculum, teachers at Summerfield Charter Academy will conduct three sequential but interrelated types of planning: year-long planning, unit planning, and daily planning. The school will manage instruction as deans support teachers in their planning and their teaching. Through the deans' instructional leadership, which will include the provision of ongoing coaching and instructional support, teachers' planning efforts will ensure that all students are provided with high-quality instruction that leads to high levels of learning. The school's three-stage planning approach will enable teachers to work collaboratively in grade-level teams and under the direction of an instructional leader to successfully sequence and organize instruction and determine appropriate instructional materials and methods that best support student learning. Each aspect of the school's planning approach is detailed below.

Year-long Planning

Under the NHA program, teachers will collaborate with grade-level team members in order to develop an instructional pacing framework at the start of each school year. During this year-long planning process, teachers will sequence all educational objectives and assessment opportunities within each content area for a specific grade level; thus all learning objectives and assessment opportunities will be organized by quarter or month. Year-long plans will be adjusted as needed over the course of the school year, as student need dictates, but will continue to serve as the outline that will guide teachers as they develop detailed unit plans and organize daily instruction. The school leadership team, including the school’s principal and deans, will monitor the year-long planning process in order to ensure that students have the appropriate opportunities to learn all grade-level content within the school’s curriculum.

Teachers and their grade-level teams will use multiple sources of data, such as formative assessment data, EOG assessment data, Northwest Evaluation Association (NWEA) data, interim assessment data, and other assessment data to identify instructional areas for focus.

Unit Planning

During unit-level planning, using the year-long plans as their guide, teachers will collaborate to develop units of instruction for each Educational Objective and determine opportunities to formatively assess student learning during the instructional process. As they develop unit plans, teachers will create end-of-instruction assessments and plan for opportunities to make adjustments to instruction based on student learning progress. As with the year-long planning process, the school leadership team will monitor teachers’ unit planning in order to ensure that implementation of the curriculum progresses appropriately.

A formative assessment process will be used as part of teachers’ efforts in terms of unit planning. Although various definitions and practices exist with respect to formative assessment, the NHA program adopts W. James Popham’s definition: “Formative assessment is a planned process in which assessment-elicited evidence of students’ status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics.” Popham identifies a number of characteristics that complement his definition of formative assessment, noting that it:

- Is a process, not a particular test.
- Is used not only by teachers, but also by students.
- Takes place during the instructional process.
- Provides assessment-based feedback to teachers and students.
- Helps teachers and students make adjustments that will improve students’ achievement of intended educational objectives.²¹

The steps of the formative assessment process to be implemented are: 1) Identifying objectives and determining end-of-instruction assessments; 2) Developing building blocks; 3) Analyzing evidence; 4) Responding to evidence. These steps, which are detailed further below, will help teachers as they work to operationalize the curriculum.

Identifying Objectives and Determining End-of-Instruction Assessments

During the formative assessment process, teachers will first collaborate to identify objectives for units of instruction based on their year-long plans. Then, teachers will determine end-of-instruction assessments to determine students’ status at the end of each unit. Assessment methods will be selected based on the learning goal and sound assessment design. This “assessment-influenced” approach is important, for

²¹ James W. Popham, *Transformative Assessment* (Alexandria, VA: ASCD, 2008).

through it teachers “exemplify the curricular aim or aims being sought . . . and ultimately decide what mastery of those aims looks like—what its mastery calls for a student to be able to do.”²²

Developing Building Blocks

After the Educational Objectives are reviewed and appropriate end-of-instruction assessments are determined, grade-level teams will identify building blocks of instruction that scaffold student learning toward mastery of each Educational Objective. These building blocks will be used to construct a variety of formative assessments that will be woven into daily instruction and serve as check points during the learning process. Grade level teams will utilize building block assessments across their classrooms, and both teachers and students will track student learning progress over time.

Analyzing Evidence

Whether gathered through building block assessments or end-of-instruction assessments, teachers will analyze evidence at the student and classroom level. The specificity of the building block assessments will enable teachers to determine exactly what knowledge or skills need further development for particular students. As teachers meet to examine student work, they will gauge the effectiveness of their instruction and determine students’ degree of mastery of the Educational Objectives. They will analyze evidence to discover student misconceptions and to identify knowledge or skill gaps that may inhibit student learning success. Grade-level teams will also analyze end-of-instruction assessments to ensure that the curriculum is coherent across classrooms within the school.

Responding to Evidence

As units of instruction are prepared, teachers will identify opportunities for planned instructional adjustments in case students do not learn as expected. Teachers may then make these adjustments during the course of unit instruction, as prompted by the evidence from the building block assessments or summative assessments. If learning progresses more quickly than expected, then instruction will move at an accelerated rate through the unit plan. However, if learning progresses more slowly than expected, then more time will be spent delivering instruction within the unit. Because students will be tracking their own progress, they will know precisely what they need to focus on to improve their learning. Teachers will consider end-of-instruction assessment evidence as they develop subsequent units of instruction.

Daily Planning

Daily planning will allow teachers to connect Educational Objectives with instructional resources, effective teaching strategies, and instructional methods that best support student learning. Daily planning will also allow teachers to develop strategies to check for understanding on an ongoing basis and determine if learning activities are providing intellectual engagement for each student. Teachers will work backward from their unit plans to structure instruction in the way that will best lead to mastery of Educational Objectives. In addition, the teacher’s daily instructional objectives will be presented to students in student-friendly language through “I Can” statements. These “I Can” statements will be incorporated into daily lessons so that students know precisely what their learning goal is and can articulate it in their own terms.

Year-long planning and unit planning, which connect with use of the formative assessment process, will take place during teachers’ scheduled daily common grade-level planning time. As appropriate, teachers will also spend common grade-level planning time discussing daily planning, examining student work, and

²² James W. Popham, *Instruction that Measures Up* (Alexandria, VA: ASCD, 2009).

collaborating to enhance instructional and assessment strategies. The school will have numerous curriculum guidance resources available to support with these stages of instructional planning, including curriculum standards documents, State alignment documents, vertical alignment documents, sample year-long plans, and academic vocabulary documents.

As discussed above, the school's organizational structure is designed to maximize opportunities for teachers to receive support from the school's instructional leaders. Specifically, the school's organizational structure has been designed to ensure that teachers receive regular feedback and support regarding instruction and instructional planning. The deans are responsible for monitoring implementation of the curriculum and, ultimately, the principal is accountable for the overall educational program. Data gathered through the curriculum planning process is gathered and discussed at weekly leadership meetings and professional development is planned based on this data. Beyond this, support staff in NHA's Curriculum and Assessment and Coaching and Learning departments will also be available to support teachers and school leaders with curriculum implementation.

Teaching Approach and Instructional Methodology

While the curriculum identifies and communicates what is essential for students to know and be able to do, classroom instruction at the school will drive student engagement with the curriculum. As such, instructional methods to be employed by teachers will be designed to promote engagement, to include clarity of instructional intent, and to be appropriately rigorous. Instruction will take various forms, including focused lessons, guided instruction, collaborative learning, and independent work.²³ The best approach will be contextually-driven and contingent upon students' progress toward meeting instructional goals.

Focused lessons, when employed, may include direct instruction, modeling, demonstration, development of metacognitive awareness, and/or teacher think-alouds, among other methods, and they may be conducted in whole-group or small-group settings as student need dictates. Guided instruction may be done with large groups or with small, needs-based groups during workshop time or during content-area learning blocks. Guided instruction, when provided in small-group settings, will allow teachers to differentiate instruction in purposeful, meaningful ways in order to meet student needs. Collaborative learning may be used in order to provide opportunities for students to learn from peers, to discuss or debate ideas and information, or participate in collaborative, inquiry-based learning of curricular content. Finally, independent work might be used to provide students with time to practice applying skills or knowledge that has been previously learned, to extend individual learning through the application of knowledge and skills to novel situations, or to promote the individual development of higher order thinking skills.

Beyond this, teaching at our school will include effective, research-based instructional strategies; these will be embedded within daily lesson plans and implemented during daily instruction. Strategies that have high probabilities of effectiveness will be utilized based on the expected student learning outcomes of the lesson and will be employed by teachers in accordance with student need. Such instructional strategies may include the following, which have been identified as highly effective by researchers at Mid-continent Research for Education and Learning:

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition

²³ Douglas Fisher and Nancy Frey, *Better Learning through Structured Teaching* (Alexandria, VA: ASCD, 2008). See also Section 5b for further discussion.

4. Homework and practice
5. Nonlinguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advanced organizers.²⁴ Teachers will integrate these methods into their instruction as appropriate, based both on student need and what research identifies as the most effective approach for content delivery.

The instructional approach employed by teachers at the school will ensure that students master the essential learning goals articulated by the curriculum and develop college readiness in accordance with the school's educational design and the North Carolina Standard Course of Study. As teachers plan and deliver instruction using these methods and strategies, students will gain the knowledge, proficiency, and skills needed to perform at high levels.

Instructional Resources

A number of instructional materials will be used in the classroom to support student learning in the core content areas. These resources have been selected for use at our school based on strong research and demonstrated effectiveness. These materials will aid teachers in the delivery of high-quality instruction in each respective content area. Core instructional materials to be used in the classroom are listed below:

English Language Arts (ELA)

Resource	Grades	Description
Imagine It	K-5	Imagine It! (SRA) meets the criteria of a research-based program and provides resources that support phonemic awareness, phonics, fluency, vocabulary, and comprehension instruction through pre-decodable, decodable, and grade-level fiction and non-fiction texts. The program includes stories, informational text, poems, plays, and articles to expose students to varied reading resources and also includes cross-curricular reading materials as well. The language arts section of the program includes instructional resources related to spelling, language conventions, and speaking, listening, and viewing skills. Program components are available to provide extra practice, as well as corrective, re-teach, and extension activities. Through these, teachers are equipped to differentiate reading and language arts instruction for students with special needs, English language learners (ELLs), and gifted and talented students. Imagine It aligns to the CCSS; program alignment documents and handbooks demonstrate how Imagine It can be used to enable students to meet the standards.
Strategies for Writers	K-8	Strategies for Writers (Zaner-Bloser) provides support in writing. Strategies for Writers is a traditional writing program that focuses on the writing process and incorporates the “Six Traits” of writing into lessons.
Daily Oral Language	K-8	Daily Oral Language (Great Source) strengthens language conventions.
Handwriting	K-5	Handwriting (Zaner-Bloser) supports instruction in penmanship, including print and cursive writing.
Literature	6-8	The <i>Literature</i> series (Holt McDougal) allows for standards-based reading and writing instruction that is integrated with the study of literature. Comprehension skills are

²⁴ See Robert Marzano, Debra Pickering, and Jane Pollock, *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement* (Upper Saddle River, NJ: Pearson Education, Inc., 2001).

Summerfield Charter Academy – Howard Coble Campus

emphasized, and opportunities are embedded for students to show deeper thinking through analysis and response. Program components are available to provide extra practice, as well as corrective, re-teach, and extension activities. Through these, teachers are equipped to differentiate reading and language arts instruction for students with special needs, ELLs, and gifted and talented students. This series is aligned with the learning objectives outlined through the CCSS Initiative.

Mathematics

Resource	Grades	Description
Think Math	K-5	Think Math! (School Specialty Publishers) is a language-based program that blends traditional skills and algorithms with conceptual understanding. Through the daily open-ended problem solving (Headline Stories) and Talk Math and Write Math prompts, students are given daily opportunities to communicate using mathematical language. The program focuses on building a strong number sense and algebraic awareness through the use of manipulatives, models, and games. Program components are available to provide extra practice, as well as corrective, re-teach, and extension activities. Through these, teachers are equipped to differentiate reading and language arts instruction for students with special needs, ELLs, and gifted and talented students. Think Math! aligns with the CCSS in addition to the Focal Points advanced by the National Council of Teachers of Mathematics.
Every Day Counts	K-3	Every Day Counts (Great Source) is a daily calendar program. It provides students with opportunities to participate in daily verbal and mental activities that increase their measurement, geometry, number sense, and data analysis skills.
Holt Mathematics	6-8	Holt Mathematics (Holt McDougal) is a research-based program that emphasizes number sense and algebraic awareness. Through Lab Activities and Problem Solving components, students explore and develop deep understanding of mathematical concepts. Program components are available to provide extra practice, as well as corrective, re-teach, and extension activities. Through these, teachers are equipped to differentiate reading and language arts instruction for students with special needs, ELLs, and gifted and talented students. Like Think Math!, the Holt Mathematics program aligns with the CCSS.

Science

Resource	Grades	Description
FOSS and Delta Learning Modules	K-8	FOSS and Delta Learning Modules provide materials and resources for inquiry-based learning activities that engage students in problem solving and investigating the natural world through a variety of sensory experiences that model the work of scientists, illuminates the nature of science. These resources also integrate mathematics and technology. Modules are built to utilize a hands-on approach related to scientific concepts and processes, and investigations are designed to follow steps of the learning cycle.
Science Explorer	6-8	Science Explorer (Prentice Hall) textbooks support the development of science content knowledge as well as literacy skills. These resources provide students with writing prompts, hands-on activities, higher level thinking questions; they also incorporate process and math skills with content as appropriate.

Social Studies

Resource	Grades	Description
Social Studies	K-4	Social Studies (Scott Foresman) is a series of clear, engaging informational textbooks. The series includes a variety of texts and provides teachers with resources to engage students in meaningful discussions, simulations, and performance assessments. Resources provide students with the opportunity to engage with social studies content in engaging ways, such as video field trips, writing prompts, and atlases, among others.

Summerfield Charter Academy – Howard Coble Campus

History Alive	5	The History Alive! (TCI) program provides excellent support in teaching American history. This interactive program features appropriate text with short passages for easy comprehension, and includes ideas for hands-on activities, differentiated instruction opportunities, simulations and performance assessments, and colorful transparencies of primary documents to better engage students in the teaching of American history.
The American Journey / Journey Across Time / Exploring Our World	6-8	These social studies texts (Glencoe) include a focus on both geography and history. Glencoe's texts on ancient history and current geography of the world reflect the expansion of content in these grades to include global issues. The American Journey text features in-depth content and questioning into the subject of American history to better prepare students for the reading and discussion they will encounter in high school history classes. Glencoe's supplemental resources for these textbooks also include ideas for hands-on activities, differentiated instruction opportunities, simulations and performance assessments, colorful transparencies of primary documents, visual representations of content (such as graphic novels), and opportunities for cross-curricular connections.

Sample Daily Schedule**Sample K-5 Student Schedule**

Time	K	1st	2nd	3rd	4th	5th
8:00 - 8:15	Morning Assembly - Character Development					
8:15 - 8:30	ELA	ELA	ELA	Specials	ELA	ELA
8:30 - 8:45						
8:45 - 9:00						
9:00 - 9:15				ELA	Specials	Workshop (ELA/Math)
9:15 - 9:30						
9:30 - 9:45						
9:45 - 10:00				ELA	Specials	Math
10:00 - 10:15						
10:15 - 10:30						
10:30 - 10:45	Math	Lunch	Lunch	Lunch	Math	Math
10:45 - 11:00						
11:00 - 11:15						
11:15 - 11:30						
11:30 - 11:45						
11:45 - 12:00	Lunch	Math	Math	Workshop (ELA/Math)	Math	Specials
12:00 - 12:15						
12:15 - 12:30	Workshop (ELA/Math)	Workshop (ELA/Math)	Workshop (ELA/Math)	Math	Lunch	Lunch
12:30 - 12:45						
12:45 - 1:00	Specials	Workshop (ELA/Math)	Workshop (ELA/Math)	Math	Social Studies	Science
1:00 - 1:15						
1:15 - 1:30	ELA	Specials	Science	Science	Social Studies	Science
1:30 - 1:45						
1:45 - 2:00	Social Studies	Science	Social Studies	Science	Science	Social Studies
2:00 - 2:15						
2:15 - 2:30	Science	Social Studies	Specials	Social Studies	Science	Social Studies
2:30 - 2:45						
2:45 - 3:00	Science	Social Studies	Specials	Social Studies	Science	Social Studies
3:00 - 3:15						

***Specials:** Grades K-5 will receive 90 minutes of Physical Education, 45 minutes of Technology, 45 minutes of Art, and 45 minutes of Music per week.

Sample 6-8 Student Schedule

Time	6C	6A	6B	7A	7B	7C	8A	8B	8C	
8:00 - 8:15	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	
8:15 - 8:30	Morning Assembly - Character Development									
8:30 - 8:45	Elective: Co-Curricular	Elective: Co-Curricular	Elective: Co-Curricular	Elective: Co-Curricular	Elective: Co-Curricular	Elective: Co-Curricular	Elective: Co-Curricular	Elective: Co-Curricular	Elective: Co-Curricular	
8:45 - 9:00										
9:00 - 9:15										
9:15 - 9:30	Science	ELA	Math	Math	ELA	Social Studies	Math	ELA	Science	
9:30 - 9:45						Science				
9:45 - 10:00										
10:00 - 10:15	Social Studies								Social Studies	
10:15 - 10:30										
10:30 - 10:45										
10:45 - 11:00		Science	ELA	Social Studies			Science			
11:00 - 11:15					Math	ELA		Math		
11:15 - 11:30									ELA	
11:30 - 11:45										
11:45 - 12:00										
12:00 - 12:15										
12:15 - 12:30	Lunch									
12:30 - 12:45										
12:45 - 1:00	ELA	Math	Science	ELA	Social Studies			Science		
1:00 - 1:15						Math	ELA			
1:15 - 1:30										
1:30 - 1:45										
1:45 - 2:00										
2:00 - 2:15										
2:15 - 2:30	Elective: Co-Curricular	Elective: Co-Curricular	Elective: Co-Curricular	Elective: Co-Curricular	Elective: Co-Curricular	Elective: Co-Curricular	Elective: Co-Curricular	Elective: Co-Curricular	Elective: Co-Curricular	
2:30 - 2:45										
2:45 - 3:00										
3:00 - 3:15	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	

Pillars of the School Culture

Overall, the educational program of Summerfield Charter Academy will be characterized by a culture of academic excellence, student responsibility, character development, and parental partnerships.

- **Academic Excellence:** A quality K-8 education sets the critical foundation for a student's success in high school, college, and beyond. The curriculum and educational program discussed above are designed to meet state standards and equip students with specific skills and knowledge they need to master each content area at each grade level.
- **Student Responsibility:** Children thrive in an environment where they clearly understand what is expected of them, and after putting forth their best effort, they take pride in seeing the results. Students at Summerfield Charter Academy will be taught that their best effort is vital to their academic success, and teachers will strive to consistently reinforce the importance of students' responsibility for their education and accountability for their actions.
- **Character Development:** Schools should aim to develop both student's hearts and minds. The character development curriculum builds on the virtues of prudence, justice, temperance, and fortitude, and through a focus on the development of virtues, students will establish and maintain strong personal character while also developing the qualities necessary to achieve academic success and become good citizens.

- **Parental Partnerships:** The school will be committed to foster strong partnerships with parents, which, in turn, will help children be more successful. Parents play an important role in ensuring their child's academic success, and we will value them as partners in the educational process.
3. *Demonstration that selected goals are clear, specific, measurable, ambitious and attainable.*

Summerfield Charter Academy's mission is "to provide a K-8 education that places each student on the path to academic proficiency and college readiness. Further, parents, students, and staff will work together to create an environment that values academic achievement and strong character and fosters in every student the ability to think, understand, and communicate as well as imbues in them a deep sense of individual responsibility and the appreciation for the dignity of work."

As such, we've developed student achievement goals to aid in measuring our progress towards achieving our mission.

Clear, Specific, and Measurable

We have worked to develop student achievement goals that are aligned with our mission and allow all stakeholders to easily understand our progress toward achieving our goals. In short, we're confident that our student achievement goals are clear, specific, and measureable. For example, each of the academic proficiency goals we've established contains a specific percentage of the student body that must be deemed proficient on an annual basis to continually meet the goal. A specific comparative measure has also been established, which will allow our Board and operational partner to gauge how well Summerfield Charter Academy is performing in comparison to the districts in which our students reside. Finally, we've established a goal to measure student progress against national standards through the use of a nationally-normed standardized assessment. It is our goal that each year Summerfield Charter Academy will score at or above the 50th percentile or higher of public schools nationally as measured by the percentage of students that meet or exceed beginning of year to end of year growth in Math and Reading. Through the utilization of goals which are based on specific metrics and include both state and national standards we'll be able to clearly and more effectively determine if we are truly delivering on our mission of placing each student on the path to academic proficiency and college readiness.

Ambitious

In addition to being clear, specific, and measureable, we recognize the importance of setting goals that are ambitious. We believe our student achievement goals are ambitious for three reasons; 1) regardless of student background we believe that after two years at Summerfield Charter Academy 8 out of 10 of our students will be proficient on the EOG assessments, 2) after two years at Summerfield Charter Academy our students will outperform their local school district in half or more of the grades and subjects tested on the EOG assessments, proving that we're providing a quality public school choice to area families and, 3) our student body as a whole will continually score above average in the percentage of students meeting or exceeding beginning of year to end of year growth in math and reading on a nationally normed assessment. We believe these goals are ambitious because they are all geared toward providing a public school choice that year-over-year meets or exceeds the academic achievement of local district schools as well as schools nationally.

Attainable

With our founding Board's considerable and disparate experience, and our operational partner's success in this market as well as nationally, we believe we are well positioned to meet and exceed our established goals. The content-rich core curriculum we intend to implement at Summerfield Charter Academy is deliberate in its college-preparatory design and will provide the advantage students need in order to be on a

college trajectory from the day a student first enters our door. We also know that establishing a data-driven culture is essential to eliminating achievement gaps, ensuring mastery of learning standards, preparing students for proficiency on state assessments, and assuring high quality learning experiences necessary for secondary and postsecondary options. Summerfield Charter Academy will have the information and infrastructure to interpret assessment data to make informed instructional decisions that positively affect student achievement. All parties at Summerfield Charter Academy will use data to drive improvement and ensure that each individual student's needs are addressed.

Further, we'll be committed to continuous improvement. Throughout the year, teachers will utilize the formative assessment process (including classroom assessment results), NWEA assessment results, and state assessment results in order to identify areas of student need, and will adjust instruction in order to improve student learning and promote student performance gains. As such, student performance will be assessed at the school-wide, classroom, and individual student level. School leadership will monitor the performance of students on an ongoing basis and, should performance fall short of student achievement goals, will develop and implement a plan for corrective action.

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

Summerfield Charter Academy does not intend to serve students in grades 9-12. Any student that is qualified to enter a North Carolina public school pursuant to N.C. Gen. Stat. 115C-364(a) is qualified for admission to Summerfield Charter Academy.

5. 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.

Date (tentative)	Description
July 22-26	NHA University
August 5-9	New Teacher Orientation
August 12-16	Teacher professional development and preparation
August 19	First day of school
September 2	Labor Day – school closed
October 24-25	Teacher professional development days – students do not report
October 25	End of first quarter
November 5	Report cards are sent home
November 7	Half day for students, Parent/Teacher conferences
November 8	School closed, Parent/Teacher conferences
November 11	Veteran's Day – school closed
November 27-29	Thanksgiving break – school closed
December 20 – January 1	Winter break – school closed
January 17	End of quarter, Teacher professional development – students do not report
January 28	Report cards are sent home
February 17	Teacher professional development day – students do not report
March 21	End of quarter, Teacher professional development – students do not report
April 1	Report cards are sent home
April 3	Half day for students, Parent/Teacher conferences
April 4	School closed, Parent/Teacher conferences
April 7-11	Spring break – school closed
May 26	Memorial day – school closed
June 13	Last day of school

The proposed school calendar has been designed to provide students with the opportunity to learn content included in the school's curriculum while also providing instructional staff with the support and professional development they need to grow as teachers. This calendar, which outlines both the learning opportunity for students as well as the professional development opportunity for teachers, is intended to align with the school's mission of placing each student on the path to academic proficiency and college readiness and support the school as it works to build in students the desire for life-long learning. For a typical school day calendar, please reference question four above.

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

The school will administer all state and/or federally mandated tests. We will also use measurements of academic growth and proficiency beyond those required by State law, including NWEA assessments, ACT EXPLORE assessments (grade eight only), interim assessments, and teacher-developed assessments. The table below details each assessment's purpose and design, format and frequency, as well as the grade levels at which the assessments will be administered. All assessments will be used to support the curriculum through the provision of data for teachers and administrators to determine the effectiveness of the school's curriculum and instruction.

Assessment Name	Grades	Format and Frequency	Design/Purpose
EOGs	3-8	<ul style="list-style-type: none"> • Paper-based criterion-referenced assessment administered as required for state and federal accountability purposes • 1 x per year/ May 	Required by the State of North Carolina; will provide data regarding student performance in relation to accountability goals
Northwest Evaluation Association Primary Grades Assessment (NWEA-PGA)	K-1	<ul style="list-style-type: none"> • Computer adaptive norm-referenced, growth modeled assessment administered to measure student growth and performance in Reading, Language Usage (Gr. 2-8 only), and Math • 3 x per year/Fall, Winter, & Spring 	Will enable school to measure: 1) student proficiency and growth over time; 2) comparative school and student performance among nationally normed sample; 3) teaching and schooling effectiveness; 4) college readiness; and 5) achievement gaps. The fall test will serve as a baseline measure of student performance, and may identify students at risk of academic failure. The winter test will be used to serve as a check-point to measure progress and inform mid-course corrections in instruction. The spring test will show student learning growth, as well as year-over-year student, grade and school growth.
ACT Explore	8	<ul style="list-style-type: none"> • Paper-based national criterion-referenced exam linked to ACT used to measure college readiness in English, reading, mathematics, and science to guide high school planning • 1 x per year/March 	Exam results will help students and parents plan high school course work; will provide feedback to students on academic strengths and weaknesses. Results will also help the school measure school progress in ensuring academic college readiness for all students.

Summerfield Charter Academy – Howard Coble Campus

ACCESS for ELLs (Assessing Comprehension and Communication in English State to State)	K-8	<ul style="list-style-type: none"> • Students identified as English Language Learners (ELLs) participate in annual paper-based assessment of proficiency in English. As needed, students will be identified as ELLs through the W-APT (WIDA-ACCESS Placement Test) • 1 x per year/February-March 	Student progress through the levels of proficiency in English will be measured. Specific language domains requiring additional instruction will be revealed through the assessment. Evaluation of the school's programming for ELLs will be facilitated through test results and the Annual Measurable Achievement Objectives (AMAOs).
Interim Assessments	3-8	<ul style="list-style-type: none"> • Paper-based criterion-referenced assessments used to measure student progress toward mastery of curricular and State standards • 6-8 week intervals 	Interim assessments will inform instructional design and focus, enabling teachers to support individual student learning need and promote mastery of standards outlined within the school curriculum and the State Standard Course of Study.
Teacher-developed Common Unit Assessments	K-8	<ul style="list-style-type: none"> • Paper, performance, or product-based common assessments developed in grade-level teams, used to measure student mastery of Educational Objectives. • Correspond to unit-level instruction • Weekly/Bi-weekly 	Common grade-level unit assessments will inform instructional decisions and will be implemented based on pacing of curricular implementation via unit planning. Teacher collaboration will result in shared instructional best practices. Through examination of student work, teachers will identify knowledge or skill gaps and use evidence to develop strategies to meet student learning needs.
Building Block Assessments	K-8	<ul style="list-style-type: none"> • Paper, performance, or product-based assessments developed to measure student mastery of building blocks, which lead to mastery of curricular standards. • Weekly 	Building Block Assessments will inform instructional design and focus within delivery of unit-level instruction and also enable teachers to track student progress toward mastery of learning goals. Results of Building Block Assessments will enable students to track their individual learning progress as well. Instruction will be adjusted, and enrichment and supplemental support will be provided, based on results.
Ongoing Teacher Assessments (Opportunities to Check for Understanding)	K-8	<ul style="list-style-type: none"> • Teacher-developed paper, performance, product, or oral assessments designed to measure student learning in terms of daily instructional objectives • Daily 	Data gathered through multiple means will inform teachers' understanding of student progress regarding daily and unit learning goals. The use of multiple assessment approaches will provide teachers with regular and frequent feedback on student progress toward mastery of learning goals.

The balanced and integrated approach to evaluating student performance will help Summerfield Charter Academy ensure that it has data needed to evaluate its educational program over time. Results will be measured at the school, classroom, teacher, and student level in order to ensure that all students' learning needs are met while the school also progresses appropriately in terms of its overall goals. Beyond this, the school's educational program will be continuously improved through the implementation of the formative assessment process. This process, as introduced in Section V, Question 2, is designed to ensure that students are mastering the learning objectives outlined in the curriculum. Teachers will work to improve student learning through adjustments to instructional approaches or methodologies, through modifications to resources that teachers use during instruction or through adjustments in their measures of student performance. This process will ensure that a culture of continuous improvement is implemented in the school and will be at the core of the school's efforts to ensure that the curriculum is improved over time for the benefit of the students.

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

As a founding Board we know that nothing has a greater impact on student learning than the presence of great teaching in every classroom. As such, we believe that all staff, regardless of experience or focus area, *needs* and will *benefit* from on-going and robust professional development opportunities which will be geared toward achieving our mission of placing each student on the path to academic proficiency and college readiness. Further, we believe that there should be no artificial limits to these professional development opportunities. The principal and members of Summerfield Charter Academy's leadership team will be responsible for determining the school's professional development needs and will work in conjunction with members of the Coaching and Learning Team at NHA to develop a customized plan designed to meet the identified needs. The Coaching and Learning Team at NHA is a resource to help schools plan and deliver meaningful professional development. This team also provides professional development opportunities for all teachers, administrators and staff. Summerfield Charter Academy will invest significant resources, both time and money, including any available state and federal grant dollars, to provide robust and meaningful professional development opportunities. The opportunities as outlined below are included in our attached budget and will be built into the schools operating budget on an annual basis.

We believe quality instruction is the result of clear expectations, frequent observation, consistent feedback, and an intentional focus on developing professional practices. At Summerfield Charter Academy, teachers and staff will attain professional development goals through professional development days, weekly observation and feedback meetings, and professional learning communities. In this light, professional development is viewed as an integrated element of the school culture, beginning with intensive orientation and training before the first school year and continuing throughout the year as a prioritized element of the school calendar. Summerfield Charter Academy will have access to a wide variety of resources and professional development opportunities provided by NHA. These learning opportunities include seminars, conferences, video libraries, web-based resources, book studies, eLearning, and access to both internal and external consultants.

Prior to the start of school, all new teachers and leaders will participate in New Teacher Orientation (NTO), a five-day immersion program with support continued throughout the year, designed to onboard them by sharing the school's purpose and vision and addressing specific curricular and instructional needs.

A sample agenda is outlined below:

Monday	Tuesday	Wednesday	Thursday	Friday
Purpose & Vision				Character Development Assembly
Curriculum, Curricular Tools, & Planning	Curriculum, Curricular Tools, & Planning	Behave with Care	Behave with Care	Teacher Observation Protocol
				Grade Level Best Practices
				Keynote Address

In more than 16 years of experience as a charter school operator, NHA has developed a collection of industry-leading, effective practices. These guiding principles are implemented throughout NHA partner schools to build a common approach to providing outstanding academic results. During NTO, teachers and leaders will learn why these practices are effective and see how they play out in daily activities such as classroom management and instructional planning and delivery. Participants in the training will experience these principles both as they occur in a classroom environment as well as throughout the entire school. This will allow new teachers the opportunity to begin applying them the moment they enter Summerfield Charter Academy. Among these practices—as discussed throughout our proposal—is an intentional focus on the Simple Rules:

1. Measure results.
2. Behave with care.
3. Calendarize priorities.
4. Manage instruction.
5. Essential learning goals for all students.
6. Teach virtues.
7. Formative assessment process.
8. Utilize common curriculum materials.
9. Classrooms exemplify engagement, clarity of instructional intent, and rigor.
10. Engage parents.
11. Best practices become common practices.

NTO will help to build the desired learning culture, new teachers and leaders will learn the practices necessary to connect with students, establish expected behaviors and routines, and manage classroom behaviors. These techniques are foundational for effective learning. The training provided at NTO will focus on establishing a positive and proactive culture as well as self-managing classrooms by teaching participants how to:

- Structure the classroom in ways that promote responsible student behavior.
- Engage students in building school culture.
- Intentionally develop strong positive relationships with students.
- Explicitly teach students how to behave responsibly in every classroom situation.

- Focus more time, attention, and energy to acknowledge responsible behavior than to respond to misbehavior.
- Pre-plan responses to misbehavior to ensure they are brief, calm, and delivered in a consistent manner.

All new teachers and leaders will also be instructed on the principles of effective instruction and the instructional strategies used to enhance learning in each of the core content areas. The formative assessment process will be integrated throughout the training to emphasize the importance of assessing individual student learning to adjust instruction to meet specific student's needs. Each grade level teacher will also receive specific training in the use of the curricular tool components.

All new teachers will also have the opportunity to interact with and receive instruction from master teachers in their specific content area or at their specific grade level. The focus of these sessions will be: developing classroom management plans, examining the school's character development curriculum, reviewing effective instructional practices, as well as sharing practical ideas for working with specific students. This includes new special education teachers who will be trained in relevant topics by master special education teachers, as well as representatives from NHA.

To supplement NTO, new leaders and teachers will participate in additional staff development days prior to the start of school. The purpose of this professional development is to communicate additional expectations to teachers and staff, including non-instructional processes and procedures, as well as provide new teachers with the opportunity to conduct grade level planning with their colleagues. These days are also designed to deepen knowledge around core concepts related to the formative assessment process, classroom management, building student relationships, and school-wide behavior support systems.

A benefit of partnering with NHA is evident in the expertise and resources that are brought to bear to ensure success for teachers and leaders. Teachers hired after the beginning of the school year will attend a three-day NTO session provided by NHA throughout the school year. These three day sessions are similar to the session offered prior to the start of school. To further support teachers hired mid-year, a detailed three-day, on-site onboarding plan developed by NHA will be implemented in the school. This plan includes significant time spent with the principal, dean, assigned mentor, and grade level teammates. These meetings will focus on topics related to curriculum, instruction, and school routines and procedures. New teachers will also spend time "shadowing" a colleague who teaches in the same grade or content area.

The school's leadership structure is intentionally designed to enable each teacher to work closely with his/her dean on a weekly basis to focus on specific development needs. Teachers will work with their dean to address individual professional development needs while the school will focus building-wide professional development efforts on the areas identified in the School Improvement Plan (SIP). The SIP will serve as an annual comprehensive needs assessment and will help the school identify strategies to meet those needs in the upcoming school year. It will provide a comprehensive analysis of student achievement, school environment, teacher community, parent community, and administrative data. The plan will help the school prioritize focus areas and foster alignment of efforts and actions among staff. Professional development will be provided to teachers and other instructional staff through:

- NHA University: Each summer NHA hosts NHA University, which includes a variety of professional development offerings for teachers and school leadership. These courses range from brain-based learning to effective use of data to differentiated instruction to essential instructional practices.

- OnCourse: Another benefit of partnering with NHA is the extensive library of eLearning Courses provided for school staff. All eLearning is classified by the Simple Rules to provide school staff easy access to resources to immediately meet their specific area of need.

Throughout the school year, all new teachers will also have the following levels of support to enhance their effectiveness in driving student success:

- To support the growth and development of teachers in their first three years of teaching, each beginning teacher will be assigned a certified mentor. Mentors will support the beginning teacher with orientation to the school environment and provide logistical and emotional support. Mentors will be provided time to work with beginning teachers during and outside of the school day. Mentors will make classroom observations to support beginning teachers in developing effective classroom management, lesson planning and instruction. A beginning teacher and mentor will develop a professional development plan in collaboration with the dean. Throughout the year, formative assessment conferences will be held with the mentor and the dean to reflect on the progress of the teacher in meeting the goals established for professional growth.
- To support collaboration among peers, the school's master calendar allots time on a daily basis for common grade level planning. This time will be spent reviewing the current week's lesson plans and planning upcoming lessons to ensure common delivery and alignment with the school's curriculum. Deans will meet weekly with each grade level team to provide feedback and support to the teachers as they strive for a common approach to instruction. In addition, principals will meet monthly with grade level teams to ensure a unified school-wide approach to instruction.
- To support the growth and development of teachers, each teacher will be observed on a weekly basis by his/her dean. Feedback from these observations and coaching will then occur during the weekly meeting between each teacher and his/her dean. The frequency and quality of coaching around teaching practice will support Summerfield Charter Academy's commitment to individual professional growth.

Each of the aforementioned professional development opportunities includes dimensions designed to address the specific needs of general education and special education teachers.

The professional development plan for Summerfield Charter Academy is intentionally designed to continuously improve the quality of teacher instruction by providing ongoing support related to the NHA curriculum, curricular tools and the formative assessment process. In addition, teachers will receive ongoing individual professional development and support through weekly classroom observations and one-on-one meetings with their grade level deans, including written and verbal feedback, to ensure that the curriculum remains both guaranteed and viable through instruction. The professional development plan will be both school-wide and individualized and will include multiple modes of delivery to best meet the needs of the school and staff.

Feedback is critical to ensure that the professional development offered is meeting its intended purpose. By gathering data, the school leadership team and NHA will be able to measure the perceived value of professional development offerings and use this feedback to design future learning opportunities. The following methods will be used to evaluate the effectiveness of professional development and incorporate suggestions and needs identified by Summerfield Charter Academy's teachers:

- Immediate feedback: Input will be collected immediately after a professional development session using a variety of tools (evaluations, tickets-out-the-door, electronic surveys, etc.) to determine the value of the content presented and to assess the level of mastery and ability to implement the

information shared. Based on the feedback, additional instruction and support will be customized to meet the expressed need and future sessions are aligned to ensure maximum impact on student learning.

- On-going feedback: Feedback will be collected throughout the year using a variety of methods (LiveMeeting, electronic surveys, one on ones, focus groups, Coaching and Learning Consultants and program managers, etc.) to ensure that proper support is being provided to assist with the implementation and sustainability of initiatives. This feedback will be used to provide additional support tailored to address the expressed needs.

Professional Development Designed for Leadership

Professional development opportunities for the principal and deans will also be scheduled throughout the year. These sessions are intended to further develop leaders' as effective management and instructional leadership skills. Topics in this series include:

- Leadership styles and the role of a leader;
 - Building self-awareness through strength and constraint theory with one-on-one coaching;
 - Differentiating leadership from management and the responsibilities leaders need to engage in;
 - Instructional leadership and NHAs teaching and learning foundations;
 - Management tools including conducting one-on-one meetings, giving feedback, and using the observations protocol; and
 - Management processes, including fundamentals of human resources, documenting employee performance, education regulatory compliance, and data management.
8. *An explanation of how the school will provide assistance to students that are not performing at expected levels to ensure the continued progress of student growth. The applicant needs to define their “expected levels” of performance and delineate a plan accordingly.*

Our school will regularly report the instances and magnitude of academic growth for its students, comparing the students' evidence of growth with the results from other schools around the country. Student proficiency rates will also be considered as the school tracks its performance. We will employ several definitions of proficiency: mastery of the State's EOG assessments, above the 50th percentile of the NWEA national population of test takers, and meeting college academic readiness standards. By using several proficiency comparison points, which serve as the school's expected levels of performance, our school will communicate to students their performance in the context of state expectations (EOG), national expectations (NWEA), and college academic readiness (ACT Explore).

Additionally, the school's curriculum includes an effective means of measuring students' attainment against its learning goals: scoring scales. For each educational objective within the curriculum, a Scoring Scale explicitly informs teachers, students, and parents about what students need to know and be able to do to meet grade-level expectations. Scoring scales will be used to measure student learning progress on all Educational Objectives, and scores will be tracked by both teachers and students in order to monitor student learning growth over time.

Under the NHA model, the tracking of learning by students is a powerful tool in the learning process, as it “provides a vehicle for students to establish their own learning goals and to define success in terms of their own learning … allowing [them] to see their ‘knowledge gain’ throughout a grading period.” This is

important because it “elicits ‘intrinsic’ motivation” and promotes student engagement with learning.²⁵ In addition to teacher-developed assessments, periodic interim assessments—which will also be designed to measure students’ mastery of the curriculum’s Educational Objectives—will be used.

Data from teacher-developed and interim assessments will be analyzed by teachers and school leadership to understand areas of student learning need. Predictive analytics will be performed with these assessment data to gauge the likelihood of student success on the EOG, and interventions will be subsequently organized to promote student growth and ensure mastery of curricular content. For a full description of the assessment tools utilized by the school, please see question 6 above.

Using the NHA program, our school will use a three-tier approach to provide academic intervention for students not performing at expected levels.

In the **first tier**, classroom teachers will respond to student learning needs for all students within the context of regular classroom instruction. All students will complete a screening assessment at the beginning of each school year, providing useful information for planning more effective instruction. Further, short-cycle assessments will be used during daily instruction to check for understanding. Students who have not yet demonstrated mastery will be provided with supplemental support within the classroom, and corrective approaches may include re-teaching, cooperative learning opportunities, differentiated instructional strategies targeting individual student need, learning centers and alternative materials.

If students do not master content through the first tier of intervention, then a more prescriptive **second tier** of intervention will be utilized. This will be based on a review of the following:

- Teacher referral: data from classroom assessments administered through daily opportunities to check for understanding, formative assessments, and end-of-instruction assessments
- NWEA results
- EOG results
- Interim assessment results
- Parent input

Students will receive supplemental interventions using programs and approaches that are proven to accelerate student learning. For example, recent research on Direct Instruction confirms that this approach can produce rapid and consistent improvements for students at-risk of academic failure.

Other intervention strategies will be provided in the classroom in a workshop setting, or may be delivered through supplemental support outside of the general education classroom, during non-core educational programming. These will include one or more of the following: 1) Small group intervention services to provide more individualized assistance for students with similar academic needs; 2) Extended learning time before or after school for students needing more time to master content; and 3) Summer learning programs for students requiring extended learning opportunities during the summer months.

If data demonstrates that some students have not yet made appropriate progress, then the teacher and his/her dean will refer the student for **tier three** interventions which will include an intensified approach that focuses on fewer high-priority reading and math skills. Also, one-on-one concentrated and focused tutoring will be considered.

²⁵ Robert Marzano, *Classroom Assessment and Grading That Work* (Alexandria, VA: ASCD, 2006).

If the third-tier of intervention is successful, then the teacher and dean will continue to monitor student progress on a regular, frequent basis. However, if the intervention does not successfully promote student learning, the school's Intervention Assistance Team (IAT) will conduct a referral meeting to decide whether psycho-educational or other testing is needed to determine if the student has special needs as defined by the Individuals with Disabilities Education Act (IDEA). The IAT will consist of a student's classroom teacher(s), parent/guardian, a special education teacher and other specialists, and will include, as needed, a speech occupational therapist, psychologist, school social worker or any other person who has pertinent knowledge about the student. The IAT will review current intervention strategies, monitor student progress and work together as student learning progresses.

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

As founding Board members of a school of choice – and parents – we know well that strong parental and community involvement will be essential for our school's success, particularly as we strive to meet the purpose of North Carolina's charter schools law. We know students will grow faster and learn more when their education is backed by a strong school-parent partnership.

All told, our Board has spent decades in various capacities of education, community involvement, or some other activity in which our goal has been the furtherance of larger societal improvement. This has been true whether as individuals or as members of broader organizations. Some brief examples include:

- **The First Tee** – “is a World Golf Foundation initiative dedicated to providing young people of all backgrounds an opportunity to develop, through golf and character education, life-enhancing values such as honesty, integrity and sportsmanship.”
- **North Carolina Foundation for Public School Children – Vision** “To provide basic necessities for public school children as well as improving parenting skills in order for the children to be successful in school and to expand professional development opportunities for educators.”
- **Backpack Distribution Program** – a area program that distributes food to students who are in need on the weekend.

Importantly, we will also reach out to administrators and officials at the Guilford County Schools as well as other districts in our area to ensure an environment of open communication, cooperation, and collaboration. We acknowledge that while our approaches may differ, we serve the same mission to provide a high-quality education for students.

Our objective is to begin building relationships with parents long before we open our doors for the first day of school. Should we receive a charter, we will begin contacting families through a variety of outlets to inform them about our school, the enrollment process, and how they can become involved.

In executing this plan, we will utilize our own community relationships and experience and also utilize the resources and proven tools of our operational partner, NHA, which has successfully opened more than 70 schools in nine states over the last 16 years, including five schools in North Carolina.

Those tools will include:

- A **monthly newsletter and school web site** will keep interested families connected to the latest happenings of the school as we prepare to open.

- **Social media sites** will be used **appropriately** to form connections between school leadership and parents.
- While the facility is being prepared for occupancy, we will establish a **temporary office** where the principal and school staff can be contacted. Should parents have any questions about the school or the enrollment process, they will be able to contact NHA's **Parent Relations representatives**, who are trained to answer parent questions throughout the enrollment season.
- Leading up to the first day of school, parents and families of accepted and registered students will have the opportunity to meet face-to-face with representatives of the school through **a series of parent information meetings**.
- A **family orientation** will then be held at the end of the summer, for accepted and registered families to meet the principal, their child's teacher and classmates, and other school staff.
- During these months prior to school opening, school staff and parents will initiate the relationships that we hope to foster in our school community. We believe these early contacts will help establish a healthy rapport with parent relationships once the school is open.

We will continue to build relationships with parents and the community after the first day of school. The parents of students at our school will have many opportunities to participate in school activities.

- We will invite and welcome parents to participate in field trips, buddy reading, moral focus and college awareness assemblies, and other opportunities that parents themselves identify.
- If sufficient interest is demonstrated, the school will create parent/student committees to foster communication and collaboration among parents, students, school staff, and the Board.
- Teachers will also communicate weekly with parents of the students in their classroom. Teachers will send home Weekly Folders that include a classroom newsletter that details the week's academic focus, a discussion of the month's moral focus topic, important homework requirements and upcoming classroom events.
- Teachers will also share regular progress reports—via letter, telephone and/or in person—regarding individual student academic progress and performance.

The principal will also work to communicate regularly with parents.

- At the beginning of each school year, the principal will hold a parent orientation meeting to share with parents the importance of their participation in their child's education. At this meeting, the principal will encourage parents to commit (voluntarily), at the beginning of each school year, to support the school's mission, vision, policies, and activities, through a parent contract. We call this a "Commitment to Excellence Contract," which parent/guardian, student, and teacher will all sign, committing to the high expectations at our school.
- The school calendar will be shared and parents will be given opportunities to sign up for various activities and committees.
- A Principal Newsletter will be issued on a monthly basis in order to remind parents of the monthly school calendar of events, school activities, needs, and volunteer opportunities.
- The principal will schedule a series of Principal Coffees, where the principal will speak with parents about a topic of interest or concern.
- In order to help parents feel at home in the school and to encourage their presence in their child's education, the school building will include a dedicated parent room. This room will allow parents a place to gather and build relationships with one another, discuss matters of mutual interest and afford them an opportunity to feel comfortable and take ownership in the school

- For parents who may not have access to a computer or the internet, the room will also be equipped to provide parents access to online school materials and log into AtSchool, a custom-built, proprietary student information system that will allow parents to monitor and track their child's attendance and academic progress over the course of the year.
- Parent-teacher conferences will be held twice per year.
- We will also establish staff schedules that permit meeting and cooperation with parents, so that parents have direct access to teachers and school leaders throughout the year.

Finally, we know that school-parent communication must be a two-way street. The school must communicate with parents, but we must also provide an avenue for parents to provide formal feedback to us. We will want to know if we are meeting parents' expectations and what we can do to continually improve our program.

Once our school is open, we will continue to proactively seek this kind of feedback from parents. Parents will be encouraged to voice specific concerns to their child's teacher, school leadership, or NHA's Parent Relations representatives. More formally, parent will have the opportunity to complete a survey called "Voice of the Parent" two times during the school year to ensure that parents' expectations and students' needs are understood and consistently being met. Each parent will be randomly selected to provide feedback during one of the survey waves as well as during their child's parent teacher conferences in the spring.

Parents who choose our school will be active partners in their child's education. We will encourage parents to participate and provide numerous avenues for them to do so. We will communicate regularly with parents to ensure they are kept abreast of their child's education and the activities at the school. And, we will request formal feedback from parents and use these metrics to meet the needs of our stakeholders and as a tool for evaluating our success.

10. 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.

Gifted Students

We recognize that some students may possess exceptional gifts and talents and should be granted the direction, time, encouragement, and resources to maximize their potential. The school will work with parents, students, and the community to identify gifted and talented students from all backgrounds.

The use of NWEA's assessments in reading, language usage, and mathematics will allow the school to identify students that are performing at the very highest levels, serving as a potential indicator of a student's identification as gifted and talented, and will also be used to determine whether such students are growing appropriately in each area.²⁶ For all students, including those performing at the highest levels, it is critical to ensure continued growth in order to monitor and adjust learning opportunities when growth is inadequate. In addition to utilizing NWEA assessment results, classroom teachers will monitor mastery of curricular content, which will be measured through classroom assessments that are administered as part of the formative assessment process.

²⁶ Using student performance percentile rankings from the NWEA MAP assessments, students who perform at or above the 95th percentile may be identified as gifted and talented. Students scoring at the 95th percentile on standardized assessments are generally identified as potentially gifted and talented; see Nicolas Colangelo & Barbara Kerr, "Extreme Academic Talent: Profiles of Perfect Scorers," *Journal of Educational Psychology* (82)3, 404-409.

Classroom teachers will offer gifted and talented students differentiated instruction and extended opportunities through a variety of means: enrichment; differentiation in content, process, products, and/or learning environment; infusion of higher order thinking skills; and individualized learning opportunities. When needed, grade-level or content-level acceleration will be provided, taking into consideration the specific needs of each individual student. Students at or above grade level will be consistently challenged through their engagement with classroom curricular content and high quality instruction. As noted in Section V, Question 2, the curriculum has been designed to meet the learning needs of even those who might perform above grade level. Likewise, the instructional methods employed by the school will ensure that gifted and talented students are challenged appropriately. The school's leadership team will be responsible for working with teachers to develop plans for addressing the needs of students identified as gifted and talented, as well as for evaluating gifted and talented services and the progress that such students make with respect to their learning goals. Deans will meet weekly with their staff to review lesson plans and provide feedback, and staff will be observed weekly and provided with feedback on the quality of their instruction and effectiveness in meeting the needs of all students, including those who are gifted and talented.

English Language Learners

Summerfield Charter Academy is committed to ensuring that ELL students have access to high-quality education and instruction. As such, our school will use NHA's two prong approach to English language acquisition through Sheltered English Instruction in the general classroom and English Language Development to address specific language needs. This program is designed to help ELL students become successful learners and equip them with the essential knowledge and skills necessary for academic success, both within the school and beyond. We recognize that specific steps must be taken to provide ELL students with the resources necessary to be successful academically. To do so, the following process will be utilized:

- Enrollment and Identification
- Assessment
- Placement and Services
- Transition/Exit Criteria
- Monitoring

Enrollment and Identification

Using NHA's system of ELL identification, each student will be given a copy of the Home Language Questionnaire (HLQ) upon acceptance to the school. All acceptance paperwork will be provided in English and Spanish. If the student population is such that another language is necessary, the appropriate translations will be provided. The HLQ asks a variety of questions designed to determine if the primary, or home, language of the student is a language other than English. If it is determined that the primary or home language is other than English, the student will be enrolled in classes and given the same opportunities as all students.

Assessment

A student that has another language indicated on the HLQ will be assessed to determine their proficiency in English. As North Carolina is a member of the WIDA Consortium, the W-APT (WIDA-ACCESS Placement Test) will be used. The results of the W-APT will initially guide the services provided to the student.

Additionally, the school will annually assess the English proficiency of ELL students through the use of the ACCESS for ELLs test, provided by the WIDA Consortium. This assessment will be used to modify

instruction to meet each student's needs as well as to determine if a child is ready to exit the ELL programs provided at the school.

Placement and Services

The school will implement an ELL program consisting of two parts: Sheltered English Immersion (SEI) and English Language Development (ELD). The SEI portion will take place in the general education classroom, with scaffolding and additional support provided to the student as necessary. Teachers will receive training in "Classroom Instruction that Works with English Language Learners" by Jane Hill and Cynthia Björk and/or Sheltered Instruction Observation Protocol (SIOP) and will work to differentiate their lessons based on levels of English proficiency. Students will be provided with appropriate and challenging goals and given the feedback necessary to meet them. Supplemental to this, students will receive ELD support as push-in, or at times pull-out, services specifically designed to increase the acquisition of English proficiency. Each student will have a Language Acquisition Plan (LAP) created to meet his or her individual needs. This plan will contain information on primary language, proficiency in English, recommended amount of ELD support per week and individualized goals. These plans will be updated at least annually, but are living documents and may be modified at any time in the best interest of the student.

Transition and Exit Criteria

Students that test at the state approved level for exiting the ELL program (at least a 4.8 composite score with reading and writing scores of at least 4.0) will be exited from the ELL program if their performance on other assessments (e.g., EOG/EOC or NWEA) demonstrates their ability to experience success academically without additional support. Students that have exited the ELL program will be monitored for two years to ensure that they maintain a high level of academic success.

Monitoring

Monitoring will take various forms, including review of grades, attendance, parent communication, teacher input, and student self-assessment. If a student is not experiencing success and lack of language proficiency is believed to be the key factor, the student may be reassessed with the W-APT and placed back into the ELL program.

The school will employ the needed staff and ensure appropriate classroom space, curricular materials, and supplementary resources to enable all ELL students to become proficient in English, and have every opportunity for academic success. A member of the leadership team at the school will be responsible for coordinating the ELL program.

The ELL program will be continually assessed to ensure best-practices are implemented for ELL students. The school will monitor the number of ELL students increasing in English proficiency each year, the number of ELL students achieving proficiency in English each year, as well as the number of ELL students who are demonstrating proficiency on the EOG/EOC. These measures will help to determine the effectiveness of the ELL program and modifications will be made as necessary.

Additionally, the school will use various other assessments, such as the school's NWEA assessments, curricular assessments, and teacher created assessments, to monitor the progress of ELL students individually and as an aggregate group. NWEA assessment results will be available to teachers of ELL students, enabling them to identify specific skills as strengths and weaknesses for individual ELL students. The results of the NWEA assessments will be examined for the ELL subgroup to determine where modifications need to be made to the current ELL Program.

At Risk Students

We recognize that students who enroll at Summerfield Charter Academy may have knowledge or skills that are below grade level or put them at-risk of academic failure. We believe it is our responsibility to ensure that students master the grade level content expected of them, as articulated through the curriculum and the North Carolina Standard Course of Study. If students are struggling to master this content, or are not yet on a learning trajectory that corresponds with college readiness, then instruction must be adjusted and, if needed, intervention must be provided. The school will use the three-tier approach described in the response to Question 8 of this section to provide academic support for students at-risk of academic failure.

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

Students need a variety of activities to become well-rounded individuals. As indicated in the attached Services Agreement, we will retain discretionary funds specifically for use in the development of such programs and, through its outreach to the local community, will focus the programs around student need and community desire.

We know that the extracurricular programs that we pursue at Summerfield Charter Academy should be developed with the input of parents and students. Once Summerfield Charter Academy is open, we will seek input from parents and students enrolled in the school about the extracurricular activities the school should offer. We will pursue existing relationships and develop new relationships in the community, as appropriate. If a specific activity encourages such, parents may decide to establish relationships with appropriate community organizations. These relationships will be developed by the parents of Summerfield Charter Academy as needed, allowing for the implementation of activities of greatest interest. This provides for greater flexibility, and we believe that parents will be drawn to this opportunity for greater involvement. For example, parents may choose to develop a soccer program, a debate team, and/or support further integration of technology.

In many cases, students themselves will express interest in learning more about a subject or in joining a club that has a particular focus (e.g., book club, chess club). There are some students that will have academic interests and may like a chance to compete against other students (e.g., Odyssey of the Mind, Science Olympiad). Some students may wish to participate in athletics, whether intramural or competitive. Still others may want to express themselves through drama, debate, music, or art.

Extracurricular activities will be encouraged as a way to supplement and enrich our students' learning and development. Whether the focus is athletic, artistic, academic, or technological, the activities will stimulate student growth and development by extending learning beyond the regular school day.

As the extracurricular programming develops, each child will have the opportunity to participate in the extracurricular activities offered, regardless of physical, learning, or language abilities. We believe that a dynamic program of student activities is vital to the educational development of the student and no participation fees will be charged.

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.

Summerfield Charter Academy will 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.).

Our school will make efforts in its student recruitment process to ensure that the school will attract a comparable percentage of students with disabilities as compared to the district. In particular, the school will: (1) print advertisements that include specific information about the school's Special Education program and, where appropriate, describe the qualifications of the school's Special Education teachers, (2) provide special open-house information sessions held in the community geared towards parents of exceptional students, and (3) one-on-one meetings between the school principal and/or special education staff with any parents of exceptional students who express interest in learning more about how the school can meet the particular needs of their child.

Upon enrollment all students will be screened for a previously diagnosed disability/Individualized Education Program (IEP). The school shall not discriminate in admission and enrollment practices on the basis of a student having or being suspected of having a disability. All remaining students will be monitored to ensure that the school is meeting its child find responsibilities.

We will utilize the methods described in Section V, Question 10 above to ensure the needs of all projected students (at-risk, gifted/talented, English Language Learners) are met. The leadership team is responsible for ensuring alignment between the overall curriculum, instructional approaches, and the mission of the school.

The procedures to identify and serve students with special needs are described in more detail below.

Special Education

Summerfield Charter Academy will provide an appropriate educational opportunity in the least restrictive environment to all children with disabilities who enroll. We will ensure that these students have available a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepares them for further education, employment, and independent living. Summerfield Charter Academy will accept children with special needs who apply and are accepted into the school under the federal legislation, *Individuals with Disabilities Education Act (IDEA)* (20.U.S.C. 1400(d); 34 CFR 300.1) and the state legislation (G.S. 115C-106 Et seq.).

Summerfield Charter Academy will follow all rules and regulations of the North Carolina Department of Public Instruction and the Office of Special Education Programs (OSEP) regarding the identification, evaluation, and services for children with special needs. The document, Policies Governing Services for Children with Disabilities (Amended-June 2010) will serve as guidance.

Identification and Referral

All students who enroll and inform the school of a previously identified special need, or by the receipt of the student's records, will be provided comparable services until the parents can meet with the school's IEP team and review the existing IEP and determined continued eligibility.

Students who are not showing growth on the MAP benchmark testing or who are not proficient on the North Carolina EOG assessment and who are struggling in the general education classroom will be referred to the Intervention Assistance Team (IAT) at the school. This team, composed of general education teachers, will assist the classroom teacher with strategies to improve the student's educational performance. If, after strategies are documented and tried for a period of time, the student continues to have difficulty in the classroom, the student will be referred to the IEP team to determine if the student has a specific disability and is in need of specially designed instruction—special education.

Parents can refer their child at any time for consideration for special education services by writing a letter to the school stating their concerns and requesting testing. School personnel will offer assistance to parents who need help writing this letter.

Evaluation

Summerfield Charter Academy's IEP team will consider all referrals for special education services. If evaluations are determined necessary, after securing parent permission, the team will follow NHA procedures for all evaluations and screenings that are required for each of North Carolina's fourteen (14) areas of disability: Autism (ASD), Deafness, Deaf- Blindness, Developmentally Delayed, Emotional Disability, Hearing Impairment, Intellectual Disability; Multiple Disabilities; Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, and Visual Impairment including Blindness. Trained and North Carolina licensed personnel will administer all assessments.

Eligibility

A student's eligibility for special education services is determined by three required components: eligibility based on multiple assessments; that the disability has an adverse effect on educational performance; and that the student requires specially designed instruction.

Individualized Education Plans

After determining eligibility for special education services, the IEP team will look at the student's present level of academic and functional performance and develop targeted goals and objectives to help the student progress in the general curriculum. The team will determine the least restrictive, most appropriate placement for the student to make progress towards the IEP goals. Summerfield Charter Academy will offer a continuum of services from least to most restrictive for students depending on IEP needs. The Common Core curriculum will be followed and skills needed for mastery will be targeted at the student's instructional level. Multiple instructional strategies and technology will be used to present instruction to identified students. Progress reports targeting the IEP goals will be sent to parents with the students' report card.

All Individual Education Plans (IEPs) will be reviewed by the IEP team of which parents are a member, on an annual basis and all eligibility determinations for services will be reviewed at least every three years by the IEP team.

Teacher Certification

Students will be instructed by teachers certified in special education and licensed by the North Carolina Department of Public Instruction.

Non-Discrimination

Summerfield Charter Academy will abide by the NC Charter School legislation G.S/ 115C-238.29F(g)(5). Summerfield Charter Academy will 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.

At Summerfield Charter Academy we will ensure all students, regardless of academic ability, are given opportunities to succeed. Debra Wilson, a member of our Board, holds a master's degree in Learning Disabilities and Behavior Emotional Disorders and is a certified special education teacher. Debra will help ensure that Summerfield Charter Academy's special education program gets off to an excellent start.

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

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

Student Code of Conduct

Our goal is to offer a quality education program. To fulfill this goal, students need a positive, safe, and orderly school environment in which learning can take place without disruption. Students who do not observe the rules of good conduct in the classroom or on the playground decrease both the learning and safety of others and their own opportunities to learn. Therefore, our staff takes a very proactive role in enforcing the Student Code of Conduct outlined below.

Students are expected to demonstrate respect and courtesy by obeying staff members, being kind to others, and being considerate of others' and the school's property.

Acts of Misconduct

The acts of misconduct listed in this Student Code of Conduct are not to be construed as an all-inclusive list or as a limitation upon the authority of school officials to deal appropriately with other types of conduct which interfere with the good order of the school, the proper functioning of the educational process, or the health and safety of students.

A student violating any of the acts of misconduct listed in this Student Code of Conduct may be disciplined under this Student Code of Conduct. Additionally, a student who engages in an act of misconduct that violates the law may be referred to the appropriate police authority. A student who engages in an act of misconduct when the student was enrolled in another school for which the disciplinary action has not been fully served may be required to serve out the length of the suspension or expulsion.

Students are expected to follow the Code of Conduct when:

- on school property;
- in a motor vehicle being used for a school related purpose;
- at a school-related activity, function or event;
- at any time or place (including en route to or from school) when the student's behavior has a direct or immediate effect on maintaining order, safety, health and discipline in the school

Acts of misconduct include, but are not limited to, the following:

- Failure to cooperate or comply with directions of school personnel and volunteers
- False allegations against staff, volunteers, or students
- Falsification of records or scholastic dishonesty (including cheating and plagiarism)
- Misuse of copyrighted materials
- Improper or disrespectful communications to staff, volunteers, or students
- Use of profane and/or inappropriate language
- Disruption of school
- Bullying and harassment
- Cyber-bullying pursuant to state law
- Criminal Sexual Conduct as defined by state law
- Improper dress in violation of the Dress Code
- Indecency (either with clothing/exposure, pictures or public display of affection)
- Any public display of affection having sexual connotations
- Violations of building rules and regulations
- Violations of rules or policies as set forth in the Parent and Student Handbook
- Smoking, tobacco possession or use
- Trespassing, loitering
- Suspended or expelled student on school property or attending school activities
- False alarms
- Possession of electronic device(s) defined by school policy
- Defacement/Damage of property or theft/possession of stolen property
- Coercion, extortion or blackmail
- Arson
- Possession of firework(s), explosive(s) and/or chemical substance(s)
- Possession and/or sale of alcohol and/or drugs (narcotic drugs, look-a-like substances and illegal chemical substances)
- Possession of look-a-like weapons
- Possession of dangerous weapons as defined by state law and dangerous weapons or instruments not otherwise enumerated herein
- Possession of personal protection devices (such as tasers, mace, pepper-spray, etc.)
- Fighting, assault and/or battery on another person
- Gangs and gang related activity
- Violation of Technology Use and Internet Safety Policy
- Persistent disobedience
- Verbal assault
- Malicious or willful types of behavior that endanger the safety of others
- Extreme acts of defiance and/or threats toward teachers/other adults/fellow students
- Criminal acts other than as enumerated herein
- Excessive tardiness or absences as defined in the Attendance Policy

Parents or students who are unsure of what conduct is prohibited by each act should consult with the principal.

Bullying or Harassing Behavior

The school prohibits any type of bullying or harassing behavior by students. Bullying or harassing behavior is defined as any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication, that takes place on school property, at any school-sponsored function on a

school bus, or that causes a substantial disruption to school operations and/or interferes with the rights of other students and that:

- Places a student in actual and reasonable fear of harm to his or her person or damage to his or her property; or
- Creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits. "Hostile environment" means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.

Bullying or harassing behavior includes, but is not limited to, acts reasonably perceived as being motivated by any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.

Procedures:

1. Any school employee who has witnessed or has reliable information that a student has been subject to any act of bullying or harassing behavior shall report the incident to the principal. A student, volunteer, or visitor who has witnessed or has reliable information that a student has been subject to any act of bullying or harassing behavior should, and are strongly encouraged to, report the incident to a teacher, other staff member or the principal.
2. A report of bullying or harassing behavior should be done in written form, providing as much information as possible. The report may be done anonymously.
3. Any staff member who receives a report of bullying or harassing behavior shall immediately forward the report to the principal who will ensure that a prompt investigation is completed. The investigation is to be complete within three (3) school days after a report or complaint is made.
4. Within two (2) days of receiving a report of a prohibited act of bullying, the principal or his/her designee shall notify the parent of the alleged victim of bullying and the parent of the alleged perpetrator of bullying. Upon completion of the investigation report, the principal or his/her designee shall notify the parent of both the victim and perpetrator of the result of the investigation.
5. There will be no reprisal or retaliation against any person who reports an act of bullying or harassment. Such reprisal or retaliation by a student is a violation of the Student Code of Conduct and will result in disciplinary action pursuant to the Student Code of Conduct.
6. Any student who is found to have falsely accused another of bullying or harassment is subject to remedial action in accordance with the Student Code of Conduct. Bullying or harassing behavior is a violation of the Student Code of Conduct and will result in disciplinary action pursuant to the Student Code of Conduct.

Disciplinary Procedures

A student may be disciplined at any level depending upon the frequency and/or severity of the act of misconduct. A Behavior Referral Report will be completed for each violation of the Code of Conduct and copies are made for the parent and kept in the student's file. Discipline records will be included in any student file properly requested by the parent to be transferred to a subsequent school. Corporal punishment is prohibited as a means of discipline.

Level 1 EARLY INTERVENTION: The behavior may be a violation of the code of conduct or a disruption

of the orderly operation of the classroom or a school activity. The inappropriate behavior with the student is addressed.

Level 2 PARENT NOTIFICATION: The parent is notified by mail or a note home of the misbehavior.

Level 3 PARENT CONTACT: A conference with the parent is held in order to discuss the incident and appropriate disciplinary action.

Level 4 BEHAVIOR CORRECTIVE ACTION PLAN (B-CAP): When the behavior(s) has reached a level of persistent disobedience or a student accumulates more than ten (10) suspension days in a semester, the teacher and/or principal shall schedule a meeting with the parents in order to implement a B-CAP. A B-CAP will take into consideration the cause of the inappropriate behavior, positive interventions that might be utilized to diminish the inappropriate behavior and necessary consequences that will take place if the behavior continues. The B-CAP shall be signed by all parties and copies are made for the parent and kept in the student's file. If the disciplinary action is related to unexcused tardies or absences an Attendance Corrective Action Plan (A-CAP) will be implemented.

Level 5 SUSPENSION OF TEN (10) SCHOOL DAYS OR LESS OR OTHER DISCIPLINARY INTERVENTIONS: When the act of misconduct disrupts the school environment, the resulting consequence issued by the school administration may include suspension of up to 10 school days, or other disciplinary interventions such as restitution, counseling and exclusion from school activities. The school administration may convene a meeting with the student, parents and others to develop or update an existing Behavior Contract that outlines the expected behavior and disciplinary action. The Behavior Contract shall be signed by all parties and copies are made for the parent and kept in the student's file. The student will be granted a right to due process as described in the Due Process Procedures of this Code of Conduct.

Level 6 LONG TERM SUSPENSION OR EXPULSION: When the act of misconduct is considered a crime under state law, constitutes extreme non-compliance with school rules resulting in aggravating circumstances, or is so extreme that it threatens the safety of others, the student may serve a long term suspension or, if age fourteen (14) or older, be expelled from the school. The student will be granted a right to a due process hearing. A 365 day suspension is a denial to a student of the right to attend school and to take part in any school function for a full 365 days. The Board must suspend a student for 365 days for possession of a firearm or destructive device on school property or a school sponsored event. If a teacher is assaulted or injured by a student and as a result the student is long-term suspended or reassigned to alternative education services, the student shall not be returned to that teacher's classroom unless the teacher consents. No student shall be long-term suspended or expelled from school solely for truancy or tardiness offenses.

Students who are served under IDEA (Special Education) or under Section 504 of the Rehabilitation Act of 1973 are entitled to certain additional rights in the area of discipline based upon their qualification for services under these federal laws.

Due Process Procedures

The following due process procedures only govern the suspension or the expulsion of a student from the school's regular educational program. If a student charged with violation of this Student Code of Conduct has been returned to the regular school program pending a decision, then such action of reinstatement shall not limit or prejudice the school's right to suspend or expel the student following that decision.

A. Suspension of Ten (10) School Days or Less

As a general rule, prior to any suspension of the student, the principal and/or dean shall provide the student with the following due process:

1. The student will be informed of the charges against him/her, and, if the student denies the charges, the principal and/or dean shall provide the student with an explanation of the evidence.
2. The student shall be provided an opportunity to explain his/her version of the facts.

If a student's presence in school poses an immediate danger to persons or property or an ongoing threat of disruption to the educational process, the principal and/or dean may immediately suspend the student, and as soon thereafter as reasonable, provide the student with his/her due process rights as set forth in this section.

If, after providing the student with his/her due process rights, the principal and/or dean determine that the student has engaged in a prohibited act under this Student Code of Conduct, then he/she may impose a disciplinary penalty of a suspension not to exceed ten (10) school days. The principal and/or dean, or his/her designee, shall inform (in person or by phone) the student's parent (in English and in the parent's primary language when readily available) of the suspension and of the reasons and conditions of the suspension. The student shall be provided the right to take home textbooks, complete homework assignments and an opportunity to make-up exams. A decision to suspend a student for ten (10) or fewer school days is final and not subject to further review or appeal.

B. Suspension for Eleven (11) or More School Days and Expulsion

The principal shall serve as hearing officer for all long-term suspensions. The Board of Directors will hear all expulsions.

1. A parent shall be notified by the principal in writing (in English and in the parent's primary language when readily available) of the principal's intent to suspend or expel. The written notice shall:
 - a. State the nature of the violation with reference to the provision of the Code of Conduct the student is alleged to have violated and the proposed consequence.
 - b. Set forth the specific process for requesting a hearing outlining the number of days within which the hearing must be requested. Should a hearing be requested, the parent will be provided procedural rights for the hearing.
 - c. Advise of the right to retain an attorney or an advocate of their choice and at their expense to represent the student in the hearing, right to review and obtain copies of the student's educational records prior to the hearing.
 - d. Include what information will be included in the student's official record and the procedure for expungement of this information.

Students who receive a long-term suspension may be offered alternative education services during the long-term suspension period. A decision by the principal to the suspend a student for more than ten (10) school days or not to offer alternative education

services during such period, may be appealed by the parent in writing to the Board of Directors.

MISCELLANEOUS PROVISIONS

A. Request for Readmission

All students suspended for 365 days or expelled may, after 180 calendar days from the date of the beginning of the student's suspension or expulsion, request in writing readmission to the school.

B. Voluntary Agreements

At any time, the principal or his/her designee may enter into a written contract with the student and his/her parent(s) setting forth the parties' agreement in settlement of disciplinary charges or restitution related to damage to or loss of school property. In such cases, the written agreement shall be final and binding and may not be later challenged by the principal or his/her designee or the student or his/her parent(s).

C. Suspended/Expelled Students on School Property or Attending School Activities

A suspended or expelled student who enters onto school property or appears at a school activity, event or function without the permission of a building administrator shall be deemed to be trespassing.

D. Maintaining Class Progress

When practical in the judgment of the principal, a student may be permitted to maintain progress during the disciplinary period.

Definition of Terms

Behavior Referral Report is a specific written record of the student's act of misconduct. It documents the date, nature of the offense, and the disciplinary action taken by the teacher, principal and/or dean.

Attendance Corrective Action Plan (A-CAP) is a written document that identifies the causes for excessive tardies and/or absences and what steps will be taken to minimize the number of occurrences. It is signed by the parents, student, and staff member.

Behavior Corrective Action Plan (B-CAP) is a written document that identifies the cause of repeated misconduct and what steps will be taken in order to help a student overcome inappropriate behavior. It is signed by the parents, student, and staff member.

Behavior Contract is a written document that outlines the expected behavior and disciplinary action for a student. It is signed by the parents, student, and staff member.

In-School Suspension refers to a decision to temporarily remove a student from the mainstream classroom and to place the student in a segregated environment within the school building that allows the student to continue to progress in their coursework but denies them access to regular classroom instruction and social interaction with their peers. The In-School Suspension room must be supervised by an adult employee of the building at all times.

Out-Of-School Suspension refers to a decision to temporarily remove a student's right to attend school or any school-related activity not to exceed ten (10) school days. A meeting with the parents may be convened to discuss the incident that led to the suspension and to develop a Behavior Contract for the future.

Long-Term Suspension refers to a decision to temporarily remove a student's right to attend school or any school-related activity for a specified period of time, which exceeds ten (10) school days. Once a student accumulates more than ten (10) school days of suspension in a semester, the next act of misconduct may result in a long-term suspension. If the act of misconduct leading to the long-term suspension occurs before the final quarter of the school year, the suspension shall be no longer than the remainder of the school year in which the offense was committed. If the act of misconduct leading to the long-term suspension occurs during the final quarter of the school year, the suspension may include a period up to the remainder of the school year in which the offense was committed and the first semester of the following school year. A meeting with the parents is convened to discuss the incident that led to the suspension and to implement or modify a B-CAP for the future.

Expulsion is defined as a decision to remove a student fourteen (14) years of age or older from school.

TIMELINES

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

The school has drafted the following preliminary start-up plan which identifies major tasks, timelines, and the responsible party for accomplishing each task.

Task	Start Date	Finish Date	Responsible Party
Organization of School (draft timeline)			
File Articles of Incorporation	3.1.12	4.1.12	Legal Counsel
Board organizational meeting scheduled and held	4.9.12	4.9.12	Board, Legal Counsel
Adopt bylaws	4.9.12	4.9.12	Board, Legal Counsel
Elect officers	4.9.12	4.9.12	Board, Legal Counsel
Set terms of office	4.9.12	4.9.12	Board, Legal Counsel
Appointment of Legal Counsel	4.9.12	4.9.12	Board, Legal Counsel
Interview with NC Charter School Advisory Council	7.1.12	7.30.12	Board
Board orientation and training	9.15.12	3.30.13	Board, Legal Counsel, DPI
Adopt Board policies	9.15.12	10.15.12	Board
Secure Board insurance policies	9.15.12	10.15.12	Board, NHA
Apply for Employer Identification Number	9.15.12	10.15.12	Board, NHA
Board Meeting Calendars published	9.15.12	10.15.12	Board
Execute Lease Agreement	9.15.12	10.15.12	Board, NHA
Execute Services Agreement	9.15.12	10.15.12	Board, NHA
Establish Open Enrollment Dates	9.15.12	10.15.12	Board
Publish Parent-Student Handbook	9.15.12	2.20.13	NHA
Finance (draft timeline)			
Establish student reporting (method, timing, system)	10.15.12	6.15.13	NHA
School setup in general ledger	10.15.12	6.15.13	NHA
Account numbers setup within general ledger	10.15.12	6.15.13	NHA
MICR set up - check setup with general ledger	10.15.12	6.15.13	NHA

Summerfield Charter Academy – Howard Coble Campus

Assign Business Analyst and Accounts Payable Accountant	10.15.12	6.15.13	NHA
Setup General/Board Bank Accounts	10.15.12	6.15.13	NHA
Financial reporting setup (method, timing, system, format)	10.15.12	6.15.13	NHA
Budget/cash flow/ other financial reporting established	10.15.12	6.15.13	NHA
Determine special education funding procedures	10.15.12	6.15.13	NHA
Contact surrounding districts for billing purposes (if applicable)	10.15.12	6.15.13	NHA
Local payroll taxes % and tax number applied for	10.15.12	6.15.13	NHA
Obtain State School ID	10.15.12	6.15.13	NHA
Visa cards setup and distributed	10.15.12	6.15.13	NHA
Apply for federal charter school grant (<i>tentative</i>)	3.15.12	6.15.12	NHA
Facilities (draft timeline)			
Create a list of all subcontractors for the project	9.15.12	10.15.12	NHA
Issue Notice of Commencement	9.15.12	3.1.13	NHA
Construction of Facility (<i>Date subject to Change</i>)	3.15.13	7.15.13	NHA
Identify options for temporary offices surrounding the school	9.15.12	10.15.12	NHA
Phone pole and Board backing installed	10.15.12	11.15.12	NHA
Establish temporary office	10.15.12	11.15.12	NHA
Review substantial completion documentation and submit to general contractor	2.28.12	7.15.12	NHA
Establish custodial services program	10.15.12	5.15.13	NHA
Establish food service program	10.15.12	5.15.13	NHA
Develop traffic plan	10.15.12	5.15.13	NHA
Ensure building is keyed	6.1.13	6.29.13	NHA
Hold on-site meeting to educate school Leadership on building mechanical systems	6.29.13	7.29.13	NHA
Lunch program equipment installed	6.1.13	6.29.13	NHA
Health department inspection and application for food service license	6.1.13	6.29.13	NHA
Conduct code, fire and safety inspections	6.1.13	6.29.13	NHA
Certificate of Occupancy obtained	6.15.13	7.15.13	NHA
School Staff Move In Starts	7.16.13	7.16.13	NHA
Admissions (draft timeline)			
Establish direct mail program	9.15.12	3.15.13	NHA
Develop Media Plan	9.15.12	11.15.12	NHA
Create School Website	9.15.12	3.15.13	NHA
Determine dates and location for all Parent Information Meetings	9.15.12	3.15.13	NHA
Set date for groundbreaking ceremony	3.15.13	4.15.13	NHA
Hire admissions/parent ambassador	9.15.12	3.15.12	NHA
Hold groundbreaking ceremony	2.8.12	2.29.12	Board, NHA
Conduct Parent Information Meetings - monthly at minimum	9.15.12	7.15.13	NHA
Execute media and direct mailing plans	11.15.12	7.15.13	NHA

Summerfield Charter Academy – Howard Coble Campus

Send legal notice for open enrollment to newspaper	3.15.13	3.15.13	NHA
Open enrollment	2.28.13	4.27.13	NHA
Enter applications into AtSchool® (School Information System)	3.1.13	8.20.13	NHA
Send school newsletters to all applicant families	2.28.13	8.17.13	NHA
Determine if lottery needs to be done	4.27.13	4.27.13	NHA
Send lottery letter to all who applied or acceptance package	4.30.13	4.30.13	NHA
Conduct lottery	4.30.13	5.4.13	NHA
Send out acceptance packages, waiting list letters if lottery is needed	5.7.13	5.11.13	NHA
Acceptance Letter follow-up sent to those who did not return Application Verification Form	5.14.13	5.18.13	NHA
Verify immunizations, birth certificates, and proof of residency	2.28.13	8.17.13	NHA
Establish date for Family Night	5.25.13	5.25.13	NHA
Create forms package for Family Night including Home Language Questionnaire	5.28.13	6.1.13	NHA
Send invitation and forms package to all accepted and registered families	5.28.13	6.1.13	NHA
Conduct Family Night	6.13.13	6.13.13	NHA
Set date for ribbon cutting ceremony	6.29.13	6.29.13	NHA
Hold ribbon cutting ceremony	8.17.13	8.17.13	Board, NHA
Teachers welcome individual students	8.13.13	8.17.13	NHA
Recruitment/Staffing (draft timeline)			
Principal hired	2.29.13	3.30.13	Board, NHA
Dean(s) hired, trained and on staff	4.2.13	5.18.13	Board, NHA
School secretary hired, trained and on staff	2.29.13	3.30.13	NHA
Recruit teachers/Identify Candidates	2.29.13	6.29.13	NHA
Staff hired	6.29.13	6.29.13	Board, NHA
Human Resources (draft timeline)			
Create new school positions in HR/Payroll system	2.8.13	2.29.13	NHA
Establish an unemployment account	2.8.13	2.29.13	NHA
Obtain new hire paperwork and fingerprints	2.29.13	6.29.13	NHA
Obtain compliance documentation - licenses, certifications, etc.	2.29.13	6.29.13	NHA
Setup school for all benefit plans	2.8.13	2.29.13	NHA
Identify medical center	2.8.13	2.29.13	NHA
Notify workers comp	2.8.13	2.29.13	NHA
Send employment law posters by first day of school	6.29.13	6.29.13	NHA
School Quality (draft timeline)			
Assign Director of School Quality	2.8.13	2.29.13	NHA
Before or after school care identified and setup at school	4.2.13	5.18.13	NHA
Develop classroom assignments	7.2.13	7.6.13	NHA
Identify students with IEP's	5.7.13	8.17.13	NHA
Setup classrooms	7.23.13	7.27.13	NHA

Finalize school calendar	6.2.13	6.2.13	Board, NHA
Purchasing (draft timeline)			
Establish Staples and School Specialty vendor accounts for the school	2.8.13	2.29.13	NHA
Setup and train requestors and approvers in Lawson for requisitions	2.8.13	2.29.13	NHA
Furniture/Curriculum/IT/Equipment ordered	2.8.13	2.29.13	NHA
Furniture/Curriculum/IT/Equipment delivered	7.9.13	7.13.13	NHA
Furniture/Curriculum/IT/Equipment installed	7.23.13	7.27.13	NHA
Information Technology (draft timeline)			
Network cabling	3.1.13	3.30.13	NHA
Installation of T1 for data and router	4.2.13	4.30.13	NHA
Phone system and phone equipment ordered	3.1.13	3.30.13	NHA
School host server ordered	3.1.13	3.30.13	NHA
Computing technology equipment order	3.1.13	3.30.13	NHA
Router and switches equipment order	3.1.13	3.30.13	NHA
Installation of phone lines	4.2.13	5.11.13	NHA
Installation of phone system	4.2.13	5.11.13	NHA
Phone number for permanent site	4.2.13	5.11.13	NHA
Phones installed	4.2.13	5.11.13	NHA
Computers installed	5.14.13	5.18.13	NHA
Switches installed	5.14.13	5.18.13	NHA
School host server installed	5.14.13	5.18.13	NHA
AtSchool® online and set up for school Staff	5.14.13	5.18.13	NHA
Multi-function printers and server installed	5.14.13	5.18.13	NHA
Instructional Support (draft timeline)			
New Principal Training	3.30.13	8.17.13	NHA
New Secretary Training	3.30.13	8.17.13	NHA
New Teacher Orientation and Onboarding	7.23.13	8.10.13	NHA
Building level induction	8.13.13	8.17.13	NHA
FIRST DAY OF SCHOOL (Tentative)	8.20.13	8.20.13	

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

1. Provide a detailed description of the existing private school's financial status.
2. 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).
3. Depict and analyze the current enrollment trends of the school over the past three academic years.
4. 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.
5. Explain the proposed charter school's expected staff turnover due to the statutory requirements for teacher licensure and highly qualified status.

Summerfield Charter Academy is not proposing to convert a private school, but to create a start-up public charter school. Therefore, the questions above are not applicable.

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.).

Detailed below is a list of positions we expect to hire for Summerfield Charter Academy:

TITLE	Year 1	Year 2	Year 3	Year 4	Year 5
Principal	1.0	1.0	1.0	1.0	1.0
Dean	3.0	3.0	3.0	3.0	3.0
Registrar	1.0	1.0	1.0	1.0	1.0
Office Administrator	1.0	1.0	1.0	1.0	1.0
Admissions Representative	0.375	0.375	0.375	0.375	0.375
Classroom Teachers	21.0	24.0	27.0	27.0	27.0
Music Teacher	1.0	1.0	1.0	1.0	1.0
PE Teacher	1.0	1.0	1.0	1.0	1.0
Art Teacher	1.0	1.0	1.0	1.0	1.0
Library Technology Specialist	1.0	1.0	1.0	1.0	1.0
Special Education Teacher	1.0	2.0	2.0	2.0	2.0
Special Education Aides	0.8	1.6	1.6	1.6	1.6
Social Worker	0.2	0.2	0.4	0.4	0.4
Recess Aides	0.75	0.875	1.0	1.0	1.0

* Special Education staffing is dependent on student need and will fluctuate as appropriate.

1. 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.

Staff Development

As detailed above in Section V, Question 7, Summerfield Charter Academy will offer many professional development opportunities aimed at consistently creating better teaching and learning. The principal and members of Summerfield Charter Academy's leadership team will be responsible for determining the school's professional development needs. They will work with members of the Coaching and Learning Team at NHA to customize a plan to meet the identified needs. We believe teaching children effectively is the result of clear expectations, frequent observation, consistent feedback, and an intentional focus on developing researched-based professional practices.

Summerfield Charter Academy will have access to many different resources and professional development opportunities provided by NHA. These learning opportunities include seminars, conferences, video libraries, web-based resources, book studies, eLearning, access to both internal and external consultants, and a New Teacher Orientation (NTO) session before the start of school. All new teachers and leaders will participate in NTO, a five-day immersion program with support continued throughout the year. This program seeks to bring these critical professionals on board by sharing the school's purpose and vision and by addressing specific curricular and instructional needs.

In more than 16 years of operating charter schools around the country, NHA has developed a collection of effective, industry-leading practices. These guiding principles, which NHA calls the Simple Rules, are

implemented throughout NHA partner schools. The goal is simple: to build a common approach to providing outstanding academic results. During NTO, teachers and leaders learn why these practices are effective and see how they play out in daily activities such as classroom management and instructional planning and delivery. The training provided at NTO will focus on establishing a positive and proactive culture as well as self-managing classrooms by teaching participants how to:

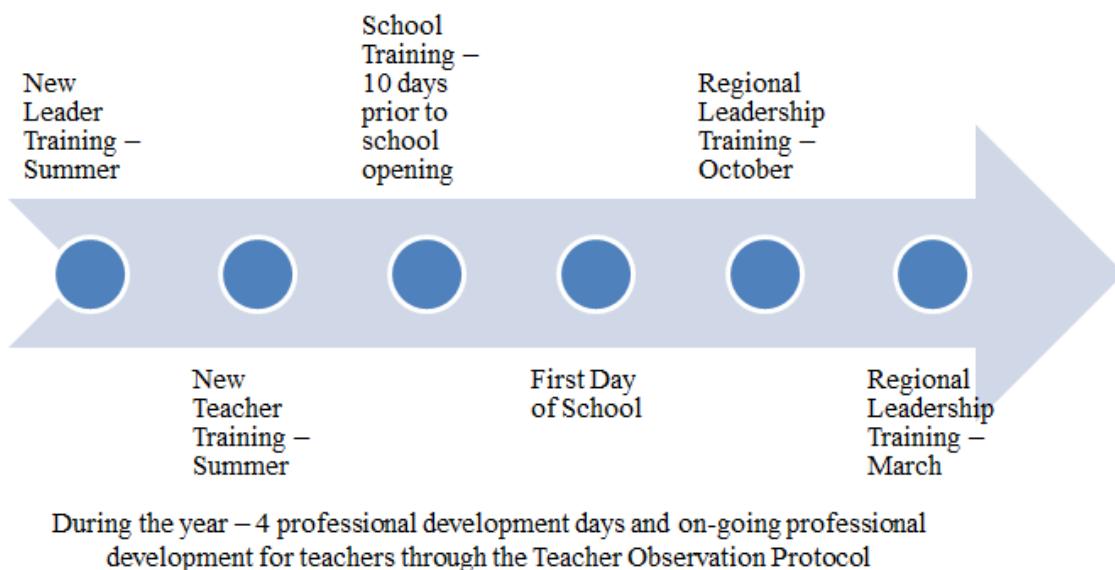
- Structure the classroom in ways that promote responsible student behavior.
- Engage students in building school culture.
- Intentionally develop strong positive relationships with students.
- Explicitly teach students how to behave responsibly in every classroom situation.
- Focus more time, attention, and energy on acknowledging responsible behavior rather than addressing misbehavior.
- Pre-plan responses to misbehavior to ensure they are brief, calm, and delivered in a consistent manner.

NHA offers three-day NTO sessions throughout the year, and teachers hired after the beginning of the school year attend one of these. These three-day sessions typically resemble the five-day session offered before the start of school. To further support teachers hired mid-year, the school will implement a detailed three-day, on-site onboarding plan developed by NHA. This plan includes significant time spent with the principal, dean, assigned mentor (if this is a person other than the dean), and grade-level teammates. These meetings will focus specific topics related to the curriculum, instruction, routines, and procedures. New teachers will also spend time shadowing a colleague who teaches in the same grade or content area to familiarize themselves with the student population as well as the classroom routines, procedures, and curriculum.

The school and NHA will also schedule professional development opportunities designed specifically for the principal and deans throughout the year. These sessions are intended to continue the development of leaders as effective managers and instructional leaders in their building. Specific topics addressed in this series include:

- Leadership styles and the role of a leader;
- Building self-awareness through constraint theory with one-on-one coaching;
- Differentiating leadership from management and the responsibilities leaders must embrace;
- Instructional leadership and NHA's teaching and learning foundations;
- Management tools, including one-on-one meetings, methods of giving feedback, and observations protocol; and
- Management processes, including fundamentals of human resources, documenting employee performance, education regulatory compliance, and data management.

Timeline:



The school principal will be the lead contact with support from the Coaching and Learning Team Consultant.

As indicated throughout our application, Summerfield Charter Academy will adopt a distributed leadership model like the one NHA uses in many of its other partner schools. Since implemented in 2010, the model has shown great success at Greensboro Academy. NHA created and implemented the Dean model to improve teaching and learning in every classroom by giving teachers frequent observation and feedback that is focused on clear and essential teaching practices. This structure fosters direct support for teachers and staff and helps create a culture of high expectations.

Through this model, we will meet the goals embedded in NHA's Simple Rule 4: Manage Instruction. We will ensure that teachers receive support, feedback, and coaching to enhance their instructional practice and become highly effective teachers who help students learn faster. Specifically, our principal will directly manage the members of the leadership team and a small number of additional staff. This will allow the principal to focus on his/her primary role as our school's instructional leader. Three deans will then be responsible for a team of grade-level staff (e.g. K-2, 3-5, and 6-8). Please see the chart in Section IV, Question 4 for a visual representation of the distributed leadership structure.

By organizing our school in this manner, teachers will receive ongoing coaching and instructional support through weekly classroom observations. In one-on-one meetings after each of these observations, teachers will receive feedback on their practice, ideas for improvement, and encouragement to succeed. The goal is simple: to help students learn more, faster, by continuously improving the quality of instruction and classroom management. We think the best way to do this is by giving teachers regular observation, feedback, and coaching that revolves around a clear set of research-based instructional practices.

A dean and/or the principal will observe each beginning teacher at least three times a year. The dean will evaluate each beginning teacher at least once a year and another teachers will observe beginning teachers at least once a year. Each observation will last for at least one continuous period of instructional time and is followed by a post-conference. Everyone who observes teachers is appropriately trained. The required observations are appropriately spaced throughout the school year to ensure opportunity for feedback and growth. The Beginning Teacher Support Program Plan will specify the role of the beginning teacher's assigned mentor in the observations.

Please see Section V, Question 7 for a detailed explanation of the professional development opportunities that our operational partner will offer to staff at Summerfield Charter Academy.

Mentoring Staff

To help teachers grow and develop in their first three years of teaching, each beginning teacher will be assigned a certified mentor. Mentors will help beginning teachers get oriented to the school environment. They also will provide logistical and emotional support. Mentors will be given time to work with beginning teachers during and outside of the school day. They will conduct classroom observations to help beginning teachers develop effective classroom management, lesson planning and instruction. Each beginning teacher and his or her mentor will develop a professional development plan in collaboration with the dean. Throughout the year, the beginning teachers will meet with the mentor and the dean in formative assessment conferences to reflect on the teacher's progress in meeting the goals established for professional growth.

Qualified mentors are essential to helping new teachers develop. The selection criterion is developed in collaboration with a variety of stakeholders and is well-defined and clearly communicated to all by the program leadership. Mentors will receive formal training on their roles and responsibilities before they begin mentoring beginning teachers. They will also participate in ongoing professional development and mentoring learning communities to advance their own knowledge and skills.

Regular grade-level and cross-grade-level team meetings will also be scheduled and will focus on items essential to student academic success. During this time, teachers can mentor one another and share ideas for increasing student achievement. During these meetings, teachers will examine and analyze student work, and instructional plans may be adjusted based on the evidence of learning that is available.

Additionally, all new teachers and deans will have access to experienced NHA teacher leaders and dean mentors in other NHA schools. Support will often be provided individually using technology or through frequent virtual meetings in which new teachers and deans from all of NHA schools meet to gather new information and share their experiences in the classroom.

A Director of School Quality (DSQ) will also support the school leadership team. The role of the DSQ is similar to that of a senior teacher or assistant superintendent – someone who will bring demonstrated success as a teacher, dean or principal at another NHA partner school. This DSQ will become intimately familiar with the school and know each teacher and, in many cases, almost every student.

Staff Retention

We recognize the importance of having an engaged and motivated staff—from the school facilities manager to teachers—to retain staff and sustain consistent academic success at Summerfield Charter Academy. We believe that employee engagement reflects strong leadership, a meaningful school mission, an intentional culture of caring, and strong internal processes that provide each employee with continuous support. NHA has developed a number of systems and practices to encourage a positive culture among school staff and address any issues that may arise. NHA's Employee Engagement team will work with school leaders to implement several practices to motivate, engage, reward and ultimately retain school faculty and staff.

First, the leadership team will have opportunities to formally and informally recognize faculty and staff. Formal opportunities will include new employee welcome baskets and various scheduled staff celebrations, such as *American Education Week, Teacher Appreciation Week, National Charter School Week, Administrative Professional Week, and Principal Appreciation Week*. The leadership team will also be able to recommend teachers for the Teaching in Excellence Award, an annual award that formally recognizes teacher achievement throughout the NHA system. Informally, school leaders will be able to recognize

faculty and staff through programs such as Spot Rewards and Peer Recognition. Under the Spot Rewards program, school leadership will hand out rewards and a “thank you” card to recognize staff for a job well done. The Peer Recognition program will let staff members recognize a colleague by completing a recognition form, which will be provided both to the employee and to school leaders. Ultimately, the employee will be recognized for this good work in front of his or her peers during a staff meeting.

Teachers will also benefit from and participate in a professional learning community that is committed to collaboration. During scheduled weekly meetings, teachers will sit down with their dean and grade-level teams and analyze data, plan lessons, and hone instructional techniques. Teachers will be encouraged to share effective instructional practices and continuously improve their own skills based on the feedback and practices of their dean and colleagues. Through these meetings, school leaders will ensure that all teachers—as well as students—are engaged in continuous learning and improvement.

To measure the effectiveness of each of these factors, we will survey all employees at least once each year. Across all NHA partner schools, the average participation rate is 83 percent. We will also monitor the quality of our work environment by conducting formal employee exit interviews with employees who leave voluntarily. In these interviews, NHA has maintained a 74 percent response rate. Information will be gathered for a number of categories, including morale and overall satisfaction. The results of the surveys will be shared with the staff and action plans will be developed to foster continuous improvement and high engagement for all employees. Notably, the most recent staff survey results from Greensboro Academy (Spring 2011) showed that 92 percent of staff members were “satisfied” or “highly satisfied” with their job.

Faculty and staff at Summerfield Charter Academy are essential to the development of a positive school culture. Our plan to engage employees will ensure that all staff are committed to the school’s mission and share our unwavering dedication to promoting high expectations and academic growth.

Setting Job Expectations (Requirements)

Only engaged and motivated employees generate high performance, and recognition of that value will be central to our school’s people strategy. We believe that employee engagement is a critical marker for any school. NHA has developed a number of systems to measure employee engagement and address issues that may arise. By partnering with NHA, Summerfield Charter Academy will have access to this set of tools, and the faculty and staff will benefit directly from these processes.

We believe that all of our teachers and staff will share our commitment to the school’s mission and share our unwavering dedication to promoting high expectations and academic growth for each student. We expect that teachers will collaborate with their grade-level teams by using data, planning lessons, and honing instructional techniques to ensure students learn what they should to meet their educational objectives. Administrators, teachers and staff will promote and model school-wide behavior expectations and resolve to build relationships with all students, parents and members of the community. We also believe that our administrators, with Board approval, should be able to identify and support or terminate ineffective staff as appropriate. In addition, all staff will be expected to serve on appropriate school committees that promote the creation of a strong learning environment grounded in a character development program.

All administrators, faculty, and staff will embrace student learning as an adult responsibility. Together, we will strive to create an environment that gives students opportunities to reach their full potential. Teachers will be expected to apply knowledge of current research and theory to the instructional program and to plan and implement lessons based on school objectives and the needs and abilities of students. Administrators will manage instruction, ensure consistent behavior management, and give teachers regular feedback. Staff will be responsible for modeling and encouraging appropriate behaviors. They must understand that, at all

times and in all situations, our focus must be and will be on student learning. In addition, we believe teachers and staff must be in the classroom, and we will hold teachers and staff accountable for absenteeism. If a student is scheduled for a day of class, we believe the teacher should also be in the classroom. Obviously, emergencies will happen, and academic conferences or professional development needs make take teachers out of their classrooms.

Compensation

Summerfield Charter Academy will adopt NHA's practice of paying people based on their performance. This approach rewards administrators, faculty and staff who have the greatest impact on what children learn. NHA's Total Rewards approach assesses at all aspects of staff compensation (base pay, incentive pay, recognition programs, benefit design, tuition programs, etc.) to leverage investments in staff and motivate behaviors that are proven to enhance student learning.

This model rewards *outcomes*. As a result, staff will be evaluated and rewarded based on the accomplishments of the school and the students in their classroom. As part of the annual review process, we will evaluate the base compensation (salary or hourly rate) of administrators, faculty, and staff relative to their accomplishments.

In addition to the base pay model, Summerfield Charter Academy will have an incentive compensation plan for administration, faculty, and staff. The incentive (bonus) plans will reward specific outcomes and goals critical to the school success. These plans directly link monetary rewards to specific outcomes such as academic success, student enrollment, parent satisfaction, and financial management.

Finally, NHA's rewards programs are aligned to its commitment to career progression and internal development. As noted earlier, NHA is committed to recognizing and developing talent and assisting individuals to reach new levels of performance and career growth. This commitment will create a powerful motivation for administrators, faculty, and staff to achieve the highest levels of performance as they are rewarded by career growth, leadership opportunities, and potential promotion.

Role of Career Progression

NHA will provide a distinctive career progression opportunity to all teachers and staff members. As a national organization, NHA has dedicated significant resources to develop leaders from within its schools. An outstanding teacher can apply to become a Teacher Leader. Teacher Leaders are a select group of teachers working with NHA to provide on-boarding and mentoring to new teachers. Teachers who want to move into school leadership positions will be able to take advantage of NHA's "Emerging Leaders" courses. These courses are offered for cohorts from across NHA's network of schools and will be available through nomination by the school principal. The use of a shared and distributed leadership model will also create more positions for formal leadership within the building.

Among the many benefits offered to NHA employees is a tuition reimbursement plan. This benefit will further support the ongoing learning and development of Summerfield Charter Academy's staff.

Teacher and Instructional Staff Evaluation

NHA's human capital practices begin with a recruitment process that will help identify the best possible best teachers for Summerfield Charter Academy. We will create a working environment that allows administrators to make decisions that reflect student needs. The distributed leadership model will enable weekly observation of classroom practices, dedicated one-on-one coaching, and collaborative grade-level

planning throughout the school year. These observations and coaching sessions will serve as the foundation for a performance review system that provides formal evaluations/appraisals of staff twice per year.

Evaluation of teaching staff

Summerfield Charter Academy will measure each teacher's performance using both quantitative and qualitative measures.²⁷ We will measure academic growth and proficiency and hold staff accountable for success in these areas. We will pay employees based on their performance, and performance will be measured to a significant extent by student achievement. Quantitative measures will occur annually and will include student growth data. Teaching staff will be evaluated twice per year using a rubric that has been aligned to research-based best practices in the area of instruction, planning, and collaboration. The qualitative evaluation will assess teachers using four components, each of which will be measured individually:

- **Student achievement**
 - Personal effort towards student achievement
 - Instructional planning
- **Classroom instruction and environment²⁸**
 - Behave with care
 - Engagement
 - Instructional strategies
 - Instructional clarity
 - Rigor
- **Parent engagement**
- **Professional accountabilities**
 - Dependability
 - Sincere interest
 - Teamwork
 - Communication

Deans will observe and provide coaching on classroom instruction and learning-environment practices weekly until teachers become proficient in these practices. Teachers will work with deans to create an individual development plan by selecting specific skills to work on. Once the teacher is proficient in the selected practices, more areas for potential development are chosen, and the development plan is modified to reflect these new opportunities and goals. Teachers will receive written feedback, and a written copy will be maintained in the teachers' personnel file. We believe that this intentional focus on a set number of skills supported by frequent observation, feedback, and coaching is a foundational part of the best professional development we can provide. We also believe our administrators should be able to identify ineffective staff members, and support or terminate them as appropriate, subject to the review and approval of the Board.

In addition, all teachers subject to the beginning teacher requirements will be evaluated in accordance with those applicable laws.

²⁷ Teachers will be notified of appraisal procedures soon after they are hired.

²⁸ To include the implementation of discipline management procedures.

Evaluation of School Leadership

Summerfield Charter Academy will seek to measure each member of the school leadership team's performance using both quantitative and qualitative measures. The school leadership team will be quantitatively evaluated annually by an extensive process in the following areas:

- Student Performance: Were school goals met? If no, why not? Are there areas in need of improvement? What are the strategies for improvement? Has the school been compliant with reports as required by the state and the chartering entity?
- Financial Responsibility: Has the school complied with the budget? If not, were deviated amounts reasonable? Was the school's independent audit satisfactory? Is the school fiscally sound as presented in financial statements?
- Parent Satisfaction Surveys: Were goals met? Are there areas in need of improvement? What are the strategies for improvement?

The school leadership team will be qualitatively evaluated twice per year on the following seven categories:

- Quality of Work
- Quantity of Work
- Dependability
- Sincere Interest
- Communication & Cooperation
- Teamwork
- Builds and Develops an Effective Team

2. *Also include the following information for the proposed charter school:*

a) *Process to advertise for and employ members of the school*

Recruitment Overview

We know that attracting, developing, and retaining high performing employees will be essential for the success of the school. In conjunction with the principal, NHA's People Development and People Services teams will work in concert to recruit high caliber individuals who are selected and developed for all positions. Moreover, the teams will ensure that each selected employee continues to meet the ongoing needs of students and parents and that appropriate intervention steps are taken to maintain a quality workforce. Our school will use pay for performance, with performance being measured by student achievement.

Administrative Recruitment Process (Principal and Deans)

Our Board understands that three of the members of the NHA recruitment team will be fully dedicated to identifying and evaluating school leaders for the skills, experience, and personal attributes required for success leading an NHA partner school. These leadership recruitment specialists will work proactively to identify potential candidates. They are experienced in evaluating both internal and external applicants.

NHA's focus on promoting from within helps to ensure the placement of principals and deans who are familiar with NHA's instructional practices, administrative procedures and culture. These promotion opportunities are a key to NHA's ability to challenge and provide advancement opportunities for high-performing employees. These promotion opportunities also provide a dependable pipeline of experienced school leaders who are available when needed. This opportunity is even more prominent when NHA already partners with a successful school in the local area, like Greensboro Academy. We will consider reaching out

to staff, including school leadership, at Greensboro Academy, to understand whether there would be interest in helping start Summerfield Charter Academy, should a charter be granted.

On occasion, the specific needs of a school community require NHA to recruit a school leader from outside of the organization. If an external applicant is needed, the recruitment team will use many candidate-sourcing strategies to identify educators with a proven record of leading a high-performing school to strong academic results. Some of the sourcing strategies utilized will include:

- Online advertisements placed on NHA's regional micro-sites, education forums and association job pages (examples of these sites can be found at www.nhacareers.com)
- Print advertisements placed in newsletters, journals and local newspapers
- Partnerships with Teach for America and other professional bodies
- Attendance and sponsorship of national education conferences

We will carefully assess both internal and external applicants for school leadership roles using an evaluation process that includes a chronological interview and competency evaluations. We will use a chronological interview technique, called Top-grading, to systematically review all positions held by an applicant over the past 10 years. This nationally recognized technique is highly correlated with hiring success and predicts future success based on a careful evaluation of past performance. Additional information will be obtained about the suitability of candidates for a leadership position through the use of competency interviews that evaluate an applicant's ability to coach teachers, read and interpret student achievement data, and create constructive relationships with parents and the school community at large. A subject-area specialist will conduct each competency interview using rubrics that ensure that candidates have the skills needed to excel.

The recruitment team will review information collected throughout the candidate evaluation process and, ultimately, identify a top candidate identified. References will then be taken, and a leadership profiling tool will be used to confirm the information obtained about the candidate at interview.

Faculty and Staff Recruitment Process

The recruitment of faculty and staff will also be a key responsibility of the NHA recruitment team. Summerfield Charter Academy will be assigned a dedicated Talent Acquisition Consultant with specific knowledge of local recruitment channels, as well as state and federal certification requirements. Summerfield Charter Academy will depend on its consultant to help the school attract teachers and staff committed to the educational mission and dedicated to achieving academic growth.

Summerfield Charter Academy will benefit from a customized recruitment strategy, which evaluates the availability of teachers, paraprofessionals and other support professionals in our area. Based on this analysis, advertising and candidate sourcing strategies will be developed to attract educators with the skills, experience and personal attributes required for success in our school.

To ensure a positive experience for candidates, each application will be reviewed by a recruitment professional and feedback and status updates will be provided to the candidate throughout the evaluation process.

A rubric developed by NHA will be used to evaluate candidates for faculty and staff roles. These criteria will include checks to ensure that applicants meet North Carolina certification requirements and are highly qualified for the positions of interest to them. Candidates who pass this initial screen will progress to a phone interview during which they will be evaluated for the following competencies:

- Commitment to Excellence
- Perseverance
- Emotional Intelligence
- Growth Mindset (ability to accept and learn from feedback)
- Management of Stress

These five competencies have been identified through research as key predictors of success in the classroom. Based on the results of the phone interview, the top two or three candidates will be sent to the school administration for further evaluation. The principal will bring final candidates to the Board for consideration.

During the 2009-2010 school year, NHA launched new teacher and staff recruitment tools that have significantly increased the number of applications received for teaching and support vacancies. These tools include regional career micro-sites that individually feature each NHA school and help candidates learn more about the working environment and instructional practices at NHA partner schools. These regional sites can be accessed by visiting www.nhacareers.com.

In addition to the regional micro-sites, new partnerships have been created with local universities with a proven track record of training effective teachers. Campus visits, seminars and other student outreaches have helped NHA to secure top graduates for open positions. NHA actively participates in area career fairs maintains ongoing relationships with a number of universities including: UNC Greensboro, ECU, UNC Charlotte, UNC Wilmington, and Appalachian State.

This combination of recruitment and selection strategies will give Summerfield Charter Academy a large pool of candidates from which to choose. School leaders, the Board, and ultimately students will benefit from these resources and a site developed specifically to attract teachers.

Hiring Procedures

Numerous controls are in place regarding the employment and hiring process. All new hires, including substitute teachers, must complete new hire paperwork required for their position. This documentation meets the requirements of applicable state and federal law for a school employee, including background checks. In addition, employees receive information on additional resources that will assist them in managing their personnel information, such as taxes and benefits. NHA will ensure that the appropriate paperwork is completed accurately and kept in the employee's personnel file.

All teachers will be jointly employed by our Board and NHA. The hiring of a teacher is subject to review and approval by the Board, as is the termination of employment of a teacher or other related personnel actions.

All qualified candidates may submit applications. Applicant screening, interviews, and selection will comply with all employment non-discrimination laws and policies. The principal must obtain at least three references for each job candidate. Each candidate will have a criminal background check as required by law. Teachers who have been selected by school leaders and who are appropriately certified will be presented to the Board for consideration and hired in compliance with the Charter Schools Act and NCLB.

Staff will be offered a letter of appointment, confirming the employee's start date and hire rate. The purpose of the letter is to define and clarify circumstances under which employment will occur. Employment is "at-will" and may be terminated by the employee or the school, without further obligation, at any time. Once a

candidate is selected by the school leadership, the recruitment team will help to facilitate final referencing and criminal background checks, and then the candidate will be presented to the Board for consideration. Summerfield Charter Academy will benefit from an efficient fingerprinting process to ensure that the criminal records of candidates are examined before formal offers are extended. This practice meets or exceeds the standards required by law and will help ensure the safety of students and staff. In addition, online offer acceptance and an online portal will help to facilitate the transitioning of new employees and help provide training and other key information before an employee reports for the first day of work.

b) Procedures for grievance and/or termination

Our Board and NHA have an intended process to aid teachers in resolving a concern or grievance. The principal or dean will be the first line of communication for teachers to address a concern, followed by the Director of School Quality (DSQ) (supervisor of principal) or a People Services representative at the NHA Service Center. Employees also take advantage of an employee hotline that lets them provide feedback anonymously through a third-party contractor. Concerns submitted by employees confidentially via the hotline (online or via phone) are immediately escalated to People Services and a member of the NHA executive team for review. In the rare event that speaking directly with the DSQ, a People Services representative or communication through the hotline does not resolve the concern, teachers may bring the unresolved concern to the School Board.

As mentioned, employment with the Board and NHA is on an at-will basis and teachers are jointly employed by the Board and NHA. Policies and procedures have been defined to handle unacceptable leadership or employee performance. In the event that performance is unacceptable, and depending on the particular circumstances, discipline may occur. Discipline may include a warning, creation of a performance coaching plan or performance improvement plan, or suspension/administrative leave. Employees are provided additional coaching when necessary because we hope all employee can grow and succeed. If a teacher does not meet performance expectations or there is a significant violation of policies or procedures, termination of employment may be recommended to the Board. Please see the proposed Employee Handbook below for more information on Corrective Action.

c) Sample employment policies to be implemented by the proposed charter school

The school, in partnership with NHA, will provide the following handbook which governs standards of conduct, grounds for termination, and policies and procedures.

Proposed Employee Handbook

Special Notice to Teachers in North Carolina Schools

All North Carolina teachers are jointly employed by the school and NHA. This means, by way of example, that the hiring of a teacher is subject to review and approval by the Board, as is the termination of employment of a teacher or other related personnel actions. Although employed by both the school and NHA, the policies and benefits in this Handbook will apply.

Beliefs and Values

- Because a fundamental purpose of public charter schools is to search out new approaches to effective teaching and learning, we embrace innovation and change to further the needs of our students.
- We measure academic growth and proficiency and hold staff accountable for success in these areas.
- We use measurements of academic growth and proficiency beyond those required by State law.

- We use pay for performance with performance being measured by student achievement.
- We determine staff structuring and restructuring based on skill and performance to best serve the needs of students.
- We believe teachers and staff need to be in the classroom and we hold teachers and staff accountable for absenteeism. If a student is scheduled for a day of class, we believe the teacher should also be in the classroom. Obviously, emergencies happen and there may be academic conferences or professional development needs that take a teacher out of the classroom.
- We believe our administrators should be able to identify and support or terminate ineffective staff as appropriate.
- We believe that there should be no artificial limits to professional development opportunities.
- We create a working environment that allows administrators to make decisions sensitive to the demands of students.
- We allow administrators to schedule faculty meetings at appropriate times that do not impede teaching and learning.
- We establish staff schedules that permit meeting and cooperation with parents.

Equal Employment Opportunity

Employees will be selected, developed and promoted based on each individual's ability and job performance. Equal Employment Opportunity is provided to all people in all aspects of the employer/employee relationship without unlawful regard to race, color, religion, sex, national origin, age, non-disqualifying disability, veteran status, genetic information, or other protected classification.

This policy affects decisions including, but not limited to, your compensation, benefits, terms and conditions of employment, opportunities for promotion, training and development, transfer and other privileges of employment. All applicable local, state and federal statutes concerning Equal Employment Opportunity will be complied with.

Our school will utilize NHA's personnel policies and practices in the areas below:

Career Opportunity Program

Our school will avail itself of NHA's Career Opportunity Program, which is designed to ensure that a common process is in place to consider internal candidates for employment opportunities. The guidelines for this program are available on my.heritageacademies.com. Search Term: "Talent Patrol."

Personnel Records

We will utilize NHA's personnel records policy, which states: Employees may review their personnel records at reasonable intervals during regular business hours. All requests to inspect records must be made in writing to the People Services Department. The written request must include the employee's name, date of request and signature. A member of the People Services Department will reply to the employee no later than seven (7) days after the request has been received. If copies of a file are requested by the employee, the People Services Department will comply as soon as possible.

If an employee disputes information in his/her personnel file, that employee should bring his/her concerns to the attention of a People Services Representative for review. If the information is not removed or corrected by mutual agreement, the employee may submit a written statement explaining his/her position.

An employee's personnel file may be subject to requests for information under various state laws (i.e., Freedom of Information Act). NHA, at the request of the school's Board, may provide requested information. An employee will be notified prior to NHA complying with any request for information.

Criminal Convictions

Employees who have been charged, convicted, or pled guilty or no contendere (no contest) to any crime must report in writing to NHA's People Services Department within 3 business days of the action. Failure to timely disclose this information may result in discipline, up to termination from employment.

Hiring of Relatives

Relatives of persons currently employed by NHA may be hired only if they will not be working directly for or supervising a relative. For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is of a romantic nature or is similar to that of persons who are related by blood or marriage.

This policy applies to any relative, higher or lower in the organization, who has the authority to review employment decisions. Employees cannot be transferred into such a reporting relationship. If the relative relationship is established after employment, the individuals concerned must immediately report the relationship to the People Services Department. The individuals involved will be allowed to decide who is to be transferred or separated from employment, if no other position is currently available. If that decision is not made within thirty (30) calendar days, management will make the decision. We also will avoid situations where the nature of an employee's job could place that employee in an awkward position if relatives were employed in an area or function over which the employee has influence.

In other cases where a personal conflict, conflict of interest or the potential for any conflict arises, even if there is no supervisory relationship involved, the parties may be reassigned, not hired or terminated from employment.

Personal Appearance

NHA prides itself in being a team of professionals dedicated to serving our students, parents, school staffs, and guests. Therefore, you are expected to maintain a personal appearance that is appropriate to the work being performed and consistent with the professional image of NHA. Each school/location may have specific guidelines for attire. Consult your manager if you have questions as to what constitutes appropriate attire.

Attendance and Punctuality

NHA expects employees to be reliable and punctual in reporting for scheduled work. In those instances when an employee cannot avoid being late to work or are unable to work as scheduled, the employee must notify his/her Principal/manager as soon as possible in advance of the anticipated tardiness or absence.

Absenteeism or tardiness that is unexcused or excessive in the judgment of NHA will lead to counseling with the goal that attendance will improve. If attendance does not sufficiently improve, corrective action will be taken, up to and including termination from employment.

Unexcused or unreported absences of three consecutive days will be considered a voluntary resignation. An employee also may be separated from employment if he/she is absent from work for any reason for a period of one year from his/her last day worked.

Religious Accommodation Policy

NHA is not affiliated with any particular religion or religious group. NHA recognizes the right of its employees to hold and practice or to not hold and/or practice religious beliefs. Religious freedom is a founding principle of our nation. It requires a careful balancing of interests and can only be accomplished through mutual respect and trust. NHA does not make it a condition of employment for an employee to honor or practice any particular religious belief, but will accommodate an employee's bona-fide and sincerely held religious beliefs to the extent such accommodation does not constitute an undue hardship on the organization due to the needs of our students. If an employee needs to request a religious accommodation, he/she should contact his/her supervisor and the People Services Department. If he/she is requesting time off from work for religious observance, he/she must submit his/her request as far in advance as possible so as to limit the inconvenience and hardship on the organization. If the need for time off or any other religious accommodation is not readily apparent, NHA may require additional information to substantiate that the need is based on a bona-fide and sincerely held religious belief. NHA does not need to accept an employee's preferred accommodation if there is an alternative accommodation that resolves the conflict and is less burdensome to the organization. Time off for religious observance will normally be without pay, although employees may utilize vacation time (if available) if they wish to be paid for their time off. Questions regarding this policy should be directed to the People Services Department.

Personal Data Changes

Employees are responsible to promptly notify NHA's People Services Department of any changes in personal information. Employees can access and update personal information by logging in to Lawson Employee Self-Service, which is an on-line portal used by NHA. Personal mailing addresses, telephone numbers, change in marital status, number and names of dependents, individuals to be contacted in the event of an emergency and other such personal information should be accurate and current at all times. Employees are also responsible for keeping their files up to date on educational accomplishments and licensure by faxing or mailing materials to the People Services Department.

Pre-Employment Personnel Paperwork

Upon acceptance of a job offer and prior to beginning work, all newly hired and rehired employees must accurately complete the new hire paperwork provided with the offer letter and submit the required pre-employment documentation to the People Services Department. Pre-employment documentation may include official education transcripts, original versions of credentials (e.g. teacher certificate, license, permit, ASHA), test results, and release of information forms. In addition, all employees are required to provide acceptable documentation demonstrating the eligibility of their dependents that are enrolled or are requesting enrollment under the health plans.

Employees should be prepared to provide proof of U.S. citizenship or eligibility to work in the U.S. and to complete and certify accuracy of the Employment Eligibility and Verification Form (Federal Form I-9) within three days of hire.

Reference and Background Checks

The employment verification process includes criminal history background checks in addition to reference checks. Employees are required to submit fingerprints in accordance with applicable state law prior to beginning work. All offers of employment are contingent upon satisfactory results of these employment screening processes. NHA reserves the right to periodically update the background check records for employees. Failure to complete a fingerprint background check in accordance with state law or receipt of an unsatisfactory result may result in termination of employment.

Licenses and Certifications

Employees are required to obtain and maintain credentials such as licensure or certification, education, endorsements, professional development and/or professional test for their position. The school will manage licensure and credentialing according to North Carolina law where applicable. Employees should begin renewal of credentials early. Failure to obtain the appropriate credentials in a timely manner may result in an unpaid administrative leave and/or termination of employment. Employees may contact People Services for questions or may refer to the Department of Education for their state's specific requirements.

Tobacco-Free Environment

In keeping with NHA's intent to provide a safe and healthy work environment, smoking and the use of tobacco products is prohibited throughout our buildings and on NHA's grounds.

Weather Emergency

NHA cancels normal operations only in the most severe weather conditions. It is important that employees schedule enough time to arrive at work safely and on time. If a decision is made to close down operations, an announcement will be aired over local radio/television stations or other methods such as School Reach calls.

Investigations

Like all companies, our success is threatened by drug use, theft, vandalism, or other wrongful activities. It is our obligation to resolve such problems as quickly and as accurately as possible. To do this, NHA may find it necessary to conduct an investigation. Investigations protect both the employee and NHA.

NHA investigates in a reasonable manner to determine whether any employee has engaged in conduct warranting disciplinary action, up to and including termination from employment. Every employee (as a condition of employment) is expected to fully cooperate in any investigation, which may include questioning, a search of the employee's person, or search of personal property. Personal property may include, but is not limited to, purses, lockers, packages, lunches, or any other container brought on NHA's grounds. NHA also maintains the right to search any vehicle brought onto NHA premises. Please do not bring personal items to work that you are unwilling to have your manager see. An employee's failure to fully cooperate in an investigation may result in termination from NHA.

Personal Property

NHA provides all essential items required to perform your duties. Any personal property which is brought onto NHA's premises, including briefcases, personal calculators and computers, personal radios, etc., is solely at the employee's own risk. Therefore, employees should take necessary precautions to protect their personal effects from theft, loss, or damage while at work or traveling on NHA business.

Sexual and Other Unlawful Harassment

NHA is committed to providing a work environment that is free from discrimination and unlawful harassment. Prohibited harassment is verbal or physical conduct that insults or shows hostility or aversion toward an individual because of his/her race, color, religion, sex, national origin, age, disability or any other legally protected characteristic, as set forth in the Equal Employment Opportunity Policy, or that of his/her relatives, friends, or associates that:

- Has the purpose or effect of unreasonably interfering with an individual's work performance
- Otherwise adversely affects an individual's employment opportunities
- Harassing conduct includes, but is not limited to, the following:

- Epithets, slurs, negative stereotyping or threatening, intimidating or hostile acts that relate to a protected characteristic
- Written or graphic material in the workplace that insults or shows hostility or aversion toward an individual or group because of a protected characteristic

In addition to the above types of harassment, sexual harassment is a particularly offensive type of conduct that will not be tolerated in the workplace. Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute harassment when:

- Submission to such conduct is made a condition of an individual's employment
- Submission to or rejection of such conduct is used as a basis for employment decisions affecting the individual; or
- Such conduct unreasonably interferes with work performance or creates an intimidating, hostile or offensive work environment

Harassment in general, and sexual harassment in particular, of an employee within the definitions outlined above is viewed by NHA as a serious offense and will be dealt with accordingly. NHA will use its best efforts to deal with harassment of our employees by non-employees such as parents, service persons, delivery persons and sales persons. Likewise, complaints that employees, while on NHA business, are harassing or sexually harassing the employees of our customers, vendors, etc., will be taken seriously and dealt with in the same manner as if all parties are employees.

Employees who believe they are being subjected to harassment or sexual harassment should immediately notify their manager. It is the responsibility of the manager to contact the People Services Department, which will take prompt and necessary steps to investigate the matter. If the harassment situation involves an employee's manager or an employee is uncomfortable notifying his/her manager, the employee should contact a member of the Employee Relations team at (616) 222-1700. Appropriate action will be taken based on the results of the investigation. In situations where the employee is dissatisfied with the action taken, successive levels of management should be notified of the problem, up to and including the CEO of NHA. To the extent possible, NHA will maintain the confidentiality of the persons involved in such complaints.

NHA prohibits any form of retaliation against an employee for filing a bona fide complaint under this policy or for assisting in an investigation. However, if after investigating any complaint of harassment or unlawful discrimination, we determine that an employee has provided false information; disciplinary action, up to and including termination of employment, may be taken against that person.

Anyone engaging in sexual or other unlawful harassment will be subject to disciplinary action, up to and including termination from employment.

Drug-Free Environment

NHA maintains a drug and alcohol-free workplace. Employees who use illegal drugs or misuse alcohol or legal drugs present a potential safety risk to themselves, students, fellow workers and the public. Moreover, the possession or effects of drug and alcohol abuse impairs our ability to provide quality education for students and to provide role models of good citizenship.

This policy prohibits the following:

- Possession, use, transfer, or sale of prohibited substances while on NHA premises or NHA time

- Being under the influence of a prohibited substance on NHA premises. “Under the influence” of alcohol means that a person has an alcohol concentration of .02 or more on NHA time or NHA property. “Under the influence” of an illegal drug or controlled substance without a valid prescription means any detectable level of the prohibited substance in an employee’s system
- Storing any prohibited substance in a desk, vehicle, or other place on NHA property
- A conviction under any criminal law involving alcohol for a violation that happened on NHA time or NHA premises, or a conviction under any criminal drug law
- Transfer or sale of illegal drugs or controlled substances, regardless of whether on NHA time or NHA premises

A “prohibited substance” is alcohol, illegal drugs, under either federal or state laws, prescription drugs not validly prescribed, or any substance that affects your ability to safely or competently perform your job.

To the extent permitted by law, NHA may require a drug and alcohol screen under the following conditions:

- If your conduct causes NHA to have a reasonable belief that you are under the influence of alcohol and/or drugs; or
- When you are involved in a workplace accident or are injured on the job and the circumstances raise a belief that impairment contributed to or caused the accident/injury; or
- NHA has a reasonable belief that you are in violation of this policy; or
- As part of a random drug testing program (but only after written notice of such program has been provided to affected employees).

Drug testing may involve hair, urine, saliva or any other recognized testing method. If you refuse to sign a test consent form, delay or obstruct the testing process, or refuse to be tested, you will be considered insubordinate and will be terminated from employment. Attempts to alter or substitute a test sample also will result in termination from employment. Also, you and your vehicle, lunches, personal effects, desks or similar areas may be searched while on NHA premises.

“Reasonable belief” is a belief based on observed, specific, objective facts (i.e. disposition, appearance, behavior, speech, odor) where the inference to be drawn under the circumstances is that the person is under the influence of drugs or alcohol. It also means receiving information from an employee, law enforcement, security personnel or other source believed to be reliable.

Violation of this policy will result in disciplinary action, up to and including termination from employment, and may result in criminal prosecution. Any illegal drugs found will be turned over to the appropriate law enforcement agency.

Under the Drug-Free Workplace Act, an employee who performs work under a government contract or grant must notify NHA of a criminal conviction for drug-related activity occurring in the workplace. The report must be made within five (5) days of the conviction.

Solicitation

To maintain a productive work environment and to prevent inconvenience to others, persons not employed by NHA may not solicit or distribute literature on NHA’s premises at any time for any purpose.

NHA recognizes that employees may have interests in events and companies outside the workplace. However, to operate efficiently, solicitation within NHA’s facilities or on NHA’s grounds is restricted. You may not solicit or distribute printed or electronic material concerning these activities during work time.

(Work time does not include lunch periods, work breaks, or any other periods in which employees are not on duty. Work time does include the work time of both the soliciting employee and the employee to whom it is being directed.) Employees may not solicit in work areas at any time. (Work areas include classrooms, offices, halls, aisles, or other areas where work is performed. They do not generally include staff lunchrooms or break areas.)

In addition, bulletin boards maintained by NHA are to be used only for posting or distributing material directly concerning NHA business. All employees are expected to check these bulletin boards periodically for new and/or updated information. Employees are not to remove material from the bulletin boards. All postings must be approved by your Principal or the People Services Department.

Copyright Compliance

NHA recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for unauthorized copying or use of audio visual or printed materials and computer software, unless the copying or use conforms to the "fair use" doctrine.

Under the "fair use" doctrine, unauthorized reproduction of copyrighted materials is allowed for such purposes as criticism, comment, news reporting, teaching, scholarship, or research as long as four standards are met:

- The use must be for such purposes as teaching and must be nonprofit.
- You may make single copies of the following for use in research, instruction or preparation for teaching: book chapters; articles from periodicals or newspapers; short stories, essays or poems; and charts, graphs, diagrams, drawings, cartoons or pictures from books, periodicals, or newspapers.
- In most circumstances, copying the whole of a work is not considered fair use; copying a small portion may be if these guidelines are followed.
- If resulting economic loss to the copyright holder can be shown, even making a single copy of certain materials may be an infringement, and making multiple copies presents the danger of greater penalties.

While NHA encourages its staff to enrich learning programs by making proper use of supplementary materials, it is your responsibility to abide by NHA's copying procedures and obey the requirements of the law. In no circumstances will it be necessary for staff to violate copyright requirements to perform their duties properly.

Any staff member who is uncertain as to whether reproducing or using copyrighted material complies with NHA's procedures or is permissible under the law should contact their school's Library/Technology Specialist, Principal or Manager. Assistance in obtaining proper authorization to copy or use protected material when such authorization is required can be provided.

Conflicts of Interest

We are committed to maintaining high standards of ethical business practices. "Conflicts of interest" arise when the personal interests of an employee influence, or appear to influence, that person's ability to act in NHA's best interests and those of the school at which the NHA employee works. For example, an employee must not accept payments or other favors that might be regarded as placing oneself under some obligation to a vendor or customer who deals or wants to deal with NHA.

Also, outside activities such as a second job or self-employment, must be kept totally separate from employment with NHA. Any activity or personal financial interest that could adversely affect the objectivity of an employee's judgment could also interfere with the performance of ones duties and responsibilities. Therefore, an employee must not have a position with, or financial interest in, another business that interferes with NHA's duties or responsibilities. An employee must disclose to his/her manager any financial interest in, or position with (including work as a consultant or advisor), any competitor of NHA. No outside activity (such as volunteer work) should involve NHA's name or its employees, or be performed during working hours without the authorization of your manager and a member of the People Services Department.

Policy Regarding Use of Social Security Numbers

NHA obtains and uses a variety of confidential information in the conduct of its business. This includes documents and other records containing Social Security Numbers. Any and all documents and records containing Social Security Numbers must be obtained, used, and disclosed only for legitimate business reasons. Such documents and records must also be treated as confidential, which means they must be retained in secured areas or files, password protected when stored on computers, disclosed only to authorized persons, and destroyed at an appropriate time and in an appropriate manner consistent with NHA's policies and procedures and other legal requirements. Employees who obtain, use, or disclose Social Security Numbers for improper, unauthorized, or illegal reasons are subject to discipline or termination from employment, as well as potential criminal or civil prosecution. For additional information, please see your supervisor or contact the People Services Department.

Confidentiality Policy

Student/Employee-related records and information are confidential and must not be discussed away from the premises or within hearing distance of any uninvolved third party. Information about students, their problems or their personal lives must be kept completely confidential. Certain financial and other school information is also confidential. Confidential information must be properly shredded when discarded.

Discussions with Parents. When talking with a parent about a student matter, employees are to do so in such a way that others will not overhear the conversation.

Student Records-FERPA. To protect the privacy of students, employees will comply with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) which is a Federal law that protects the privacy of student education records. FERPA applies to schools that receive federal education funds and non-compliance can result in the loss of those funds. Information is also available at <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

Examples of confidential education records include student registration forms, graded papers, student information displayed on a computer screen and social security numbers linked to names. Employees who work around education records must keep this information secure and protect the rights of students. Confidential information about students must be kept where others will not see it. Information contained in a student's records should only be revealed to that student or his/her parents.

If you have questions about the requirements of FERPA, you should contact the Legal & Compliance Department.

HIPAA - Notice of Privacy Practices

The Health Insurance Portability and Accountability Act (HIPAA) contains provisions that allow employees/dependents who declined NHA health insurance coverage because they had other coverage to enroll in NHA's health insurance plans within 30 days if the other coverage is terminated under certain conditions. Also, employees covered by NHA's health insurance who separate from NHA will be able to obtain a certificate proving they had health insurance coverage. Future employers may need this certificate to administer the employee's new coverage.

HIPAA also establishes certain privacy rights regarding employees' personal health information. Detailed information is contained in the HIPAA Notice of Privacy Practices, located on NHA's internal site, Compass. The HIPAA Notice of Privacy Practices and related regulations and policies are also available from the People Services Department or the NHA benefits website.

Genetic Information Non-Discrimination Act

The Genetic Information Non-Discrimination Act of 2008 (GINA) prohibits employers and other entities covered by GINA Title II from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, we are asking that you not provide any genetic information when responding to this request for medical information. Genetic information as defined by GINA, includes an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

Social Media Policy

Social networking (meaning the use of social media websites such as Facebook, MySpace, YouTube, Twitter and other websites, blogs, chatrooms or computer based forums that allow users to post comments and share information) is a way for you to share knowledge and express your creativity. However, it is important to remember that because NHA manages schools, there are limitations on what you may share. Employees must protect the privacy rights of students and follow all FERPA requirements.

Social Media for Educational Purposes

NHA permits the use of certain social media websites as an educational tool. Only those sites preapproved by NHA may be used in the classroom or for educational purposes. If you choose to use the authorized social media websites for educational purposes, you should remember that all online communications may be stored and monitored. You should conduct yourself on educational websites in the same manner that you are required to conduct yourself while at work.

Social Media for Personal Purposes

It is inappropriate to use social media for personal purposes during business hours. NHA has the capability and reserves the right to monitor, access, review and copy any information stored on or transmitted using NHA hardware, software or other computer systems. Therefore, you should not expect that the information stored in or sent through NHA systems to be private. In addition NHA may monitor or review any information posted on publicly available social media sites. NHA reserves the right to disclose any computer storage media, messages or documents produced, sent or received by you on NHA time or using NHA equipment to law enforcement or regulatory agencies without any prior notice.

If you choose to engage in social media, on your own time, and not using NHA equipment, you should keep certain guidelines in mind to protect your personal reputation and meet your obligations under FERPA. Those guidelines are explained in more detail in the NHA Social Media Policy.

Responsibility

While on NHA time or while using NHA equipment you are responsible to ensure that you use social media in an appropriate and productive manner. Failure to comply with NHA's Social Media Policy may result in loss of technology privileges or disciplinary action up to and including termination of employment. In addition, your conduct and/or actions that prove to be unlawful or illegal may result in personal liability.

This is merely a brief description of the Social Media Policy. To obtain a full copy of the policy, please contact the People Services Department or visit my.heritageacademies.com.

Electronic Monitoring Policy

NHA may conduct electronic monitoring to promote the safety and security of students and staff, to protect school property, to prevent unlawful activities, and to enforce school policies. In addition, NHA may use electronic monitoring of teachers and other school staff for educational and instructional purposes. All electronic monitoring will comply with applicable federal and state laws.

School employees are prohibited from using electronic monitoring devices without prior written approval of their principal.

This is merely a brief description of the Electronic Monitoring Policy. To obtain a full copy of the policy, please contact the People Services Department or visit my.heritageacademies.com.

Rules of Conduct

Working Together

NHA expects high standards of conduct and performance from all employees. Behavior or performance that is below these standards may result in disciplinary action, up to and including termination from employment, as appropriate. In addition to the policies contained in other sections of this Handbook, the standards listed below represent examples of situations that may occur. NHA may take disciplinary action, up to and including termination of employment, as deemed appropriate if circumstances arise which are not specifically covered by this Handbook.

Violations of the following policies are so serious that, following a thorough investigation, they could result in corrective action up to and including termination from employment for the first offense:

- Violence or Threat of Violence – including deliberate property damage, threatening conduct or fighting.
- Dangerous Behavior – carrying weapons; using, possessing or distributing intoxicants or illegal drugs; reporting to work under the influence of intoxicants or illegal drugs; refusing to take a drug or alcohol screen when requested; failing to report a work related injury.
- Dishonesty/Unethical Behavior– theft or concealment of stolen property; falsifying NHA records or any employment-related information; originating or spreading false statements concerning employees or NHA; unauthorized disclosure of confidential information.
- Inappropriate Business Behavior – gambling; abusive, profane, or threatening language; insubordination; violation of discrimination or harassment policies; misuse of confidential

information; conducting personal business during work time; excessive absenteeism or tardiness; showing disrespect for co-workers; improper use of NHA technology or other NHA resources.

Corrective Action

Corrective action ranges from a documented verbal reminder to immediate termination from employment, depending on certain factors, including, but not limited to, the seriousness of the violation and whether it is a first violation or a recurrence. NHA may suspend an employee from work while investigating a situation to determine the appropriate course of action.

A violation of policy or standards may lead to one of the following disciplinary actions, according to the seriousness of the violation:

1. Documented Verbal Reminder - Your manager will meet with you to discuss a problem with your performance or business behavior. This will be documented in your personnel file.
2. Written Warning - Your manager will put a performance or behavioral issue in writing. This will be reviewed with you. Corrective actions will be discussed. Both you and your manager will sign the written warning. The written warning may include a suspension from work.
3. Final Written Warning - If your performance or behavior does not improve and you have not taken the appropriate action to address the issues, a final written warning will be given. This will be reviewed with you. Corrective actions will be addressed. Both you and your manager will sign the final written warning. The final written warning may include a suspension from work. This is the last step prior to termination from employment.
4. Termination from Employment - Some policy violations may result in immediate termination from employment without any prior warnings.

In addition, in the event of unacceptable or insufficient job performance, NHA may provide coaching or a performance improvement plan to the employee.

NHA has no obligation to use any one or more of these forms of discipline prior to discharging an employee. Any or all of these disciplinary actions may be omitted as NHA deems appropriate, in its sole discretion. Nothing in this policy changes or modifies the at-will employment status of employees.

Communications

Information Technology

NHA makes available a variety of technological resources to support learning and enhance our business. The technology hardware and systems are provided to employees to carry out NHA's business. These systems are to be used for legitimate business-related purposes. This technology is not to be used for personal purposes, except on the employee's personal time with use limited to appropriate recreation, education, and training. It is inappropriate to use these resources for non-business related activity such as: transmission of chain letters (regardless of intent), unauthorized games, operating a business, soliciting money, using the Internet for personal gain, disseminating confidential NHA information, gambling, or engaging in any other activity in violation of any law or NHA policy. Also, inappropriate or offensive messages, such as racial or sexual slurs, are strictly prohibited.

To properly manage NHA and school technology, NHA has the capability to and reserves the right to access, review, copy, modify, and delete any stored or transmitted information. Therefore, employees should not expect that the information stored in or sent through these systems is private. NHA reserves the

right to disclose any computer storage media, messages or documents produced, sent or received by employees to law enforcement officials without any prior notice to the employee.

To protect the security of NHA technology systems and confidential student and employee data and records, employees are not to disclose their passwords to others and are not to use an unauthorized password or other means to gain access to the computing resources, e-mail or voice mail of others.

NHA respects all computer software copyrights and adheres to the terms of its software licenses. Therefore, employees may not duplicate software or give software to anyone (including contractors, customers, and other third parties) without prior approval of the Information Technology Services Department. Employees should not accept copies of any software programs from other employees without the approval of the Information Technology Services Department. For laptop and tablet users, all data files integral to the operations of NHA are to be stored on network drives.

We all have the responsibility to ensure NHA assets are used in an appropriate and productive manner. Violations of our information technology policies may result in loss of technology privileges, disciplinary action and/or prosecution.

This is merely a brief description of the Technology – Employee Acceptable Use Policy. To obtain a full copy of the policy, please contact the Information Technology Services Department.

Outside Requests for Information

Any outside requests for information about NHA from research firms, other companies, the news media, consultants, etc. should be directed to the Admissions Department before any information is given. This helps us maintain consistency on important communications, ensures that accurate information is given for those matters appropriate for public knowledge, and minimizes the risk of releasing proprietary or confidential information.

Problem Solving Procedure

NHA encourages open, honest communications to ensure trust between you and your manager. Occasionally problems, concerns, or questions may arise during normal operations. In most cases, your manager will be able to promptly answer questions and assist you in resolving problems or concerns. However, if you believe that your manager has not addressed a problem or concern properly or promptly, or that you have been treated unfairly, you should make use of the following procedure:

- Step 1: You should first have a frank discussion with your manager. The manager has a responsibility to answer questions, solve problems and address concerns as they arise. However, without this initial contact, managers may not even be aware that a problem or concern exists.
- Step 2: If the problem cannot be resolved with your manager, or if the problem involves the manager and you feel uncomfortable raising the issue with him/her, then you should contact your Director of School Quality, Department Head or a People Services Representative to seek help in resolving the issue.
- Step 3: If the problem remains unresolved or you feel uncomfortable raising the issue with the level of management in Step 2, you may contact management at any level in the organization. While you are encouraged to start with your local managers, you may take a concern as far up the reporting structure as you need to, including the CEO or Chairman of the Board.

Health and Safety-Employee Injuries

If you are injured during or as a result of your work at NHA, you should report the incident immediately to your manager. Providing immediate notice to the appropriate individual is your responsibility. You will

complete an Employee Injury Report and submit it to the People Services Department within 24 hours. The Employee Injury Report can be found on Compass.

Time off for a work-related accident or illness may be covered by the FMLA or Unpaid Personal Leave policies. An employee may not collect wages from NHA and NHA's workers' compensation insurance agency for time missed due to an injury. If for any reason the employee does collect wages from NHA and the workers' compensation insurance agency, simultaneously, the employee may be required to reimburse NHA for these wages.

Failure to report a work-related injury or illness within 24 hours could result in the denial of workers' compensation benefits.

Injuries that result from an activity that is social or recreational are not normally considered work-related. Injuries that occur during these activities and need medical attention should be handled through your health insurance.

Blood borne Pathogens

While it is unlikely that you will ever be exposed to blood while at work, it is important to know that blood and other body fluids can transmit serious infectious diseases. NHA has a Blood borne Pathogens Control Program that provides training to certain individuals. These trained persons know how to safely clean up blood or other body fluids. If you should ever encounter blood or other body fluids at work, please stay clear and advise your Principal/manager, nurse, or other appropriate leader. If at any time you come into direct contact with blood or other body fluids, immediately wash the area with soap and water, and contact the Facilities Department for further information.

Workplace Violence

All employees, including supervisors and temporary employees, should be treated with courtesy and respect at all times. You are required to refrain from fighting, "horseplay," or other conduct that may be dangerous to others. Weapons (guns, knives, etc.), explosives, and other dangerous or hazardous devices or substances are prohibited on NHA's property.

Conduct that threatens, intimidates, or coerces another employee, student, or member of the public at any time, including off-duty periods, will not be tolerated. Any threatening statement or gesture will be interpreted as intent to carry it out. It will not be a defense that you were only joking, fooling around, or engaging in horseplay. Similarly, veiled threats will not be tolerated. Corporal punishment of students in our schools is strictly prohibited. Our schools have a Student Code of Conduct and disciplinary procedures that must be followed at all times.

All threats of (or actual) violence, both direct and indirect, should be reported immediately to your manager. This includes threats by employees, as well as threats by students, parents, vendors, or other members of the public. When reporting a threat of violence, you should be as specific and detailed as possible. All suspicious individuals or activities also should be reported immediately to your manager.

NHA encourages you to bring your disputes or differences with other employees to the attention of your manager before the situation escalates into potential violence.

- d) *Description, if the proposed charter school partners with an EMO, of the relationship that will exist between the charter school employees and the management company.*

The specifics of the relationship that will exist between the charter school employees and the management company are delineated in our attached Services Agreement and are also included below.

School Administrator - The school administrator (the “Administrator”) shall be an employee of NHA and not the Board. The duties and terms of the Administrator’s employment shall be determined by NHA. The Administrator shall work with NHA in the operation and management of the school. The accountability of NHA to the school is an essential foundation of this Agreement. Since the Administrator is critical to the school’s success, NHA shall have the authority, consistent with this Article, to select, hire, evaluate, assign, discipline, transfer and terminate the Administrator, and to hold the Administrator accountable for the performance of the school. Without limiting the foregoing, NHA agrees that it shall consult with the Board prior to the hiring or termination of the Administrator.

Teachers - The Administrator shall recommend to the Board for its consideration and approval, teachers who are qualified in the grade level and subjects required by the school to operate in accordance with the terms of the Charter. All teachers shall be jointly employed by the school and NHA for such purposes as inclusion in the compensation and employee benefit plans of NHA, payroll administration and other employment policies and practices; provided however, in all circumstances, the Board shall ultimately control the hiring and discharge decisions with respect to jointly employed teachers at the school in accordance with N.C. Gen. Stat. § 115C-238.29(F)(e)(1). Teachers assigned to and retained by the school shall hold a valid teaching certificate issued by the State Board of Education to the extent required by N.C. Gen. Stat. § 115C-238.29F(e)(1). Subject to the approval of the Board, such teachers may, in the discretion of NHA, work at the school on a full or part-time basis. If assigned to the school on a part-time basis, such teachers may also work at other schools for which NHA provides services under a similar agreement.

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.

A list the qualifications and appropriate licenses that each position must have to perform the job function(s) is included below. This approach is consistent with NHA’s model.

Principal Qualifications:

The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- *Education and/or Experience* - Master's degree or equivalent; or four to ten years related experience and/or training; or equivalent combination of education and experience.
- *Language Skills* - Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from parents, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or boards of directors.

- *Mathematical Skills* - Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.
- *Reasoning Ability* - Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

The principal will be dedicated to achieving our mission of preparing every child for success in high school, college and life. He or she must hold the unwavering belief that all children can and will learn given the right opportunities. Qualified applicants for our school will have a proven track record of achieving significant rates of student growth. Strong leadership and management skills are also required as is the ability to provide instructional support to teachers. To these ends, the principal must be committed to and capable of developing school culture, promoting student achievement, and implementing seamless school operations.

Staff Qualifications

A rubric developed by NHA will be used to evaluate candidates for faculty and staff roles. These criteria will include checks to ensure that applicants meet certification requirements and are highly qualified for the positions that interest them. Candidates who pass this initial screen will progress to a phone interview during which they will be evaluated for the following competencies:

- Commitment to Excellence
- Perseverance
- Emotional Intelligence
- Growth Mindset (ability to accept and learn from feedback)
- Management of Stress

These five competencies have been identified through research as key predictors of success in the classroom. Based on the results of the phone interview, the top two or three candidates will be sent to the school administration for further evaluation and selection.

Dean Qualifications

The requirements listed below are the education, licensing, knowledge, skill and/or ability required to be qualified for this position.

- *Education and/or Experience* - Bachelor's Degree and a minimum of 3-5 years experience in teaching or administration; or equivalent combination of education and experience.
- *Language Skills* - Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from parents, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or board of directors.
- *Mathematical Skills* - Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.
- *Reasoning Ability* - Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.
- *Certificates, Licenses, Registrations* - Teaching license and administrative certification as determined by state requirements.

Teacher Qualifications

- Bachelor's Degree and appropriate Teaching Certificate/Licensure
- Demonstrated ability to communicate and work effectively with parents
- Demonstrated ability to adapt to individuals' specific needs
- Demonstrated ability to adapt to differences and changes in characteristics of students, programs, leadership, staff, and community
- Demonstrated ability to utilize varied teaching methodologies to accommodate students' unique learning styles
- Demonstrated ability to evaluate tests and measurements of achievement
- Demonstrated ability to work effectively as a team member

Special Education (Exceptional Children) Teacher Qualifications:

- Students with Disabilities teaching certificate
- Demonstrated ability to communicate and work effectively with parents
- Demonstrated ability to adapt to individuals specific needs
- Demonstrated ability to adapt to differences and changes in characteristics of students, programs, leadership, staff, and community
- Demonstrated ability to utilize varied teaching methodologies to accommodate students' unique learning styles
- Demonstrated ability to evaluate tests and measurements of achievement
- Demonstrated ability to work effectively as a team member

Registrar Qualifications:

- Ability to word process and utilize a database accurately
- Demonstrated ability to communicate and work effectively with staff and parents
- Ability to adapt to constantly changing needs
- Demonstrated ability to adapt to differences and changes in characteristics of students, programs, leadership, staff, and community
- Demonstrated ability to comply with a School's Admissions Policies and Procedures, as well as all enrollment-related policies of the state, federal government, and authorizer.

Instructional Aide Qualifications:

- Must be a high school graduate or equivalent with appropriate attained college credit or equivalent
- A minimum of 2 years of college experience (equivalent of an Associate's Degree)
- Successful completion of Praxis I test or ACT WorkKeys proficiency exam
- Be recommended by an administrator who has supervised the work of the aide for at least 1 year
- Demonstrated ability to communicate and work effectively with staff and parents
- Ability to adapt to constantly changing needs
- Demonstrated ability to adapt to differences and changes in characters of students, programs, leadership, staff, and community

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)).

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

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

In order to attract a student population that reasonably reflects the demographic composition of Guilford County Schools, we will implement the following community outreach plan:

- Place advertising and have applications available in English, Spanish, Vietnamese and French
- Send mailings containing school brochure and information in both English and Spanish to 10,000 families within a three-mile radius of the school location. These families' children will be in the age range of the grades offered. The mailer will invite them to attend a parent information meeting where they can learn more about the school's program.
- Place an open enrollment notice and invitation to a parent meeting in publications in languages other than English, indicating that all students who have English as a second language will be served
- Hold an information meeting for families who have children with special needs to discuss the Special Education program at the school, as well as answer parents' individual questions
- Send multiple mailings containing school brochures and information on upcoming parent meetings
- Establish a toll-free phone number that will give parents the opportunity to ask questions, learn about the curriculum, school programs and upcoming events
- Invite the community to an open house at the school when the building is complete
- Participate in community events such as Fun Fourth Block Party, Festival of Lights, Greensboro Fest, African American Heritage Extravaganza Family Festival, and the Carolina Blues Festival
- Employ an *Admissions Representative* who will be responsible for implementing grassroots marketing efforts in the area to increase community awareness and to ensure that the school reaches its enrollment goals.

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.

Should we receive approval to operate, marketing efforts will intensify. A dedicated local Admissions representative, with strong community contacts, will be hired to lead the marketing efforts. He or she will execute grassroots marketing programs and strengthen community relationships.

Grassroots efforts will include:

- Establishing relationships with community-based organizations such as: the YMCA, The Salvation Army Boys and Girls Club of Greensboro, Greensboro Youth and Community, Greensboro Sportsplex, Windsor Recreation Center, Glenwood Recreation Center, Lindley CenterCraft Recreation

Center, Peeler Recreation Center, Brown Recreation Center, Warnersville Recreation Center, Trotter Recreation Center, Leonard Recreation Center, Lewis Recreation Center, Beloved Community Center, The North Carolina African and World Services Coalition, Montagnard Dega Association, Church World Service.

- Distributing information about the school to local day cares and preschools including: Guilford County Child Development Program, The Sunshine House, Our Child's House, YMCA, Early Childhood Center, Rainbow Childcare and Appletree Childcare.
- Connecting with clergy and distributing materials at churches such as: Westover Church, Grace Community Church, DayStar Church, First Baptist Church, Mount Zion Baptist Church.

Our goal is to create broad awareness of the school throughout the local community. To this end, we will implement a marketing strategy that will include both traditional and non-traditional media. This effort will include the placement of advertising in outdoor and/or radio media several months before the school's opening. This buy will include ads on WQMG (97.1), 102 JAMZ, and KZL (107.5) radio. Advertising will also include media outlets such as the News and Record, Carolinian, and the Carolina Peacemaker radio. In addition, the local Admissions Representative and other school representatives will host monthly parent information meetings at a location convenient to the community. Parents will have the opportunity to learn more about the school's mission, design and overall academic program at these meetings.

Additionally, parents will be invited to various "onboarding" events where they will learn about the specifics of the curriculum, meet the principal and teachers, obtain information about the Character Development program, and learn how they can be involved as partners in their child's education. These events will also have a social aspect where parents can come together as a community prior to the start of school.

We will also develop a dedicated school website that will include the following:

- Information about the school and curriculum.
- Content about who we are, including vision and mission statement.
- Profiles of the Board members, principal and teachers.
- Links to the online student enrollment application form.
- A referral/pass-along feature that will allow parents to tell others about the school.
- Links to a "Contact Us" form to allow potential parents to ask questions.
- A link to social media sites .
- A schedule for upcoming parent meetings, open houses and community events.
- Testimonials from parents and teachers of other NHA-managed schools.
- Local news articles and stories about the new school and community.
- School or principal newsletters with updates about school progress (opt-in e-mail opportunity).
- School building process – construction photos/video, dates.
- Links to job openings for teachers and other staff positions.

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.

Enrollment Projection Analysis

As detailed throughout this application, we are establishing Summerfield Charter Academy to provide an additional quality public charter school choice to families in the Summerfield area. Through our lead applicant's service on the nearby Greensboro Academy Board of Directors and the school's waiting list of approximately 1,200 students, we're certain that there will be sufficient demand to meet the enrollment figures we've defined. What's more, although we are already confident in our projections, we decided to go a step further by asking NHA to conduct a focus group with a small number of area parents and send an e-mail survey to families on Greensboro Academy's waiting list. Through this additional due diligence, we were able to confirm and learn details about demand for our proposed school as well as solicit tangible feedback on what parts of our proposed educational program are most attractive to area parents. The feedback we received from the focus group and e-mail survey was invaluable, and further confirmed our assessment that an educational program substantially similar to Greensboro Academy's would be very attractive to families in our area.

Compared to other counties in North Carolina, Guilford has few public charter school choices, and, as a result, not many students exercise this choice. The chart below shows this, highlighting that of the 10 counties in our state with the highest populations of 5-18 year old residents; only Cumberland and Cabarrus have a lower percentage of students enrolled in charters.

County	5-18 yr. old population ²⁹	Charter Enrollment (2011-12) ³⁰	% of 5-18 yr. olds Enrolled in Charters ³¹
Cumberland	65,146	297	0.5%
Cabarrus	38,248	534	1.4%
Guilford	92,191	1,836	2.0%
Union	49,425	1,191	2.4%
Buncombe	38,286	939	2.5%
Forsyth	66,688	1,912	2.9%
Wake	182,638	6,587	3.6%
Mecklenburg	177,493	6,848	3.9%
Gaston	38,884	1,988	5.1%
Durham	44,612	3,438	7.7%

Overall, 46 counties in our state have one or more public charter schools. Guilford County ranks 34th in the percentage of 5-18 year old residents who attend a public charter school. As a result, we believe there is additional room for quality public charter schools in our area. This belief has been confirmed by the demand for Greensboro Academy and further documented by the results of our focus group and e-mail survey.

Break-Even Point

While our experience and due diligence has made us confident that our enrollment projections are achievable, we believe we are uniquely positioned to operate a financially viable school irrespective of the pace of enrollment. A critical benefit of partnering with NHA is its commitment of capital to our mission. In accordance with the attached Services Agreement, NHA will be responsible for providing the facility, the staff, and the materials for a fully operational school. This eliminates the burden of private fund-raising and philanthropy and from the equally difficult task of seeking funds from a bank or lending institution to supplement per-pupil funding. What's more, NHA will make all necessary financial contributions to the school to ensure that Summerfield Charter Academy has all necessary operating resources from day one. We expect our school to receive contributions from NHA during the start-up phase and the initial years of operation. These are contributions, not loans; no repayment is required. For these reasons, we will not have a defined break-even point, only a focus on providing the best public charter school choice possible to the students and families who choose Summerfield Charter Academy.

Section VII of our Services Agreement details NHA's financial commitment to the start-up and operation of Summerfield Charter Academy. In addition, please see Attachment A for a letter of financial commitment from NHA's Interim Chief Financial Officer. Because of our professional backgrounds, our historical experience with NHA, and our draft Services Agreement, we believe we're well positioned to operate a financially viable school.

Contingency Reserve

We will ensure Summerfield Charter Academy remains fiscally solvent through the utilization of a balanced budget. As mentioned above, we intend to enter into a Services Agreement with NHA, which includes a

²⁹ "Age Groups-Total Census 2010." *Office of State Budget and Management*. N.p., n.d. Web. 7 Mar. 2012.

³⁰ "Average Daily Membership 2011-12." *Public Schools of North Carolina - Financial and Business Services*. NCDPI, 10 Feb. 2012. Web. 7 Mar. 2012.

³¹ Calculation = "5-18 yr. old population" divided by "Charter Enrollment (2011-12)".

commitment by NHA to provide a facility for the school and to cover expenses incurred prior to the start of school, before state funding becomes available. During the start-up period NHA pays construction costs and other pre-operating costs related to the school leader, administrative personnel, school marketing, community outreach and many other activities that will ensure a successful start-up for the school.

Once the start-up period has passed and the school is operating, NHA further commits to contributions, as outlined in the Services Agreement, to cover any insufficiencies in revenue. It is anticipated that in the first years of operation, Summerfield Charter Academy will require a contribution from NHA to provide a fully operational program to our students. The attached budget anticipates a contribution from NHA of \$763,000 in year 1, \$92,000 thousand in year 2. While it is likely, and our intent, that the school be fiscally solvent once full enrollment is reached, the Services Agreement with NHA will ensure that Summerfield Charter Academy has sufficient cash flow for operations and eliminate the need for any defined contingency reserve. NHA contributions will be budgeted and approved by our board.

Contributions by NHA to the school are contributions and not loans. NHA operates many other schools both within and outside of North Carolina and has learned from experience that providing financial capital removes a significant element of risk in school start-up and operations. NHA has a strong track record of success in quickly moving schools to a stage where revenue is sufficient to cover operating costs.

Sound Fiscal Practices

The Board will adopt a fiscal management policy before the school opens. Furthermore, we will ensure that policy and practices comply with all charter contract requirements and all applicable federal and state laws related to the fiscal management of the school. Under the terms of the Services Agreement, NHA will be required to ensure that the school shall at all times comply with generally accepted public sector accounting principles, and accounting system requirements that comply with applicable law and applicable North Carolina Department of Public Instruction rules.

NHA has adopted documented internal control policies to ensure fiscal responsibility when it is providing services under the Services Agreement.

Establish an accounting system

As described above, we intend to hire NHA to provide the business administration services to the school. NHA utilizes a standardized accounting software system, Lawson, to process all accounting transactions. The school's financial records will be maintained on an accrual basis of accounting and the year-end financial statements will include reporting on a modified accrual basis, which is required for governmental accounting and recognizes revenue when it is available and measurable and expenditures during the period in which the liability is incurred.

Bookkeeping

The Lawson general ledger software is a robust program. It allows for multiple-level tracking of all accounting activities – by funds, departments, and sub-departments, as well as by account codes. Additional modules have been added to track cash receipts, grant revenues and expenditures by programs, and all fixed asset activities. Lawson will enable NHA to record and maintain the budget, including amendments. Because NHA currently operates five schools in North Carolina, we have designed a separate reporting package to connect the NHA general ledger codes to the North Carolina account codes. All reporting will be done using the same numbering system as used by NCDPI.

Purchasing and cash disbursements

Lawson will also be used to manage purchasing, general ledger, grant accounting, fixed assets accounting, and cash disbursements activities. NHA has formalized written policies for purchasing (grant and non-grant), accounts payable, corporate credit cards, board discretionary funds, principal discretionary funds and school money handling, deposits and security policy.

Most purchases will begin with a purchase order. The purchase requisition must first be submitted electronically to NHA's purchasing and accounting departments via the Lawson system. After approval by those departments, the purchase order will be issued to the vendor. Upon receipt of the item, the location receiving the goods must note receipt of the item in the Lawson system. When the invoice is received, the Lawson system will match it against the purchase order and the receipt prior to payment. Once the invoice has been properly matched, the NHA accounts payable associate will process the invoice for payment and assign the general ledger account number. The invoice will then be sent to the school's business analyst for review and approval. If the check exceeds \$2,500, then it must be approved by NHA's Director of School Accounting or NHA's Director of Corporate Accounting before it can be paid to the vendor. According to the formal purchasing policy, there are a few purchases that do not require a purchase order. The main types of purchases that do not require purchase orders are purchases made with a check request, purchases on an NHA credit card or an expense reimbursement request. Separate procedures are in place for these scenarios.

Lawson is an integrated system, enabling it to automatically check for duplicate payments and not allow the same invoice to be entered twice. The NHA Accounts Payable Supervisor is the only individual who can add new vendors to the system's supplier master file. All changes to the supplier master file are periodically reviewed by NHA's Director of School Accounting.

All checks require two signatures. NHA's Director of School Accounting, Director of Corporate Accounting, and Treasurer are authorized signers. Bank reconciliations are performed monthly by an NHA accountant. The Assistant Business Analyst posts all cash receipts and transfers to the bank accounts to ensure a proper segregation of duties. Finally, during the year, the school's business analyst will compare the actual expenditures to the Board's approved budget and will discuss any discrepancies with the principal.

Human resources and payroll

The Lawson system will also manage all transactions related to the payroll function. Employees will be paid every other Thursday. Hourly employees will need to enter their time for the two-week pay period into the Lawson system. Their supervisor must approve and release all time entered into the Lawson system, before it can be utilized to generate the payroll.

Once payroll has been computed, it will be transmitted to an outside service provider, ADP. ADP will process direct deposit transfers, print the checks and distribute them to the school. The checks will then be disbursed to employees by the school's office staff.

NHA has many controls surrounding the payroll process. Any changes to payroll records must be processed through the Lawson system and require the supervisor's approval as well as approval from NHA's People Services department. All hours worked are submitted through the Lawson system and must be approved by the supervisor. The hours worked are further reviewed by NHA's Payroll Department for reasonableness.

State and federal grants

Summerfield Charter Academy will ensure adherence to and compliance with state and federal grant requirements. The school ensures compliance with all rules and regulations, and will follow all required procedures of each individual grant program. The Intervention Services Team at NHA will provide a dedicated Grants Consultant to assist the school in maintaining compliance with all grant requirements. This will allow the school to focus on instruction and implementation of the grant funds with the knowledge that all requirements will be met.

Budget Review

It will be our responsibility to ensure that Summerfield Charter Academy remains financially viable and operates with sound fiscal practices. We will use several methods to fulfill this responsibility. First, the Services Agreement will require that NHA recommend an operating budget to the Board for our review and approval before each school year. This operating budget will set forth in detail the anticipated revenue and expenses of the school in compliance with the charter and local law. We will review and approve the budget and will ensure that it is balanced and appropriate to meet the requirements set forth in the Charter. NHA will be obligated to manage and operate the school in accordance with the budget approved by the Board. Expenditures during the academic year shall not deviate materially from the provisions of the approved budget without advance Board approval. If necessary, we will review and approve amended budgets based on school and student needs.

On at least a quarterly basis, we will receive and review a statement of revenues, expenditures, and changes in fund balance provided by NHA which detail all revenues received and all expenditures for services and/or expenses rendered to or incurred on behalf of the school. This statement shall compare the actual expenses to date with the approved budget. In addition, the quarterly report will include invoices, which break down the service fee paid to NHA on a monthly basis.

Annual Audit

We will annually contract with an independent public accounting firm licensed by the state of North Carolina to perform the financial statement audit for the school. The audit will include a review of the adequacy of the system of internal controls ensuring the financial statements are accurately presented in accordance with generally accepted accounting principles. A report will be issued on the auditor's considerations of the internal control system over financial reporting and will include a test of compliance with certain provisions of laws, regulations, contracts and grant agreements, and other matters.

If Summerfield Charter Academy expends \$500,000 or more in federal funds during a fiscal year, the independent auditor will perform the federally required A-133 Federal Single Audit. The audit fieldwork will be conducted during August to ensure that the report will be completed by the October 31 deadline. The audit expense will be included in Summerfield Charter Academy's budget approved by the Board. The school's audits will be performed in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States. We're committed to the fiduciary responsibility we have to the tax payers of our state and as such we will maintain the highest standards of fiscal responsibility and accountability.

Spending Priorities & School Mission

The budget for Summerfield Charter Academy has been carefully prepared to support our mission and the delivery of a high-quality educational program that accelerates student learning oriented toward college preparedness.

Curricular Offerings

The curriculum will be the backbone of the academic program at Summerfield Charter Academy. One of the reasons our board is confident in its selection of NHA as a partner is the comprehensive curriculum the organization has developed. The curriculum's standards have been collectively and comprehensively developed by NHA from the "best of the best" of various state standards, national organizations, and national assessment experts, including such groups as National Assessment of Educational Progress, ACT[®], Achieve, the Thomas B. Fordham Institute, the National Council of Teachers of English, The National Mathematics Advisory Panel, the American Association for the Advancement of Science, and the National Council for Social Studies. The NHA curriculum has proven highly effective at Greensboro Academy and throughout NHA's 71 partner schools, producing above-average academic growth rates and academic attainment – the kind of record we consider central to achieving our mission. Because the curriculum has already been fully developed and supports the North Carolina Standard Course of Study and the Common Core State Standards (CCSS), our budget reflects the purchases that will need to be made to support it as well as the fee paid to NHA for the curriculum's use. NHA will fund modifications or additions to the curriculum as necessary to best meet the needs of students.

Transportation Plans

In accordance with state law, we will not allow transportation to be a barrier to any child attending Summerfield Charter Academy. We expect that most parents will provide transportation for their children. As mentioned throughout this document, we strongly believe that parental involvement is critical to realizing our mission and our spending priorities are consistent with this belief. When parents choose to provide transportation to their child, they also give themselves an additional opportunity to be involved in the day-to-day life of the school and to develop a deeper rapport with teachers, school leaders and other families.

While we hope all parents can be involved in this way, we recognize that family circumstances may make this impossible. Therefore, the school will designate a dean as the school's Transportation Liaison to facilitate and coordinate transportation needs. Interested families may participate through sign-up forms that the dean coordinates by matching families with an appropriate carpool. In addition, the Board and NHA will work diligently to make sure the school is open and accessible to all students, including low-income students and students experiencing homelessness. The school will provide free transportation for homeless students and for special-needs students as required by their IEP.

Professional Development Needs

We know that nothing has a greater impact on student learning than great teaching in every classroom. We believe that all staff, regardless of their experience or focus areas, *need* and will *benefit* from on-going and robust professional development opportunities. We also believe that there should be no artificial limits to these professional development opportunities. The principal and members of Summerfield Charter Academy's leadership team will be responsible for determining the school's professional development needs and will work in conjunction with members of the Coaching and Learning Team at NHA to develop a customized plan designed to meet the identified needs. Summerfield Charter Academy will invest significant resources, both time and money, including any available state and federal grant dollars, to provide robust and meaningful professional development opportunities. These opportunities are included in our attached budget and will be built into the schools operating budget on an annual basis.

Please see the narrative following the budget documents for more specifics on how the budget was derived.

Summerfield Charter Academy – Howard Coble Campus

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

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY COME

List LEA #1 – Guilford County

List LEA #2 – Rockingham County

List LEA #3 – Forsyth County

<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	71	2	2	71	2	2	71	2	2	71	2	2	71	2	2
First	1	80	2	2	80	2	2	80	2	2	80	2	2	80	2	2
Second	2	80	2	2	80	2	2	80	2	2	80	2	2	80	2	2
Third	3	80	2	2	80	2	2	80	2	2	80	2	2	80	2	2
Fourth	4	80	2	2	80	2	2	80	2	2	80	2	2	80	2	2
Fifth	5	80	2	2	80	2	2	80	2	2	80	2	2	80	2	2
Sixth	6	77	2	2	77	2	2	77	2	2	77	2	2	77	2	2

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	—	—	—	77	2	2	77	2	2	77	2	2	77	2	2
Eighth	8	—	—	—	—	—	—	74	2	2	74	2	2	74	2	2
Ninth	9	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Tenth	10	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Eleventh	11	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Twelfth	12	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
LEA Totals		548	14	14	625	16	16	699	18	18	699	18	18	699	18	18
Overall Total Enrollment		576			657			735			735			735		

Summerfield Charter Academy – Howard Coble Campus

Budget: Revenue Projections 2013-14 through 2017-2018

INCOME: REVENUE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
--State ADM Funds	\$2,718,200	\$3,100,500	\$3,500,900	\$3,534,000	\$3,567,100
--Local Per Pupil Funds	\$1,340,800	\$1,529,300	\$1,710,700	\$1,710,700	\$1,710,700
--Federal Funds	\$19,200	\$21,900	\$24,500	\$24,500	\$24,500
--Grants*	\$0	\$0	\$0	\$0	\$0
--Foundations*	\$0	\$0	\$0	\$0	\$0
--Private Funds*	\$43,400	\$49,600	\$55,400	\$55,400	\$55,400
--Other Funds* <i>(Contribution from National Heritage Academies)</i>	\$763,700	\$92,800	\$0	\$0	\$0
TOTAL INCOME	\$4,885,300	\$4,794,100	\$5,291,500	\$5,324,600	\$5,357,700
*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.					

Summerfield Charter Academy – Howard Coble Campus

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

SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL	<p>See http://www.ncpublicschools.org/fbs/stats/index.html (OR Click on: Agency Website: Division of Financial Services, Reports and Statistics, Statistical Data</p> <p><i>The formula for figuring these allotments can be found in the Resource Guide.</i></p>							
<i>Enrollment</i>	576	657	735	735	735			735
<i>Adjusted \$/ADM - Guilford County</i>	\$ 4,418.00	\$ 4,418.00	\$ 4,462.00	\$ 4,507.00	\$ 4,552.00			
<i>Estimated Headcount - Children with Disabilities \$/Headcount</i>	50	57	63	63	63			63
	\$ 3,501.88	\$ 3,501.88	\$ 3,501.88	\$ 3,501.88	\$ 3,501.88			\$ 3,501.88
<i>State ADM Funds</i>	\$ 2,718,200	\$ 3,100,500	\$ 3,500,900	\$ 3,534,000	\$ 3,567,100			
<i>Enrollment - Guilford County (95%) \$/ADM Local (2011-12)- Guilford County</i>	548	625	699	699	699			699
	\$ 2,368.44	\$ 2,368.44	\$ 2,368.44	\$ 2,368.44	\$ 2,368.44			\$ 2,368.44
<i>Enrollment - Rockingham County (2.5%) \$/ADM Local (2011-12)- Rockingham County</i>	14	16	18	18	18			18
	\$ 1,128.00	\$ 1,128.00	\$ 1,128.00	\$ 1,128.00	\$ 1,128.00			\$ 1,128.00
<i>Enrollment - Forsyth County (2.5%) \$/ADM Local (2011-12)- Forsyth County</i>	14	16	18	18	18			18
	\$ 1,935.96	\$ 1,935.96	\$ 1,935.96	\$ 1,935.96	\$ 1,935.96			\$ 1,935.96
<i>Local Per Pupil Funds</i>	\$ 1,340,800	\$ 1,529,300	\$ 1,710,700	\$ 1,710,700	\$ 1,710,700			\$ 1,710,700

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

MAY BE AMENDED AS THE NEEDS OF THE SCHOOL DICTATES.

BUDGET EXPENDITURE PROJECTIONS	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
PERSONNEL										
Total # of staff and Projected Costs	<u>34.2 FTE</u>	\$1,235,200	<u>39.1 FTE</u>	\$1,431,300	<u>42.4 FTE</u>	\$1,577,100	<u>42.4 FTE</u>	\$1,617,800	<u>42.4 FTE</u>	\$1,659,700
--Administrator(s)	4.0 FTE	\$242,800	4.0 FTE	\$249,900	4.0 FTE	\$257,200	4.0 FTE	\$264,500	4.0 FTE	\$272,100
--Clerical	2.0 FTE	55,000	2.0 FTE	56,400	2.0 FTE	57,800	2.0 FTE	59,200	2.0 FTE	60,700
--Teachers	25.0 FTE	848,500	29.0 FTE	1,013,500	32.0 FTE	1,137,400	32.0 FTE	1,165,900	32.0 FTE	1,195,000
--Librarians	1.0 FTE	31,900	1.0 FTE	32,700	1.0 FTE	33,500	1.0 FTE	34,300	1.0 FTE	35,200
--Guidance	0	0	0	0	0	0	0	0	0	0
--Teacher Assistants	0.8 FTE	17,000	1.6 FTE	35,100	1.6 FTE	36,100	1.6 FTE	37,200	1.6 FTE	38,300
--Custodian	(service is contracted)									
--Maintenance	(service is contracted)									
--Food Service	(service is contracted)									
--Bus Driver	0	0	0	0	0	0	0	0	0	0
--Other										
<u>Social Worker</u>	0.2 FTE	7,200	0.2 FTE	7,400	0.4 FTE	15,100	0.4 FTE	15,500	0.4 FTE	15,900
<u>Recess Aides</u>	0.8 FTE	14,900	0.9 FTE	17,900	1.0 FTE	21,100	1.0 FTE	21,700	1.0 FTE	22,400
<u>Admissions Representatives</u>	0.4 FTE	17,900	0.4 FTE	18,400	0.4 FTE	18,900	0.4 FTE	19,500	0.4 FTE	20,100
EMPLOYEE BENEFITS	\$376,500		\$442,700		\$488,500		\$501,000		\$513,700	
STAFF DEVELOPMENT	\$104,800		\$75,300		\$87,900		\$90,900		\$89,900	
STAFF RECRUITMENT AND RETENTION	\$181,300		\$97,900		\$133,200		\$121,600		\$116,800	
MATERIALS AND SUPPLIES	\$366,400		\$167,700		\$173,400		\$108,700		\$109,000	
TESTING MATERIALS	\$23,700		\$22,800		\$30,300		\$31,500		\$30,500	
CURRICULUM DEVELOPMENT AND INTERVENTION SERVICES	\$26,300		\$26,300		\$36,700		\$38,400		\$36,700	
OFFICE SUPPLIES	\$20,700		\$21,700		\$24,800		\$25,300		\$25,900	
INSTRUCTIONAL EQUIPMENT	\$92,700		\$96,800		\$102,200		\$103,200		\$104,200	
OFFICE EQUIPMENT	\$17,800		\$21,500		\$22,800		\$23,200		\$23,500	

Summerfield Charter Academy – Howard Coble Campus

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

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
CONTRACTED SERVICES	\$81,200	\$83,600	\$126,400	\$130,300	\$134,100
TECHNOLOGY SERVICES	\$133,700	\$135,500	\$166,500	\$173,400	\$170,500
ADMINISTRATIVE SERVICES	\$192,400	\$192,400	\$268,600	\$281,500	\$267,900
TRAVEL AND MEETINGS & MEALS	\$13,300	\$13,900	\$14,500	\$14,900	\$15,100
INSURANCE	\$11,300	\$11,600	\$11,800	\$12,000	\$12,100
UTILITIES	\$56,800	\$60,000	\$63,300	\$64,600	\$66,000
FACILITIES ACQUISITION	\$78,800	\$0	\$0	\$0	\$0
RENT	\$1,200,000	\$1,200,000	\$1,200,000	\$1,200,000	\$1,200,000
MAINTENANCE & REPAIR	\$115,600	\$119,300	\$104,700	\$107,800	\$107,300
CUSTODIAL	\$115,700	\$118,000	\$120,300	\$122,700	\$125,200
PROPERTY TAXES	\$109,000	\$111,200	\$113,500	\$115,800	\$118,200
TRANSPORTATION	\$0	\$0	\$0	\$0	\$0
MARKETING	\$55,800	\$56,000	\$75,100	\$78,700	\$75,500
PARTNER RELATIONS	\$72,000	\$72,000	\$100,400	\$105,300	\$100,500
FOOD SERVICE	\$100,000	\$111,600	\$123,300	\$125,800	\$128,300
LEGAL AND AUDIT	\$61,200	\$61,400	\$82,000	\$85,800	\$82,500
OTHER (FIELD TRIPS, DUES & FEES, BOARD EXPENDITURES)	\$43,100	\$43,600	\$44,200	\$44,400	\$44,600
TOTALS	\$4,885,300	\$4,794,100	\$5,291,500	\$5,324,600	\$5,357,700

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.

The budget for Summerfield Charter Academy has been carefully prepared to support the delivery of a high-quality educational program to students in Guilford County, North Carolina. The revenue and expenditure budget for the first year of operation at Summerfield Charter Academy is conservative. This budget is based on expected state and local funding and the broad experience of our partner, NHA, in operating charter schools across nine states. These NHA-operated schools include nearby Greensboro Academy and four other schools in North Carolina. Here is a more detailed explanation of our budget assumptions for the school's first year of operation.

Revenue Assumptions

We plan to open the school with enrollment of 576 students, with three sections each of Kindergarten and grades 1-6. The capacity of the school will increase by adding seventh grade in Year 2 and eighth grade in Year 3.

- We expect most students to come from the Guilford County Schools (95 percent), but we have prepared the budget to include students from both Rockingham County (2.5 percent) and Forsyth County (2.5 percent). Accordingly, revenue from state and local sources is calculated as shown on the second page of the attached budget.
- The projected per pupil state allotment is estimated at \$4,418 per student, which is based on the 2011-12 per pupil state allocation for charter schools in Guilford County, with a conservative annual increase beginning in year 3 of the budget.
- We assume that roughly 9 percent of our student population will require some level of Special Education services. The Special Education allotment from the State of North Carolina is based on the 2011-12 dollars per headcount for Guilford County of \$3,502..
- We anticipate reimbursement from the National School Lunch Program through the Department of Agriculture to cover roughly 19 percent of the food program expenditures at the school. . Food sales to students are expected to cover approximately 43 percent of total food program costs, with the balance being covered by transfers from the general fund.
- As noted, the Services Agreement with NHA provides us with the access to funds to cover expenditures in the early years of the school's operations. The budget includes a contribution from NHA of just over \$750,000 in the first year of operation and just over \$90,000 in the second year.

If available, we will apply for a Federal Charter School Planning and Implementation Grant. Funds from this grant would be used for curricular tools for initial grades and expansion classrooms, classroom furniture and classroom technology, student computer lab and staff technology, and professional development.

Expenditure Assumptions

Personnel Salaries and Benefits

Most expenses are variable and are driven by student enrollment and the number of classrooms. Instructional personnel services will increase with growth in student enrollment and number of classrooms; full-time equivalent (FTE) detail is included with personnel expense in the budget. Administrative personnel costs are more fixed in nature and are expected to grow only by salary inflation during the five-year period. Based on historical market data, we expect salary scales to grow by 2.5 percent annually. Payroll taxes and benefits are a function of salary cost and are projected to increase with salaries.

Non-personnel Costs

School operating costs are somewhat variable and will increase as the number of students, staff and classrooms increase. Additionally, general cost inflation of 2 percent annually has been assumed for most expenditures. School operating costs include basic classroom supplies, textbooks and materials as well as investments in curriculum development and support, intervention services and support, and staff and student recruitment and retention. The five-year budget includes an initial investment in materials and supplies, staff recruitment and retention, textbooks, library books, and facility acquisition.

Costs related to the facility such as building rent, utilities, maintenance and repair, custodial, and property taxes are relatively fixed in nature. The full 47,000-square-foot facility will be available for use and maintained from the time the school opens.

Lease Cost (Rent)

The building lease rate contemplates full use of all facilities and grounds purchased and developed by NHA for the use of Summerfield Charter Academy and is governed by a Lease Agreement. Unlike many conventional commercial leases, there is no automatic rate increase built into the lease, and the costs to our board are expected to remain constant over the five-year period. The Board is only obligated under the lease for the charter term. This gives NHA an incentive to deliver on its promise of a successful educational program – which would result in an extension of the charter and the lease. Our Board will utilize the services of legal counsel and appraisal experts in reviewing the proposed lease(s) prior to signing the final document. Should we have any questions or concerns regarding the proposed lease, we will discuss these issues with NHA and only sign the lease upon addressing issues in question to the board's satisfaction.

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

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

ADDITIONAL NOTES:

It is important to note that, per our Service Agreement; NHA assumes financial responsibility and delivers all components of the academic and operational program. As such, NHA's fee is 100% of the school's revenue (excluding monies retained for Board discretionary purposes). The school's financial statements reflect revenue related to student counts and a single expense item called Contracted Services Fee, which is equal to revenue. The Contracted Services Fee is then broken down further to detail how funds are

specifically allocated to school operations. The expenses related to operating the school are actually incurred by NHA and not the school entity.

The items that appear on a school balance sheet are cash on hand, receivables from funding agencies, payables to NHA for the service fee and certain assets purchased with grants and Board funds. Other assets and liabilities associated with the school operations actually belong to NHA and are therefore not reflected in the assets and liabilities of the school itself. As mentioned, there is an exception for items purchased with funds our Board will retain for discretionary purposes as well as capital assets that are grant funded, both of which will be reflected on Summerfield Charter Academy's balance sheet.

While the school itself will have few to no assets, our Services Agreement requires NHA to ensure that Summerfield Charter Academy has sufficient cash flow for operations, thus eliminating the need for any defined contingency reserve and providing assurance to our founding Board that Summerfield Charter Academy will remain financially viable.

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.

Assessment of the educational program and its relation to our mission will begin with assessment of student performance—specifically student growth and student proficiency. Using the battery of instruments described in Section V, Question 6, as well as those listed below, the school will regularly monitor and report the instances and magnitude of academic growth of students to the board, comparing the evidence of growth at the school with the results from other schools around the country. Student proficiency and achievement gap rates will also be considered as the school tracks its performance. Summerfield Charter Academy will employ several definitions of proficiency: mastery on the EOG, above the 50th percentile of the NWEA national population of test takers, and meeting college academic readiness standards. By using several proficiency comparison points, the school can describe individual students' academic performance in the context of state expectations (EOG), national expectations (NWEA), and college academic readiness (ACT Explore).

Measures of student growth and proficiency are then rolled into school-level statistics. Once at the school level, further analysis may be required. For example, in order to understand proficiency, the school may employ both absolute proficiency and risk-adjusted goals, which accommodate the important context variables related to student achievement.

Summerfield Charter Academy will also evaluate the overall effectiveness of its educational program by formally soliciting feedback through a Parent Satisfaction Survey four times per year. The results will provide the school with the ability to continuously monitor parent feedback and take immediate action throughout the school year. The results will be utilized to identify areas for improvement and ensure parent satisfaction.

In the spring of each school year, NHA will confidentially administer employee surveys for faculty and staff to assess the effectiveness of its educational program from the employees' perspective. In addition, the staff of Summerfield Charter Academy will also be surveyed in the fall during its first year of operation. The average participation rate across NHA partner schools is 91 percent. Information will be gathered for a

number of categories, including morale and overall satisfaction. Results will then be analyzed for any possible areas for improvement. This information will be shared with school leadership. The work environment will also be monitored through a formal employee exit interview process for employees who leave voluntarily. The response rate on this survey is 78 percent. This data will then be used to track possible staff concerns.

To go a step further Summerfield Charter Academy may also choose to utilize NHA's established relationship with a vendor such as SchoolWorks, LLC to obtain a "School Quality Review." This will provide us with an independent review from an outside consultant.

SchoolWorks is a leading educational consulting firm that exists to "advance all aspects of student learning by building the capacity of educators and educational institutions to assess, plan for, achieve student success" (see <http://www.schoolworks.org/index.html>). SchoolWorks collaborates with schools to measure performance, explore and implement improvement strategies, as well as provides professional development and school quality reviews and coaching school leadership to provide them with the skills and resources needed to collect and analyze data relating to school and student performance. Besides successful collaborations with Chicago Public Schools, New York State Education Department, and the District of Columbia Public Charter School Board, SchoolWorks has partnered with many NHA schools to conduct school quality reviews.

With any vendor that's ultimately chosen, the provision of these evaluation services will take place through on-site technical assistance, as well as through other forms of communication and support. We expect this partnership to lead to an effective result during the pre-opening phase and into the first year of operation. The coaching and development provided by the potential vendor will consist of steps outlined below:

1. Establish the coaching partnership;
2. Conduct a needs assessment;
3. Develop and implement an action plan; and
4. Evaluate and follow up.

School leaders, including the Board, principal and other staff as appropriate, will participate in the professional development and coaching for not less than two (2) days on-site (16 contact hours). Additional communication and interaction with the vendor will take place through other modes of communication (teleconferences, emails, online interactive web-based meetings, etc.), as needed and as agreed upon by the vendor and the school as the provider's services commence.

We believe that a consistent focus on and measuring of student achievement and parental satisfaction, coupled with a qualified third-party review of our program will enable us to consistently and accurately determine whether our school is upholding our mission of placing each student on the path to academic proficiency and college readiness.

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.

Audit Procedure & Method

As a Board we recognize that if our charter is approved we will have a fiduciary duty to taxpayers. We will ensure Summerfield Charter Academy maintains the highest standards of fiscal responsibility and accountability. Part of that responsibility includes annually contracting with an independent public accounting firm licensed by the state North Carolina to perform the financial statement audit for the school. The audit will be performed in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States.

The audit will include a review of the adequacy of the system of internal controls ensuring the financial statements are accurately presented in accordance with generally accepted accounting principles. A report will be issued on the auditor's considerations of the internal control system over financial reporting and will include a test of compliance with certain provisions of laws, regulations, contracts and grant agreements, and other matters.

If Summerfield Charter Academy expends \$500,000 or more in federal funds during a fiscal year, the independent auditor will perform the federally required A-133 Federal Single Audit. The audit fieldwork will be conducted during August to ensure that the report will be completed by the October 31 deadline. The audit expense will be included in Summerfield Charter Academy's budget approved by the Board.

Audit Firm

When selecting a firm to perform the audit, in addition to the requirement that the firm be approved by the GCC, the Board reviews qualifications and experience with auditing other charter schools, firm reputation, and the cost of the audit. The Board and the appointed auditor will enter into a contract approved by the GCC and will submit it to the GCC for review and approval. The annual audit will be completed and filed with the GCC and North Carolina Department of Public Instruction by October 31 after the first year of operations. The audit will be conducted in accordance with Governmental Auditing Standards and will meet the specific compliance requirements set forth by the State of North Carolina.

After the Board has an approved charter contract, the Board will consider the appointment of Deloitte & Touche, which is approved by the North Carolina Local Government Commission. Their contact information is as follows:

Deloitte & Touche
550 S. Tryon Street
Suite 2500
Charlotte, NC
28202-4200

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

State the proposed coverage for:

Comprehensive General Liability \$1,000,000 per occurrence/\$2,000,000 aggregate

Officers and Directors/Errors and Omissions \$1,000,000 per occurrence/\$3,000,000 aggregate

<i>Property Insurance</i>	\$25,000*
<i>Motor Vehicle Liability</i>	\$1,000,000 combined single limit
<i>Bonding</i>	The Board will carry a \$500,000 Fiduciary Policy. The Fiduciary policy is a broader policy than a bond and covers all school Board members and our related fiduciary duties with regard to the school.
<i>Minimum amount:</i>	\$250,000
<i>Maximum amount:</i>	\$500,000
<i>Other</i>	Umbrella: \$1,000,000 per occurrence/\$1,000,000 aggregate. The umbrella policy is over the school Board's general liability policy, auto, sexual abuse and misconduct and school leaders errors & omissions policy.

To confirm the cost of insurance for the coverage as outlined above, we asked that NHA obtain a preliminary quote to include with this application. Please see Appendix B, for a copy of this quote.

* Pursuant to the Services Agreement, the education management organization shall be responsible for coverage of the full building and property and shall carry coverage for its insurable value. Property coverage on the Board's policy shall cover all contents purchased by the Board.

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.

Summerfield Charter Academy's Transportation Plan and Procedures

In accordance with state law, we will not allow transportation to be a barrier to any child attending Summerfield Charter Academy. We expect that most parents will provide transportation for their children. As mentioned throughout this document, we strongly believe that parental involvement is critical to realizing our mission and our spending priorities are consistent with this belief. When parents choose to provide transportation to their child, they also give themselves an additional opportunity to be involved in the day-to-day life of the school and to develop a deeper rapport with teachers, school leaders and other families.

While we hope all parents can be involved in this way, we recognize that family circumstances may make this impossible. Therefore, the school will designate a dean as the school's Transportation Liaison to facilitate and coordinate transportation needs. Interested families may participate through sign-up forms that the dean coordinates by matching families with an appropriate carpool. In addition, the Board and NHA will

work diligently to make sure the school is open and accessible to all students, including low-income students and students experiencing homelessness. The school will provide free transportation for homeless students and for special-needs students as required by their IEP.

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

1. *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 facility for Summerfield Charter Academy will be constructed based on all federal, state, and local codes, to the fullest extent of the law, in order to acquire a Certificate of Occupancy. This includes all applicable fire and safety requirements as well as ADA Requirements, as required by the governing authorities. The building will be constructed to meet ADA accessibility requirements as dictated by the governing code. Documentation, including the Certificate of Occupancy, will be provided to NCDPI as necessary before serving students.

Name of the facility (if known): New construction anticipated; facility to be named “Summerfield Charter Academy – Howard Coble Campus”

Address: Unknown at this time

City/State/Zip: Unknown at this time, but will be located in the Guilford County School District.

Description of the Facility:

<i>Total square feet:</i>	<u>44-46,000</u>
<i>Number of Classrooms:</i>	<u>28</u>
<i>Number of Restrooms:</i>	<u>8</u>
<i>Other Rooms:</i>	<u>1 Media Center / Library, 1 Teacher’s Conference Room, 1 Parent Room, 3 to 5 Office Spaces, 1 Lunch Preparation Room, 3-5 Student Support Rooms, Maintenance and Janitorial Space</u>
<i>Auditorium:</i>	<u>0</u>
<i>Gymnasium:</i>	<u>1</u>
<i>Music Room:</i>	<u>1</u>
<i>Art Room:</i>	<u>1</u>
<i>Laboratory:</i>	<u>1 (combined with a 7th and 8th grade science classroom)</u>

Ownership: Fee Simple or Lease

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

- (a) *Term of the Lease: One-year term with one-year auto-renewals*
- (b) *Type of Lease: Triple Net*
- (c) *Rent \$: To be determined based on site and building costs*

Name of Landlord: National Heritage Academies

Address: 3850 Broadmoor Ave. #201

City/State/Zip: Grand Rapids, MI 49512

Phone: 616-222-1700

Fax: 616-222-1701

Document inspections for the following:

- (a) Fire: Yes, to be provided at the time of building completion.
- (b) Safety: Yes, to be provided at the time of building completion.
- (c) Handicapped accessibility?: Yes

2. Describe how the maintenance will be provided for the facility.

Per our Services Agreement, NHA intends to contract with a third party management company to provide maintenance services to Summerfield Charter Academy. This company will provide cleaning services as well as maintenance services including, but not limited to, lawn care, snow removal, equipment repair, preventative maintenance, inspection requirements set forth by the municipality (elevator, backflow preventers, etc), and much more. It is the intent of these services to provide a safe environment for the building occupants as well as ensuring the facility does not cause unnecessary interruptions to student achievement. The school will have a combination of full-time and part-time employees (approximately 3-4), who will address the immediate needs of the school and provide cleaning services during and after school hours. This company will also provide annual and semi-annual preventative maintenance programs to proactively address the upkeep of the facility. In the event of a system failure within the building, prearranged service contracts are established with local contractors to ensure immediate attention to building related issues.

3. 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?

To date, we have combined our own local knowledge of the Summerfield community with insights from members of NHA's real-estate acquisition team to begin the process of conducting an exhaustive review of opportunities for renovating or constructing a school building. It is our preference to find a suitable parcel where a new facility can be constructed congruent with our intended educational model. Thus far we've identified a number of properties that may be suitable for our school, however research efforts will continue to ensure we identify a cost effective site that best meets our programmatic requirements.

Once we've identified a primary site, we will conduct a significant amount of due diligence. Should there be any unforeseen hurdles with the identified property we believe we will be well positioned to move expeditiously to secure one of the other properties from a "shortlist" of real-estate opportunities that we will develop.

Once a site has passed the necessary due diligence and site acquisition has been finalized, NHA will manage the construction process. Summerfield Charter Academy's facility will be constructed and equipped in a fashion similar to other schools that NHA partners with. The facility will comply with all health, building code, and safety requirements, as well as meet all regulations as outlined by the Americans with Disabilities Act.

When construction is complete, the total square footage of the building will be approximately 45,000 square feet and provide sufficient space for a play area, a play field, and adequate parking. The facility will be safe,

clean, and conducive to student learning. The school will be accessible and accommodate students so that all can fully engage in the life of the school.

We are confident given our knowledge of the site acquisition and construction timelines in Summerfield and NHA's experience constructing their prototypical facility, that our school will be complete in sufficient time for an August 2013 opening. Ultimately, we will ensure the school is equipped for 21st-century teaching and learning, and is the most prudent choice for us, and more importantly, will provide the greatest opportunity for students and families who choose our school.

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

1. *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:*

a) Safety

The health and safety of students, staff and visitors is an essential component of the school. The school will abide by all applicable health and safety laws and regulations. The school will set policies to ensure that the school is a safe and healthy place for all. The school will prepare and follow a building safety plan for emergency situations. In addition, all employees will be provided an employee handbook that outlines rules of conduct and health and safety issues.

Conduct that threatens, intimidates or coerces an employee, student or member of the public at any time, including off-duty periods, will not be tolerated. Any threatening statement or gesture will be interpreted as intent to carry it out. Similarly, veiled threats will not be tolerated. All threats of (or actual) violence, both direct and indirect, will be reported immediately. This includes threats by employees, as well as threats by students, vendors or other members of the public. All suspicious individuals or activities will also be reported immediately. All visitors to the school will be required to sign in at the office through Lobbyguard, a system that immediately cross checks a visitor's picture ID against a database of criminal offenders.

The school facility will comply with all applicable federal, state and local laws for fire safety including the Americans with Disabilities Act. The school will be accessible and accommodate students so that all can fully engage in the life of the school.

To maintain a healthy learning environment, students will be offered certain health screening services and will be required to provide evidence of required immunizations. In addition, every child entering kindergarten is required to obtain a health assessment that includes a medical history and physical examination that includes vision and hearing screenings and, if appropriate, testing for anemia and tuberculosis.

To ensure the safe, secure, and proper administration of medication to students, school staff will administer medications according to state requirements including obtaining proper permission, administration, record keeping, storage, and training practices. Only those medications which are necessary to maintain the student in school and which must be given during regular school hours will be administered. All medications will require written permission, instructions, and signature from the student's parent/guardian in order to be administered to the student at the school.

b) Immunization of Students

No student shall be permitted to remain in school for more than thirty (30) days unless the student presents written evidence that he/she has been immunized by a method of immunization approved by the Department of Health or is in the process of being immunized. Parents may request in writing a medical or religious exemption from immunization requirements (form available in the office). Currently, the minimum complete immunizations are:

Dose	Vaccine	Important Notes
5 (possibly 6)	DTP, DTaP	Three (3) doses by seven (7) months and two (2) boosters—one (1) by nineteen (19) months and one (1) on or after fourth (4 th) birthday A booster dose is required for students entering sixth (6 th) grade if five (5) or more years have passed since the last dose.
4	Polio (IPV) (OPV)	Two (2) doses by five (5) months, third (3 rd) dose by nineteen (19) months, and booster dose before entering school
2	Measles	One (1) dose on or after twelve (12) months and before sixteen (16) months and the second (2 nd) dose before enrolling in school for the first time
2	Mumps	One (1) dose on or after twelve (12) months and before sixteen (16) months and the second (2 nd) dose before enrolling in school for the first time
1	Rubella	One (1) dose on or after twelve (12) months and before sixteen (16) months
3	Hib	Three (3) doses of HbOC or two (2) doses of PRP-OMP by seven (7) months
3	Hepatitis B	One (1) dose by three (3) months, second (2 nd) dose by five (5) months, and third (3 rd) dose by nineteen (19) months
1	Varicella (Chicken Pox)	One (1) dose on or after twelve (12) months and before nineteen (19) months If documented laboratory report shows immunity or history of disease, the vaccine is not required.

c) Fire and Safety Regulations

The school will conduct all required emergency drills throughout the year, involving local law enforcement periodically. Safe areas inside and outside the building will be designated for each classroom. Please refer to the safety section above for more information.

d) Food Inspections

The school will maintain in the storage, preparation, and service of food, proper sanitation, and health standards in conformance with all applicable state and local laws and regulations. The school will maintain a food safety program including a HACCP Plan at the site. Additionally, the school will ensure to the best of its ability that a minimum of two health inspections are conducted annually by an Environmental Health Specialist provided by the Child Nutrition Services Section of the State.

e) Hazardous Chemicals

The school will follow the Occupational Safety and Health Administration's Hazard Communication Standard as a means of assuring school staff and students have information on chemicals used in the school. Chemicals will be evaluated, inventoried, and properly labeled. A Material Safety Data Sheets (MSDS) will

be maintained for each chemical product. Training will be provided annually to all staff emphasizing that all products coming into the school must be properly labeled, easy to read, and are clearly marked with hazard warnings. The school will have a Health and Safety Manual on-site to review on a regular basis and update as needed. Protective equipment will be used when there is a possibility of injury or impairment in function of any part of the body through absorption, inhalation, or physical contact.

f) *Bloodborne Pathogens*

The school will develop and implement appropriate and lawful guidelines, practices, and training to protect the health, safety, and privacy of students, contractors, parents, community members and the general public consistent with applicable law as it relates to blood borne pathogens

School staff members will always strive to maintain a respectful school climate and not allow physical or verbal harassment of any individual or group by another individual or group. This includes taunt directed against a person living with HIV infection, a person perceived as having HIV infection, or a person associated with someone with HIV infection.

All employees will be required to consistently adhere to the school's Blood Borne Infectious Disease Exposure Control Plan which is developed and implemented in accordance with the Occupational Safety and Health Administration regulations to minimize employee exposure to blood borne pathogens in the school workplace. All employees must consistently adhere to infection control guidelines in all play and athletic settings. First aid kits must be on hand at every athletic event.

All school staff members will participate in a planned blood borne pathogen education program that conveys factual and current information; provides guidance on infection control procedures; informs about current law and state, district, and school policies; assists staff to maintain productive parent and community relations; and include annual review sessions.

g) *Diabetes care plans*

It is the responsibility of the school to ensure that a student with diabetes receives all appropriate and required medical standards of care. The principal, in cooperation with the student's parent(s), student's physician, the student's teacher, the student (if age appropriate), and designated school personnel will be required to maintain up-to-date information regarding the student's health. The practice of effective management will be achieved through the development of a Diabetes Care Plan specific to the student.

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

Summerfield Charter Academy will operate as a K-8 school; therefore this question is not applicable.

2. *Providing parents and guardians with information about:*

a) *Meningococcal meningitis and influenza and their vaccines at the beginning of each year*

The following notice will be provided annually to parents through a parent/student handbook:

Meningococcal disease is a dangerous disease that can strike children and youth and is caused by bacteria. The bacteria are spread from person to person by direct contact with an infected person's nose or throat

secretions. Illness often starts with a sudden fever, headache, stiff neck, a rash, and possibly nausea and vomiting. An infected person may become very sick within a few hours of the first symptoms and should seek medical care immediately. The disease could result in death or permanent disability. There are two immunizations available: one for people who are 11-55 years old and another for people who are 2-10 or 55+ years old if certain medical conditions exist that put them at higher risk of contracting the disease. Parents should talk with their child's health care provider or local health department about meningococcal disease and immunization.

b) Cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent diseases

The following notice will be provided annually to parents through a parent/student handbook:

Human papillomavirus (HPV) is the name of a group of viruses that includes more than 100 different strains or types. More than 30 of these viruses are sexually transmitted. Most people who become infected with HPV will not have any symptoms and will clear the infection on their own. Some of these viruses are called "high-risk" types and may lead to cancer. The virus lives in the skin or mucous membranes and usually causes no symptoms. There is no cure for HPV infection, although in many cases, the infection goes away on its own. The HPV vaccine is recommended for 11-12 year-old girls and can be given to girls as young as nine. The vaccine is also recommended for 13-26 year-old girls/women who have not yet received or completed the vaccine series. The vaccine is given through a series of three shots over a six month period. Parents are encouraged to talk with their child's health care provider or local health department about HPV and immunization. More information is also available at the Center for Disease Control's website: <http://www.cdc.gov/std/hpv>.

VII. LEA IMPACT STATEMENT

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

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

Please see Appendix C for documentation verifying this application was submitted to Guilford County Schools on April 13th, 2012.

VIII. APPENDICES (OPTIONAL)

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

APPENDIX A – LETTER OF FINANCIAL COMMITMENT



March 1, 2012

Rudy Binder
Lead Applicant
Summerfield Charter Academy

Via: Hand Delivery

Re: Letter of Financial Commitment

Dear Rudy,

National Heritage Academies (NHA) has been proud and privileged to partner with you and your fellow Board members at Greensboro Academy for the past decade. The school has become a shining example of what excellent charter school governance and operation can accomplish when coupled with steadfast parental involvement. We look forward to partnering with you again to provide additional quality public school choice to families and students in the Greensboro area through the proposal for Summerfield Charter Academy. As you know, in addition to Greensboro Academy, NHA currently partners with 70 school boards across 9 states to provide excellent K-8 public charter school choices to thousands of families and students. Through this experience we know that a major success factor for any school, and especially any charter school, is appropriate fiduciary oversight and planning.

With this letter, I confirm our discussions that, should Summerfield Charter Academy receive a charter, NHA will make financial contributions as outlined in the Services Agreement between NHA and the Board, for as long as NHA is engaged as the school's management partner. As our Services Agreement states, neither the school nor any individual Board member shall be legally obligated to repay NHA for NHA contributions made to or on behalf of the school.

Our mutual commitment and partnership to creating an additional quality public charter school choice for children in the Greensboro area is of the utmost importance to NHA; we will continue to meet the essence and substance of the vision we've jointly laid out for students in the charter application. I'm hopeful that this letter and our Services Agreement will suffice for the needs of your charter proposal.

Sincerely,

A handwritten signature in blue ink that reads "Susan Beans".

Susan Beans
Interim Chief Financial Officer, National Heritage Academies

APPENDIX C – VERIFICATION APP WAS SENT TO LEA



Shipment Receipt Address Information

Ship to: Superintendent Maurice Green Guilford County Schools 712 N EUGENE ST	Ship from: John M. Flynn, Board Counsel Guilford Charter Development, Inc. 235 North Edgeworth Street
GREENSBORO, NC 27401-1622 US 9197552197	Greensboro, NC 27401 US 9197552197

Shipping Information

Tracking number: 798281313109
Ship date: 04/13/2012
Estimated shipping charges: 10.81

Package Information

Service type: Priority Overnight
Package type: FedEx Box
Number of packages: 1
Total weight: 2LBS
Declared value: 0.00USD
Special Services:
Pickup/Drop-off: Use an already scheduled pickup at my location

Billing Information

Bill transportation to: MyAccount-368
Your reference: 59400.0001.9/5642
P.O. no.:
Invoice no.:
Department no.:

IX. SIGNATURE PAGE

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

Print/Type Name: Rudy Binder

Position: ~~Lead Applicant~~

Signature:

Date: 04/10/2012



Sworn to and subscribed before me this

My commission expires: March 29, 2016.