



410 Lord Berkley Drive, Raleigh, NC 27610

919-413-0877

CHARTER SCHOOL APPLICATION

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

Submitted by: Tawana James

Prepared by: GPS Management Services for Wisdom Academy

OCS April 2012

I. APPLICATION COVER PAGES

Name of proposed charter school: Wisdom Academy

Name of nonprofit organization under which charter will be organized or operated: Wisdom Academy

Has the organization applied for 501(c)(3) non-profit status: Yes No

Name of contact person: Tawana James

Title/relationship to nonprofit: Director

Mailing address: 8116 Round Oaks Rd., Raleigh, NC 27616

Primary telephone: 919-413-0877 **Alternate telephone:** 919-266-6652

E-mail address: tawana.james73@yahoo.com

Location of Proposed Charter School (LEA): 410 Lord Berkley Drive, Raleigh, NC 27610

Conversion:

No: Yes: If so, Public or Private:

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

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

Description of Targeted Population:

Wisdom Academy is an urban charter school that targets K-8 students in the Southeast Raleigh corridor of Wake County. The demographic makeup of this urban area is 83.2% minority, with a median household income of \$41,842. Other characteristics of the population include:

- 25% of the population in this area lives below the poverty line.
- Almost 60% of the households are renters.
- Most residents work part time rather than full time.

(www.ncpublicschools.org, 2011)

Given this data, Wisdom's typical student will be minority, poor, and academically "at-risk." Their needs will be met through the use of research-based instructional techniques that blend proprietary curricula with service-based experiences.

North Carolina Public Schools. (2011). Graduation cohort data [Data file]. Retrieved from ncpublicschools.org/accountability/reporting/cohortgradrate.

Proposed Grades Served: K - 8 **Proposed Total Enrollment:** 360

Projected School Opening Year 2013 **Month** August

| School Year | Grade Levels | Total Projected Student Enrollment | Year Round | |
|--------------|--------------|------------------------------------|------------|----|
| | | | YES | NO |
| First Year | K-2 | 120 | | X |
| Second Year | K-3 | 160 | | X |
| Third Year | K-4 | 200 | | X |
| Fourth Year | K-5 | 360 | | X |
| Fifth Year | K-6 | 420 | | X |
| Sixth Year | K-7 | 480 | | X |
| Seventh Year | K-8 | 540 | | X |

I certify that I have the authority to submit this application and that 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

Title

Printed Name

Date

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

MISSION:

The mission of the proposed charter school is as follows:

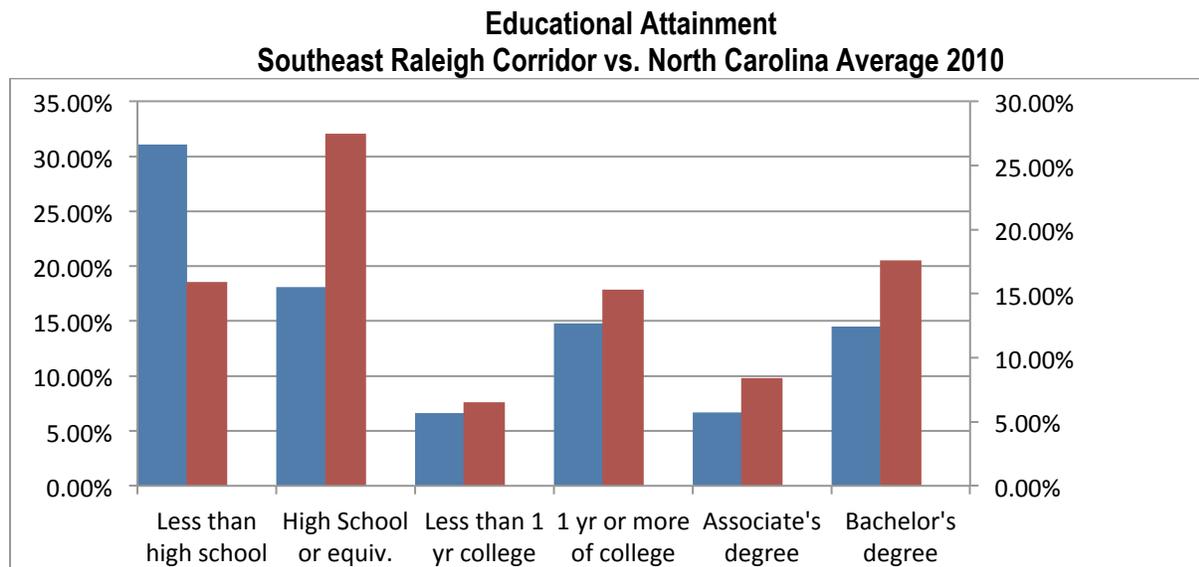
“We, the Wisdom Academy community, will provide all students with a foundation in academic excellence, strong character, productive citizenship, and a passion for life, learning and quality through the arts.”

EVIDENCE FOR NEED OF THE PROPOSED SCHOOL WITH THE SELECTED MISSION:

Residents of the southeast corridor of Raleigh have few quality options regarding their children’s elementary education. Of the four elementary schools, three charter schools, and one private school, only one had more than 80% of its students meeting or exceeding North Carolina’s proficiency standards. The sad reality is that the students who attend these failing schools are disproportionately poor and minority, most of whom are African-American.

Exacerbating the underperformance of these schools is the newest data showing that the schools in Wake County, and especially in Raleigh, are operating at or near capacity. Currently, the Wake County Public School System is the most crowded school district in North Carolina (WCPSS, 2012), with minorities comprising more than half of total enrollment (WCPSS, demographics, 2012). Given that less than 70% of African-American students graduated in 2010 (NCDPI, 2012), it is incumbent upon us to change the way education is taught, learned, and perceived.

Finally, urban schools face unique structural and cultural challenges that suburban and rural schools simply do not have to consider at the same level. For example, while most schools are faced with a certain level of low student performance, urban schools tend to have higher rates of high school dropout and special education classification. The following chart graphically illustrates the educational attainment level of residents in the Southeast Raleigh corridor as compared to North Carolina state averages.



PURPOSES OF PROPOSED CHARTER SCHOOL:

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

1. Improve student learning.

The established purpose of Wisdom Academy is to improve learning experiences for traditionally underserved students while establishing a college-bound trajectory for every student through the implementation of an academically rigorous curriculum. Student learning will be continuously monitored using scientific data collection and analysis, geared as much to discovering what students do not know as what they do know. Curriculum and instruction will be driven by these results and calibrated to North Carolina academic benchmarks.

To achieve this goal, Wisdom Academy staff will employ various instructional delivery methods geared to match various student learning styles. Some of these methods include project-based, experiential, service-based, and technology-based, all geared to creating meaningful experiences and learning opportunities for our students. Metacognition (knowing about knowing) will be the foundation upon which Wisdom Academy instructional practices will be built.

Our belief is that the more students know about how they learn, the more they can control their academic outcomes. If students are aware of how committed they are to reaching goals, of how dedicated they are, and of how focused their attention is on a thinking or writing task, they can regulate their commitment, disposition, and attention (Marzano et al., 1988). For example, if students are aware of a lack of commitment to writing an assignment, notice they are procrastinating, and are aware that they were distracted by more appealing ways to spend their time, they can take action to get started on the assignment. But until they are aware of their procrastination and take control by making a plan for doing the assignment, they will blissfully continue to neglect the assignment.

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

Wisdom Academy provides an extensive intervention system of supports for students who are not maintaining academic proficiency or who are at risk of falling behind. Services are implemented on a continuum based on student need. Tier I interventions implemented by the classroom teacher include differentiating instruction, re-teaching, and hands-on centers. Academic data is captured by the teacher and informs the intervention team on supports that are progressive, diagnostic, and individualized. Further, students who receive intervention services but do not respond based on data and recommendations for instructional support teams will receive comprehensive support services.

Wisdom Academy will consistently work toward the least restrictive environment in all of its academic programs and intervention support systems. Likewise, students who show strong competency in any given subject area will be supported by a progressive continuum of supports, including projects and explorations of increasing difficulty, independent work through blended on-line programs and advanced topics, and high achievers classes in the older grades.

Wisdom Academy has also formed partnerships with local universities such as St. Augustine's College, whose students will provide mentorships to Wisdom students. Research has shown that African-American public school students who have African-American university mentors exhibit increases in student engagement in learning, fewer behavioral problems, reduced dropout rates, and higher attendance

(Rhodes, 2002). Just as importantly, we believe we can positively impact student confidence and self-esteem by providing strong examples of what each student can achieve.

3. Encourage the use of different and innovative teaching methods.

Effective instruction across a continuum of learners involves the art and science of good teaching. Teachers at Wisdom Academy will be trained in effective instruction techniques in the areas of differentiated instruction, project-based learning, cooperative grouping, service-based learning in the community, problem-centered learning, self-directed learning through the use of centers, and data-driven dialogue and instruction.

Additionally, Wisdom Academy will have its own unique curriculum written to its mission and educational philosophies. This curriculum, which is constantly reviewed and refined based on teacher input, does not dictate a particular instructional methodology; instead, it allows the teacher to assess the student's abilities and design a learning plan built to each student's needs. Since teacher/student ratios will be smaller than traditional public schools, teachers will have the planning time necessary to ensure student success.

Further, incorporating the arts across the curriculum will allow teachers to incorporate innovative and creative lesson planning. Chambers (2002) reported how bringing music, movement, and theater into the general educational curriculum improved student achievement scores by raising memory retention. As Wisdom Academy teachers become more expert (through professional development and experience with incorporating the arts into classroom instruction), student achievement on all required standardized assessments will escalate.

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

Not only will Wisdom Academy have a pay scale competitive with the Wake County Public School System, excellent teachers will be attracted to Wisdom Academy's smaller class sizes. The ongoing professional development available to Wisdom Academy teachers will build a strong, intimate culture as they meet in grade level teams, content teams, and whole faculty professional learning communities. Through these teams, teachers will be responsible for the learning and academic success of students in the school. Teachers are also crucial to what is taught at Wisdom Academy, as they will be active participants in the revision/adaptation of the curriculum. Accountability is shared across all groups, and data is made available to inspire discussion and continuous improvement.

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

Wisdom Academy is based on a stakeholder empowerment model. Students, parents, and teachers are included and fully immersed in the decision-making process, enabled to make choices and generate discussion that directly informs leadership decisions at the local level. Parent Advisory Committees, student government, and leadership teams review pertinent data and engage in dialogue and discussion regarding continuous improvement in the school.

Wisdom Academy will offer parents and community members the opportunity to be actively involved in instructional activities, both at the school and through the service-learning relationships already developed with community organizations. The school will serve as a community center where Parent University (an innovative program designed to address the needs of urban parents by teaching different life skills and providing opportunities to interact with community leaders) and after-school extracurricular activities will take place.

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

Wisdom Academy follows a performance-based model of accountability and evaluation. In addition to the North Carolina required End-of-Grade and End-of-Course exams, Performance Series (Scantron) testing will be administered and evaluated three times per year to track student progress and make mid-course adjustments as necessary. Further, building-wide formative assessments provide a growth-to-proficiency snapshot of student progress monthly, semi-annually, and annually. Each content area in the school maintains an established trajectory toward standards mastery and college-readiness attainment. Students identified as not meeting formative targets are provided with support immediately to reverse negative trends.

Teacher and administrator evaluation is directly tied to student growth in the school on regularly scheduled assessments. AIMSweb, a nationally recognized and accepted benchmark and progress monitoring system based on direct, frequent, and continuous assessment, will be used to report student outcomes to students, parents, teachers, and administrators. Teachers and administrators will be evaluated on pre-test/post-test progress, with goals based on hitting student growth, observation, goal attainment, and training targets.

EDUCATIONAL FOCUS:

Describe briefly, limited to one page, the focus of the proposed charter school. This description will be used in public releases of information to interested parties, such as: the media, the State Board of Education, parents, school systems, and in various documents produced by the Office of Charter Schools. It must be concise and relate directly to the mission of the school.

It is Wisdom Academy's mission to provide urban students with a high-quality K-8 education that has its foundation in academic excellence, strong character, productive citizenship, and a passion for life, learning and quality through the arts. Our educators utilize a variety of instructional strategies, including direct and differentiated instruction, collaborative groups, thematic teaching, and project-based activities, to deliver instruction. The individual learning styles of students are identified and used to design effective teaching strategies in all content areas.

Wisdom Academy students also complete a technology-integrated project for each core subject area. Federal law mandates that students be certified as technologically literate by the end of the eighth grade year. In addition to the technologically literate requirement, the integrated technology literacy projects meet federal online safety requirements.

Education is the foundation for each child to achieve greatness. The goal is to prepare all students to be great thinkers, learners, and productive adults. Our school is different because it caters to the personalities and diverse learning needs of each student. It is believed that all students can and will demonstrate mastery over challenging subjects with individualized attention and guidance from caring, supportive teachers. At Wisdom Academy, we educate the whole child.

To this end, teachers work to ensure that students are excelling academically and socially. Specifically, character is stressed throughout the culture of the building. Character traits, positive behavior supports, Honor Level, Restorative Practices, and constant reflection are tools that will be used to instruct and inspire good character. Students in all grades participate in morning meetings, which build responsibility in the students by requiring them to keep track of all pertinent information shared in morning meetings regarding their grade and classes. The morning meetings also build community as they allow all students to come together, begin the day on the same page with classmates, and share/hear appreciations and comments for the good of the community.

Students in Wisdom Academy also belong to an Advisory. The Advisory is the student's "family" within the community. The Advisory groups remain the same as students matriculate through grades. This allows students to become connected to a small group that relies on them and expects them to be present and on-task. Research shows that students seek meaningful connections with peers and adults. We believe that we must provide students with safe, organized means for making these community connections. It is understood that positive, trusting relationships are key to high attendance rates, low discipline referrals, high academic performance, high school graduation, and success in college and career.

Finally, by working with fine arts, students will learn to observe the world from different perspectives. The arts will provide unique experiences only gained by viewing, participating, creating, and innovating in an experiential setting. Students will be allowed to be passionate about their work and art in multi-sensory ways that translate across content in the building. Students will come to expect quality work and will be provided time and encouragement to feel successful in the pursuit of quality. Defining what quality "looks like," "feels like," and "sounds like" will be a common topic of conversation throughout the building.

IV. GOVERNANCE

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

Name of Private Nonprofit: Wisdom Academy
Mailing Address: 410 Lord Berkley Drive
City/State/Zip: Raleigh, NC 27610
Street Address: 410 Lord Berkley Drive
Email: Craigjameslaw@gmail.com
Phone: 919-413-0877

Fax:

Name of registered agent and address: Craig James

FEDERAL TAX ID: applied for

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

While application to the IRS has been made, Wisdom Academy has not yet received tax-exempt status.

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:

Educational management organization: GPS Management Services
30777 Northwestern Hwy, Suite 104
Farmington Hills, MI 48334

Website: www.gpsmgtsvcs.net

Contact: Anthony Pendleton

Phone: 248-254-3066
248-254-3447 (fax)

Please enclose 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 school.

Wisdom Academy has selected a management partner, GPS Management Services (GPSM), which has extensive experience working with at-risk, minority, urban students in the metropolitan Detroit area. Wisdom Academy and GPSM share a common educational vision, believing a high performing urban public charter school will provide outstanding educational instruction that incorporates the latest technology, delivery methods, and educational design. Furthermore, both Wisdom Academy and GPSM believe it is imperative to form community partnerships with universities, financial institutions, and citizen advocate groups so parents and children can work together to close the achievement gaps minority students have traditionally experienced.

Studies have shown that self-managed schools can lead to burnout and fatigue, need organization and structure, require more intimate involvement of the board and authorizer in terms of monitoring and analysis of educational program and report submissions, can take the school leader out of the classroom, and run the risk of micro-managing by the board.¹

EMOs, on the other hand, tend to differentiate themselves by their flexibility and focus in a number of areas. For example, EMOs are generally able to save schools money by providing more unique and distinctive instructional programs, employee contracts, and outsourced services than non-EMO managed schools.²

Another advantage to contracting with GPSM is that the charter's board is relieved of the day-to-day intricacies of managing the school, thereby allowing them to focus on best educational practices. With their constant focus on outperforming expectations, GPSM "aggressively pursue[s]... academic performance, parental satisfaction, and financial management" (Best Practices, pg. 6).

GPS Management Services (GPSM) is a full-service educational management organization with a history of increasing the proficiencies of at-risk urban students. The core management team has a combined 40 years in charter school administration. GPSM partners with communities, families, and school boards to launch, revitalize, and manage charter schools. GPSM works with each of its school systems to develop budget-conscious, high-quality programs to improve services to realize the potential of each student. It is this relentless commitment to excellence and success with minority children that gives the company a profound advantage over the other EMOs that were considered.

EDUCATIONAL MANAGEMENT SERVICES AGREEMENT

This Educational Management Services Agreement (this "Agreement") is made and entered into by and between **GPS Management Services** (the "Educational Management Organization" or "EMO") a Michigan corporation (whose address is 30777 Northwestern Highway, Suite 104, Farmington Hills, Michigan 48334 and **Wisdom Academy Charter School**, a North Carolina non-profit corporation established to become and to operate a North Carolina public charter school (the "School") pursuant to North Carolina Charter School Act (the "Act") in Chapter 115C, Article 6A (G.S. 115C-238.29 *et seq.*) and whose address is 410 Lord Berkley Drive Raleigh, North Carolina 27610

RECITALS

¹ James Henderson, MAPSA Quality Schools' Facilitator, Legal Compliance and Operations, October 20, 2011

²Gilbert C. Hentschke, Scot Oschman, & Lisa Snell, "Trends and Best Practices for Education Management Organizations," *Policy Perspectives*, San Francisco, CA, WestEd, 16 pp.

The School is or seeks to become a charter school organized as a North Carolina public school under the Act. The School seeks or has already obtained a charter from the North Carolina State Board of Education (the "SBE") to organize and operate a public charter school. The Act permits a public charter school to contract with persons and entities for its operation and management in compliance with federal, state and local laws governing North Carolina public charter schools.

Among its various purposes, the EMO was established to promote and encourage research into and of systems of instruction and of elementary and secondary education and schools to promote, foster, carry on, sponsor, encourage or participate in any activities designed to investigate, provide, operate, acquire, establish, sponsor, and/or develop instructional and/or educational systems and/or programs; to develop and implement management systems and policies that will carry out and conduct the purposes of the EMO and to work closely with and be operated in connection with the School in such a fashion as is needed so as to enable the School to achieve its statutory purposes and support the corporate goals of the School.

The School and the EMO desire to create an educational partnership whereby the School and the EMO will work together to develop and bring about a system of quality educational innovation and student academic success.

THEREFORE to carry out these purposes in a legal, effective, and efficient manner, the parties agree as follows:

ARTICLE I: CONTRACTUAL RELATIONSHIP

A. Authority. The School represents that it is authorized by law to contract with another entity for the provision of educational services to the School. The School further represents that it is currently seeking or has been granted by the SBE a charter to organize and operate a North Carolina public charter school. The Board of Directors of the School (the "Board"), upon being chartered by the SBE, is authorized by law to supervise and control such School, and is invested with all powers necessary or desirable for carrying out the duties contemplated in this Agreement.

B. Contracts. The parties agree that the EMO, to the extent permitted by law, shall provide all necessary labor, materials and supervision for the provision of educational services to students of the School, and shall provide for the management and operation of the School, in accordance with the law and the School's approved charter, educational purposes, mission, goals, policies and general directives.

C. Status and Independence of the Parties. The EMO is an independent Michigan corporation legally authorized to operate as such. It is not a division, subsidiary, parent or in any way corporately associated with the School. The School is a body corporate and public school authorized under the Act and not a division, subsidiary or a part of the EMO. The relationship between the parties hereto was developed and entered into through arms-length negotiations and is based solely on the terms of this Agreement and those of any other agreements that may exist from time to time between the parties. The parties agree that the EMO shall be an independent contractor in the performance of its duties under this Agreement and shall not act as agent or representative of the School except as provided herein or as specifically authorized by the Board.

ARTICLE II: TERM

This Agreement shall become effective upon the date on which it is fully signed and executed and, unless otherwise renewed or modified, shall terminate on June 30, 2017. Notwithstanding the foregoing, this Agreement may be terminated during its term by either party pursuant the provisions stated below in Article VIII.

ARTICLE III: FUNCTION OF THE EMO

A. Responsibility. The EMO shall be accountable to the Board for the effective administration, operation and performance of the School in accordance with this Agreement, provided, however, that the EMO's responsibility is expressly limited by the budget approved by the Board and agreed upon by the EMO pursuant to the terms of this Agreement and the availability of state funding to pay for said services. Neither the EMO nor the School shall be required to expend School funds on services in excess of the amount set forth in the School budget. The EMO shall provide the School with reports on student performance at the end of each academic quarter and upon request. The EMO shall own all proprietary rights over all educational and operational materials that were previously developed or owned by the EMO prior to this Agreement, and all educational and operational materials that are developed by the EMO from funds obtained from the School that are not dedicated for the specific purpose of developing School educational materials. Provided, however, that the School shall own all proprietary rights to educational and operational materials that are directly developed and paid for by the School or are developed by the EMO at the direction of the Board with School Funds dedicated for the specific purpose of developing such materials.

B. Educational Program. The educational program provided by the EMO at the School shall be as provided for in this Agreement (the "Educational Program"). The Educational Program has been reviewed and approved by the Board, and by resolution of the Board, adopted for use at the School. The Educational Program may be reasonably adapted by the EMO from time to time based on necessary flexibility, adaptability, and capacity to change in the interest of continuous improvement and efficiency, provided that such adaptations satisfy the School's legal and charter obligations. Substantial modification of the Educational Program shall be subject to the prior approval of the Board as required under this Agreement.

C. Specific Functions. The EMO shall be generally responsible for all of the management, operation, administration, and educational instruction at the School, subject to Board direction consistent with the terms of this Agreement. Such functions include, but are not limited to:

1. Implementation and administration of the Educational Program, including the acquisition of instructional materials, equipment and supplies, and the administration of extracurricular and co-curricular activities and programs as approved by the Board and incorporated into the budget. Assets provided, or caused to be provided, to the School by the EMO with funds the EMO has received from sources other than the School or not specifically for the benefit of the School, shall remain the property of the EMO or the providing entity unless otherwise agreed to writing.
2. Management of all personnel functions, including professional development and personnel functions outlined in this Agreement.
3. Designated maintenance of school facilities and installation and support of

technology required specifically for the School's operation.

4. All aspects of business administration of the School, including all accounting and reporting functions.
5. Any transportation, food service, or provision of food for the School as approved by the Board; and
6. Any other necessary and proper function for the operation of the School.

D. Subcontracts. The EMO reserves the right to subcontract any and all aspects of services it agrees to provide to the School, including but not limited to transportation and/or food service. However, the EMO shall not subcontract the management, oversight or operation of the teaching and instructional program, except as specifically permitted in this Agreement or as authorized by prior approval of the Board.

E. Place of Performance. The EMO may, as necessary, perform functions other than instruction, such as purchasing, professional development, and administrative functions, at locations other than at the School, except as prohibited by this Agreement, applicable law or otherwise restricted by written agreement of the parties. Student records, books and records of the School shall normally be maintained at the School site except as otherwise approved by the Board and consistent with record-retention regulations.

F. Student Recruitment. The School shall be responsible for establishing reasonable recruitment and admissions policies and the EMO shall implement such policies. Students shall be selected in accordance with the procedures set forth in this Agreement and in compliance with the Act and other applicable law.

G. Due Process and Special Education Compliance. The EMO shall provide student and employee due process and special education rights in conformity with state and federal laws governing the School. The School shall establish reasonable procedures to fulfill its legal obligations and the EMO shall implement and comply with such procedures.

H. Other Legal Compliance. The EMO shall provide educational programs that meet federal, state, and local requirements including those required by the School's charter and this Agreement, unless such requirements are legally waived. The School agrees that to the extent permissible, it shall interpret this Agreement or applicable law liberally to give the EMO flexibility and freedom to implement the School's educational and operational objectives.

The EMO shall recommend reasonable rules, regulations and policies applicable to the School and shall have the authority to enforce such rules, regulations and procedures adopted by the Board. The Board shall retain full authority to adopt, modify or change any rules, regulations and procedures recommended by the EMO.

I. School Academic Year and School Day. The school academic year and the school day shall be as approved by the Board consistent with this Agreement.

J. Reporting. The EMO shall be responsible and accountable to the Board for student academic performance and the performance of the EMO's responsibilities as set forth herein. The EMO

shall provide information to the Board at least on a quarterly basis to enable the Board to reasonably monitor students' academic performance and the EMO's performance under this Agreement. The EMO shall provide to the School all financial and other information required to comply with all reporting and operation requirements under this Agreement and applicable law. Specific benchmarks and reporting expectations are included in Addendum 1 of this Agreement.

K. Operating Authority. Except as directed by the Board, the EMO shall have all authority and power necessary to undertake its responsibilities described in this Agreement, except in cases where the Board is prohibited by law from delegating such power.

L. Student and Financial Records. Notwithstanding any provision in Section E, all educational, student, personnel, and financial records relating to the School are School property and shall be kept at the School site or School-retained site and available for public inspection (or inspection by the School's independent auditor) upon reasonable request consistent with this Agreement and applicable law.

ARTICLE IV: OBLIGATIONS OF THE BOARD

A. Good Faith Obligation. The Board shall exercise good faith and due diligence in considering the EMO's recommendations to it, including but not limited to recommendations concerning policies, rules, regulations, procedures, curriculum, and budgets, subject to the requirements of the Law, the Charter, this Agreement, and any subsequent written modification or agreement between the parties. The Board shall retain any authority it may possess to make reasonable regulations relative to anything necessary for the proper establishment, maintenance, management, and carrying on of the School.

B. Office Space, Equipment and Supplies. The Board shall provide the EMO reasonable office space on the School premises and reasonable access to adequate equipment and services, including but not limited to telephones, copiers, basic office supplies and similar equipment and materials. Such office space and use of supplies and equipment shall be without charge to the EMO. The EMO's use thereof shall be limited exclusively to the fulfillment of its obligations under this Agreement.

ARTICLE V: FINANCIAL ARRANGEMENTS

A. Compensation. As consideration for the services provided by the EMO under this Agreement, the School shall pay to the EMO an annual fee. Such annual fee shall be equal to twelve percent (12%) of the Net Revenues received by the School each fiscal year during the Term of this Agreement. Net Revenues is defined as the total state school aid that the School receives from the State of North Carolina and other sources such as governmental and private grants received for general operations and not designated for other non-operational special purposes.

The parties agree that the compensation provided for herein is reasonable for the services rendered. The EMO's compensation shall not be based, in whole or in part, on a share of total net profits from the operation of the School.

B. Payment of Costs.

1. General Operational Expenses. The EMO's total reimbursable costs to carry out its obligations under the Agreement shall not exceed the overall total budgeted for such

purposes and approved by the Board. The School shall forward to the EMO, in accordance with Article V.D., the funds to pay for the costs of services and educational programs administered by the EMO pursuant to this Agreement and consistent with the approved overall budget for such services and programs, combined.

Subject to Board-approved budgets and any other written agreement between the parties, payments by the School to the EMO shall be made for but not limited to such things as staff compensation, curriculum materials, textbooks, library books, computer and other equipment, software and supplies, and related services. Marketing and development costs paid by or charged to the School shall be limited to those costs specific to the School program, and shall not include any costs for the marketing and development of the EMO.

2. Reimbursement for Actual Costs Only. In purchasing of any goods and services on behalf of the School, the EMO shall not charge the School any handling, markup or like fee. Notwithstanding any provision herein to the contrary, School reimbursements to the EMO shall be only for actual and direct expenses paid by the EMO to unrelated parties. If the EMO purchases equipment, materials or supplies on behalf of or as the agent of the School, such equipment, materials, and supplies shall be and remain the property of the School. The obligation of the School to reimburse the EMO for all such actual and direct expenses paid by the EMO to unrelated parties on behalf of the School as provided herein shall survive the termination or expiration of this Agreement.

3. Legal Fees. Each party shall pay its own legal expenses related to the pursuit of their respective and separate corporate interests, not involving claims against one another. In the event that one party initiates formal legal action or claim against the other, including litigation or mandatory mediation or arbitration, the prevailing party in such action shall be entitled to reasonable legal fees and costs directly arising from such action except as otherwise agreed to in writing between the parties or required by law.

C. EMO and School Personnel. In addition to the other services provided by the EMO to the School, the EMO may provide the School with non-teaching services performed by EMO employees, subject to Board approval. Such non-teaching EMO staff employees shall be compensated and directed solely by the EMO and may perform services for the School on a full-time or part-time basis. All teaching staff and other staff not employed by the EMO – administrative, instructional, and support function-- shall be employees of the Board unless otherwise agreed to by the parties or required by law.

For each School and EMO employee or contractor that works at the school, the EMO shall reasonably provide the Board the following information pertaining to each such employee or contractor:

- a. Name, position and employment type (e.g., part-time, interim, full-time)
- b. Dates hired and employed
- c. Education, including highest degree attained
- d. Total compensation
- e. Any other relevant information needed by the Board to fulfill its fiduciary duties, including confidential notice of any criminal history or substantially negative employment background history

D. Payment Advances. The EMO shall be advanced funds for its expenses incurred for the benefit of the School concurrently with receipt by the School of its state school funding

allotments. The exact date and amount of payments may vary depending upon the timing and amount of the funds received by the School. Notwithstanding any other term or provision in this Agreement, the School may, in its discretion, pay fees and advance funds to pay for costs incurred by the EMO. However, documentation of all expenses paid with advanced funds must be presented to the Board for ratification and approval at its next regularly scheduled Board meeting. Reports submitted to the Board for review and approval shall include but not be limited to a detailed budget of actual revenues and expenditures with an explanation of variances and a detailed schedule of expenditures.

E. Availability of Funds. Notwithstanding any other term or provision in this Agreement, the EMO shall not be directly or indirectly liable to any third party for any cost or expense incurred by the School, and the EMO shall only be required to perform its responsibilities under this Agreement to the extent that the EMO has received such revenues from the School pursuant to the terms of this Agreement to make payments required by the terms of this Agreement.

F. Other Revenue Sources. In order to supplement the School's state allotments and improve the quality of education at the School, the Board and the EMO shall endeavor to obtain revenue from other sources subject to the following.

- a. The School and the EMO shall reasonably solicit grants and donations consistent with the School's mission, and receive such grants subject to Board approval.
- b. The School and/or the EMO may apply for and receive grant money as necessary to further the School's best interests.
- c. To the extent permitted by law, the School may charge fees to students for extra services such as summer and after-school programs, athletics, etc., and charge non-School students who participate in such programs. If requested or directed by the Board, the EMO shall administer the programs as approved by the Board. Any such School programs must be included in the School's approved budget.
- d. All funds received by the EMO or the School that are intended for the School's sole benefit, shall inure to and be the property of the School, except as otherwise agreed to in writing by the parties and allowed by law. Notwithstanding the forgoing, the EMO and the School hereby agree that this section and Section A of this Article are intended to comply with Revenue Procedure *cn-13* of the Internal Revenue Code (the "Code") and any Treasury regulations related thereto. The EMO and the School further agree that any revenue generated for the sole benefit of the EMO pursuant to this section shall be in compliance with the requirements of the Code, and that during the term of this Agreement, neither the EMO nor the School will take or permit any of its respective officers to take any action with respect to this Agreement which would cause interest to accrue on any School debt that is not includable in gross income of the recipient for federal income tax purposes under the Code; the EMO and the School will take all actions necessary to ensure that such interest remains not includable in gross income of the recipient for federal income tax purposes under the Code, insofar as it has the power and authority to do so.

G. Other Institutions. The School acknowledges that the EMO may enter into similar management agreements with other public or private schools or other educational institutions ("Institutions"). The EMO shall maintain separate accounts for reimbursable expenses incurred

on behalf of the School and other Institutions, and only charge the School for expenses incurred on behalf of the School, to the extent permissible by applicable law. If the EMO incurs legally authorized reimbursable expenses on behalf of the School and other Institutions which are incapable of precise allocation among the School and such Institutions, then the EMO shall allocate such expenses among the Institutions and the School, on a pro-rata basis based upon the number of students enrolled at the School and such Institutions, or upon any other more equitable basis acceptable to the parties and Institutions involved.

H. Financial Reporting. The EMO shall timely and reasonably report to the Board the following.

1. A projected annual budget prior to each academic year in accordance with the terms of any applicable law and of this Agreement.
2. Monthly financial statements and reports associated with the management and operation of the School. All financial statements and reports shall be prepared and maintained in accordance with this Agreement, the Act, and any other applicable laws and regulations. All quarterly and yearly financial statements shall be available for approval by the Board at least 30 days prior to the date such financial statements are due.
3. Reports on the School's operations, finances and student performance not less frequently than four (4) times per year, and upon reasonable request.
4. Other information, as necessary or upon reasonable request, to enable the Board to monitor the quality and efficiency of the EMO's performance.
5. Financial records and information concerning any contractual arrangements or agreements entered into by the EMO as agent of the Board.
6. Financial records and information concerning any leases to which the Board is a party, including, but not limited to, leases for equipment, physical facility space or institutional and educational materials.
7. Financial records and information concerning any mortgages and loans to which the Board is a party.

I. Access to Records. The EMO shall keep accurate financial records pertaining to its operation of the School, together with all School financial records prepared by or in the possession of the EMO, and retain all such records for a period of at least five (5) years from the close of the fiscal year to which such books, accounts and records relate. The EMO and the School shall preserve the confidentiality of personnel, student and other records as required by law. All School financial records retained by the EMO pertaining to the School shall be available to the School, any authorized regulatory agency, or other persons or entities legally authorized to inspect and/or copy such records. The parties shall exercise due diligence and good faith to uphold all confidentiality, public records and record-retention laws.

J. Review of Budget. The Board shall set the limits for the next year's budget by setting the reserve amount or the amount to be withdrawn from reserves. Next, the Board must set amounts that must be reserved for direct School expenses, such as oversight, legal representation, consultants, audits, lease of facilities, insurance, board activities, office services and similar expenses. The EMO shall propose an annual budget within those parameters. The Board shall be responsible for reviewing, revising, and approving that budget. The budget may be updated as necessary. Changes to the budget are not effective until the Board approves them.

K. Year-end Reconciliation and Settlement. At the close of the fiscal year, the EMO shall provide a final accounting for School funds advanced to the EMO and the expenditures of these

funds by the EMO to pay budgeted expenses. Based on that reconciliation, excess funds advanced to the EMO shall be returned to the School, and a deficit of advanced funds shall be reimbursed to the EMO by the School within 30 days following the final audit of that fiscal year's budget.

ARTICLE VI: PERSONNEL AND TRAINING

A. Supervisory Authority. Subject to this Agreement, the EMO shall have the responsibility and authority to determine necessary staffing levels and to recruit, screen, select, evaluate, assign, discipline, transfer, and recommend to the board suspension or discharge of all personnel, consistent with state and federal law, and consistent with the parameters adopted and included within the Educational Program and approved budget.

B. School Principal. Except as otherwise agreed to by the parties, the School Principal shall be employed by the Board and subject to the EMO's supervision. EMO will have the authority, consistent with applicable law, to recommend the hiring of the School Principal and to hold him or her accountable for the success of the School. The Board shall determine, after considering any recommendations by the EMO, the terms of the employment contract with the School Principal, including his or her duties and compensation.

C. Teachers. Prior to each academic year, the EMO shall recommend to the Board the number and functions of full- and part-time teachers necessary for the effective operation of the School. A part-time teacher may also work at other schools managed by the EMO as long as such arrangement does not interfere with the teacher's duties at the School, create a conflict of interest, or otherwise violate the law or other provisions of this Agreement. The EMO shall have exercise supervisor authority regarding all aspects of School staffing, subject to the limitations of number and types of positions to be approved by the Board.

D. Support Staff. The EMO shall recommend the number and functions of support staff required for the effective operation of the School. Such support staff may, in the discretion of the EMO, work at the School on a full- or part-time basis. Part-time support staff may also work at other schools managed by the EMO as long as such arrangement does not interfere with such staff members' duties at the School, create a conflict of interest, or otherwise violate the law or other provisions of this Agreement.

E. EMO Personnel Compensation and Benefits. Except as otherwise permitted in this Agreement or consented to in writing by the parties, all full- and part-time School staff shall be employees or contracted workers of the Board.

F. EMO Background and Criminal Checks. The EMO shall, to the extent permitted by law, perform reasonably necessary employment background and criminal history checks on prospective and current employees to assure that all staff hired at and for the School are properly qualified for the duties they are assigned and do not pose a risk of harm to students or other members of the School community.

G. Training. The EMO shall provide training in its methods, curriculum, program and technology, to all teaching personnel, on a regular and continuous basis and in accordance with this Agreement and applicable law. Such training shall, at a minimum, encourage the teaching staff to utilize their own professional abilities to provide in service training to each other. Non-

instructional personnel shall receive such training as the EMO determines is reasonable and necessary under the circumstances.

ARTICLE VII: ADDITIONAL PROGRAMS

The services provided by the EMO to the School under this Agreement consist of the implementation of the Educational Program and general management of the School. The EMO may, with prior Board approval, provide additional programs not addressed in this Agreement, including, but not limited to after-school programming, academic camps, and extracurricular activities, as long as such programs enhance, support, and/or promote the School's mission and effectiveness. In such event, the EMO may retain the full amount of any and all revenue collected from or for such additional programs as long as it does not interfere with the School or involve re-allocation of School resources. The EMO shall be responsible for the full cost of providing such additional programs.

ARTICLE VIII: TERMINATION OF AGREEMENT

A. Termination. This agreement may be terminated as follows.

By the EMO. The EMO may terminate this Agreement prior to the end of the term specified in Article II in the event the Board fails to remedy a material breach within 60 days after notice from the EMO. A material breach includes, but is not limited to, the EMO's failure to receive, for any reason attributable to the School, compensation or reimbursement as required by the terms of this Agreement. The EMO may also terminate this Agreement if the School frequently or substantially interferes with or rejects the EMO's operational or curricular recommendations that are reasonably related to fulfilling the School's mission and the purpose of this Agreement. By School. The School may terminate this Agreement at any time, without penalty or cause, by giving 30 days advanced written notice to the EMO. B. Change in Law. If any federal, state, or local law or regulation, or court or administrative decision or attorney general opinion has a materially adverse impact on the ability of either party to carry out its obligations under this Agreement and the effect of such legal change cannot be reasonably remedied, then either party, upon written notice may request renegotiation of this Agreement. If a party is unable or unwilling to renegotiate the terms within 60 days after the notice, the party requesting the renegotiation may terminate this Agreement after 30 days of delivering additional written notice of such intent to terminate.

B. Termination by Expiration

1. Effective Date of Termination. The termination of this Agreement by either party shall not become effective until after the last scheduled day of the academic year in which the notice of termination was provided, unless one or more of the following cause the termination:

- (a) Conditions provided for in Article VIII, Section B immediately above,
- (b) The occurrence of a material breach of the Agreement causing or likely to cause imminent, material and unavoidable harm to the non-breaching party, or
- (c) A materially adverse effect resulting from an act of God, war, riot, embargo, fire, explosion, sabotage, accident, labor strike, or other acts beyond either party's reasonable control.

2. Advances/Out-of-Pocket Expenses. Upon expiration of this Agreement, or

termination for any reason allowed by this Agreement, any advances or future out-of-pocket expenses paid by the EMO shall be immediately repaid by the School, unless otherwise agreed to in writing by the parties.

C. Transition. If either party terminates this Agreement for any reason prior to the end of the term, the EMO and the School may mutually agree to the EMO providing reasonable assistance in the transition of the School toward and following the departure of the EMO from the School.

ARTICLE IX: AUTOMATIC TERM RENEWAL

This Agreement shall automatically renew for a term equal to 5 academic years unless notice to terminate this Agreement is given by either party at least 30 days prior to the normal expiration of this Agreement in accordance with its then current terms. Any automatic renewal shall include, without limitation, the right for the School to terminate this Agreement at the end of the third anniversary of the renewal or sooner as provided in Article VIII.A.2. above.

ARTICLE X: INDEMNIFICATION

A. Indemnification of the EMO. The School shall indemnify, save, and hold harmless the EMO and all of its employees, officers, directors, subcontractors, and agents against any and all claims, demands, suits, or other forms of liability that might arise out of or by reason of any noncompliance by the School with any agreements, covenants, warranties or undertakings of the School contained in or made pursuant to this Agreement, and any misrepresentations or breach of the representations and warranties of the Board and the School contained in or made pursuant to this Agreement. In addition, the School shall reimburse the EMO for any and all legal expenses and costs associated with the prevailing defense of any such claim, demand or suit. The indemnification requirements of this paragraph may be met by the purchase of insurance pursuant to Article XI.

B. Indemnification of the School. The EMO shall indemnify, save, and hold harmless the School and all of its employees, officers, directors, subcontractors, and agents against any and all claims, demands, suits, or other forms of liability that may arise out of, or by reason of any noncompliance by the EMO with any agreements, covenants, warranties, or undertakings of the EMO contained in or made pursuant to this Agreement, and any misrepresentation or breach of the representations and warranties of the EMO contained in or made pursuant to this Agreement. In addition, the EMO shall reimburse the School for any and all legal expenses and costs associated with the defense of any such claim, demand, or suit. The indemnification requirements of this paragraph may be met by the purchase of insurance pursuant to Article XI.

C. Indemnification for Negligence. Each party to this Agreement shall indemnify and hold harmless the other and their respective directors, partners, officers, employees, agents, representatives, and successors from any and all claims and liabilities which *they* may incur and which arise out of the negligence of the other party's trustees, directors, officers, employees, agents, representatives, or successors.

ARTICLE XI: INSURANCE

A. Insurance Coverage. Each party shall maintain general liability insurance in the amount required by this Agreement and by law, with the other party listed as an additional insured. 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 to the extent required by law. This provision shall apply to the School to the extent it employs any individuals pursuant to any agreement with the EMO.

ARTICLE XII: WARRANTIES AND REPRESENTATIONS

A. School Warranties and Representations. The School represents that it has the authority under law to execute, deliver, and perform this Agreement and to incur the obligations provided for under this Agreement. The Board warrants that its actions have been duly and validly authorized, and that it will adopt any and all resolutions or expenditure approvals required for execution of and performance under this Agreement.

B. EMO Warranties and Representations. The EMO warrants and represents that it is a corporation in good standing and is authorized to conduct business in the State of Michigan. The EMO represents that it has the authority under law to execute, deliver, and perform this Agreement and to incur the obligations provided for under this Agreement. The EMO warrants that its actions have been duly and validly authorized, and that it will adopt any and all resolutions or expenditure approvals required for execution of and performance under this Agreement.

C. Mutual Warranties. The School and the EMO mutually warrants to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it which, if adversely determined, would have a materially adverse effect on its ability to perform its obligations under this Agreement.

ARTICLE XIII: MISCELLANEOUS

A. Sole Agreement. This Agreement, at the time of its execution, is the sole and entire agreement and understanding between the parties. No other document, oral representation, or other communication or understanding shall be included in this Agreement without express written consent by both parties.

B. Force Majeure. Notwithstanding any other sections of this Agreement, neither party shall be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, embargo, fire, explosion, sabotage, accident, labor strike, or other acts beyond its reasonable control, provided either party may terminate this Agreement in the manner and for the grounds specified in this Agreement.

C. State Governing Law. Any dispute between the parties arising from this Agreement shall be subject to the jurisdiction of and be construed according to the laws of the State of North Carolina.

D. Official Notices. All notices and other communications required by the terms of this Agreement shall be in writing and sent to the parties hereto at the addresses set forth below. Notice may be given by: (1) certified or registered mail, postage prepaid, return receipt requested, or (2) personal delivery. Notice shall be deemed to have been given on the date of transmittal or personal delivery if given by facsimile or personal delivery, or upon the date of postmark if sent by certified or registered mail to the other party's

Addendum 1 EMO Performance Benchmarks and Reporting

The School Board is responsible for the governance and oversight of the School. The Board delegates all back-office operations to the EMO through this Agreement. The EMO is accountable to the Board for the School's effective administration, operation and performance.

The Board, in coordination with the EMO, shall adopt reasonable educational, financial, and operational benchmarks by which to judge the performance of the EMO. These shall include, at a minimum, the following:

1. 80% of students who have been enrolled at Wisdom Academy will be proficient on both math and reading on the North Carolina End-of-Grade exams.
2. Each year, Wisdom Academy will meet Annual Yearly Progress requirements.
3. Each year, Wisdom Academy will be at or above the 70th percentile in North Carolina Public School rankings.
4. All teachers will be certified and supported through the rating process adopted by the School
5. The School will show fund balance growth annually, with no greater than 20% variance from approved school budgets.
6. At least 70% of parents will respond to the annual parent survey, with at least 85% of those responding rating the School favorably.

The EMO will submit financial and academic reports to the School's Board at every scheduled meeting as needed. The academic reports will include relevant attendance data, student progress on key benchmarks, discipline data, parent satisfaction, and intervention services data. The School's Board will use such data to monitor and evaluate the EMO's performance relative to this Agreement.

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.

The organizers of Wisdom Academy have been aware for a number of years of the need for a school that focuses on closing the achievement gap for urban, at-risk minority students. Not only have they been watching the charter school movement with interest, they have been involved in charters as teachers and administrators, giving them unique insight into what it takes to effectively and efficiently run a charter.

The organizers first became aware of GPS Management Services through their connection with Anthony Pendleton, GPSM's CEO. Mr. Pendleton earned his undergraduate degree from St. Augustine's College, which he attended for five years. It was during this time in the early 1980s that Mr. Pendleton became immersed in Raleigh's culture, while also serving as a mentor for a number of at-risk elementary students.

As the dream of opening Wisdom Academy began to take shape, Cheryl Thomas and Tawana James began looking for expert EMOs to handle the back-office operations with which they knew they would need

help. After looking at Mosaica and National Heritage Academies, Mrs. Thomas discovered that Mr. Pendleton had been actively involved in metropolitan Detroit's charter movement, operating companies that provided management services (as well as supplemental educational services) to urban, minority, at-risk students. After researching GPSM's track record in Michigan, including speaking to school leaders and administrators with whom GPSM has provided educational and management services, GPSM was chosen for the following reasons:

- An established history of successfully working with urban, minority, at-risk students.
- The successes of the schools with which GPSM has been involved, including David Ellis Academy and Plymouth Educational Center.
- 98% of the schools with which GPSM provided administrative services made AYP for the 2010-11 school year.
- GPSM's willingness to become part of the community and to establish connections with all major stakeholders.
- A fair and reasonable rate structure that allows Wisdom Academy to maintain control of its own finances.
- A willingness to serve as a partner in education, allowing Wisdom Academy to maintain control of its business operations and decision-making.

None of the other companies Wisdom researched were as affordable or as willing to work with Wisdom's organizers on the "front line" to close the achievement gaps with which the targeted demographic deals. None of the other companies researched had the connections to or knowledge of the Raleigh area that the management team of GPSM possesses. Only GPSM was willing to locate offices in Raleigh and to become an active participant in shaping the Southeast Raleigh culture to reflect Wisdom's mission of *academic excellence, strong character, productive citizenship, and a passion for life, learning and quality through the arts*.

That is not the end of the story, however. If Wisdom Academy is awarded a charter, the Board and the building leaders will be steadfast and unrelenting in holding GPSM accountable for meeting the goals set forth by the Board, and to which GPSM has agreed.

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.

The charter Authorizer (North Carolina DPI) shall appoint the board of directors of Wisdom Academy. The Academy Board is responsible for ensuring that Wisdom Academy operates according to the terms and conditions of its contract and the applicable laws. The board:

1. Will adopt policies that support the continuous improvement of the academy,
2. Will hold the EMO responsible for the Academy's financial stability and student achievement,
3. Will rely upon its staff and GPSM to discharge its functions.

Though the board will receive monthly reports on the business, property, and affairs of Wisdom Academy, its primary responsibility will be to set educational, fiscal, and administrative policies for Wisdom Academy and to evaluate the functions of GPSM.

The EMO will customize the management of the following operational areas:

- Human Resources
- Academic Services
- Student Services (discipline, campus safety)

- Fiscal Management
- Facilities Management and Technology
- Marketing and Communication

GPSM will make expert recommendations to the Board, but it is the Board's primary responsibility to make all final decisions. It is also the Board's responsibility to hold GPSM accountable for all deliverables set forth in the management contract. The Board holds final responsibility to make any adjustments necessary to ensure compliance with all state and federal laws and regulations, as well as operating without limitations in regards to student success and achievement.

For a visual representation of the interrelationships and flow of authority, please see the Wisdom Academy Organizational Chart that follows after the next section.

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 Wisdom Academy Board is responsible for the governance and oversight of the school. The Board delegates all back-office operations to GPSM through the Educational Management Services Agreement. GPSM is accountable to the Board for the effective administration, operation, and performance of Wisdom Academy. While completely confident of GPSM's ability to fulfill its obligations pursuant to the Educational Management Services Agreement, the Board may terminate that Agreement without penalty or cause, by giving 30 days advanced written notice to GPSM.

As previously stated, oversight of GPSM is one of the Board's key responsibilities. In order to more effectively conduct that oversight, rubrics have been established that will enable the Board to monitor and evaluate the effectiveness of GPSM. Some of those rubrics are:

- 80% of students who have been enrolled at Wisdom Academy will be proficient on math, reading, and science on the North Carolina End-of-Grade exams.
- Each year, Wisdom Academy will meet Annual Yearly Progress requirements.
- Each year, Wisdom Academy will be at or above the 70th percentile in North Carolina Public School rankings.
- All teachers will be certified and supported through the rating process outlined in Section V, Educational Plan.
- The school will show fund balance growth annually, with no greater than 20% variance from approved school budgets.
- At least 70% of parents will respond to the annual parent survey, with at least 85% rating Wisdom Academy favorably.

GPSM will submit financial and academic reports to the Wisdom Academy Board at every meeting. The academic reports will include attendance data, student progress on key benchmarks, discipline data, parent satisfaction, and intervention services data, and will be used to constantly monitor and evaluate GPSM's performance relative to its Agreement.

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

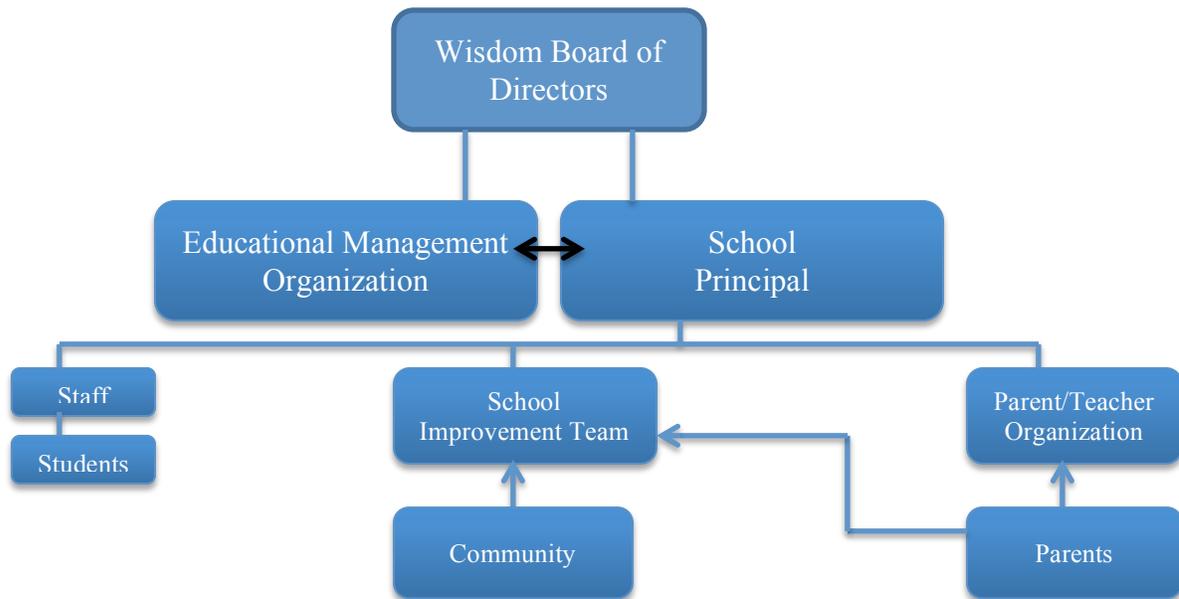
The private nonprofit corporation is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.

The Wisdom Academy Board is responsible for the governance and oversight of the school. The Board delegates responsibility for back-office operations to GPS Management Services by way of the Educational Management Services Agreement. GPSM is responsible to the Board and the school for academic performance, organizational strength, and the financial viability of Wisdom Academy.

The board of directors and the Educational Management Organization will hold shared accountability and a guarded trust to ensure the success of the students they serve. The EMO will manage the key operational areas of the school and will report to the board.

Please see the organizational chart below:

Wisdom Academy Organizational Chart



Resumes for the Board of Directors.

Wanda M. Lassiter

179 Coalyard Drive, Garner, North Carolina 27529
Cell: 919-961-5467 □ Home: 919-661-9058 □ E-Mail: Lassiterwanda@bellsouth.net

- PROFILE -

Director of Finance and Operations with extensive, diversified not-for-profit background as part of management team; work closely with the CEO; accounting and financial management experience in the area of advocacy for health care on behalf of members; a results-oriented professional skilled in budget and financial statement preparation, audits, human resources and operations, etc.; seeks a position that fully capitalizes on this background.

- EXPERIENCE -

THE NORTH CAROLINA COMMUNITY HEALTH CENTER ASSOCIATION (NCCHCA), INC., Morrisville, NC,
(formerly The North Carolina Primary Health Care Association)

| | |
|--|------------------|
| Director of Finance and Operations | 09/05 to present |
| Director of Finance and Human Resources | 04/03 to 09/05 |
| Finance Director | 07/02 to 04/03 |

| | |
|---|----------------|
| LEGAL SERVICES OF NORTH CAROLINA , Raleigh, NC Central Regional Accountant | 11/00 to 07/02 |
|---|----------------|

NC PARTNERSHIP FOR CHILDREN (Smart Start): Raleigh, NC 10/99 to 11/00
Accounting Coordinator
Accounting for the mid-eastern region partnerships (Smart Start) of the state of NC.

| | |
|---|----------------|
| COOPER TOOLS , Apex, NC Accounting Associate | 06/99 to 10/99 |
|---|----------------|

| | |
|---|----------------|
| WAKE COUNTY OPPORTUNITIES, INC. , Raleigh, NC Accounting Technician II | 12/89 to 12/98 |
|---|----------------|

- EDUCATION / TRAINING -

North Carolina A&T State University, Greensboro, NC
BS Accounting (MAJOR: Accounting) Graduated 1988
School of Leaders for Cell Base Ministry, Solid Rock Ministry International, Garner, NC 2003-2004
Meeting Boot camp Training, Tucson AZ, 2003 and 2008
Candidate for Graduate School,
Foundations of Accounting – Meredith College/fall semester 2010-2011
Fundamentals of Financial Accounting – Meredith College/spring semester 2010-2011

Stephanie N. Campbell

24 Deer Lake Trail, Wendell, North Carolina 27591

919-365-0431

Call 919-539-9321

stcampbell2@yahoo.com

CAREER ADVANCEMENT

Jars of Clay Consulting Services, LLC (JOC); Present: Owner

Siemens Medical Solutions USA, Inc.; Present: Customer Service Support IV (Central Zone Lead)

Siemens Medical Solutions USA, Inc.; March 2008 – Present: Customer Service Support II

Heritage Academy; July 2007 – March 2008: Certified Lead 6th grade Teacher

Wake County Public School System; January 2004 – September 2006; Certified Teacher

City Of Raleigh; November 2001-August 2003; Telecommunicate 1

EDUCATION & TRAINING

Strayer University; Masters of Business Administration with a Concentration in Management

St. Augustine's College; Bachelor of Arts in Elementary Education

CERTIFICATIONS:

- Elementary Education (K-6)
- Middle School Math (6-8)

Proficient in multiple computer applications including Microsoft Excel, Word, Power Point, SAP, Lotus notes, and Outlook.

ELZINIA N. WILLIAMS

PERSONAL STATEMENT

I am a highly motivated individual dedicated to leading others to realize their fullest potential and to appreciate their dignity and self-worth. One of my greatest joys is seeing the 'aha' moment in the eyes and facial expressions of a person when learning and discovering a new truth takes place. I am very personable and deeply appreciative of the close relationships I am able to develop with people of all ages. I have extensive experience in church ministry and value making a difference in the lives of others.

FUNCTIONAL SUMMARY

Licensed Minister of the Gospel (1985)

Ordained Elder (2006)

SUMMARY OF QUALIFICATIONS

Jan. 1985 - Present, Solid Rock Ministries, Inc., Garner, N. C., a member church of the Full Gospel Baptist Fellowship

Associate Minister and Elder

- As Associate Minister and Elder, assist the Senior Pastor in the tasks of teaching, preaching, and church leadership
- Organized and supervised for more than 20 years a vibrant prayer ministry within the church which expanded to coordinating and supervising prayer among hundreds of churches for an international ministry
- Other ministerial experience includes more than 20 years of teaching and preaching across the nation at churches, prisons, conventions, and conferences.

Jan. 2007 - Present, Saint Augustine's College, Raleigh, N. C.

Adjunct Professor

- Assistant to the Advisors of the Alpha Kappa Mu Honor Society
- Advisor to the Christian Fellowship Organization at Saint Augustine's College
- Assist and supervise student-led Bible studies and prayer services.
- Interim Campus Minister at Saint Augustine's College

EMPLOYMENT

Adjunct Professor
Saint Augustine's College, 1305 Oakwood Ave., Raleigh, N. C. 27610

Jan. 2007 - Present

- I work for the Division of Liberal Arts and Education, Department of Philosophy & Religion and teach the following courses when assigned: Ethics, Old and New Testament, Biblical

Perspectives, Origins of Belief , Women in Scripture/Church History, LIS, and Freshman Studies.

Paralegal
N. C. Department of Justice

Aug. 1979 – Apr. 2002

- Worked as a Program Assistant until promoted to the position of Paralegal. Assisted Assistant Attorney General in the representation and preparation of trial documents for the Department of Transportation.
- Supervised the work of 17 Program Assistants in the preparation of legal documents.
- Coordinated trial preparations between the Department of Justice and the offices of the Register of Deeds, Clerks and Judges of Superior Courts, and Sheriff's Departments in all 100 counties in North Carolina.

EDUCATION

Master of Divinity
Duke University Divinity School
Durham, N. C. 27705

Jan. - 2003 - May - 2006

Bachelor of Science
Saint Augustine's College
Raleigh, N. C. 27610

Aug. - 1999 – May – 2002

Paralegal Degree
Central Carolina Tech
Sanford, N. C.

Jan. – 1976 – May – 1978

REFERENCES

Bishop L. Foday Farrar, Senior Pastor, Solid Rock Ministries, Inc. (919) 772-5681

Pastor Frank White, Senior Pastor, Antioch Christian Church (919) 612-8773

Deacon Linda Williams, Macedonia Christian Church (919) 231-0732

GRACE NWOSU, Ph.D.

3607 Buffaloe Road,
Raleigh, North Carolina 27604
Home Phone: 919-875-1718; Cellular: 919-827-5365
drgracenwosu@gmail.com, gracefreds@email.phoenix.edu

EDUCATION

Ph.D. (Education)
Capella University
Curriculum & Instruction

Dissertation Topic: *A Study of Associations among Teachers' Collaborative Activities and Student Achievement.*

PUBLICATIONS

Education Textbook (In Progress). Title: "Perspectives in Early Childhood Education"
Education Textbook (Near Completion). Title: "Blackberry: An Elementary School Reader"
Education Textbook (Published). Title: "Grammar Practice and Culture in Ibo Language"
Co-Author: Fundamentals of Scientific Doctoral Research Process. 2011. In Press.

PRESENTATIONS

(Now available on my web site <http://www.arthurfreds.com/Educate>)

| |
|---|
| Handling ADHD in United States Classrooms. Presentation made at Shaw University Graduate School of Education 2005 Cohort. |
| Designing Child Care Curriculum Around The Family: A presentation on "The Creative Curriculum for Family Child Care" (A book by Diane Trister Dodge and Laura J. Colker). |
| Montessori Curriculum in the 21 st Century America. |
| Professional Dilemma in Education: Challenges Affecting Teachers. |
| Children's Television: Self-education or self-destruction? |
| Dealing with ADHD in United States Classrooms. |

Mentoring public school teachers for best practices in education.

Proctoring a doctoral student (on behalf of the university in which she is enrolled).

LICENSURE

North Carolina Teaching License (Birth through Kindergarten)

M.Sc., Shaw University, Raleigh, NC
Master of Science in Education
(Curriculum & Instruction)
Early Childhood Education Area
Cumulative GPA: 3.8235
Graduated: December 2006
B.Ed., University of Nigeria,

Nsukka, Nigeria
Bachelor of Education/Music
Graduated: January 1990
(Cum Laude)

WORK EXPERIENCE

University of Phoenix, Jackson, Mississippi

July 2011 – Oct. 2011

Associate Faculty/Instructor/Facilitator

- Faculty Mentor
- Develop Instructional Materials
- Teach General Education and Foundation Courses at all Raleigh's Three Learning Centers
- Teach Communication 170 and 172 courses
- Conduct UNIV101 Student Orientation Workshops
- Conduct Basic Essay Writing Workshops, Academic and Professional Success courses
- Teach Research courses with emphasis on APA, Form and Style
- Cover other Education facilitators when absent
- Conduct research into diverse topics

University of Phoenix, Raleigh, NC

March 2010 – Present

Associate Faculty/Instructor/Facilitator

- Develop Instructional Materials
- Teach General Education and Foundation Courses at all Raleigh's Three Learning Centers
- Teach Communication 170 and 172 courses
- Conduct UNIV101 Student Orientation Workshops
- Conduct Basic Essay Writing Workshops, Academic and Professional Success courses
- Teach Research courses with emphasis on APA, Form and Style
- Cover other Education facilitators when absent
- Conduct research into diverse topics

Saint Augustine's College, Raleigh, NC

Aug. 2007 – July 2011

Assistant Professor

- Prepare Instructional Materials
- Teach Literacy, Writing Courses, Developmentally Appropriate Practices Course, Exceptional Students, etc.
- Cover other Education instructors when absent
- Conduct research into diverse topics

Classroom Teacher, Torchlight Academy, Raleigh, NC

Aug. 2007 – July 2011

- Mentor to Beginning Teachers
- Prepare Curriculum/Instructional Materials
- Teach Kindergarten classes
- Facilitate other teachers' learning
- Cover other teacher in her absence
- Provide class administration on a continuous basis

Provost, Ministry Training Center Online, Raleigh, NC

Aug. 2001 – Present

- Prepare Instructional Materials

- Teach distance and online education classes
- Design curriculum for courses taught
- Sharpen and approve curriculum presented by others
- Run and Maintain 2-year programs

Curriculum Designer/Adjunct Faculty, Emmanuel University Online Aug. 2003 – Present

- Create and Design Courses
- Prepared Instructional Materials
- Serve as lead faculty for Education
- Provide guidance for research
- Teach distance and online education classes

Grace Freds Care Center, Raleigh, NC

1997 – Dec. 2002

- Center Director
- Taught Infants-12 year olds
- Handled overall administration of the center.

**Lead Teacher, KinderCare Learning Centers, Inc. Raleigh, NC
1997**

Aug. 1996 – Oct.

- Toddler Teacher
- Participated in progressive idea development meetings.

Music Teacher, Ports Authority Staff School, Lagos

Jan. 1990 – Nov. 1995

- Taught Kindergarteners through 5th grade
- Designed Instructional Material for all grades
- Introduced, designed and taught Music subjects

OTHER CURRENT ACTIVITIES

Consulting for aspiring Day Care Center owners, and guiding their steps.

Volunteering with Global Peace Missions, Inc. (non-profit) to advocate for early childhood education.

Designing educational programs for weekly public television broadcasting.

Chair of Education and Training for my church (First Pentecostal Power Ministries Worldwide)

AFFILIATION

Member, Association for Supervision and Curriculum Development (National)

Member, North Carolina Association for Supervision and Curriculum Development

Member, North Carolina Association of Educators

Computer Skills

Microsoft Word, PowerPoint, Excel, Publisher, Internet Explorer

Publishing

Two books are in the works to be published.

PROFESSIONAL REFERENCES

| | | |
|---|---|---|
| Dr. Sheila Bassoppomoyo School of Arts and Sciences University of Phoenix Raleigh Campus (919) 854-2121 | Dr. Simon Ugwuoke Department of Mathematics Shaw University 118 E. South Street Raleigh, NC 27601 (919) 612-6864 | Dr. Allyson Sesay Department of Education Shaw University 118 E. South Street Raleigh, NC 27601 (919) 546-8540 |
|---|---|---|

Donald L. Watson

3426 Baugh Street
Raleigh, North Carolina 27604
919.790.3508
donald.watson80@yahoo.com

Objective Higher Education Administration/Teaching with opportunities to interface with university, public school and state personnel in developing and improving new and existent student programs.

Education **The University of Pittsburgh, Ph.D., 1976**
Major: Higher Education with specialization in Administration, 4.0 avg.

Kutztown State College, Kutztown, Pennsylvania
M. Ed., 1969, B.S., 1965
Major: Education with specialization in Social Science

Work Experience

Director, Alternative Licensure Program
Associate Professor of Education
Saint Augustine's College, Raleigh, North Carolina
August 1997 – December 2011
Responsibilities included administration and coordination of non-traditional teacher education program for non-degree and degree seeking adult students pursuing licensure, and teaching week-end and evening education courses.

Director of Student Teaching
Associate Professor of Education
Saint Augustine's College, Raleigh, North Carolina
August 1983-August 1988
August 1993-August 1998
Responsibilities included administration and coordination of the Office of Student Teaching, and instruction of education and psychology courses.

Chairman, Division of Education
Associate Professor of Education
Saint Augustine's College, Raleigh, North Carolina
August 1988-August 1993
Responsibilities included administration and coordination of all division programs and departments including Elementary Education, Special Education, Physical Education, and Psychology. Supervisor of all division faculty, Certification Officer and Instruction of education and psychology courses.

Special Assistant to the President for Student Support Services and Chief Student Services Officer
Durham Technical Institute, Durham, North Carolina
January 1981-January 1983
Responsibilities included supervision and management of the following areas: admissions, records, registration, veteran affairs, financial aid,

special services for the disadvantaged, counseling services, placement, supervised coordination of all student relations activities.

Chairman, Division of Education and Psychology, Professor of Education

Voorhees College, Denmark, South Carolina

September 1978-May 1980

Responsibilities included administration and coordination of all division programs, supervision of all division faculty, developed competencies for Division of Education and Psychology (DBE Program), developed screening process for potential teacher education students, coordination of Continuing Education Program (initiated Evening Program), Instruction of education courses.

Senior Student Services Specialist

University of Pittsburgh, College of Arts and Sciences, Pittsburgh, Pennsylvania

November 1972-August 1978

Responsibilities included group and confidential individual counseling sessions for students in academic, psychosocial, vocational and financial matters, student recruitment and admission, supervision of peer counselors, coordination of tutoring services, Student Development, and Resident Life Programs.

Instructor

University of Pittsburgh, College of Arts and Sciences, Pittsburgh, Pennsylvania

November 1972-August 1978

Taught classes in Human Development and Learning Skills

Instructor

Liberty Senior High School, Bethlehem, Pennsylvania

September 1965-June 1972

Responsibilities included instruction of American Culture, World Cultures, and African-American History.

Licenses

Pennsylvania Permanent Teaching Certificate – Social Studies (Secondary)

North Carolina Teaching License – Social Studies (Secondary)

Honors

J. F. Goodwin Scholarship for Academic Excellence – 1965

Outstanding Young Man of America – 1980

Presidential Faculty Fellow – 1996-1997

Who's Who Among America's Teachers – 2002

Professional Training

NC Initial Licensure Training

NC Program Approval Training

Publications

Survey of morals, values, and character building in selected colleges and universities. St. Augustine's College Report.
Every changing values, chapter written in book *An Interdisciplinary Look at the 21st Century: A Faculty's View of the Future*. Seymour and Jones, Morris Publishing.

References

Furnished upon request.

CRAIG JAMES

1327 North Brightleaf Blvd., Smithfield, NC 27577

919-934-7001 Craigjameslaw@gmail.com

ATTORNEY AND COUNSELOR OF LAW

Accomplished and well-rounded Professional consistently recognized for achievement and performance in the legal field. Highly energetic and successful counselor in navigating complex legal issues. Proven leader with special capabilities in team building, strategizing, and implementing workable plans.

BUSINESS SKILLS

- Owner-operator of a small business since 1998
- Evaluation and hiring of qualified employees
- Fiscal responsibilities related to employee benefits, taxes, etc.
- Training and development of new employees
- Evaluation and assessment of employee work performance
- Drafting of Standard Operating Procedures for work positions and assignments

EDUCATIONAL BACKGROUND

- Bachelor of Arts, Political Science, North Carolina Central University, 1990
- Juris Doctorate, North Carolina Central University School of Law, 1996
- Certification, Emergency Medical Technician, United States Army, 1991
- Medical Specialist School, United States Army, 1990

MILITARY TRAINING

- United States Army, Specialist E-4 1990-1992, Honorable Discharged
- Army Service Ribbon
- Army Achievement Medal
- Non-Commissioned Officer Development Ribbon
- National Defense Service Medal
- Army Commendation Medal

COMMUNITY ACTIVITIES

- Short-term Missionary, Kenya, Africa
- Small-group Leadership Training, Columbia, South America
- Basic Estate Seminars for low-income communities

DR. SAUNDRA WALL WILLIAMS

Personal Contact Information
4909 Knightsbridge Way
Raleigh, North Carolina 27604
(919) 250-9837
(919) 250-9859 FAX
teachandeducate@nc.rr.com

Office Contact Information
5006 Mail Service Center
200 West Jones Street
Caswell Building
Raleigh, NC 27699-5006
(919) 807-6796
(919) 807-7164 FAX
swilliams@ncccommunitycolleges.edu

EDUCATION

DOCTOR OF EDUCATION

North Carolina State University, Raleigh, NC **August 1996**
Degree in Adult and Community College Education with Concentration in Training and Development

MASTER OF SCIENCE

North Carolina State University, Raleigh, NC **December 1987**
Degree in Applied Mathematics and Minor in Statistics

BACHELOR OF SCIENCE

North Carolina State University, Raleigh, NC **May 1985**
Degree in Mathematics

PROFESSIONAL EXPERIENCE

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM, RALEIGH, NC
Sr. Vice-President **May 2008 - Present**
Chief of Technology and Workforce Development

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM, RALEIGH, NC
Vice-President of Administration **July 2001 – May 2008**

UNIVERSITY SYSTEM

NORTH CAROLINA STATE UNIVERSITY, RALEIGH, NC
Adjunct Assistant Professor **August 2002 - Present**
Assistant Professor **August 1997 – August 2002**
Department of Adult and Community College Education

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

BYLAWS

OF

**WISDOM ACADEMY CHARTER SCHOOL
(A North Carolina nonprofit corporation)**

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BYLAWS OF

WISDOM ACADEMY CHARTER SCHOOL

ARTICLE I: OFFICES

Section 1. Principal Office. The principal office of Wisdom Academy Charter School (the “Corporation” or the “School”) shall be located in Raleigh, North Carolina, or at such other place as the board of directors shall determine.

Section 2. Registered Office. The registered office of the Corporation required by law to be maintained in the State of North Carolina may be, but need not be, identical to the principal office of the Corporation. The address of the registered office may be changed from time to time by the board of directors.

Section 3. Other Offices. The Corporation may, from time to time, have offices at such places, either within or outside the State of North Carolina, as the board of directors may designate or as the business of the Corporation may require.

ARTICLE II: MEMBERSHIP

The Corporation shall have no members.

ARTICLE III: OBJECTIVES AND PURPOSES

Section 1. General Purpose. The purposes for which the Corporation is organized are to engage in all lawful activities in which nonprofit corporations may engage under the North Carolina Nonprofit Corporation Act (as it may be amended from time to time), including, but not limited to, the following:

- (a) To seek, and if approved, to operate the Corporation as a North Carolina charter school, to be chartered under Section 115C-238.29A *et seq.* of the North Carolina General Statutes (the “North Carolina Charter School Act”).
- (b) To engage in any and all other lawful activities that are appropriate to carry out and fulfill any or all of the foregoing purposes; and
- (c) To carry out the purposes herein above set forth in any state of the United States to the extent that such purposes are permitted by the law of such state.

Section 2. Specific Purposes. The primary function of the board of directors is to set policy and provide general oversight of the School’s operations, rather than manage its day-to-day operations. Specifically, this includes the following:

- (a) To provide general leadership and direction;
- (b) To formulate policies that promote the School's mission and objectives;
- (c) To govern the School in accordance with federal and state laws;
- (d) To facilitate communication with the community;
- (e) To ensure that the School is effectively managed and staffed;
- (f) To oversee and assure proper financial and operational practices;
- (g) To ensure that sufficient funds and other support are sought and secured to provide for short- and long-term needs;
- (h) To retain necessary expertise, consulting, and contractor services and training.

ARTICLE IV: BOARD OF DIRECTORS

Section 1. General Powers. All corporate powers shall be exercised by or under the authority of the board of directors, which shall also direct the management of the Corporation's business and affairs.

Section 2. Number and Voting Rights. The number of directors of the Corporation shall be as determined from time to time by resolution of the directors, with a minimum number of five directors except in cases of emergency or short-term exigencies. Each director is authorized to vote on all matters, subject to the restrictions established by law, the Corporation's Articles of Incorporation, or these bylaws.

Section 3. Terms. Each director shall serve a three (3) year term, except to the extent necessary to implement a system of staggered directorships pursuant to Section 7 of this Article, in which case directors may serve terms of less than three (3) years. Each director may serve successive terms upon approval by a majority vote of the board of directors at its next meeting following the expiration of such director's current term of office.

Section 4. Election. Except as otherwise provided herein, the directors shall be elected at the annual meeting of the board of directors. Each new director shall be elected by a majority vote of the directors then serving.

Section 5. Vacancies. Except as otherwise provided by law or the articles of incorporation of the Corporation, any vacancy occurring in the board of directors shall be filled by the affirmative vote of a majority of the remaining directors (even though less than a quorum) or by the sole remaining director at the next meeting of the board of directors or within sixty (60) days, whichever first occurs.

The term of a director elected to fill a vacancy expires at the next board of directors meeting at which directors are elected.

Section 6. Removal. Any director may be removed at any time for just cause by a majority vote of the directors then in office at a duly called meeting.

Section 7. Staggered Directorships. The terms of directors may be staggered by dividing the total number of directors into two or three groups, with each group containing one-half or one-third of the total, as near as possible. If there are staggered directorships, the terms of directors in the first group expire at the first annual meeting of the board of directors after their election; the terms of the second group expire at the second annual meeting of the board of directors after their election; and the terms of the third group (if any) expire at the third annual meeting of the board of directors after their election.

Section 8. Committees of the Board. In accordance with G.S. §55A-8-25, The board may create one or more committees and appoint members to serve on them. Each committee shall have two or more members who serve at the pleasure of the board. The creation of a committee and appointment of members to it shall be approved by a majority of all the directors in office when the action is taken. Each committee may, if approved by majority vote of the board, exercise the board's regular authority. A committee shall not, however: (1) authorize distributions; (2) approve dissolution, merger, or the sale, pledge, or transfer of all or substantially all of the Corporation's assets; (3) elect, appoint, or remove directors, or fill vacancies on the board of directors or on any of its committees; or (4) adopt, amend, or repeal the articles of incorporation or bylaws.

Section 9. General Standards of Conduct. Directors shall conduct themselves and the performance of their board duties in accordance with G.S. 55A-8-30 and as otherwise regulated by board policy or decision.

- (a) A director shall discharge his duties as a director, including his duties as a member of a committee:
 - 1. In good faith;
 - 2. With the care an ordinarily prudent person in a like position would exercise under similar circumstances; and
 - 3. In a manner the director reasonably believes to be in the best interests of the Corporation.

- (b) In discharging his duties, a director is entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, if prepared or presented by:
 - 1. One or more officers or employees of the Corporation whom the director reasonably believes to be reliable and competent in the matters presented;
 - 2. Legal counsel, public accountants, or other persons as to matters the director reasonably believes are within their professional or expert competence; or
 - 3. A committee of the board of which he is not a member if the director reasonably believes the committee merits confidence.

- (c) A director is not entitled to the benefit of subsection (b) of this section if he has actual knowledge concerning the matter in question that makes reliance otherwise permitted by subsection (b) of this section unwarranted.

- (d) A director is not liable for any action taken as a director, or any failure to take any action, if he performed the duties of his office in compliance with this section.

- (e) A director's personal liability for monetary damages for breach of a duty as a director may be limited or eliminated only to the extent provided in G.S. 55A-8-60 or permitted in G.S.

55A-2-02(b)(4), and a director may be entitled to indemnification against liability and expenses pursuant to Part 5 of Article 8 of Chapter 55A of the General Statutes.

- (f) A director shall not be deemed to be a trustee with respect to the Corporation or with respect to any property held or administered by the Corporation, including, without limit, property that may be subject to restrictions imposed by the donor or transferor of such property.

Section 10. Conflicts of Interest. Directors shall avoid improper conduct arising from conflicts of interest and shall abide by all legal requirements governing conflicts of interest, including G.S. 55A-8-31. If any director has or may have a conflict of interest in a matter pending before the board, such member shall fully disclose to the board the nature of the conflict or potential conflict. No transaction may be approved if it would constitute self-dealing, prohibited under the Code.

Board practice regarding conflicts of interest shall be governed primarily by G.S. 55A-8-31, as amended or replaced at any time subsequent to the adoption of these bylaws. Specific statutory requirements include the following:

- (a) A conflict of interest transaction is a transaction with the Corporation in which a director of the Corporation has a direct or indirect interest. A conflict of interest transaction is not voidable by the Corporation solely because of the director's interest in the transaction if any one of the following is true:
 - 1. The material facts of the transaction and the director's interest were disclosed or known to the board of directors or a committee of the board and the board or committee authorized, approved, or ratified the transaction;
 - 2. The material facts of the transaction and the director's interest were disclosed or known to the members entitled to vote and they authorized, approved, or ratified the transaction; or
 - 3. The transaction was fair to the Corporation.
- (b) A director of the Corporation has an indirect interest in a transaction if:
 - 1. Another entity in which he has a material financial interest or in which he is a general partner is a party to the transaction; or
 - 2. Another entity of which he is a director, officer, or trustee is a party to the transaction and the transaction is or should be considered by the board of directors of the Corporation.
- (c) For purposes of subdivision (a)(1) of this section, a conflict of interest transaction is authorized, approved, or ratified if it receives the affirmative vote of a majority of the directors on the board of directors (or on the committee) who have no direct or indirect interest in the transaction, but a transaction shall not be authorized, approved, or ratified under this section by a single director. If a majority of the directors who have no direct or indirect interest in the transaction vote to authorize, approve, or ratify the transaction, a quorum is present for the purpose of taking action under this section. The presence of, or a vote cast by, a director with a direct or indirect interest in the transaction does not affect the validity of any action taken under subdivision (a)(1) of this section if the transaction is otherwise authorized, approved, or ratified as provided in that subdivision.

- (d) For purposes of subdivision (a)(2) of this section, a conflict of interest transaction is authorized, approved, or ratified by the members if it receives a majority of the votes entitled to be counted under this subsection. Votes cast by or voted under the control of a director who has a direct or indirect interest in the transaction, and votes cast by or voted under the control of an entity described in subdivision (b)(1) of this section, shall not be counted in a vote of members to determine whether to authorize, approve, or ratify a conflict of interest transaction under subdivision (a)(2) of this section. The vote of these members, however, is counted in determining whether the transaction is approved under other sections of this Chapter. A majority of the votes, whether or not present, that are entitled to be cast in a vote on the transaction under this subsection constitutes a quorum for the purpose of taking action under this section.
- (e) The articles of incorporation, bylaws, or a resolution of the board may impose additional requirements on conflict of interest transactions.

ARTICLE V: MEETINGS OF DIRECTORS

Section 1. Regular Meetings. Unless otherwise specified in the schedule or changed in a manner allowed by law, the board's regular meetings shall be held regularly on the dates that will be publicized by the board in accordance with state open meetings laws (*G.S. 143.318.9 et seq.*).

Section 2. Special Meetings. In accordance with state open meetings law, special meetings may be called by the board Chairperson on the request of three or more board members. Legally required notice of special meetings shall be given in compliance with open meetings laws.

Section 3. Emergency Meetings. When urgent circumstances arise, the board of directors may meet on less than 24 hours' notice. Board members and the public shall be given notice in compliance with open meetings laws.

Section 4. Notice to Directors and Waivers. Notice to board members may be by telephone, e-mail, fax, or other reasonable means. A director's attendance at or participation in a meeting waives any required notice to such director of the meeting unless the director at the beginning of the meeting (or promptly upon such director's arrival) objects to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to action taken at the meeting.

Section 5. Quorum. Except as otherwise provided by law, the articles of incorporation of the Corporation, or these bylaws, a quorum of the board of directors consists of a majority of the directors in office immediately before a meeting begins. In no event may these bylaws or any resolution adopted pursuant to these bylaws authorize a quorum of fewer than one-third of the number of directors then in office, except in emergencies requiring action by a majority of the available board members for the good of the School, only after reasonable efforts to notify and convene all board members.

Section 6. Manner of Action. If a quorum is present when a vote is taken, the affirmative act of a majority of the directors present is the act of the board of directors, except as otherwise provided by law, by the articles of incorporation of the Corporation, or by these bylaws.

Section 7. Presumption of Assent. A director who is present at a meeting of the board of directors or a committee of the board of directors when corporate action is taken is deemed to have assented to the action taken unless such director:

- (a) objects at the beginning of the meeting (or promptly upon such director's arrival) to the holding of the meeting or to the transaction of business at the meeting;
- (b) dissents or abstains from the action taken and the dissent or abstention is entered in the minutes of the meeting; or
- (c) files written notice of his or her dissent or abstention with the presiding officer of the meeting before its adjournment or with the Corporation immediately after adjournment of the meeting. The right of dissent or abstention is not available to a director who votes in favor of the action taken.

Section 8. Action by Directors Without Meeting. In accordance with G.S. §55A-8-21, any action required or permitted by law or these bylaws to be taken at a board of directors meeting may be taken without a meeting if the action is taken by all members of the board. The action must be evidenced by one or more written consents signed by each director before or after such action, describing the action taken, and included in the minutes or filed with the records of the Corporation reflecting the action taken. Action taken under this Section is effective when the last director signs the consent unless the consent specifies a different effective date. A consent signed under this Section has the same effect as a vote at a meeting and may be described as such in any document. Actions taken under this section must conform to state open meetings and public record laws.

Section 9. Meetings by Telephone Conference or Other Electronic Means. Any one or more directors may participate in a meeting of the board or a committee by means of a telephone conference or reasonable electronic means by which all directors participating may simultaneously hear each other during the meeting, and such participation in a meeting shall be deemed presence in person at such meeting. Such meetings shall be conducted in accordance with state open meetings laws.

ARTICLE VI: OFFICERS

Section 1. Officers of the Corporation. The officers of the Corporation shall consist of a Chairperson, a Vice-chairperson, a Secretary, a Treasurer, and other officers or assistant officers as the board of directors deems necessary or desirable. The same individual may simultaneously hold more than one office in the Corporation, but no individual may act in more than one capacity where action of two or more officers is required.

Section 2. Appointment and Term. The officers of the Corporation shall be appointed by the board of directors at its regular annual meeting in September each year. The Board shall organize and elect officers among its own members. Terms of office shall be one year. The Chairperson shall be first elected and, thereafter, shall preside over the election of the remaining officers.

Section 3. Compensation of Officers. The officers of the Corporation shall serve without compensation. The appointment of an officer does not itself create any contractual right.

Section 4. Removal of Officers. The board of directors may remove any officer at any time for just cause. Just cause shall include, but not be limited to, conduct unbecoming of a school director; fraud or deceit; illegal, unethical, or immoral conduct substantially affecting the individual's or board of director's duties or the operation or reputation of the School; neglect of duty; incompetence; and mental or physical incapacity.

Section 5. Resignation. An officer may resign at any time by communicating his or her resignation to the Corporation orally, in writing, or by reasonably electronic means. A resignation is effective when communicated, unless it specifies in writing a later effective date. If a resignation is made effective at a later date that is accepted by the Corporation, the board of directors may fill the pending vacancy before the effective date if the board provides that the successor does not take office until the effective date. An officer's resignation does not affect the Corporation's contract rights, if any, with the officer.

Section 6. Bonds. The board of directors may by resolution require any officer, agent, or employee of the Corporation to give bond to the Corporation, with sufficient sureties, conditioned upon the faithful performance of the duties of his or her respective office or position, and to comply with such other conditions as may from time to time be required by the board of directors.

Section 7. Chairperson. The Chairperson shall be the principal executive officer of the Corporation and, subject to the control of the board of directors, shall in general supervise and control all of the business and affairs of the Corporation and shall perform all duties incident to the office of Chairperson and such other duties as may be prescribed by the board of directors from time to time. The Chairperson shall also be the chairman of the board of directors and shall preside at all meetings of the directors at which he or she is present.

Section 8. Vice-chairperson. The Vice-chairperson shall assist the Chairperson, as needed or determined by the board of directors. In instances where the Chairperson is unable to perform his or her duties, the Vice-chairperson shall fulfill those duties except as otherwise determined by the board of directors. In such instances, the Vice-chairperson shall have all the powers of, and be subject to all the restrictions upon, the Chairperson.

Section 9. Secretary. The Secretary shall: (a) attend all meetings of the board of directors, keep the minutes of such meetings in one or more books provided for that purpose, and perform like duties for the standing committees when required; (b) see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; (c) be custodian of the corporate records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all documents, the execution of which on behalf of the Corporation under its seal is duly authorized; and (d) in general perform all duties incident to the office of Secretary and such other duties as the Chairperson or board of directors may assign from time to time.

Section 10. Treasurer. The Treasurer (if any) shall: (a) have charge and custody of and be responsible for all funds and securities of the Corporation, receive and give receipts for money due and payable to the Corporation from any source whatsoever, and deposit all such moneys in the name of the Corporation in such depositories as shall be selected in accordance with the provisions of these bylaws; and (b) perform all of the duties incident to the office of Treasurer, including preparing, or causing to be prepared, all financial statements required by law, and such other duties as the Chairperson or board of directors may assign from time to time.

Section 11. Reassignment of Officer Duties. Should an office become vacant or should an officer of the Corporation be absent, or for any other reason the Board deems sufficient, the Board may reassign the duties of such officer to any other officer or to any member of the Board.

ARTICLE VII: CONTRACTS, LOANS, CHECKS, DEPOSITS, TRANSACTIONS, ETC.

Section 1. Contracts. The board of directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

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

In accordance with G.S. 55A-8-32, no loan, guaranty, or other form of security shall be made or provided by the School to or for the benefit of its directors or officers, except that loans, guaranties, or other forms of security may be made to full-time employees of the Corporation who are also directors or officers by action of the board of directors in accordance with G.S. 55A-8-31 (a) (1).

Section 3. Checks and Drafts. All notes, drafts, acceptances, checks and endorsements or other evidences of indebtedness shall be signed by:

- (a) any two Board members, or
- (b) any Board member and the School Principal, or
- (c) the School Principal for expenses not exceeding \$5,000, or
- (d) in such other manner as the Board may determine.

Endorsements for deposit to the credit of the Corporation in any of its duly authorized depositories will be made by the Principal or Treasurer or by any officer or agent who may be authorized by the Board to do so.

Section 4. Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such depositories as the board of directors may select.

Section 5. Gifts and Donations. The Board or a board member may accept on behalf of the Corporation any contribution, gift, bequest, or devise granted for the benefit or perpetuation of the general educational or special educational purposes of the Corporation.

Section 6. Electronic Transactions. Any legal transactions authorized by law, these bylaws, or other board policy or action, may be conducted by reasonable electronic means.

Section 7. No State Indebtedness by Contract. As long as required by state law, no indebtedness of any kind incurred or created by the School shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the School shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions.

ARTICLE VIII: GENERAL PROVISIONS

Section 1. Seal. The corporate seal of the Corporation shall consist of two concentric circles between which is the name of the Corporation, year of incorporation, and the words "North Carolina," and in the center of which is inscribed SEAL; and such seal, as impressed on the margin hereof, is hereby adopted as the corporate seal of the Corporation.

Section 2. Fiscal Year. The fiscal year of the Corporation will commence on July 1 of each year and conclude on June 30 of each year.

Section 3. Pronouns. Each reference to pronouns herein shall be construed in the masculine, feminine, neuter, singular or plural, as the context may require.

Section 4. Amendments. The board of directors may, by super (2/3) majority vote, amend the articles of incorporation of the Corporation and bylaws. The Corporation shall provide at least twenty (20) business day's written notice of any meeting of directors at which an amendment is to be voted upon. The notice shall state that the purpose, or one of the purposes, of the meeting is to consider a proposed amendment to the articles of incorporation or the bylaws and contain or be accompanied by a copy or summary of the amendment or state the general nature of the amendment; provided, however, that notwithstanding anything herein to the contrary, the board of directors shall not make any amendments to the purposes as set forth in Article III of these bylaws nor any amendment which is prohibited for organizations described in Section 501(c)(3) of the Code.

Section 5. Books and Records. The Corporation shall keep correct and complete books and records of accounts and shall keep minutes of the proceedings of its Board, in accordance with the state Public Records Act (Chapter 132 of the General Statutes). Generally record-keeping shall be governed by Article 16, Part I of the Chapter 55A of the General Statutes as follows.

- (a) The Corporation shall keep as permanent records minutes of all meetings of its board of directors, a record of all actions taken by the directors without a meeting pursuant to G.S. 55A-7-04, 55A-7-08, or 55A-8-21, and a record of all actions taken by committees in place of the board of directors on behalf of the Corporation.
- (b) The Corporation shall maintain appropriate accounting records.
- (c) The Corporation or its agent shall maintain a record of its members, in a form that permits preparation of a list of the names and addresses of all members, in alphabetical order by class, showing the number of votes each member is entitled to cast.
- (d) The Corporation shall maintain its records in written form or in another form capable of conversion into written form within a reasonable time.
- (e) The Corporation shall keep a copy of the following records at its principal office:
 1. Its articles of incorporation or restated articles of incorporation and all amendments to them currently in effect;
 2. Its bylaws or restated bylaws and all amendments to them currently in effect;

3. Resolutions adopted by the board relating to the number or classification of directors or to the characteristics, qualifications, rights, limitations, and obligations of members or any class or category of members;
4. A list of the names and business or home addresses of current directors and officers.

ARTICLE IX: INDEMNIFICATION OF DIRECTORS, OFFICERS AND OTHERS

Section 1. Definitions. For purposes of this Article, the following definitions shall apply:

- (a) "Act" means the North Carolina Nonprofit Corporation Act, effective July 1, 1994, and all amendments and additions thereto.
- (b) "Corporation" means Wisdom Academy Charter Schools as a corporation; as such term is defined in Section 55A-8-50(b) (1) of the Act.
- (c) "Director" means an individual who is or was a director of the Corporation or an individual who, while a director of the Corporation, is or was serving at the Corporation's request as a director, officer, manager, partner, trustee, employee or agent of another foreign or domestic corporation (whether a business or nonprofit corporation), limited liability company, partnership, joint venture, trust, employee benefit plan, or other enterprise. A Director is considered to be serving as a director, officer, manager, partner, trustee, employee or agent of an employee benefit plan at the Corporation's request if such Director's duties to the Corporation also impose duties on, or otherwise involve services by, the Director to the plan or to participants in or beneficiaries of the plan. "Director" includes, unless the context requires otherwise, the estate or personal representative of a Director.
- (d) "Expenses" means expenses of every kind incurred in defending a Proceeding, including, but not limited to, legal, accounting, expert, and investigatory fees and expenses.
- (e) "Indemnified Officer" means an individual who is or was an officer of the Corporation appointed by the board of directors. An Indemnified Officer shall be entitled to indemnification hereunder to the same extent as a director, including, without limitation, indemnification with respect to service by the Indemnified Officer at the Corporation's request as a director, officer, manager, partner, trustee, employee, or agent of another foreign or domestic corporation (whether a business or nonprofit corporation), limited liability company, partnership, joint venture, trust, employee benefit plan, or other enterprise. "Indemnified Officer" includes, unless the context requires otherwise, the estate or personal representative of an Indemnified Officer.
- (f) "Liabilities" means any obligation to pay any or all of the following: a judgment, a settlement, a penalty, a fine (including an excise tax assessed with respect to an employee benefit plan), and expenses, including, but not limited to, attorneys' fees of opposing parties incurred with respect to a Proceeding.
- (g) "Proceeding" means any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative, whether formal or informal, and any appeal therein (and any inquiry or investigation that could lead to such a Proceeding).

Section 2. Statement of Intent. The Corporation shall indemnify the Directors and the Indemnified Officers to the maximum extent permitted by the Act.

Section 3. Indemnification. In addition to, and not in any way in limitation of, all indemnification rights and obligations otherwise provided by law, the Corporation shall indemnify and hold harmless its Directors and Indemnified Officers against all Liabilities and Expenses in any Proceeding (including, without limitation, a Proceeding brought by or on behalf of the Corporation itself) arising out of their status as Directors or officers, or their service at the Corporation's request as a director, officer, manager, partner, trustee, employee, or agent of another foreign or domestic corporation (whether a business or nonprofit corporation), limited liability company, partnership, joint venture, trust, employee benefit plan, or other enterprise, or their activities in any such capacity. The Corporation shall also indemnify each Director and Indemnified Officer for his or her costs, expenses, and attorneys' fees incurred in connection with the enforcement of the rights to indemnification granted herein, if it is determined in accordance with Section 4 of this Article that the Director or Indemnified Officer is entitled to indemnification hereunder.

The Corporation shall not indemnify a Director or an Indemnified Officer against Liabilities or Expenses that such person may incur on account of activities of such person which at the time taken substantially involve any of the following:

- (a) Acts that are known or should have reasonably been known to be in conflict with the best interests of the Corporation;
- (b) Acts of bad faith;
- (c) Acts of willful or grossly negligent misconduct in the performance of duty;
- (d) Acts involving receipt of an improper personal benefit; or
- (e) Acts in connection with a proceeding by or in the right of the Corporation, where the person was adjudged liable to the Corporation.

The board of directors shall have the authority to adopt such resolutions pertaining to the implementation of this Article, Section 3, as it may from time to time determine, and such resolutions shall be given full effect, even though they supplement, amplify, or go beyond the provisions of this Article, Section 3, provided and to the extent that such resolution does not violate any provision of the Act or the Articles of Incorporation. This Article, Section 3, shall be construed in a manner to fully effect the purpose and intent of the resolution of the board of directors approving and adopting this provision.

Section 4. Determination. Any indemnification under Section 3 of this Article shall be paid by the Corporation in a specific case only after a determination that the Director or Indemnified Officer has met the standard of conduct set forth in Section 3 of this Article. Such determination shall be made:

- (a) by the board of directors by a majority vote of a quorum consisting of the members thereof not at the time parties to the Proceeding;
- (b) if a quorum cannot be obtained under Section 4(a), by a majority vote of a committee duly designated by the board of directors (in which designation members of the board of directors

who are parties to the Proceeding may participate), consisting solely of two or more members of the board of directors not at the time parties to the Proceeding; or

- (c) by special legal counsel (i) selected by the board of directors or a committee thereof in the manner prescribed in Section 4(a) or (b); or (ii) if a quorum of the board of directors cannot be obtained under Section 4(a) and a committee cannot be designated under Section 4(b), selected by a majority vote of the full board of directors (in which selection members thereof who are parties in the Proceeding may participate).

The board of directors shall take all such action as may be necessary and appropriate to enable the Corporation to pay the indemnification required by this Article.

Section 5. Advances for Expenses. The Expenses incurred by a Director or an Indemnified Officer in defending a Proceeding may be paid by the Corporation in advance of the final disposition of such Proceeding as authorized by the board of directors in the specific case upon receipt of an undertaking by or on behalf of the Director or Indemnified Officer to repay such amount unless it shall ultimately be determined that such person is entitled to be indemnified by the Corporation against such Expenses. Subject to receipt of such undertaking, the Corporation shall make reasonable periodic advances for Expenses pursuant to this Section 5 unless the board of directors shall determine, in the manner provided in Section 4 of this Article and based on the facts then known, that indemnification under this Article is or will be precluded.

Section 6. Reliance and Consideration. Any Director or Indemnified Officer who, at any time after the adoption of this Article, serves or has served in any of the aforesaid capacities for or on behalf of the Corporation shall be deemed to be doing or to have done so in reliance upon, and as consideration for, the right of indemnification provided herein. Such right, however, shall not be exclusive of any other rights to which such person may be entitled apart from the provisions of this Article. No amendment, modification, or repeal of this Article IX shall adversely affect the right of any Director or Indemnified Officer to indemnification hereunder with respect to any activities occurring prior to the time of such amendment, modification, or repeal.

Section 7. Insurance. The Corporation shall, as required by law, and may, beyond the requirements of the law, purchase and maintain insurance on behalf of its Directors, officers, employees, and agents and those persons who were or are serving at the request of the Corporation in any capacity with another corporation (whether a business or nonprofit corporation), limited liability company, partnership, joint venture, trust, employee benefit plan or other enterprise against any liability asserted against or incurred by such person in any such capacity, or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify such person against such liability under the provisions of this Article or otherwise. Any full or partial payment made by an insurance company under any insurance policy covering any Director, officer, employee, agent, or other person identified above made to or on behalf of a person entitled to indemnification under this Article shall relieve the Corporation of its liability for indemnification provided for in this Article or otherwise to the extent of such payment, and no insurer shall have a right of subrogation against the Corporation with respect to such payment.

Section 8. Savings Clause. If this Article or any portion hereof shall be invalidated on any ground by any court or agency of competent jurisdiction, then the Corporation shall nevertheless indemnify each

person indemnified hereunder to the fullest extent permitted by the portion of this Article that is not invalidated and also to the fullest extent permitted or required by applicable law.

Section 9. Emergency Bylaws. In accordance with G.S. 55A-2-07,

- (a) the board may adopt, amend, or repeal bylaws to be effective only in an emergency defined in subsection (d) of this section. The emergency bylaws, which are subject to amendment or repeal by the members, may make all provisions necessary for managing the Corporation during the emergency, including:
 - 1. Procedures for calling a meeting of the board of directors;
 - 2. Quorum requirements for the meeting; and
 - 3. Designation of additional or substitute Directors.
- (b) All provisions of the regular bylaws consistent with the emergency bylaws remain effective during the emergency. The emergency bylaws are not effective after the emergency ends.
- (c) Board action taken in good faith in accordance with the emergency bylaws binds the School, and the fact that the action was taken pursuant to emergency bylaws shall not be used to impose liability on a Director, officer, employee, or agent.
- (d) An emergency exists for purposes of this section if a quorum of the Corporation's directors cannot readily be assembled because of some catastrophic event.

ARTICLE X: PROHIBITED ACTIVITIES

Section 1. Purposes. The Corporation is organized exclusively for charitable and educational purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Code.

Section 2. Prohibited Activities. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its director, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in these bylaws. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these bylaws, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

ARTICLE XI: DISSOLUTION AND DISTRIBUTION

Upon the dissolution of the Corporation, the board of directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation as required by North Carolina law. Specifically, and only as long as required by state law pursuant to N.C.G.S. §115C-

238.29E(f), all net assets of the charter school purchased with public funds shall be deemed the property of the local school administrative unit in which the charter school is located.

To the extent otherwise allowed by law, all assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organizations, as said court shall determine which are organized and operated exclusively for such purposes.

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

MEMBERS OF THE INITIAL BOARD OF DIRECTORS

Member _____

Member _____

Member _____

Member _____

Member _____

Date of Adoption: _____

A copy of the articles of incorporation. While the statute does not require the applicant to have acquired corporate status in order to apply, that status must be acquired prior to receive a charter. Accordingly, if the applicant does not yet have corporate documents filed with the Secretary of State, it should demonstrate that it is prepared to do so in the near future.

The board of Wisdom Academy has applied for corporate status with the North Carolina Secretary of State. See Articles of Incorporation below. A copy of the approved Articles of Incorporation is included in Appendix B.

**ARTICLES OF INCORPORATION:
WISDOM ACADEMY CHARTER SCHOOL
(A nonprofit corporation)**

Pursuant to N.C. Gen. Stat. § 55A-2-02, the undersigned corporation submits these Articles of Incorporation (the “Articles”) for the purpose of forming a nonprofit corporation under the laws of the State of North Carolina.

ARTICLE I

The name of the corporation is Wisdom Academy Charter School (the “Corporation”).

ARTICLE II

The period of duration of the Corporation shall be perpetual.

ARTICLE III

The Corporation is organized as a charitable corporation, as defined in N.C. Gen. Stat. § 55A-1-40(4), exclusively for charitable, educational, scientific, or literary purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code (the “Code”). As used in these Articles, references to the Code shall mean the Internal Revenue Code of 1986, as the same may be amended from time to time, and references to a particular Code section shall include the corresponding provisions of any future United States internal revenue law.

The purposes for which the Corporation is organized are:

- (i) To operate the Corporation as a North Carolina charter school, chartered under Section 115C-238.29A *et seq.* of the North Carolina General Statutes (the “North Carolina Charter School Act”);
- (j) To engage in any and all other lawful activities that are appropriate to carry out and fulfill any or all of the foregoing purposes; and
- (k) To carry out the purposes herein above set forth in any state of the United States to the extent that such purposes are permitted by the law of such state.

The foregoing clauses shall be construed as both objects and powers, and such enumeration of specific purposes, objects, and powers shall not be deemed to limit or restrict in any manner the general powers of

the Corporation and the Corporation shall have and may exercise all powers conferred on a nonprofit corporation by the laws of the State of North Carolina, now or hereafter in effect.

In furtherance of its purposes, the Corporation shall have the power to receive and allocate contributions, funds, property, or other benefits within the discretion of its board of directors to any organization that qualifies as an exempt organization under Section 501(c)(3) of the Code, or the corresponding provisions of any subsequent federal tax laws.

ARTICLE IV

The street address and county of the initial registered office of the Corporation is as follows:

410 Lord Berkley Drive
Raleigh, North Carolina 27610
Wake County

The mailing address of the initial registered office is:

410 Lord Berkley Drive
Raleigh, North Carolina 27610

The name of the initial registered agent of the Corporation at such address is: Craig James.

ARTICLE V

The name and address of the incorporator are:

David R. Hostetler, Esq.
Lex-is School Law Services
1289 Fordham Blvd., #251
Chapel Hill, North Carolina 27514

ARTICLE VI

The Corporation shall have no members.

ARTICLE VII

The Corporation is intended to qualify as a tax-exempt, charitable, educational, scientific, or literary organization within the meaning of Section 501(c) (3) of the Code. The affairs of the Corporation shall be conducted in such manner as to qualify for tax exemption under that Code section and any related Code section. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its trustees, directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in these Articles of Incorporation.

No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation (provided, however, that the Corporation, in this regard, may, but is not required to, elect to be governed by the objective expenditure limits of Section 501(h) of the Code), and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

ARTICLE VIII

Upon the dissolution or final liquidation of the Corporation, after payment or provision for payment of all the liabilities of the Corporation, the Corporation's remaining assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Code, or shall be distributed to the federal government, or to a state or local government, for a public purpose, all as the board of directors of the Corporation may determine, in accordance with the provisions of N.C. Gen. Stat. § 55A-14-03, the North Carolina Charter School Act, and other applicable laws or any successor provisions thereto. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations as such court shall determine, which are organized and operated exclusively for such exempt or public purposes.

ARTICLE IX

The number, manner of election or appointment, qualifications, and term of the directors of the Corporation shall be as set forth in the bylaws of the Corporation adopted by the directors. Such provisions shall not be in conflict with the provisions and requirements of the North Carolina Nonprofit Corporation Act (as it may be amended from time to time).

ARTICLE X

To the fullest extent permitted by the North Carolina Nonprofit Corporation Act, the North Carolina Business Corporation Act to the extent that it applies (as they now exist or may hereafter be amended), and the North Carolina Charter School Act, no person who is serving or who has served as a director of the Corporation shall be personally liable to the Corporation for monetary damages for breach of duty as a director. No amendment or repeal of this article, nor the adoption of any provision to these Articles inconsistent with this Article, shall eliminate or reduce the protection granted herein with respect to any matter that occurred prior to such amendment, repeal, or adoption (provided, however, that the Corporation, in this regard, may, but is not required to, elect to be governed by the objective expenditure limits of Section 501(h) of the Code), and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

ARTICLE XI

In addition to the powers granted to corporations under the laws of the State of North Carolina, the Corporation shall have full authority to adopt bylaws, policies, and programs for the regulation of its internal affairs and the conduct of its business in such form and method as are not in conflict with or in violation of such laws, except as prohibited by the provisions of these Articles.

ARTICLE XII

These Articles shall be effective upon filing.

This is the 13th day of April, 2012.

David R. Hostetler

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

The main responsibility of the board will be to ensure that the school fulfills the scope of its charter and mission. The board will be responsible for all fiscal and academic policies, governance, and ensuring compliance with all state and federal laws. These responsibilities include, but are not limited to:

- Holding GPS Management Services accountable for the delivery of contracted services.
- Acquiring the necessary training to be an exemplary board.
- Approving and monitoring all academic performance and goals.
- Reviewing, approving, and implementing annual budgets.
- Approving all purchases.
- Approving hiring, discipline, and termination of employees.
- Adopting and adapting bylaws, as needed.
- Appointing officers, delegates, and committees.
- Approving independent auditors for Wisdom Academy's annual audit.
- Retaining legal counsel.
- Conducting business in accordance with all laws regarding ethics and open meetings.

Additionally, the board will serve as an advocate for Wisdom Academy in the community in such a way that the school's missions and goals are achieved.

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

Wisdom Academy will be governed by a board of directors comprised of academic, business, and community leaders. The board will use a "best practices" approach to develop school policies by encouraging the development of policies that will enable the school to achieve its mission of providing *all students with a foundation in academic excellence, strong character, productive citizenship, and a passion for life, learning and quality through the arts.*

The board will solicit input from committees, the Wisdom Academy School Improvement Team (with parent representation), GPSM, school leaders, staff, and the community. Additionally, the board will employ outside counsel to ensure compliance with all state and federal laws and regulations. Policy decisions will only be made after presentation and open discussion at open board meetings, as required by law. Board members will then base their decisions on all available facts, using their best judgment while avoiding any appearance of favoritism or conflict of interest. The board will staunchly protect Wisdom Academy and its student from any outside influences, be they political, religious, or any other form.

Finally, all school policies will be reviewed as needed, but at least annually. With the guidance and input from the primary stakeholders and legal counsel, the board will ensure that all policies, including, but not limited to, the Student Code of Conduct, Family Educational Rights and Privacy Act, and Exceptional Children, comply with all local, state, and federal mandates. All school policies, including decision-making processes, will be posted in the Parent Handbook, Student Handbook, and on the school's website.

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

In addition to adhering to the provisions of the Open Meeting Act allowing free and open access by all interested parties, the Wisdom Academy School Improvement Team, one of the major players in suggesting school policy, will include parent and community representation. The organizers of Wisdom Academy sincerely believe the school will best succeed with the input of parent and community leaders, and forming those community partnerships will enable Wisdom Academy students to use their service learning model to improve and enrich the surrounding community.

Additionally, parents will be part of the day-to-day operations of the school as they meet their volunteer requirements and take part in Parent University, so they will have the opportunity to see school operations in real time, which will make their contributions to governing the school more impactful. The school will also conduct parent/family surveys and use the feedback from those surveys (in addition to individual communications, focus groups, and PTO meetings) to make school operations more effective and efficient.

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

Section 10 of Wisdom Academy's proposed Bylaws states:

Section 10. Conflicts of Interest. *Directors shall avoid improper conduct arising from conflicts of interest and shall abide by all legal requirements governing conflicts of interest, including G.S. 55A-8-31. If any director has or may have a conflict of interest in a matter pending before the board, such member shall fully disclose to the board the nature of the conflict or potential conflict. No transaction may be approved if it would constitute self-dealing, prohibited under the Code.*

For a complete copy of the Bylaws, please see page 40. *The proposed bylaws, 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).*

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.

Wisdom Academy’s mission is to *provide all students with a foundation in academic excellence, strong character, productive citizenship, and a passion for life, learning and quality through the arts.*

This mission will be accomplished through the implementation of a unique, Wisdom Academy-specific, integrated arts curriculum developed in conjunction with Curriculum Crafters (www.curriculumcrafters.net); the use of data, including AIMSweb formative assessment, benchmarking, and progress monitoring tools (www.aimsweb.com); in-depth and regular professional development; service-learning/community-based projects; and the development of Parent University to develop Wisdom Academy as a community center.

Educational Goal

Provide students with a foundation in academic excellence.

Measures for determining goal achievement

To determine whether Wisdom Academy is achieving or demonstrating measurable progress toward achievement of this goal, Wisdom Academy will annually assess its performance using the following measures.

Measure 1: Student Achievement

The academic achievement of all students in grades 2-8, who have been enrolled for two or more years at Wisdom Academy, will be assessed using the following metrics and achievement targets:

| Grade(s) | Metric | Achievement Targets |
|-----------------|---|--|
| Grades 2-7 | The average college readiness level based on scaled scores from the Performance Series by Scantron reading and math tests administered in the spring. | Students enrolled for two or more years will average scaled scores equal to or greater than the identified grade-level achievement targets in this schedule. |
| Grade 8 | The average college readiness level based on subject scores from the EXPLORE test by ACT, Inc. administered in the spring. | Students enrolled for two or more years will average EXPLORE subject scores equal to or greater than the identified targets in this schedule. |

Scantron Performance Series (PS) College Readiness Targets

| Grade | PS Reading Target | PS Math Target |
|--------------|--------------------------|-----------------------|
| 2 | 2265 | 2191 |
| 3 | 2504 | 2380 |
| 4 | 2691 | 2497 |
| 5 | 2843 | 2615 |
| 6 | 2921 | 2733 |
| 7 | 2948 | 2800 |
| 8 | 3012 | 2890 |

| Grade/Test | Reading | Math | Science | English |
|-------------------|----------------|-------------|----------------|----------------|
| 8 – EXPLORE | 15 | 17 | 20 | 13 |

Measure 2: Student Growth

The academic growth of all students in grades 3 through 8 at Wisdom Academy will be assessed using the following metrics and growth targets:

| Grade(s) | Metric | Growth Targets |
|------------|--|---|
| Grades 3-8 | Growth made by students from fall-to-spring in reading and math as measured by scaled scores on the Performance Series by Scantron | Students' fall-to-spring growth on average will demonstrate measurable progress toward the grade-level achievement targets for reading and math identified in the schedule. |

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.

Wisdom Academy will comply with all federal and state laws related to admissions and enrollment. Specific details follow.

Non-discrimination statement

Wisdom Academy will not discriminate on the basis of ability, achievement/aptitude, disability, handicap, income level, English proficiency, religion, creed, race, sex, color, national origin, or any other basis.

Open enrollment

The open enrollment period will be from the first day of school until the last business day of April in the current school year. Notice of open enrollment and details of the application process will be designed to inform the families most likely to be interested in the school. Notice of open enrollment will be provided by posting a legal notice in the newspapers that serve the community; mailing a written notice of the open enrollment period to all family households in the community; providing open enrollment notices to any family who inquires about school enrollment; posting open enrollment notices at the school; and providing open enrollment forms on the school website.

Application procedure

As a school of choice, students from Wake or any other counties will have the same rights to enroll in Wisdom Academy. No application will be denied based on academic performance, special needs, gender, race, creed, national origin, religion, or ancestry. If a student wants to be enrolled in a grade higher than the student's approved grade, the parents should provide documents showing reasons to support this request. Starting in early spring semester, enrollment application forms will be collected in the order they are received. In case the number of applicants is more than the space available, Wisdom Academy (WA) will plan a lottery. In cases where there are vacancies, WA will not employ a lottery.

Lottery Plan

- A public lottery will be performed on a predetermined date in the spring semester.
- Each applicant will be given a unique identification number.
- Openings in each grade will be filled by randomly drawing numbers from a hopper.

- After filling all the openings, an official document for waiting lists for each grade will be prepared.
- Lottery winners will be informed via mail or phone call within a week and will be required to register to the school before a deadline that will be scheduled about a month after the lottery.
- Any openings will be filled by the applicants from the waiting list within the following three weeks after the registration deadline for the lottery winners. Openings after that time will be filled on a first come, first served basis.
- The dates of deadlines for the application, lottery, and registration will be determined and announced on the school website every year in the beginning of the fall semester.

Exemptions from Lottery

In certain cases, students may enroll in Wisdom Academy without the lottery. The exemptions include:

- Wisdom Academy students already enrolled in the school.
- Siblings of current Wisdom Academy students.
- Children of the Wisdom Academy faculty and staff (their number should not exceed the number of available spots for a given grade).
- Children of the Wisdom Academy board of directors (in the first year of the school).

Appeals

Any parent or guardian who wishes to appeal any aspect of the lottery process may do so in writing to the Wisdom Academy board of directors. Following receipt of the written appeal, a representative of the board will contact the parent to discuss the nature of the appeal. Final decisions will be made by the board or its designee.

Withdrawals/Transfers

After beginning operations, clear procedures for withdrawals and transfers will be delineated to ensure the smooth transition of exiting students. The Pupil Accounting staff will analyze student demographic data to determine if revisions should be implemented to ensure that the marketing strategy is reaching all demographic groups, so each is afforded an equal opportunity for enrollment.

V. EDUCATION PLAN

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

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

Educational theory, foundation of the model and proposed innovative offerings

Wisdom Academy believes, and is supported by research, that urban students face unique structural and cultural challenges that suburban and rural students rarely encounter. Generally, urban schools operate in densely populated areas serving significantly more students. In comparison to suburban and rural districts, urban school districts are frequently marked by higher concentrations of poverty, greater racial and ethnic diversity, larger concentrations of immigrant populations and linguistic diversity, and more frequent rates of

student mobility (Kincheloe, 2004, 2010). To overcome these challenges, Wisdom Academy will employ a child-centered learning model.

Rooted in the theoretical and practical work of Dewey (1990), Brooks and Brooks (1999), and Montessori (1995), the child-centered model places the student at the center of the learning experience. The teacher creates space conducive to exploration and experience-based learning. Through this learning, students will encounter challenges in the learning environment and are given tools and the support necessary to push through and reach deeper learning. Using art, music, theater, and dance as the catalyst, students engage problem-based learning and collaboration to master, retain, and practically apply content. By creating open environments where students are able to explore, assert themselves, and find voice through their work, students will be empowered to make choices, shape their learning, and find meaningful connections with materials, content and other members of the learning community.

Woven throughout the educational program is indication of the foundational research on which it is based. While the educational and theoretical underpinning of the Wisdom Academy program is supported by the work of Dewey, Brooks and Brooks, and others, the research foundation of teaching and learning practice rests largely on the synthesis work completed by Reeves (2002) pertaining to successful academic programming in high need schools, differentiated instruction research completed by Tomlinson (2010), meta-analytic and synthesis research by Marzano, Pickering and Pollack (2001), and the works of Wellman and Lipton (2004) and Chappuis (2009), which inform the data-driven dialogue and practice of the administration and instructional staff.

One of the innovative strategies Wisdom Academy will employ is project-based learning, which will take the students into the community to apply classroom lessons via hands-on interactions. Students will be able to interact with nature by starting, maintaining, and reaping their own community gardens. As they clear trash, prepare the soil, plant seeds, and measure plant growth, they will learn the lessons of how to improve and sustain conditions that enhance crop production.

Another strategy is to use the arts to inform service-based learning. One example of that integration is to have students design "Winter Holiday" cards to be sold to family and friends; profits from the boxes sold will then go to the local homeless shelter. This class project will involve cooperative learning groups - each group will be responsible for designing one card, integrating art, math, writing, language, and social studies. Another example is to do an interdisciplinary project with the Humane Society dealing with the care and protection of animals. It must be noted that Wisdom Academy firmly believes in a holistic approach to teaching and learning and thus believes that the success of each student is contingent upon the success of the rest of the class.

By integrating the arts across the curriculum, students will learn to observe the world from different perspectives. The arts provide unique experiences only gained by viewing, participating, creating, and innovating in an experiential setting. Students will be engaged as they work with and around those who create art for a living. Students will be allowed to be passionate about their work, and to use art in multi-sensory ways that translate across all contents.

Kincheloe, J.L. (2004). Why a book on urban education? In S. Steinberg & J. Kincheloe (Eds.), *19 Urban Questions: Teaching in the City* (1-32). New York: Peter Lang Publishing.

Kincheloe, J.L. (2010). Why a book on urban education? In St. Steinberg (Ed.), *19 Urban Questions: Teaching in the City* (2nd ed., pp. 1-28). New York: Peter Lang Publishing.

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.

Mission

The mission of Wisdom Academy is to provide all students with a foundation in academic excellence, strong character, productive citizenship, and a passion for life and learning.

Wisdom Academy represents a partnership of students, faculty, administration, and staff. These partners are united in their commitment to the common objectives outlined in Wisdom Academy's mission statement and standards. Parents expect and appreciate direct and regular communication from faculty regarding their children. Wisdom Academy places the utmost importance on parental involvement in the formal and informal education of their children. Parents are responsive to teacher suggestions for helping students.

How the educational program fulfills Wisdom Academy's mission, vision, and values

Students at Wisdom Academy are the first priority. Wisdom Academy believes that traditional fundamentals of education must be enhanced to form a solid foundation for the future of the student. The high expectations and standards of Wisdom Academy are set above those of the accepted norms; we encourage students to excel. In addition, teaching character development and values enables a child to grow into a responsible, respectful member of society. Wisdom Academy promotes a caring environment. Structure and consistency are the fundamental elements of effective discipline and we adhere to our set standards. Wisdom Academy understands and recognizes that a parent is a child's first and primary educator and diligently pursues a strong and beneficial home/school partnership.

Class Structure

It is important to note that Wisdom Academy will be chartered as a K-8 program. A review of research literature on the subject indicates that K-8 "elemiddle" (Hough, 2004) school students outperform traditional middle school students on standardized tests (Abella, 2005). We believe that providing a consistent environment will provide greater stability while promoting a sense of community and ownership with the students.

Wisdom Academy will start with two classes of no more than twenty students each for each grade level. Those classes will then interact with each other so the older students can serve as mentors to the younger students, something that will help establish the sense of community we feel is essential; this will also be integrated into the larger community. Parent/grandparent volunteers will be placed in each classroom, under the teacher's guidance, further deepening the sense of community and responsibility that will be shared by the students, parent/grandparent, and Wisdom staff.

Abella, R. (2005). The effects of small K-8 centers compared to large 6-8 schools on student performance. *Middle School Journal*, 37(1), 29-35.

Hough, D.L. (2004). *Grade span does make a difference* [Policy brief]. Springfield, MO: Southwest Missouri State University, Institute for School Improvement. Retrieved from <http://education.missouristate.edu>.

Spaces in the building will be organized to provide lab-school settings in which students are able to explore and create, working cooperatively together. Wisdom Academy staff will work with students to define “quality” and to learn what it means to create “quality work.” What quality “looks like,” “feels like,” and “sounds like” will be common topics of conversation throughout the building.

Curriculum design

The creation and adoption of the Common Core State Standards is a momentous occasion that will certainly help our nation’s students compete more readily in a global community. Wisdom Academy is committed to providing a clear correlation and full alignment of its curriculum with the Common Core State Standards under development by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO). The Wisdom Academy curriculum, with content that is fully aligned to the Common Core State Standards, will significantly advance the success of teachers and students alike.

Wisdom Academy is currently working with the Kent Intermediate School District (Kent ISD) in Grand Rapids, Michigan, to create a comprehensive, fully articulated K-8 curriculum that is aligned with state content expectations and is embedded in a powerful and easy to use, web-based format. Wisdom Academy’s curriculum provides content, lessons, resources, extensions, accommodations, and assessments that are all aligned with state content expectations and Common Core State Standards. This is a unique, “tailor-made” curriculum that will integrate the arts (art, movement, theater) with the recently adopted Common Core State Standards, 21st Century Skills, Project Based Learning, Universal Design for Learning, Next Generation Assessments, and the North Carolina Standard Course of Study.

The content of Wisdom Academy’s curriculum will be directly aligned to the North Carolina Standard Course of Study. In addition, all teachers must identify the grade level content expectations taught in each lesson. Lesson plans will be turned in weekly and reviewed using a lesson plan rubric by the director. Wisdom Academy’s standards-based report cards (K-5) will identify objectives for each core subject area that are reflective of the North Carolina Standard Course of Study for that subject.

Wisdom Academy’s curriculum framework is based upon and organized around the adopted state and local curriculum documents. Wisdom Academy’s curriculum documents will be the basic framework for instruction. The documents will contain essential and rigorous content that guides what is taught within and across grade levels. Further, the documents provide consistency and continuity to the curriculum and instructional practice at the school, and reflect the belief that all students should actively construct and apply knowledge.

Wisdom Academy believes in open communication regarding student achievement. Assessment results will be provided to teachers, students, and parents. The results will be kept current so staff members can use them to inform instruction and to work with students to increase proficiency. Parents and students will have the opportunity to meet with staff for the purpose of clarifying the information and planning for the future.

Instructional Methodology

Built on Wisdom Academy’s mission to “provide all students with a foundation in academic excellence, strong character, [and] productive citizenship” and with an awareness of the unique challenges urban, at-risk students face, there is an intentional focus on culture, relationships, accountability, and empowerment.

Teachers meet by grade level and across content to address challenges, opportunities, and threats to learning and the school culture, with an emphasis placed on building and restoring relationships.

There is a strong belief within Wisdom Academy that all students can succeed. This is demonstrated in the expanded use at the classroom level of a variety of best practices designed to meet differentiated needs of individual learners.

Wisdom Academy's core instruction:

1. Is based on scientific research;
2. Is a delivery system that relies on best practice;
3. Is explicit and systematic;
4. Allows for varied rates of learning;
5. Takes advantage of whole class, small group, and individual learning structures;
6. Includes ongoing professional development to provide teachers with the tools necessary to ensure student achievement; and
7. Is consistent within and across classrooms.

Wisdom Academy's instructional strategies reflect the following research-based methodologies:

- Student-centered: investigating students' interests takes precedence over studying arbitrarily selected content.
- Experiential: students are immersed in the most direct possible experience of the content through hands-on activities in every subject.
- Holistic: students encounter whole ideas, events, and materials in context, not by studying subparts isolated from actual use.
- Authentic: real, rich, complex ideas and materials are at the heart of lessons.
- Expressive: to fully engage ideas, construct meaning, and remember information, students must regularly employ the whole range of communicative media – speech, writing, drawing, poetry, drama, music, movement, and visual arts.
- Reflective: learners have multiple opportunities to reflect and debrief their experiences.
- Social: learning is socially constructed and often interactional; teachers create classroom interactions that scaffold learning.
- Collaborative: cooperative learning activities are embedded in lesson plan activities.
- Democratic: classrooms are model communities; students learn what they live as citizens of the school.
- Constructivist: students recreate and reinvent every cognitive system they encounter, including language, literacy, and mathematics.
- Challenging: students learn best when faced with genuine challenges, choices, and responsibility in their own learning.

Specific curricular initiatives that are embedded in classroom instruction include, but are not limited to:

- Standards-based reporting – Robert Marzano's/Ken O'Connor's research
- Differentiated instruction – Carol Ann Tomlinson's research
- Writer's Workshop – Lucy Calkin's/Ralph Fletcher's research

- Recipe for Reading – Nina Traub’s/Frances Bloom’s research
- Daily Five/Café – Gail Boushey’s/Joan Moser’s research
- Words Their Way – Donald Bear’s research
- Understand by Design (early stages of implementation) – Jay McTighe’s research

Wisdom Academy’s annual School Improvement Plan (“SIP”) strategies are research-based. Each core subject curriculum committee determines research-based, best practice strategies and professional development opportunities to ensure that our identified goals are attained. Each strategy and action plan outlined in the SIP has supporting research cited.

Only research-based professional development is used to guarantee positive measurable advancement in academic achievement. Throughout every school year, achievement, perception, demographic, and contextual data are gathered and analyzed to determine staff professional development needs. Based on the comprehensive needs assessment, the School Management Team determines the professional development initiatives for the following school year.

Engaging students in learning and providing them with a foundation for academic excellence

Wisdom Academy utilizes a variety of methods to engage students in learning. Staff will receive professional development in differentiated instruction until it becomes second nature. According to Carol Ann Tomlinson, differentiated instruction is the process of “ensuring that what a student learns, how he/she learns it, and how the student demonstrates what he/she has learned is a match for that student’s readiness level, interests, and preferred mode of learning” (Ellis, et al, 2008, p. 32). Focusing on the child’s interest and modes of learning increases the student’s level of engagement.

Inspiring excellence is at the core of Wisdom Academy’s educational philosophy. We believe that traditional fundamentals of education must be enhanced to form a solid foundation for the future of the student. The high expectations and standards of Wisdom Academy are set above those of the accepted norms; students are encouraged to excel. In addition, teaching character development and values enables a child to grow into a responsible, respectful member of society. One way in which children are enabled to become responsible citizens is through our positive behavior support program. Staff will work with students on the application of strategies and systems to increase academic performance and safety, decrease problem behavior, and establish a positive school culture.

In addition, Wisdom Academy will implement a career paths initiative that involves community members and provides career awareness/exploration opportunities for students. Partnerships with businesses and community leaders have already been established to help provide students with a snapshot of the business world. In fourth grade, speakers will present monthly to facilitate discussions that promote various careers. In middle school, an annual career day will be scheduled during which speakers will present career and job requirements. In addition, many community service organizations (fire, emergency medical services, police departments, the Humane Society) will be invited to speak in classrooms to educate students about various career choices.

Ellis, E., Gable, R.A., Gregg, M., Rock., M.L. (2008). REACH: A framework for differentiating classroom instruction. *Preventing School Failure*, 52(2), 31-47.

Courses of Study

As discussed earlier, a number of instructional methodologies will be used to support student learning at Wisdom Academy. These delivery models have been chosen based on the research supporting their effectiveness, particularly with urban, at-risk learners. All methodologies will be integrated into each core content area, allowing teachers the flexibility and freedom to incorporate best teaching practices with our highly articulated curriculum. All methodologies will be aligned to Wisdom Academy’s mission to “provide all students with a foundation in academic excellence, strong character, productive citizenship, and a passion for life.”

Math, reading, language arts, science, and social studies will be the central components of the Wisdom Academy curriculum being developed in conjunction with the Kent ISD, and will be based on Common Core State Standards, 21st Century Skills, Project Based Learning, Universal Design for Learning, Next Generation Assessments, and the North Carolina Standard Course of Study.

Additionally, the arts (art, movement, theater) will be incorporated into core content areas – math, English language arts, social studies, and science. Please see Appendix C for an example of how drama will be integrated into a first grade lesson plan.

Extracurricular will also be offered as students reach third grade and higher.

| Course | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-----------------------|---|---|---|---|---|---|---|---|---|
| English Language Arts | X | X | X | X | X | X | X | X | X |
| Mathematics | X | X | X | X | X | X | X | X | X |
| Science | X | X | X | X | X | X | X | X | X |
| Social Studies | X | X | X | X | X | X | X | X | X |
| Health | X | X | X | X | X | X | X | X | X |
| Music | X | X | X | X | X | X | X | X | X |
| Art | X | X | X | X | X | X | X | X | X |
| Choir | | | | X | X | X | X | X | X |
| Band | | | | X | X | X | X | X | X |
| Spanish | X | X | X | X | X | X | X | X | X |
| Physical Education | X | X | X | X | X | X | X | X | X |
| Technology | X | X | X | X | X | X | X | X | X |
| Study Skills | | | | | | X | X | X | X |

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

Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments, as well as a variety of culminating assessments are incorporated into daily practice.

Assessment data informs all instruction at Wisdom Academy. Frequent formative assessments will be given to determine student learning during a unit of study. These formative assessments will consist of, but are not limited to: “thumbs down/thumbs up,” individual whiteboards for checking for understanding, entrance/exit cards, homework checks, visual representations of learning, verbal responses, content area games, and written spot checks. Teachers are required to indicate formative assessments in lesson plans.

Summative assessments take the form of unit tests, papers, projects, presentations, and demonstrations to indicate mastery of content. Teachers reteach and reassess when necessary if students do not master the given content. Teachers are required to indicate summative assessments in lesson plans.

Assessments are aligned with the curriculum and instruction. Assessments are designed by matching the appropriate measurement method to the type of learning targets: knowledge, reasoning, skill, performance, or disposition.

Standardized and other norm/criterion-referenced assessments will be outlined in a yearly “assessment calendar.” The assessments will be given periodically and will drive classroom instruction. Assessment data from the Performance Series will be the driving force behind Wisdom Academy’s intervention program. STAR Reading, Performance Series Reading, Developmental Reading Assessment (DRA), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Word Analysis, and AIMSweb, along with formative assessments, will be used to inform reading instruction. Students will be placed in leveled or strategy groups determined by performance on the aforementioned reading assessments. The Reader’s Workshop method of instruction (mini-lesson, guided reading, independent reading, and conferring) guides the reading classes.

STAR Math, Performance Series math, and Diagnostic Readiness assessments, along with formative assessments, will be used to drive math instruction. Students will work in differentiated groups to attain mastery of content.

In the core content areas of writing, science, social studies, and Spanish, formative and teacher-generated summative assessments will drive instruction. Cumulative grade level assessments will be written by content area committees to indicate student progress over time. After analyzing this data, core committees will determine effectiveness of grade level instruction.

Entrance and exit requirements

Any student that meets the criteria for admission to a North Carolina Public School is qualified for admission to Wisdom Academy. To ensure equal opportunity of access a formal, well-publicized lottery will be conducted each year to select the incoming class of students.

Entrance:

Parents must provide the following documentation upon registering a child at Wisdom Academy:

- Copy of birth certificate
- Proof of residency
- Immunization records
- Proof of physical examination/health assessment
- If entering kindergarten, child must be five by August 31 of the current school year

If transferring into Wisdom Academy from another school:

- Official transcripts from all previous schools

- Reason for transfer
- IEP (if applicable)

Exit: To lead meaningful lives in a complex and changing society, the graduates of the Wisdom Academy must demonstrate and continue to develop the ability to:

- Communicate effectively through a variety of media.
- Think creatively and constructively to solve problems.
- Pursue any endeavor based upon the groundwork laid by their in-school experiences.
- Apply technology, recognizing both its potential and limitations.
- Develop physical and emotional well-being.
- Function as citizens in local, state, national, and global communities.
- Value and promote social justice and equality.
- Value the ideas of others.
- Develop a sense of agency and identity that supports individual growth.
- Be a reflective, eternal learner.

Additionally:

- Students must have successfully completed all necessary assessments for grade progression within the school.
- Students must have successfully completed all required state tests.
- Students must have successfully completed all service-learning projects.

The school calendar (must provide instruction for a minimum of 185 instructional days) and how it coincides with the tenets of the proposed mission.

Wisdom Academy 2012-2013 Academic Calendar

| August | | | | | November | | | | | February | | | | | May | | | | | |
|-----------|----|----|----|----|----------|----|----|----|----|----------|----|----|----|----|------|----|----|----|----|---|
| M | T | W | Th | F | | | | 1 | 2 | | | | | 1 | | | | 1 | 2 | 3 |
| | | 1 | 2 | 3 | 5 | 6 | 7 | 8 | 9 | 4 | 5 | 6 | 7 | 8 | 6 | 7 | 8 | 9 | 10 | |
| 6 | 7 | 8 | 9 | 10 | 12 | 13 | 14 | 15 | 16 | 11 | 12 | 13 | 14 | 15 | 13 | 14 | 15 | 16 | 17 | |
| 13 | 14 | 15 | 16 | 17 | 19 | 20 | 21 | 22 | 23 | 18 | 19 | 20 | 21 | 22 | 20 | 21 | 22 | 23 | 24 | |
| 20 | 21 | 22 | 23 | 24 | 26 | 27 | 28 | 29 | 30 | 25 | 26 | 27 | 28 | 27 | 28 | 29 | 30 | 31 | | |
| 27 | 28 | 29 | 30 | 31 | December | | | | | March | | | | | June | | | | | |
| September | | | | | 3 | 4 | 5 | 6 | 7 | | | | | 1 | 3 | 4 | 5 | 6 | 7 | |
| 3 | 4 | 5 | 6 | 7 | 10 | 11 | 12 | 13 | 14 | 4 | 5 | 6 | 7 | 8 | 10 | 11 | 12 | 13 | 14 | |
| 10 | 11 | 12 | 13 | 14 | 17 | 18 | 19 | 20 | 21 | 11 | 12 | 13 | 14 | 15 | 17 | 18 | 19 | 20 | 21 | |
| 17 | 18 | 19 | 20 | 21 | 24 | 25 | 26 | 27 | 28 | 18 | 19 | 20 | 21 | 22 | 24 | 25 | 26 | 27 | 28 | |
| 24 | 25 | 26 | 27 | 28 | 31 | | | | | 25 | 26 | 27 | 28 | 29 | | | | | | |
| October | | | | | January | | | | | April | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 5 | | | | | | |
| 8 | 9 | 10 | 11 | 12 | 7 | 8 | 9 | 10 | 11 | 8 | 9 | 10 | 11 | 12 | | | | | | |
| 15 | 16 | 17 | 18 | 19 | 14 | 15 | 16 | 17 | 18 | 15 | 16 | 17 | 18 | 19 | | | | | | |
| 22 | 23 | 24 | 25 | 26 | 21 | 22 | 23 | 24 | 25 | 22 | 23 | 24 | 25 | 26 | | | | | | |
| 29 | 30 | 31 | | | 28 | 29 | 30 | 31 | 29 | 30 | | | | | | | | | | |

- Professional Development
- All student assessments
- Start date/end date
- Quarter
- Holiday
- Vacation

| | | | | | |
|------------------|-------|---|-----------------|-------|---|
| August | 13-24 | Professional Development for Teachers | December | 20 | 1/2 day |
| | 22-24 | All student assessments | | 21-31 | Winter break- No School |
| | 27 | Classes begin for all students | January | 1 | New Years Day-No School |
| September | 3 | Labor Day- No school | | 18 | End of Second Quarter |
| | 13 | Open House | | 21 | Martin Luther King Jr. Day-No School |
| | 25 | Parent/Teacher conferences | | 28 | Report Cards Distributed |
| October | 25-26 | Professional Development-no students | February | 15 | Teacher work day-no students |
| | 30 | End of First quarter | March | 27 | End of Third Quarter- 1/2 day |
| November | 7 | Report Cards Distributed | | 28 | to April 5- Spring Break |
| | 12 | Veteran's Day- No school | April | 12 | Report Cards Distributed |
| | 21-23 | Thanksgiving recess | May | 10 | 1/2 day- progress reports, Parent teacher conferences |
| | 28 | Progress reports/Parent teacher conferences | June | 14 | Last day of school |
| | | | | 17-19 | Professional Development |

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

Standardized and other norm/criterion-referenced assessments will be outlined in a yearly “assessment calendar.” The assessments will be given periodically and will drive classroom instruction. Assessment data from the Performance Series will be the driving force behind Wisdom Academy’s intervention program. STAR Reading, Performance Series Reading, DRA, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Word Analysis, and AIMSweb, along with formative assessments, will be used to inform reading instruction. Students will be placed in leveled or strategy groups determined by performance on the aforementioned reading assessments. The Reader’s Workshop method of instruction (mini-lesson, guided reading, independent reading, and conferring) guides the reading classes.

STAR Math, Performance Series math, and Diagnostic Readiness assessments, along with formative assessments, will be used to drive math instruction. Students will work in differentiated groups to attain mastery of content.

In the core content areas of writing, science, social studies, and Spanish, formative and teacher-generated summative assessments will drive instruction. Cumulative grade level assessments will be written by content area committees to indicate student progress over time. After analyzing this data, core committees will determine effectiveness of grade level instruction.

For further discussion, please see “demonstration that selected goals are clear, specific, etc.”

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.

At Wisdom Academy, building-wide professional development will be organized around state and local data analysis as well as building-wide initiatives to improve teaching and learning. Concurrently, each individual instructor will be working on an individual development path with the oversight of the Human Resources Department and building leadership. All staff will be responsible for completing an Individual Development Plan based on their unique needs, which will be identified both through the teacher evaluation system and through reflective, self-reported needs and interests. Any teachers who enter the district with less than three years of teaching experience in the classroom will participate in Wisdom Academy’s New Teacher Induction Program, an outline of which follows.

New Teacher Induction Program

Wisdom Academy envisions a top-notch induction program wherein teachers are embraced, supported, challenged, strengthened, and immersed in continuous improvement. The program has three distinct phases:

Phase I: Early Induction and Orientation

In this phase, the teachers are taken through targeted professional development centering on orientation to the building, introduction to school-wide, team, and grade-level programs. Additionally, they participate in a

week-long professional development series on new implementations, data review and analysis, project planning, and team building.

Phase II: Assessments and Observations

In phase two of the induction process, new teachers are provided support in conducting targeted pre-tests, first cycle of 30-Day Assessments, and Performance Series Review in their classrooms. Through the month of September, new teachers work with their building leader, grade level teams, and content teams to look at data, identify areas of strength and weakness, and collaboratively plan a targeted review focused on achievement. Additionally, through the months of October and November, the new teacher cohort is introduced to the school's observation and evaluation protocols. Through this piece of Phase II, new teachers are trained and given three observation (TESA) indicators: Proximity, Affirm and Redirect, and Equitable Distribution. They are then asked to focus on visiting master teacher classrooms. The master teachers are pooled according to areas of: Instructional skills, Organization, Differentiated Instruction, Management, Nurturing Environment, Project Based Learning, historical success on the Charlotte Danielson Framework, and Centers. With support from the building leader, the new teacher selects teacher rooms to conduct their TESA observations, based on their areas of greatest need.

Phase III: Mentor Matching and Development Sessions

After the pool of qualified mentors is created based on criteria established by a teacher-led design team, mentors are matched with new teachers. Together the mentors and new teachers meet weekly (in person and virtually) to reflect on the practice of the new teacher. The mentors are provided with a stipend, which will allow for extra time to be spent monthly throughout the school year with their new teacher partner. Targeted development meetings, which are teacher-designed in the areas of Instructional Skills, Organization, Differentiated Instruction, Management, Nurturing Environment, Project Based Learning, and Centers, occur each month wherein teachers provide activities, lecture, make and take, etc., to support the major domains. Additionally, new teachers participate in cohort meetings monthly, which allow them to reflect, work together, and provide support and suggestions for improving practice and the program.

Each year concludes with a celebration of the new teacher (and mentor) accomplishments and solidifies a sustained working relationship for the cohort and the mentor/new teacher relationships for the coming years.

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.

Wisdom Academy understands that all students are entitled to a Free and Appropriate Public Education (FAPE) and that this best occurs in the Least Restrictive Environment (LRE). It is our belief that even students with Individualized Education Programs (IEPs) should, to the greatest extent possible, participate in the same classes and experiences afforded to general education students.

Instructional planning is focused upon ensuring student success. The result is a curriculum that allows students to derive meaning from all of their educational experiences. Wisdom Academy believes active student engagement is a key feature of student success. There is an expectation that all teachers design lessons and assessments that engage students.

Wisdom Academy's core curriculum:

1. Is available to all children
2. Is preventative and proactive; and
3. Includes, but is not limited to:
 - Differentiated instruction by adaptations
 - Use of diagnostic assessments
 - Small, flexible groups
 - Curriculum that scaffolds
 - Data-driven decisions and progress monitoring

Wisdom Academy subscribes to a four-tier Response to Intervention ("RtI") structure:

Tier I is subject area classroom instruction (general education students and Exceptional Children students). Teachers use differentiated instruction, when possible, to meet student needs. Frequent formative assessments determine the extent to which content is learned prior to a summative assessment. Summative assessments in the form of unit tests, papers, projects, presentations, and demonstrations indicate mastery of content. Teachers reteach and reassess as necessary.

Tier II encompasses the classroom instruction outlined above and additional "needs-based learning." Students who are identified through standardized assessments and teacher observation as performing below grade level receive additional support in the classroom. This support could come from the classroom teacher or an interventionist who is assigned to the classroom. Students receive more frequent progress monitoring to determine academic growth. The students are supported and monitored for ten weeks. If students have an Individualized Educational Plan ("IEP") goal they are not supported by an interventionist, as they are supported by Exceptional Children staff.

Tier III encompasses Tier I and Tier II instruction with the addition of "individualized learning." Students who do not make accelerated progress after ten weeks of receiving Tier II instruction are identified as Tier III students. An interventionist, who is a certified teacher, services the targeted students outside of the classroom (not during core instruction). A learning plan is formulated to the specific student's needs, along with individualized assessments. If the student is not making accelerated progress after five weeks, a child study is initiated and the student's study team meets to recommend and implement additional strategies to assist the student. After a subsequent five-week timeframe, if the student is not making accelerated progress to grade level, they are referred for Exceptional Children testing.

Tier IV encompasses Tier I instruction and "specially designed learning." The students identified for Tier IV are those that qualify for Exceptional Children services based on a documented learning or speech disability. Students receive classroom instruction by the general education teacher and support by an Exceptional Children teacher based on their IEP goals. They also may receive modified content or instructional delivery.

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

In order to fulfill its mission, Wisdom Academy must develop and sustain a positive family/school/community partnership. To that end, Wisdom Academy represents a partnership of parents, students, faculty, administration, and staff. Parents expect and appreciate direct and regular communication from faculty regarding their children. Wisdom Academy places the utmost importance on parental involvement in the formal and informal education of their children.

Additionally, the Wisdom Academy School Improvement Team, one of the major players in suggesting school policy, will include parent and community representation. The organizers of Wisdom Academy sincerely believe the school will best succeed with the input of parent and community leaders, and by forming community partnerships that will enable Wisdom Academy students to use their service learning model to improve and enrich the surrounding community.

Further, parents will be part of the day-to-day operations of the school as they meet their volunteer requirements and take part in Parent University, so they will have the opportunity to see school operations in real time, which will make their contributions to governing the school more impactful. The school will also conduct parent/family surveys and use the feedback from those surveys (in addition to individual communications, focus groups, and PTO meetings) to make school operations more effective and efficient.

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.

As previously mentioned, Wisdom Academy uses a four-tier model to identify students who are gifted and at-risk in order to ensure that each student is receiving instruction appropriate to identified needs. Additionally, all new students to the school are given AIMSweb in word reading, reading comprehension, math concepts and applications, and math computations. This allows Wisdom Academy staff to design an instructional program that will make the student successful.

Adaptations and modification for students who are gifted and/or high achievers

For exceptional students, Wisdom Academy will provide an Accelerated Program. Student selection is based upon their high scores on the North Carolina End-of-Grade test, the Terra Nova Assessment Test, Performance Series grade-level test, and through teacher recommendation. Students must score in the 97th percentile or higher in either reading or math to be considered for the Accelerated Program.

In clarification of the design of the Accelerated Program, students will be identified in grades two through eight. Homeroom teachers and specials teachers will be aware of, and have the responsibility to, oversee the students' core academics and challenge the students in their specific areas of strength. Wisdom Academy teachers will utilize differentiation of instruction to provide students with the opportunity to accelerate within the general education classroom. Teachers will design lessons implementing different levels of instruction and curriculum to meet the variety of needs within the classroom. In the area of math instruction, students are provided with enrichment activities, or in some instances, a student will partake in a higher grade level math class to meet the individual child's academic needs.

At-risk children

Tier II encompasses the classroom instruction outlined above and additional “needs-based learning.” Students who are identified through standardized assessments and teacher observation as performing below grade level receive additional support in the classroom. This support could come from the classroom teacher or an interventionist who is assigned to the classroom. Students receive more frequent progress monitoring to determine academic growth. The students are supported and monitored for ten weeks. If students have an Individualized Educational Plan (“IEP”) goal they are not supported by an interventionist, as they are supported by Exceptional Children staff.

Tier III encompasses Tier I and Tier II instruction with the addition of “individualized learning.” Students who do not make accelerated progress after ten weeks of receiving Tier II instruction are identified as Tier III students. An interventionist, who is a certified teacher, services the targeted students outside of the classroom (not during core instruction). A learning plan is formulated to the specific student’s needs, along with individualized assessments. If the student is not making accelerated progress after five weeks, a child study is initiated and the student’s study team meets to recommend and implement additional strategies to assist the student. After a subsequent five-week timeframe, if the student is not making accelerated progress to grade level, they are referred for Exceptional Children testing.

English language learners

Wisdom Academy understands that students, regardless of their native language, are required to meet the North Carolina Standard Course of Study as well as the Common Core State Standards. It is further understood that as second language learners are working to acquire a new language, proficiency in the new language can occur rapidly through academic applications. To this end, when English Language Learners (ELLs) enter the Wisdom Academy, they are supported with a teacher who is qualified to teach second language learners. Utilizing the North Carolina Department of Public Instruction English Language Proficiency Standard Course of Study support materials, as well as the Core Content Standards Linking Documents, support and general education teachers collaborate and focus on the academic achievement and language acquisition of the ELL. Care is taken to ensure that language acquisition is supplemented rather than supplanted in the general education classroom. Rather, language acquisition and core content instruction occur simultaneously through the collaborative work of the teachers who are informed by the English Language Proficiency Standard Course of Study and the Student Accountability Standards.

Students Who Qualify for Special Education

Tier IV encompasses Tier I instruction and “specially designed learning.” The students identified for Tier IV are those that qualify for Exceptional Children services, based on a documented learning or speech disability. Students receive classroom instruction by the general education teacher and support by an exceptional children teacher, based on their IEP goals. They also may receive modified content or instructional delivery.

When making educational placement decisions for students with disabilities, Wisdom Academy will ensure that parents are contributing members of the IEP team and together the team is making decisions that are subject to requirements regarding provisions of Least Restrictive Environment. When determining how services will be delivered to students with disabilities, Wisdom Academy will follow all Exceptional Children Rules as issued by the North Carolina Department of Public Instruction. If a child with a current IEP enrolls

at Wisdom Academy, Wisdom Academy will implement the existing IEP to the extent possible, or will provide an interim IEP agreed to by parents until a new IEP can be developed. IEPs will be developed, revised, and implemented in accordance with the Individuals with Disabilities Educational Improvement Act (IDEIA) and state law and regulations.

Wisdom Academy will fully comply with federal laws and regulations governing children with disabilities as follows:

1. The Academy is responsible for providing a free appropriate public education to children with disabilities enrolled in the Academy that have been determined through an IEP to require Exceptional Children programs and services.
2. The Academy will ensure that children who are suspected of having disabilities are properly evaluated by a multidisciplinary team, as defined in North Carolina rules for Exceptional Children instruction, and that children who have already been identified are re-evaluated by the multidisciplinary team at least every three years.
3. When a multidisciplinary team determines that an Exceptional Children student requires programs and services, the Academy will ensure that the IEP is fully implemented in accordance with IDEIA, and reviewed on an annual basis or more frequently as determined by the IEP team.
4. With rare exception, any child referred for Exceptional Children testing will have been vetted through the RTI process, ensuring that students will have been provided with every possible opportunity to succeed in the general education classroom.

Section 504 of the Rehabilitation Act of 1973

Section 504 Rehabilitation Act of 1973 and the American with Disabilities Act prohibit discrimination against students and employees on the basis of a disabling condition. These laws impact instructional requirements as well as requirements regarding facilities, personnel, transportation, and length of the school days.

504/ADA cases in schools involve students who:

- Are not found to be in need of special education (i.e. they are performing satisfactorily in the regular classroom setting).
- Have various types of diagnosed physical or mental impairments that are shown to substantially limit one or more of the students' major life activities.

Those major life activities include:

- Functions such as caring for oneself
- Walking, seeing, hearing, speaking, breathing
- Performing manual tasks
- Learning and working

Students who meet the qualifications for a Section 504 Plan may be in need of certain accommodations and/or modifications. Examples of cases may include:

- Students with physical disabilities who need a physical therapist to be involved as a consultant in their educational services but who do well in regular classes.
- Students with attention deficit disorders who, with classroom accommodations and/or modifications, can succeed in the regular classroom and are not in need of special education.
- Students with auditory deficits who can function well within the regular classroom if auditory trainer equipment is made available to them.

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

Extra-curricular programs will be made available through unique community partnerships in and around the Wisdom Academy community. During the start-up phase, services will be comprised of donated and in-kind contributions by area businesses and service organizations in the surrounding community. As the school grows and its programming becomes more robust, an intentional co-curricular program will be established that is thematically tied to the school and ultimately provides students with engaging, developmentally appropriate experiences that tie directly to the mission of the school. Examples of partnerships and programs include:

- Performing and fine arts involvement made available through partnerships with North Carolina State University, Shaw University, and Saint Augustine College Education and Fine Arts Department.
- College student volunteers will be enlisted to serve as mentors and tutors for Wisdom Academy students.
- Parent University, a unique partnership with Holistic Youth Experiences, Inc., will ensure comprehensive wraparound programming for students, including financial literacy, health and wellness, career preparation skill building, and technology and social media.
- Strong relationships within the artistic community will enable Wisdom Academy to leverage relationships for visiting and resident artist programs, performance-based activities for students within walking distance of the school, and mentorship opportunities with individuals who have made a career of working in and through the arts.

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

The charter school must accept special needs children under the federal legislation *Individuals with Disabilities Education Improvement Act (IDEIA)* (20 U.S.C. 1400 Et seq.) and the state legislation (G.S. 115C-106 Et seq.).

Provide a clear and thorough explanation of the procedures the proposed charter will follow to insure compliance of the above laws.

The charter school must accept special needs children under the federal legislation *Individuals with Disabilities Education Improvement Act (IDEIA)* (20 U.S.C. 1400 Et seq.) and the state legislation (G.S. 115C-106 et seq.), as appropriate for the admission to the charter school. Also, our 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.

The mission of Wisdom Academy is to ensure that students with disabilities develop mentally, physically, emotionally, and vocationally through the provision of an appropriate, individualized education in the least restrictive environment. Wisdom Academy provides special education and related services according to the federal *Individuals with Disabilities Education Improvement Act (IDEIA)* and the regulations of the North Carolina Public School Law, article 9. We will offer a full inclusion program to serve students with special needs, ensuring that all of our students become part of the school community regardless of their strengths or weaknesses. We will also ensure that these exceptional students are included in the feeling of belonging among other students, teachers, and support staff, so that support services are brought to the child.

Wisdom Academy will offer a full inclusion program to exceptional students whose educational needs can be met in regular classroom setting in the least restrictive environment. Wisdom Academy will provide this fully inclusive model together with an Exceptional Children teacher who will offer input to enhance the curriculum for those students. In accordance with the exceptional student ratio in Wake County, Wisdom Academy anticipates 10% of the student body to be exceptional children.

In order to identify students with disabilities, Wisdom Academy screens incoming students for existing IEPs, and our master teachers are trained to carefully monitor individual student performance for exceptional needs. Weekly staff meetings and frequent progress reports will allow Wisdom Academy teachers, administrators, and parents to evaluate the academic and social progress of each student. This approach ensures that student needs are addressed in a timely fashion.

We also believe that teachers, who are aware of the challenges of working with exceptional students and equipped with proper tools, are equally imperative. Thus, Wisdom Academy will provide ongoing training for all teachers in this area by the Exceptional Children teacher in the school and/or outside resources such as workshops, seminars, and access to professional development resources like online assistive technology trainings to support continuing professional development. The Exceptional Children teacher will be available to co-teach in classrooms and provide an even smaller student/teacher ratio. This teacher will provide special education consultative services and will assist teachers in developing students' strengths and using these strengths to address areas of weakness. The Exceptional Children teacher will also assist regular teachers in making necessary modifications and adjusting the presentation of curriculum as needed so that all students can be successful. Students' individualized education plans will be followed and reviewed annually.

Psychological evaluations, re-evaluations, and educational testing will be conducted as required by state mandates.

The exceptional children's program at Wisdom Academy may include the following:

- Collaboration with the Exceptional Children teacher in the classroom

- Accommodated and differentiated assignments
- Extended time on assessments
- Multiple sessions
- Individual pullout instruction
- Preferential seating
- Small group instruction
- Peer tutoring
- Enrichment activities
- Use of technology

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

I. CODE OF STUDENT CONDUCT

The board has adopted the following Code of Student Conduct (the “Code”). The Code includes the types of misconduct that will subject a student to disciplinary action. The board also adopted the list of behaviors and the terms contained in the list. It is the school staff’s responsibility to provide a safe and orderly learning environment. History has shown that certain student actions are not compatible with a safe and orderly environment. Discipline is within the sound discretion of the school/academy staff and administration. Due process ensures that disciplinary action is imposed only after review of the facts and/or special circumstances of the situation.

Each of the behaviors described below may subject the student to disciplinary action, including suspension and/or expulsion from school. Consistent with state law and policy, long-term suspensions and expulsions shall be reserved only for major offenses: those that threaten others safety or the operation of the school and for minor offenses when, in the principal’s discretion, there are aggravating circumstances warranting severe discipline.

Possession, Use or Sale of Illegal Drugs

The school has a “drug free” zone that extends 1,000 feet beyond the school boundaries as well as to any school activity and any school-sponsored transportation. This means that any activity, possession, sale, distribution, or use of drugs, alcohol, fake drugs, steroids, inhalants, or lookalike drugs is prohibited. Attempted sale or distribution is also prohibited. If caught, the student may be suspended or expelled and law enforcement officials may be contacted. Violation of this provision is a major offense subject to long-term suspension or expulsion pursuant to the provisions and procedures addressed further below.

Possession of a Weapon

Possession of a weapon (as defined below in these policies) is a major offense subject to long-term suspension or expulsion pursuant to the provisions and procedures addressed further below.

The board prohibits visitors from possessing, storing, making, or using weapons in any setting that is under the control and supervision of the board for the purpose of school activities approved and authorized by the board including, but not limited to, property leased, owned, or contracted for by the board, or a school

sponsored event. A parent of or legal guardian of a student of the school, who is properly licensed to carry a concealed weapon, may carry a concealed pistol while in a vehicle on school property, if s/he is dropping the student off at the school or picking up the child from the school.

Knowledge of Dangerous Weapons or Threats of Violence

Students, staff members, and visitors are entitled to function in a safe school environment. Students shall report knowledge of dangerous weapons or threats of violence to the principal or other school supervisor. Failure to report such knowledge may subject the student to discipline.

Purposely Setting a Fire

Anything, such as fire, that endangers school property and its occupants will not be tolerated. Arson is a felony; local law enforcement will be notified. Violation of this provision is a major offense subject to long-term suspension or expulsion pursuant to the provisions and procedures addressed further below.

Physically Assault, Threat of Assault

Physical assault at school against a School/Academy employee, student, volunteer, or contractor which may or may not cause injury may result in charges being filed and subject the student to expulsion. Physical assault is defined as "intentionally causing or attempting to cause physical harm to another through force or violence." Violation of this provision is a major offense subject to long-term suspension or expulsion pursuant to the provisions and procedures addressed further below.

Verbal Assault

A student shall not verbally assault a staff member, volunteer, or a contractor, or make a bomb threat (or similar threat) directed at the building, property, or a school-related activity. Verbal assault is a communicated intent to inflict physical or other harm on another person, with a present intent and ability to act on the threat. Violation of this provision is a major offense subject to long-term suspension or expulsion pursuant to the provisions and procedures addressed further below.

False Alarms, False Reports, Bomb Threats

A false emergency alarm, report, or bomb threat endangers the safety forces that are responding, the citizens of the community, and individuals in the building. What may seem like a prank is a dangerous stunt. Violation of this provision is a major offense subject to long-term suspension or expulsion pursuant to the provisions and procedures addressed further below.

Explosives

Explosives, fireworks, and chemical reaction objects such as smoke bombs, pipe bombs, bottle bombs, small firecrackers, and poppers are forbidden and dangerous. Violation of this provision is a major offense subject to long-term suspension or expulsion pursuant to the provisions and procedures addressed further below.

Possession of a Firearm, Arson, and Criminal Sexual Conduct

As provided further below, a student shall not possess a dangerous weapon on school property or at a school-sponsored event or commit either arson or criminal sexual conduct in a school building or on school property, including school buses and other school transportation.

Violation of this provision is a major offense subject to long-term suspension or expulsion pursuant to the provisions and procedures addressed further below.

Criminal acts

Any student engaging in criminal acts at or related to the school will be reported to law enforcement officials as well as disciplined by the school.

Students should be aware that state law requires that school officials, teachers, and appropriate law enforcement officials be notified when a student of the Wisdom Academy School District is involved in crimes occurring in the school, as well as in the community, related to physical violence, gang-related acts, illegal possession of a controlled substance, alcohol or other intoxicants, trespassing, and property crimes including, but not limited to, theft and vandalism.

Violation of this provision is a major offense subject to long-term suspension or expulsion pursuant to the provisions and procedures addressed further below.

Theft

If a student is caught stealing the school's or someone's property, s/he will be disciplined and may be reported to law enforcement officials. Students are encouraged not to bring anything of value to school that is not needed for learning without prior authorization from the principal. The school is not responsible for personal property. Violation of this provision, depending on its seriousness, may be considered a major offense subject to long-term suspension or expulsion pursuant to the provisions and procedures addressed further below.

Damage to Property

Vandalism and disregard for school property will not be tolerated. Violations could result in reporting to law enforcement, suspension or expulsion, and payment for resulting damages. Violation of this provision may be considered a major offense subject to long-term suspension or expulsion pursuant to the provisions and procedures addressed further below.

Harassment

Harassment of students is prohibited and will not be tolerated. This includes inappropriate conduct by other students as well as any other person in the school environment, including employees, board members, parents, guests, contractors, vendors, and volunteers. It is the policy of the District to provide a safe and nurturing educational environment for all of its students. This policy applies to all activities on school property and to all school sponsored activities, whether on or off school property.

Harassment is defined as inappropriate conduct that is repeated enough or is serious enough to negatively

impact a student's educational, physical, or emotional well-being. This would include harassment based on any of the legally protected characteristics such as gender, race, color, national origin, religion, marital status, or disability. This policy, however, is not limited to these legal categories and includes any harassment that would negatively impact students. This would include such activities as stalking, bullying, name-calling, taunting, hazing, and other disruptive behaviors.

Any student that believes s/he has been or is the victim of harassment should immediately report the situation to a teacher and the principal.

Every student should, and every staff member **must**, report any situation that they believe to be improper harassment of a student. Reports may be made to those identified above.

If the investigation results in a finding that harassment occurred, it will result in prompt and appropriate disciplinary action, including suspension or expulsion for students, discharge for an employee, exclusion for parents, guests, volunteers and contractors, and removal from any officer position and/or a request to resign for board members.

Retaliation against any person for complaining about harassment or participating in a harassment investigation is prohibited. Suspected retaliation should be reported in the same manner as harassment. Intentionally false harassment reports made to get someone in trouble are also prohibited. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

The following definitions are provided for guidance only. If a student or other individual believes there has been harassment, regardless of whether it fits a particular definition, s/he should report it and allow the administration to determine the appropriate course of action.

Harassment Defined:

- A. Submission to unwelcome conduct or communication is made either an explicit or implicit condition of utilizing or benefitting from the services, activities, or programs of the school;
- B. Submission to, or rejection of, the unwelcome conduct or communication is used as the basis for a decision to exclude, expel, or limit the harassed student in the terms, conditions, or privileges of the school;
- C. The unwelcome conduct or communication interferes with the student's education, creates an intimidating, hostile, or offensive environment, or otherwise adversely affects the student's educational opportunities. This may include racial slurs, mocking behavior, or other demeaning comments.

Sexual Harassment, may include, but is not limited to:

- A. verbal harassment or abuse;
- B. pressure for sexual activity;
- C. repeated remarks with sexual or demeaning implications;
- D. unwelcome touching;
- E. sexual jokes, posters, cartoons, etc.;
- F. suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, safety, job, or performance of public duties.

Bullying

The board will not tolerate any gestures, comments, threats, or actions to a student which cause or threaten to cause bodily harm, reasonable fear for personal safety, or personal degradation. This policy applies to all activities in the District, including activities on school property and those occurring off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, or where an employee is engaged in school business.

"Bullying" is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e. internet, telephone or cell phone, personal digital assistant (PDA), or wireless handheld device) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical, or sensory disability or impairment, or by any other distinguishing characteristic.

Such behavior is considered harassment or bullying, for school purposes, when it occurs on school property, at any school-sponsored function, or in a school vehicle. Such behavior may also be subject to discipline if it occurs off of school property and not at a school-sponsored event, when it does (or is reasonably likely to) substantially disrupt the school or a student's educational well-being.

Acts of Bullying: intimidation of others by acts such as (but not limited to) the following:

- A. threatened or actual physical harm;
- B. unwelcome physical contact;
- C. threatening or taunting verbal or written or electronic/digital communications;
- D. taking or extorting money or property;
- E. damaging or destroying property;
- F. blocking or impeding student movement.

Aggressive behavior is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well-being. This type of behavior is a form of harassment, although it need not be based on any of the legally protected characteristics, such as sex, race, color, national origin, marital status, or disability. It would include, but not be limited to, such behaviors as bullying, hazing, stalking, intimidating, menacing, coercion, name-calling, taunting, or making threats.

Any student who believes s/he has been or is the victim of aggressive behavior including bullying or hazing, should immediately report the situation to the School Leader.

Use of Tobacco

Smoking and other tobacco use is a danger to a student's health and to the health of others. The school prohibits the sale, distribution, use, or possession of any form of tobacco during school time or at any school activity. This prohibition also applies when going to and from school on school grounds. Violation of this provision may result in suspension or expulsion in extenuating circumstances.

Student Disorder or Demonstration

Students will not be denied their rights to freedom of expression, but the expression may not infringe on the

rights of others. Disruption of any school activity will not be allowed. If a student (or students) feels there is need to organize some form of demonstration, s/he is encouraged to contact the School Leader to discuss the proper way to plan such an activity. Violation of this provision may result in suspension or expulsion in extenuating circumstances.

Gambling

Gambling includes casual betting, betting pools, organized sports betting, and any other form of wagering. Students who bet on an activity in which they are involved may also be banned from that activity. Violation of this rule may result in suspension or expulsion.

Falsification of School Work, Identification, Forgery

Falsifying documents and academic dishonesty will subject the student to academic penalties as well as disciplinary action. Violations of this rule may result in a suspension or expulsion.

Unauthorized Use of School or Private Property

Students are expected to obtain permission to use any school property or any private property located on school premises. Any unauthorized use may be subject to disciplinary action. This includes use of the Internet and communication networks in a manner not sanctioned by policy and administrative guideline. Violations of this rule may result in suspension or expulsion.

Displays of Affection

Students demonstrating affection between each other is personal and not meant for public display. This includes touching, petting, or any other contact that may be considered sexual in nature. Such behavior may result in disciplinary action, including suspension or expulsion from school.

Wireless Communication Devices (WCD)

Students may possess wireless communication devices (WCDs) in school, on school property, during after school activities (e.g. extra-curricular activities) and at school-related functions, provided that during school hours and on school vehicles the WCDs are powered completely off (i.e. not just placed into vibrate or silent mode) and stored out of sight.

A “wireless communication device” is a device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor. The following devices are examples of WCDs: cellular and wireless telephones, pagers/beepers, personal digital assistants (PDAs), BlackBerrys/Smartphones, Wi-Fi enabled or broadband access devices, two-way radios or video broadcasting devices, and other devices that allow a person to record and/or transmit, on either a real time or delayed basis, sound, video or still images, text, or other information. Students may not use WCDs on school property or at a school-sponsored activity to access and/or view internet websites that are otherwise blocked to students at school.

Also, during after-school activities when directed by the building principal or sponsor, WCDs shall be powered completely off (not just placed into vibrate or silent mode) and stored out of sight.

Students are prohibited, to the extent permitted by law, from using WCDs to capture, record, or transmit the words (i.e. audio) and/or images (i.e. pictures/video) of any student, staff member, or other person in the school or while attending a school-related activity, without the expressed prior notice and explicit consent for the capture, recording, or transmission of such words or images. Using a WCD to take or transmit audio and/or video of an individual without his/her consent is considered an invasion of privacy and is not permitted. Students who violate this provision and/or use a WCD to violate the privacy rights of another person may have their WCD confiscated and held until the end of the school year.

“Sexting” is prohibited at any time on school property or at school functions. Sexting is the electronic transmission of sexual messages or pictures, usually through cell phone text messaging. Such conduct is not only potentially dangerous for the involved students, but can lead to unwanted exposure of the messages and images to others, and could result in criminal violations related to the transmission or possession of child pornography. Such conduct will be subject to discipline and possible confiscation of the WCD.

Students are also prohibited from using a WCD to capture and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using their WCDs to receive such information.

Possession of a WCD by a student is a privilege that may be forfeited by any student who fails to abide by the terms of this policy, or otherwise engages in misuse of this privilege.

Confidentiality

Every reasonable effort will be made to maintain confidentiality during the investigative process. However, a proper investigation may, in some circumstances, require the disclosure of names and allegations.

Profanity

Any behavior or language that, in the judgment of the staff or administration, is considered obscene, disrespectful, vulgar, profane, and/or violates community-held standards of good taste may be subject to disciplinary action.

Student Concerns, Suggestions, Grievances

The school is here for the benefit of the students. The staff is here to assist each student in becoming a responsible adult. If a student has suggestions that could improve the school, s/he should feel free to offer them. Written suggestions may be presented directly to the principal, his or her designee, a teacher, or to the officers of the student government.

When concerns or grievances arise, the best way to resolve the issue is through communication. No student will be harassed by any staff member or need fear reprisal for the proper expression of the legitimate concern. As with suggestions, written concerns and grievances may be directed to the principal or to the officers of the student government.

A student may have the right to a hearing if the student believes s/he has been improperly denied participation in a school activity or has been subjected to an illegal rule or standard. A student may not petition to have a change in grade.

Discipline of Students with Disabilities

Students with disabilities are entitled to the rights and procedures afforded by the Individuals with Disabilities Education Improvement Act (IDEIA), the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and North Carolina law and regulations, including the State board of Education's "Policies Governing Services for Children with Disabilities."

II. General Provisions, Definition, and Procedures / Serious Disciplinary Actions

The following provisions are required by state law pursuant to Article 27 of Chapter 115C of the General Statutes (as amended in 2011).

Policy and Definitions

The following provisions are governed by G.S. 115C-390.1 (as amended in 2011).

(a) In order to create and maintain a safe and orderly school environment conducive to learning, school officials and teachers need adequate tools to maintain good discipline in schools. The state and school recognize that removal of students from school, while sometimes necessary, can exacerbate behavioral problems, diminish academic achievement, and hasten school dropout. School discipline must balance these interests to provide a safe and productive learning environment, to continually teach students to respect themselves, others, and property, and to conduct themselves in a manner that fosters their own learning and the learning of those around them.

(b) The following definitions apply to this policy:

- (1) Alternative education services. – Part or full-time programs, wherever situated, providing direct or computer-based instruction that allow a student to progress in one or more core academic courses. Alternative education services include programs established by the local board of education in conformity with G.S. 115C-105.47A and local board of education policies.
- (2) Corporal punishment. – N/A
- (3) School property. – Any school building or bus, school campus, grounds, recreational area, athletic field, or other property under the control of any local board of education or charter school.
- (4) Expulsion. – The indefinite exclusion of a student from school enrollment for disciplinary purposes.
- (5) Firearm. – Any of the following:
 - a. A weapon, including a starter gun, which will or is designed to or may be readily converted to expel a projectile by the action of an explosive.
 - b. The frame or receiver of any such weapon.
 - c. Any firearm muffler or firearm silencer.The term shall not include an inoperable antique firearm, a BB gun, stun gun, air rifle, or air pistol.
- (6) Long-term suspension (LTS). – The exclusion for more than 10 school days of a student from school attendance for disciplinary purposes from the school to

which the student was assigned at the time of the disciplinary action. If the offense leading to the LTS occurs before the final quarter of the school year, the exclusion shall be no longer than the remainder of the school year in which the offense was committed. If the offense leading to the LTS occurs during the final quarter of the school year, the exclusion 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.

- (7) Parent. – Includes a parent, legal guardian, legal custodian, or other caregiver adult who is acting in the place of a parent and is entitled to enroll the student in school.
- (8) Destructive device. – An explosive, incendiary, or poison gas:
 - a. Bomb.
 - b. Grenade.
 - c. Rocket having a propellant charge of more than four ounces.
 - d. Missile having an explosive or incendiary charge of more than one-quarter ounce.
 - e. Mine.
 - f. Device similar to any of the devices listed in this subdivision.
- (9) Principal. – Includes the school principal, director, headmaster, or similar person in charge of the school and that person's designee.
- (10) School official. – An administrator to whom the board or principal has delegated duties under this policy.
- (11) School personnel. – Any of the following:
 - a. An employee of the school.
 - b. Any person working on school grounds or at a school function under a contract or written agreement with the public school system to provide educational or related services to students.
 - c. Any person working on school grounds or at a school function for another agency providing educational or related services to students.
- (12) Short-term suspension (STS). – The exclusion of a student from school attendance for disciplinary purposes for up to 10 school days from the school to which the student was assigned at the time of the disciplinary action.
- (13) Substantial evidence. – Such relevant evidence as a reasonable person might accept as adequate to support a conclusion; it is more than a scintilla or permissible inference.

(c) Notwithstanding the provisions of this policy, the policies and procedures for the discipline of students shall be consistent with the requirements of the Gun Free Schools Act, 20 U.S.C. § 7151, the Individuals with Disabilities Education Improvement Act (IDEIA), 29 U.S.C. § 1400, et seq., section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 701, et seq., and with other federal laws and regulations.

General Provisions

The following provisions are governed by G.S. 115C-390.2 (as adopted in 2011).

- (a) **Guidance for School Officials.** These policies shall be followed by school officials in disciplining students.

(b) **The Code.** This policy shall constitute the School's Code of Student Conduct (the "Code"), giving notice to students and parents of expected behaviors and potential discipline for violations of the Code.

(c) **Off-campus Behavior.** A student may also be disciplined for any personal conduct occurring outside of school property or after school hours, when the student's conduct otherwise violates the Code of Student Conduct and the student's conduct has or is reasonably likely to have a direct and immediate impact on the orderly and efficient operation of the schools or the safety of individuals in the school environment.

(d) **Truancy.** Students may be disciplined for but shall not be long-term suspended or expelled from school solely for truancy or tardiness offenses and shall not be short-term suspended for more than two days for such offenses.

(e) **Limited Mandatory Long-term Suspensions and Expulsion.** The School shall not impose mandatory long-term suspensions (LTS) or expulsions for specific violations unless otherwise provided in State or federal law.

(f) **Selected Use of LTS and Expulsion.** The School shall minimize the use of LTS and expulsion by restricting the availability of LTS or expulsion to those violations deemed to be serious violations of the Code that either threaten the safety of students, staff, or school visitors or threaten to substantially disrupt the educational environment. Examples of conduct that would not be deemed to be a serious violation include the use of inappropriate or disrespectful language, noncompliance with a staff directive, dress code violations, and minor physical altercations that do not involve weapons or injury. The principal may, however, in his or her discretion, determine that aggravating circumstances justify treating a minor violation as a serious violation.

(g) **Disciplinary Considerations.** The School shall not prohibit the school director and principal from considering the student's intent, disciplinary and academic history, the potential benefits to the student of alternatives to suspension, and other mitigating or aggravating factors when deciding whether to recommend or impose LTS.

(h) **Procedure.** These policies shall include the procedures for suspending or expelling any student, consistent with state law.

(i) **Publication and Notice of the Code.** The School shall publish this Code and make it available to each student and his or her parent at the beginning of each school year and upon request.

(j) **Positive Behavior Planning.** The School will seek to adopt research-based behavior management programs that take positive approaches to improving student behaviors.

(k) **Breadth of Disciplinary Options.** The School will seek to use a full range of responses to violations of disciplinary rules, such as conferences, counseling, peer mediation, behavior contracts, instruction in conflict resolution and anger management, detention, academic interventions, community service, and other similar tools that do not remove a student from the classroom or school building.

Reasonable Force

The following provisions are governed by G.S. 115C-390.3 (as adopted in 2011)

- (a) School officials may physically restrain student in accordance with G.S. 115C-391.1.
- (b) School personnel may use reasonable force to control behavior or to remove a person from the scene in those situations when necessary for any of the following reasons:
 - (1) To correct students.
 - (2) To quell a disturbance threatening injury to others.
 - (3) To obtain possession of weapons or other dangerous objects on the person, or within the control, of a student.
 - (4) For self-defense.
 - (5) For the protection of persons or property.
 - (6) To maintain order on educational property, in the classroom, or at a school-related activity on or off educational property.
- (c) Notwithstanding any other law, school employees shall be civilly liable for using reasonable force in conformity with the law.

Short-Term Suspension

The following provisions are governed G.S. 115C-390.5 (as adopted in 2011).

- (a) The principal shall have authority to impose a short-term suspension (STS) on a student who willfully engages in conduct that violates a provision of the Code that authorizes STS.
- (b) If a student's STS accumulates to more than 10 days in a semester, to the extent the principal has not already done so, he or she shall apply any relevant considerations from the School's safe school planning.
- (c) A student subject to STS shall be provided the following:
 - (1) The opportunity to take textbooks home for the duration of the suspension.
 - (2) Upon request, the right to receive all missed assignments and, to the extent practicable, the materials distributed to students in connection with the assignment.
 - (3) The opportunity to take any quarterly, semester, or grading period examinations missed during the suspension period.

Short-term Suspension Procedures

The following provisions are governed G.S. 115C-390.6 (as adopted in 2011).

- (a) **Informal Hearing.** Except as authorized in this section, no STS shall be imposed upon a student without first providing the student an opportunity for an informal hearing with the

principal. The notice to the student of the charges may be oral or written, and the hearing may be held immediately after the notice is given. The student has the right to be present, to be informed of the charges and the basis for the accusations, and to make statements in defense or mitigation of the charges.

(b) Emergency STS with Prior Hearing. The principal may impose an STS without providing the student an opportunity for a hearing if the presence of the student creates a direct and immediate threat to the safety of other students or staff, or substantially disrupts or interferes with the education of other students or the maintenance of discipline at the school. In such cases, the notice of the charges and informal hearing described in subsection (a) of this section shall occur as soon as practicable.

(c) Notice to Parent. The principal shall provide notice to the student's parent of any STS, including the reason for the suspension and a description of the alleged student conduct upon which the suspension is based. The notice shall be given by the end of the workday during which the suspension is imposed when reasonably possible, but in no event more than two days after the suspension is imposed. The notice shall be given by certified mail, telephone, facsimile, e-mail, or any other method reasonably designed to achieve actual notice.

(d) Notice in Primary Language. If English is the second language of the parent, the notice shall be provided in the parent's primary language, when the appropriate foreign language resources are readily available, and in English, and both versions shall be in plain language and shall be easily understandable.

(e) No Right of Appeal. A student is not entitled to appeal the principal's decision to impose an STS to the school director or school board. Further, such a decision is not subject to judicial review. Notwithstanding this subsection, the school board, in its discretion, may provide students an opportunity for a review or appeal of an STS to the school director or school board.

Long-term Suspension

The following provisions are governed G.S. 115C-390.7 (as adopted in 2011).

(a) Principal's Authority. The principal may issue a long-term suspension (LTS) of any student who willfully engages in conduct that violates a provision of the Code that authorizes LTS.

(b) Right to Hearing. Before the principal imposes an LTS, the student must be provided an opportunity for a hearing consistent with the procedures required by this policy and G.S. 115C-390.8.

(c) Principal's Review. If the student recommended declines the opportunity for a hearing, the principal shall review the circumstances of the recommended LTS. Following such review, the principal (i) may impose the suspension if it is consistent with board policies and appropriate under the circumstances, (ii) may impose another appropriate penalty authorized by board policy, or (iii) may decline to impose any penalty.

(d) Return to Alternative Classroom in Cases of Assault. 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.

(e) Alternative Education Program. Disciplinary reassignment of a student to a full-time educational program that meets state academic requirements and provides the student with the opportunity to make timely progress towards graduation and grade promotion, is not considered an LTS requiring due process.

Long-term Suspension Procedures

The following provisions are governed G.S. 115C-390.8 (as adopted in 2011).

(a) When a student is recommended by the principal for LTS, the principal shall give written notice to the student's parent. The notice shall be provided to the student's parent by the end of the workday during which the suspension was recommended when reasonably possible or as soon thereafter as practicable. The written notice shall provide at least the following information:

- (1) A description of the incident and the student's conduct that led to the LTS recommendation.
- (2) A reference to the provisions of the Code that the student is alleged to have violated.
- (3) The specific process by which the parent may request a hearing to contest the decision, including the number of days within which the hearing must be requested.
- (4) The process by which a hearing will be held, including, at a minimum, the procedures described in subsection (e) of this section.
- (5) Notice that the parent is permitted to retain an attorney to represent the student in the hearing process.
- (6) The extent to which the local board policy permits the parent to have an advocate, instead of an attorney, accompany the student to assist in the presentation of his or her appeal.
- (7) Notice that the parent has the right to review and obtain copies of the student's educational records before the hearing.
- (8) A reference to the board policy on the expungement of discipline records.

(b) Written Notice. Written notice may be provided by certified mail, fax, e-mail, or any other written method reasonably designed to achieve actual notice of the recommendation for LTS. When school personnel are aware that English is not the primary language of the parent or guardian, the notice shall be written in both English and in the primary language of the parent or guardian when the appropriate foreign language resources are readily available. All notices described in this section shall be written in plain English, and shall include the following information translated into the dominant non-English language used by residents within the local school administrative unit:

- (1) The nature of the document, i.e., that it is a LTS notice.
- (2) The process by which the parent may request a hearing to contest the LTS.

- (3) The identity and phone number of a school employee that the parent may call to obtain assistance in understanding the English language information included in the document.

(c) Formal Hearing. No LTS shall be imposed on a student until an opportunity for a formal hearing is provided to the student. If a hearing is timely requested, it shall be held and a decision issued before an LTS is imposed, except as otherwise provided in this subsection. The student and parent shall be given reasonable notice of the time and place of the hearing.

- (1) If no hearing is timely requested, the principal shall follow the procedures described above as required by G.S. 115C-390.7(c).
- (2) If the student or parent requests a postponement of the hearing, or if the hearing is requested beyond the time set for such request, the hearing shall be scheduled, but the student shall not have the right to return to school pending the hearing.
- (3) If neither the student nor parent appears for the scheduled hearing, after having been given reasonable notice of the time and place of the hearing, the parent and student are deemed to have waived the right to a hearing and the superintendent shall conduct the review required above by G.S. 115C-390.7(c).

(d) Oversight of Hearing. The formal hearing may be conducted by the full school board, by the principal, or by a person or group of persons appointed by the school board or principal to serve as a hearing officer or hearing panel. Neither the board nor the principal shall appoint any individual to serve as a hearing officer or on a hearing panel who is under the direct supervision of the principal. If the hearing is conducted by an appointed hearing officer or hearing panel, such officer or panel shall determine the relevant facts and credibility of witnesses based on the evidence presented at the hearing. Following the hearing, the principal or board shall make a final decision regarding the suspension. The principal or board shall adopt the hearing officer's or panel's factual determinations unless they are not supported by substantial evidence in the record.

(e) Due Process. LTS hearings shall be conducted in accordance with the policies. The student shall be accorded procedural due process including, at a minimum, the following:

- (1) The right to be represented at the hearing by counsel or, in the discretion of the board, a non-attorney advocate.
- (2) The right to be present at the hearing, accompanied by his or her parents.
- (3) The right of the student, parent, and the student's representative to review before the hearing any audio or video recordings of the incident and, consistent with federal and state student records laws and regulations, the information supporting the suspension that may be presented as evidence at the hearing, including statements made by witnesses related to the charges consistent with subsection (h) of this section.
- (4) The right of the student, parent, or the student's representative to question witnesses appearing at the hearing.
- (5) The right to present evidence on his or her own behalf, which may include written statements or oral testimony, relating to the incident leading to the

suspension, as well as any of the factors listed above as required by G.S. 115C-390.2(g).

- (6) The right to have a record made of the hearing.
- (7) The right to make his or her own audio recording of the hearing.
- (8) The right to a written decision, based on substantial evidence presented at the hearing, upholding, modifying, or rejecting the principal's recommendation of suspension and containing at least the following information:
 - a. The basis for the decision, including a reference to any policy or rule that the student is determined to have violated.
 - b. Notice of what information will be included in the student's official record pursuant to G.S. 115C-402.
 - c. The student's right to appeal the decision and notice of the procedures for such appeal.

(f) Decision Implementation. Following the issuance of the decision, the principal shall implement the decision by authorizing the student's return to school or by imposing the suspension reflected in the decision.

(g) Appeal to board. Unless the decision was made by the board, the student may appeal the decision to the local board in accordance limited hearing procedures allowed by G.S. 115C-45(c) and any subsequent policies adopted by the board. A student's appeal to the board of a decision upholding an LTS shall be heard and a final written decision issued in not more than 30 calendar days following the request for such appeal.

(h) Identity Disclosure. Nothing in this section shall compel school officials to release names or other information that could allow the student or his or her representative to identify witnesses when such identification could create a safety risk for the witness.

(i) Judicial Review. A decision of the board to uphold the LTS is subject to judicial review in accordance with Article 4 of Chapter 150B of the General Statutes. The action must be brought within 30 days of the local board's decision. A person seeking judicial review shall file a petition in the superior court of the county where the board made its decision.

Alternative Education Services

The following provisions are governed G.S. 115C-390.9 (as adopted in 2011).

(a) Alternative Educational Services. Students who are long-term suspended shall be offered alternative education services unless the principal provides a significant or important reason for declining to offer such services. The following may be significant or important reasons, depending on the circumstances and the nature and setting of the alternative education services:

- (1) The student exhibits violent behavior.
- (2) The student poses a threat to staff or other students.
- (3) The student substantially disrupts the learning process.
- (4) The student otherwise engaged in serious misconduct that makes the provision of alternative educational services not feasible.

- (5) Educationally appropriate alternative education services are not available in the local school administrative unit due to limited resources.
- (6) The student failed to comply with reasonable conditions for admittance into an alternative education program.

(b) Appeal to board. If the principal declines to provide alternative education services to the suspended student, the student may seek review of such decision by the board pursuant to a hearing permitted by G.S. 115C-45(c)(2). If the student seeks such review, the principal shall provide to the student and the board, in advance of the board's review, a written explanation for the denial of services together with any documents or other information supporting the decision.

Mandatory 365-day Suspension for Gun Possession

The following provisions are governed G.S. 115C-390.10 (as adopted in 2011).

(a) Grounds and Procedures. The board shall suspend for 365 days any student who has brought or has been in possession of a firearm or destructive device on school property, or to a school-sponsored event off of school property. The principal shall recommend to the board the 365-day suspension of any student believed to have violated these policies regarding weapons. The board has the authority to suspend for 365 days a student who has been recommended for such suspension by the principal when such recommendation is consistent with board policies. Notwithstanding the foregoing, the principal may modify, in writing, the required 365-day suspension for an individual student on a case-by-case basis. The principal shall not impose a 365-day suspension if the principal determines that the student took or received the firearm or destructive device from another person at school or found the firearm or destructive device at school, provided that the student delivered or reported the firearm or destructive device as soon as practicable to a law enforcement officer or a school employee and had no intent to use such firearm or destructive device in a harmful or threatening way.

(b) Legal Reporting. The principal will report all incidents of firearms or destructive devices on school property or at a school-sponsored event as required by law.

(c) Exception. Nothing in this provision shall apply to a firearm that was brought onto educational property for activities approved and authorized by the board, provided that the board has adopted appropriate safeguards to protect student safety.

(d) Request for Readmission. At the time the student and parent receive notice that the student is suspended for 365 days under this section, the principal shall provide notice to the student and the student's parent of the right to petition the board for readmission pursuant to readmission procedures state below, pursuant to G.S. 115C-390.12.

(e) Procedures. The procedures applicable to a LTS (as required by G.S. 115C-390.8) shall apply to students facing a 365-day suspension pursuant to this section.

(f) Alternative Educational Services. Students who are suspended for 365 days pursuant to this section shall be considered for alternative educational services consistent with the provisions above regarding of Alternative Educational Services (as required by G.S. 115C-390.9).

Expulsion

The following provisions are governed G.S. 115C-390.11 (as adopted in 2011).

(a) Grounds and Procedures. Upon recommendation of the principal, the board may expel any student 14 years of age or older whose continued presence in school constitutes a clear threat to the safety of other students or school staff. Prior to the expulsion of any student, the board shall conduct a hearing to determine whether the student's continued presence in school constitutes a clear threat to the safety of other students or school staff. The student shall be given reasonable notice of the recommendation in accordance with comparable procedures applicable to LTS as well as reasonable notice of the time and place of the scheduled hearing.

- (1) The procedures described above regarding LTS procedures (as required by G.S. 115C-390.8 (e) (1) - (8)) apply to students facing expulsion pursuant to this section, except that the decision to expel a student by the board shall be based on "clear and convincing" evidence (rather than the lower standard of "substantial evidence") that the student's continued presence in school constitutes a clear threat to the safety of other students and school staff.
- (2) The board may expel any student subject to G.S. 14-208.18 (regarding sexual offenses) in accordance with the procedures of this section. Prior to ordering the expulsion of a student, the board shall consider, at its discretion, whether there are alternative education services that may be offered to the student. As provided by G.S. 14-208.18 (f), if the board determines that the student shall be provided educational services on school property, the student shall be under the supervision of school personnel at all times.
- (3) At the time a student is expelled under this section, the student shall be provided notice of the right to petition for readmission pursuant to expulsion reinstatement provisions stated above (as required by G.S. 115C-390.12).

(b) Exclusion from School Property/Alternative Educational Services. During the expulsion, the student is not entitled to be present on any school property and is not considered a student of the school. Nothing in this section shall prevent the board from offering access to some type of alternative educational services that can be provided to the student in a manner that does not create safety risks to other students and school staff.

Request for Readmission

The following provisions are governed G.S. 115C-390.12 (as adopted in 2011).

(a) Request. 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. The procedures shall be as follows:

- (1) The process for 365-day suspended students.
 - a. At the board's discretion, either the principal or the board itself shall consider and decide on petitions for readmission. If the decision maker is the principal, the principal shall offer the student an

opportunity for an in-person meeting. If the decision maker is the board, the board may offer the student an in-person meeting or may make a determination based on the records submitted by the student and the principal.

- b. The student shall be readmitted if the student demonstrates to the satisfaction of the board or principal that the student's presence in school no longer constitutes a threat to the safety of other students or staff.
 - c. The principal's decision not to readmit the student may be appealed to the board pursuant to the reduced hearing requirements of G.S. 115C-45(c). The principal shall notify the parents of the right to appeal.
 - d. There is no right to judicial review of the board's decision not to readmit a 365-day suspended student.
 - e. A decision on readmission under this subsection shall be issued within 30 days of the petition.
- (2) The process for expelled students.
- a. The board shall consider all petitions for readmission of expelled students, together with the recommendation of the principal on the matter, and shall rule on the request for readmission. The board shall consider the petition based on the records submitted by the student and the response by the administration and shall allow the parties to be heard in the same manner as provided by G.S. 115C-45(c).
 - b. The student shall be readmitted if the student demonstrates to the satisfaction of the board or principal that his or her presence in a school no longer constitutes a clear threat to the safety of other students or staff.
 - c. A decision by a board of education to deny readmission of an expelled student is not subject to judicial review.
 - d. An expelled student may subsequently request readmission not more often than every six months. The board is not required to consider subsequent readmission petitions filed sooner than six months after the previous petition was filed.
 - e. A decision on readmission under this section shall be issued within 30 days of the petition.

(b) Assignment. If a student is readmitted under this section, the board and the principal have the right to assign the student to any program within the school and to place reasonable conditions on the readmission.

(c) Return to Alternative Classroom. If a teacher was assaulted or injured by a student, and as a result the student was expelled, the student shall not be returned to that teacher's classroom following readmission unless the teacher consents.

TIMELINES

Tasks to be completed pre-opening:

| Tasks | Products resulting from Each task | Individuals Responsible | Projected Completion Date |
|---|---|--|-----------------------------------|
| Board Training | Create an informed board regarding legal responsibilities and management roles | Wisdom Board GPS Management Lawyer | Ongoing beginning Oct. 2011 |
| Draft Bylaws, Incorporation papers, Charter and ESP agreements | Establish legal protocols, identify roles and responsibilities | Wisdom Board GPS Management Lawyer | Completed |
| Develop School Committee to oversee development of Charter | Establish committee to ensure completion of charter project | Wisdom Board GPS Management Lawyer | Completed |
| Develop Strategic Planning Team | Establish leadership team to formulate and implement strategic management plan, school culture, school mission, short-term and long-term objectives, strategic controls and social responsibility | Wisdom Board School Committee GPS Management Strategic Team | Ongoing beginning Oct. 2011 |
| Develop Education Program | Identify curriculum, develop curriculum framework, co-curricular programs, RTI Program, special education program, professional development plan, student code of conduct, parent university, community outreach & teacher evaluation framework | Wisdom Board School Committee GPS Management Strategic Team | Ongoing Beginning Nov. 2011 |
| Identify a Building | Determine facility budget, including rent, insurance, utilities, maintenance, renovations cost, compliance with building codes, brick and mortar financing | Wisdom Board GPS Management School Committee Strategic Team Lawyer | Completed |
| Finalize Job Descriptions | Prepare organization for recruiting, hiring, training, retaining and evaluating staff in compliance with all laws | Wisdom Board GPS Management School Committee | Completed |
| Secure Educational Funding | Identify start-up, educational, at-risk, community grants and funds, submit application for identified grants and funds | Wisdom Board GPS Management | Ongoing Beginning Dec. 2011 |
| Submit Charter School Application | Complete application and submit charter school application to DPI and LEA | Wisdom Board GPS Management School Committee | April 2012 |
| Hire principal and office support personnel to assist in implementing educational program | Principal and office support personnel will be responsible for implementing educational programming and school mission | Wisdom Board GPS Management School Committee | June 2012 |
| Create School Website | Provide school information to the | Principal | June 2012 |

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|--|---|---|------------------------------------|
| | public | GPS Management School Committee | |
| Establish pupil & cash management systems accounts | Create and provide back office support | Principal GPS Management | July 2012 |
| Secure financial compliance system | Identify a financial compliance system that meets with state and federal requirements | GPS Management | Completed |
| Identify student information system | Identify database system that contains student assessment & demographic information | GPS Management | Completed |
| Development of marketing plan-print and other media advertising for enrollment | Inform community of another educational option and attainment of projected enrollment goals | Principal GPS Management | Ongoing beginning July 2012 |
| Create course descriptions and generate course objectives aligned with standards | Complete curriculum with all objectives to insure sound educational program | GPS Management Principal | August 2012 |
| Complete Renovations of Building | Make building compliant with building codes | Wisdom Board Principal GPS Management | December 2012 |
| Open Enrollment | Provide families with enrollment forms | Wisdom Board Principal GPS Management | Ongoing beginning March 2013 |
| Hire school Staff | | Wisdom Board Principal GPS Management | June 2013 |
| Complete student supply orders | Purchase equipment, furniture, supplies, technology to ensure success of academic program | Wisdom Board Principal GPS Management | June 2013 |
| Purchase assessment materials to measure student achievement | Assessment materials ordered and received by academy | GPS Management Principal | June 2013 |
| Inventory instructional supplies and materials and order based on enrollment projections | Sufficient numbers of up to date texts that complement instructional design and curriculum | GPS Management Principal | June 2013 |
| Host community forums and informational meetings | Meet prospective families and communicate the school's academic plans & mission | Wisdom Board Principal GPS Management | July 2013 |
| Hold professional development training for staff | Teachers begin working together before the school year to build common staff | GPS Management Principal | Aug 2013 |

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.)

| | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 |
|--------------------------|----------|----------|----------|----------|----------|----------|----------|
| Principal | 1 | 1 | 1 | 1 | 1 | 2 | 2 |
| Assistant Principal | 0 | 0 | 0 | 1 | 1 | 1 | 1 |
| Dean of Students | 0 | 0 | 0 | 1 | 1 | 2 | 2 |
| Admin. Asst. | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| Counselor | 0 | 0 | 0 | 1 | 1 | 1 | 1 |
| Gen. Ed. Teacher | 6 | 8 | 10 | 18 | 21 | 24 | 27 |
| Specials Teachers | 1 | 1.5 | 2 | 4 | 6 | 6 | 6 |
| Teacher Assistant | 1 | 1 | 2 | 2 | 4 | 4 | 4 |
| Special Ed. Teacher | .6 | .8 | 1 | 2 | 2 | 3 | 3 |
| School Psychologist | Contract |
| Speech Therapist | .4 | .6 | .6 | 1 | 1 | 1 | 1 |
| At-risk Interventionists | 1 | 1.5 | 2 | 2.5 | 3 | 3.5 | 4 |
| Technology Specialist | .5 | .5 | .5 | 1 | 1 | 1 | 1 |
| Social Worker | 0 | .2 | .4 | 1 | 1 | 1.5 | 2 |

Discuss how the school will develop, mentor, retain, and evaluate staff in a format the matches the school’s mission and educational program. Please include a timeline, steps to be taken, and a lead contact.

Wisdom Academy will use any and all measures approved by the North Carolina State Board of Education to assist teaching candidates to become NC licensed and highly qualified. These measures will include, but not be limited to, reciprocity agreements, lateral entry, and alternative national licensure programs.

At Wisdom Academy, building-wide professional development will be organized around state and local data analysis as well as building-wide initiatives to improve teaching and learning. Concurrently, each individual instructor will be working on an individual development path with the oversight of the human resources department and building leadership. All staff will be responsible for completing an Individual Development Plan based on their unique needs, which will be identified both through the teacher evaluation system and through reflective, self-reported needs and interests. Any teachers who enter the district with less than three years of teaching experience in the classroom will participate in Wisdom Academy’s New Teacher Induction Program, an outline of which follows.

In keeping with Wisdom Academy’s mission to *provide all students with a foundation in academic excellence, strong character, productive citizenship, and a passion for life, learning and quality through the arts* Wisdom Academy staff will work together to define “quality” and to learn what it means to create “quality work.” What quality “looks like,” “feels like,” and “sounds like” will be common topics of conversation throughout the building.

Wisdom Academy utilizes a variety of methods to engage students in learning. Staff will receive professional development in differentiated instruction until it becomes second nature. According to Carol Ann Tomlinson, differentiated instruction is the process of “ensuring that what a student learns, how he/she learns it, and how the student demonstrates what he/she has learned is a match for that student’s readiness level, interests, and preferred mode of learning” (Ellis, et al, 2008, p. 32). Focusing on the child’s interest and modes of learning increases the student’s level of engagement.

Also include the following information for the proposed charter school:

- **Process to advertise for and employ staff of the school**
- **Handbooks governing standards of conduct, grounds for termination, policies and procedures, etc.**

Faculty and staff will be recruited through a marketing plan developed by GPSM, the Wisdom Academy Board, and the School Hiring Committee. This plan will incorporate the use of online job search engines and job postings on local employment sites and the Wisdom Academy website. The use of traditional and electronic media such as LinkedIn, Facebook, and Twitter to advertise employment opportunities will be put into effect in a timely and efficient manner. Wisdom Academy will connect with local college career services including North Carolina State University, St. Augustine’s College, Shaw College, North Carolina Central University, University of North Carolina, and Duke University systems to relay applicable information to educators and staff seeking employment. Job descriptions will be carefully and thoroughly constructed to ensure staff is well informed of position expectations as well as school policies, procedures and standards. Each staff member will be selected based on his or her accreditation and qualifications for the applied position. Wisdom Academy will also be present at education job fairs and educational conferences to attract highly qualified teachers.

EMPLOYEE HANDBOOK [DRAFT]

AT – WILL EMPLOYMENT

All employment is “at-will.” This means that an employee’s employment can be terminated at any time with or without advance notice and with or without cause. Nothing in any document or statement now in existence or hereafter created shall limit the right to terminate the employment at-will, except pursuant to a written employment agreement signed by the Wisdom Academy Board of Directors and the employee. No other officer, agent or employee of has the authority to revise, waive or alter this at-will employment policy.

EQUAL OPPORTUNITY/NON-DISCRIMINATION

We believe that equal opportunities for all staff members are important for the continuing success of our organization. In accordance with federal and state law, all employees are afforded equal opportunity with respect to employment, compensation, benefits, training, and promotion without discrimination based on any occupationally irrelevant status including, but not limited to: race, disability, color, creed, religion, sex, age, national origin, marital status, weight, height, or veteran status. Opportunities are provided to all employees based on qualifications and job requirements.

EMPLOYMENT ELIGIBILITY AND AUTHORIZATION

Federal law requires verification of each employee's identity and legal authority to work in the United States within three business days of employment, and all offers of employment depend on the employee's ability to meet these requirements. Each employee needs to fill out the Employment Eligibility Verification (INS Form I-9), in which the employee attests to his/her legal authority to work in the U.S. (present acceptable documents). If the authorization to work in the U.S. is for a limited period of time, the employee will need to submit further proof before the expiration date.

If you have reason to believe that you have not been treated in accordance with this policy, we encourage you to address concerns to your supervisor or to Human Resources.

EMPLOYMENT RECORDS

It is important that the personnel records of Wisdom Academy be accurate at all times. In order to avoid compromising your benefit eligibility or having W-2s returned, Wisdom Academy requests employees to promptly notify human resources of any changes in name, home address, telephone number, marital status, number of dependents, or any other pertinent information that may change.

SEXUAL HARRASSMENT

Wisdom Academy will not, under any circumstances, condone or tolerate conduct that may constitute sexual harassment on the part of any of its employees. It is our policy that all employees have the right to work in an environment free from any type of illegal discrimination, including sexual harassment. Any employee found to have engaged in such conduct will be subject to immediate discipline, up to and including discharge.

SEXUAL HARASSMENT POLICY

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or a condition of employment;
- Submission to, or rejection of, such conduct is used as the basis for employment decisions; or Such conduct has the purpose or effect of unreasonable interfering with work performance or creating an intimidating, hostile, or offensive working environment.

Sexual harassment refers to behavior that is not welcomed; that is, or would be, offensive to a person of reasonable sensitivity and sensibilities; that fails to respect the rights of another; and that, therefore, unreasonably interferes with an employee's work performance and effectiveness, or creates an intimidating, hostile, or offensive working environment. It makes no difference if the harassment is "just joking" or "teasing" or "playful." Such conduct may be just as offensive to an individual as any other type of harassment.

Sexual harassment, like any other form of harassment, will not be tolerated at the school. Sexual harassment includes sexual overtures, either verbal or physical, which could be construed as affecting

employment, continued employment, salary, appraisal, advancement, or other employment decisions. Remarks or actions directed toward an individual on the basis of gender, which have the effect of producing an intimidating or offensive work environment for that individual or that interfere with his or her abilities to perform, also are considered to be sexual harassment.

1. Verbal

- Explicit or implicit threats of retribution, or promises of benefits, in return for sexual favors. Abusive language related to an employee's sex, including, but not limited to, sexual innuendoes, slurs, suggestive, derogatory, or insulting comments or sounds, whistling, jokes of a sexual nature or concerning gender-specific traits, sexual propositions, and threats.
- Use of demeaning or offensive words when referring to an individual's gender.
- Demands for sexual favors or sexually oriented comments about an employee's body or appearance, sexual habits, sexual preference, or sexual desirability that are unwelcome and that unreasonably interfere with an employee's work performance by creating an intimidating, hostile, or offensive working environment.

2. Visual

- Sexual harassment is not limited to verbal comments. Abusive written language, including e-mails, showing or displaying pornographic or sexually explicit objects or pictures, graphic commentaries, or obscene gestures in the workplace, which unreasonably interfere with an employee's work performance or create an intimidating, hostile, or offensive working environment, also are prohibited.

3. Physical Contact

- Any sexual advance involving physical contact that is not welcome, including touching, petting, pinching, coerced sexual intercourse, assault, or persistent brushing up against a person's body.

If you feel you have been the victim of sexual harassment or have witnessed an incident that made you feel uncomfortable, you must immediately call the Principal.

4. Behavior

- Physical assault
- Demands for sexual favors
- Indecent exposure
- Indecent gestures or the display of sexually suggestive pictures or other objects
- Touching, patting, embracing, caressing, or brushing against a person's body
- Verbal assault
 - Direct sexual references
 - Lewd jokes or innuendos
 - Remarks of a sexual nature about a person's body or clothing
- Allusion to or inquiries about a person's private sex life
- Repeated unwelcome gifts, cards, and requests for dates
- Singling some out or "putting some down" on the basis of that person's gender

COMPLAINT PROCEDURE

Any company employee who believes he or she has been the subject of any harassment and/or discrimination must report the alleged act immediately to the Principal.

RETALIATION

It is expressly prohibited for an employee to retaliate against employees who bring sexual harassment charges or assist in investigating charges. Retaliation is a violation of this policy and may result in discipline, up to and including termination. No employee will be discriminated against, or discharged, because of bringing or assisting in the investigation of a complaint of sexual harassment.

SUBSTANCE ABUSE

Wisdom Academy takes seriously the problem of drug and alcohol abuse, and is committed to providing a substance free workplace for its employees. This policy applies to all employees of Wisdom Academy, without exception, including part-time and temporary employees.

No employee is allowed to consume, possess, sell, or purchase any alcoholic beverage on school grounds, or at any function that is school sanctioned. No employee may use, possess, sell, transfer, or purchase any drug or other controlled substance which may alter an individual's mental or physical capacity. The exceptions are legal drugs that have been prescribed to that employee and that are being used in the manner prescribed. Wisdom Academy will not tolerate employees who report for duty while impaired by use of alcoholic beverages or drugs.

All employees should report evidence of alcohol or drug abuse to administration or Human Resources immediately. In cases where the use of alcohol or drugs poses an imminent threat to the safety of persons or property, an employee must report the violation. Failure to do so could result in disciplinary action for the non-reporting employee.

Employees who violate this policy will be subject to disciplinary action, including termination.

SAFETY

Safety is everyone's job at Wisdom Academy. As an employee, you are expected to take an active part in maintaining a safe environment for students, co-workers, and parents. You should observe all safety rules and adhere to all safety instructions posted and use safety equipment where required. Your workspace should be kept neat, clean, and orderly.

It is your responsibility to know the location of all safety and emergency equipment, as well as appropriate emergency phone numbers.

As an employee, you have a duty to comply with the safety rules, to assist in maintaining a hazard-free environment, to report any accidents or injuries, and to report any unsafe equipment, working condition, process, or procedure immediately to an administrator. No employee will be punished or reprimanded for reporting safety violations or hazards. However, any deliberate or ongoing safety violation, or creation of hazard, by an employee will be dealt with through disciplinary action, up to and including termination.

UNIVERSAL PRECAUTIONS

For the protection of your co-workers and students, everyone should observe Universal Precautions to Guard against the Spread of Infectious Disease.

Spillage of all bodily fluids, especially blood, feces, vomit, and sputum, should be mopped up and disposed of immediately using approved disposal kits available on site. A staff member must use latex gloves if a co-worker, student, or parent has a cut, or when exposed skin is chapped, abraded, or affected with dermatitis. If a staff member believes there has been exposure to a communicable disease, it should be reported to a school administrator immediately.

FIRST AID AND REPORTING INJURY

A number of employees are trained in first aid and first aid supplies are located at the main office. You should familiarize yourself with their location. All injuries should be reported to the main office as well as the school administrator immediately. In the unfortunate event of an accident, please complete the appropriate form:

Student Accidents – Student Incident Report Form

Staff Accidents – Staff Incident Report Form

Visitors – Visitor Incident Report Form

CONFIDENTIALITY

Wisdom Academy's policy regarding privacy and confidentiality prohibits us from sharing names, addresses, and telephone numbers with anyone, including parents, staff, and students.

- If parents would like such information, they might make available a parent-initiated form on which parents could provide addresses and phone numbers on a voluntary basis. These forms would require pre-approval by the Principal. In addition, information about the school, its students, employees, suppliers, and vendors of Wisdom Academy is to be kept confidential and divulged only to individuals within the school with both a need to receive and authorization to receive the information. If in doubt to whether information should be divulged, lean in favor of not divulging information and discuss the situation with the Principal.
- All records and files maintained by the school are confidential and remain the property of the school. Records and files are not to be disclosed to any outside party without the express permission of the Principal. Confidential information includes, but is in no way limited to: financial records; business, marketing, and strategic plans; personnel and payroll records regarding current and former employees; the identity of, contact information for, and any other account information on clients, vendors, and suppliers; inventions, programs, trade secrets, formulas, techniques, and processes; and any other documents or information regarding the school's operations, procedures, or practices. Confidential information may not be removed from the school premises without express authorization.
- Confidential information obtained during or through employment with the school may not be used by any employee for the purpose of furthering current or future outside employment, activities, or for obtaining personal gain or profit. The School reserves the right to avail itself of all legal or equitable remedies to prevent impermissible use of confidential information or to recover damages incurred as a result of the impermissible use of confidential information.

Employees may be required to enter into written confidentiality agreements confirming their understanding of the School's confidentiality policies.

CONFLICT OF INTEREST

Wisdom Academy expects its employees to spend their workdays in the activities that contribute to the success of the school. This means that certain activities are not permitted during the workday. Any of the following activities can result in disciplinary action, up to and including termination. These activities include:

- Personal business on premises during work hours.
- Solicitations and distribution of literature; the use of company equipment or supplies for such purposes.
- Conducting business calls or use of the internet for a business interest other than school-related business.
- Soliciting employment or business from any company in contract with the school.

ACCEPTABLE USE OF TECHNOLOGY/USE OF EQUIPMENT

You will be provided with a school email address, computer, and access to the internet. This should be used for work related purposes only. Employees are to refrain from using these tools for personal or non-work-related business.

Personal calls to cell phones should be kept to a minimum and arranged during breaks. If you need to make personal calls, please do so during assigned breaks, away from students, parents, or other staff members. Camera phones should never be used to take photos on school premises for any purpose. The use of the telephone lines should be limited to calls necessary for the conduct of our business. Incoming personal calls for employees are discouraged.

All school property – including desks, storage areas, work areas, lockers, file cabinets, credenzas, computer systems, office telephones, modems, facsimile machines, duplicating machines, and vehicles – must be used properly and maintained in good working order. Employees who lose, steal, or misuse the school's property may be personally liable for replacing or fixing the item and may be subject to discipline, up to and including termination from employment.

Wisdom Academy reserves the right, at all times and without prior notice, to inspect and search any and all of its property for the purpose of determining whether this procedure or any other rule of the school has been violated, or when an inspection and investigation is necessary for purposes of promoting safety in the workplace or compliance with state and federal laws. These inspections may be conducted during or after business hours and in the presence or absence of the employee.

In order to ensure the safety and security of employees, and to protect Wisdom Academy's interests, we reserve the right to question and inspect or search any employee or other individual entering onto or leaving school premises to agree to reasonable inspection of their personal property and/or persons. The individual may be requested to self-inspect his or her personal property or person by displaying the contents of any packages and/or turning out his or her pockets, etc., in the presence of a representative of Wisdom Academy, typically an employee of the same gender. Wisdom Academy will not tolerate any employee's refusal to submit to a search.

Employees are not permitted to use Wisdom Academy equipment for non-work purposes. Accordingly, employees have no right of privacy as to any information or file maintained in or on school property or transmitted through the school. For purposes of inspecting, investigating, or searching employees' files or

documents, Wisdom Academy may override any applicable passwords, codes, or locks in accordance with the best interests of the school, its employees, or its guests or visitors.

All bills and other documentation related to the use of Wisdom Academy equipment or property are the property of the school and may be reviewed and used for purposes that the school considers appropriate.

Employees may access only files or documents that they have permission to enter. Unauthorized review, duplication, dissemination, removal, damage, or alteration of files, or other property of Wisdom Academy, or improper use of information obtained by unauthorized means, may be grounds for disciplinary action, up to and including termination from employment.

STANDARDS OF CONDUCT

CONDUCT AND ETHICS

Performance and professionalism are a part of Wisdom Academy's core values. Our policies regarding conduct are designed to benefit the students and communities we serve, as well as the school itself, and our employees. We expect you to use common sense and reasonable judgment at all times. Misconduct and inappropriate behavior are serious matters that can jeopardize employment. Further, as school employees we must recognize that we are, at all times, role models for the children we serve, and should conduct ourselves accordingly.

Wisdom Academy employees are expected to demonstrate reasonable effort and productivity as well as adhere to published rules and regulations and accepted customs and standards of courtesy, conduct and cooperation. The following are examples of actions that are unacceptable to Wisdom Academy and may result in disciplinary action or discharge:

- Failure or being unfit to perform assigned duties
- Conviction of a felony or crime involving moral turpitude
- Bringing discredit to Wisdom Academy
- Insubordination
- Negligence
- Falsifying records, reports or information
- Theft
- Misuse of telephone or computer services
- Intoxication or drinking on the job
- Failure to report an absence or the reason for an absence
- Taking unauthorized leave
- Habitual absence or tardiness
- Discourteous or disruptive behavior
- Unauthorized absence from assigned work area

Wisdom Academy representatives:

- Know their jobs
- Make others feel good about themselves and about the school
- Meet customer requirements and more

- Dress appropriately
- Use creativity and are enthusiastic
- Are on time
- Come prepared to contribute
- Are bottom-line results oriented
- Respect others, their time, and their responsibilities
- Communicate openly and in a straightforward manner
- Ask questions to get the job done right the first time
- Make the best use of time, theirs and others
- Enjoy what they are doing

Wisdom Academy expects that all of its employees will conduct themselves with pride and respect associated with their positions, their fellow employees, customers, and visitors. Employees should always use good judgment and discretion in carrying out Wisdom Academy's business. Wisdom Academy employees should always use the highest standards of ethical conduct. General rules of conduct apply to all employees regardless of employment status. Violation will subject the employee to progressive corrective action, up to and including immediate dismissal as determined by Wisdom Academy at its sole discretion.

Progressive corrective action can be taken if an employee breaches any one of the regulations described in this manual and, depending upon the infraction, the disciplinary action can result in immediate discharge or suspension without pay for the first occurrence. As a guideline for normal corrective action, Wisdom Academy will normally observe the following sequence of progressive steps in the disciplinary process:

- **First Occurrence:** Counseling and coaching. Supervisor explains behavior is not up to expected standards.
- **Second Occurrence:** Written restatement of counseling and coaching and oral reminder regarding components of acceptable behavior/conduct
- **Third Occurrence:** "Decision-making Leave." One day of leave with pay for employee to think about whether he/she wants to remain employed and willingness to function under the rules and commitment session upon the employee's return: the employee signs an agreement:
 - To function under the rules or be involuntarily terminated; or
 - To resign.

There are instances where immediate termination is warranted, and Wisdom Academy reserves the right to administer discipline, including termination, as it deems appropriate.

PERSONAL APPEARANCE/DRESS CODE

Employees are to be appropriately dressed every day of the week depending on their responsibilities for the day. Please keep in mind the professional image we want to project to our students, parents/guardians, employees, visitors, and others. It is imperative that all teachers "lead by example." We ask that all instructional and administrative staff dress in a professional manner at all times. Please refrain from wearing clothing that will distract or interfere with your job effectiveness, your professional image or interfere with effective instruction. The following guidelines have been enacted:

- No stirrup pants
- No logo t-shirts or sports jerseys

- No athletic shoes – exceptions: special outdoor events and medical emergencies
- No sheer /see-through tops, skirts or pants
- No hats
- No visible skin between tops and skirts or pants
- Skirts, dresses and shorts cannot be shorter than 2 inches between the hem and knee
- Men should dress in shirt and tie
- Shirts should be tucked in
- No spaghetti strapped shirts, dresses, tube, tank, or halter tops
- No short dresses and skirts
- Clothing should neat clean and neat/ironed
- No oral piercings
- No crop tops
- No bare legs
- Ladies must wear some form of hosiery at all times
- No thigh-high slits
- No hip-huggers

RULES OF CONDUCT

As a school employee, you are expected to:

- Conduct yourself in accordance with the established procedures, policies, and practices of the school.
- Follow generally accepted standards of schools or professional behavior.
- Comply strictly with all applicable laws, rules, and regulations.

The foregoing list is not comprehensive. It is not possible to list all the types of behavior that are desirable or that are considered unacceptable in the workplace. Noted below is a partial list of the acts of misconduct that would require immediate disciplinary action, up to and including termination. This list is not intended to limit the school's right to discipline or discharge employees for other reasons not listed here:

- Abuse or mistreatment of students.
- Misappropriation of funds or failure to handle funds in accordance with the school's guidelines.
- Theft or unauthorized use, possession, or removal of school records or property or the property of any employee or visitor.
- Falsification of or omissions from employment records or school records, including timekeeping records (e.g., time sheets).
- Unauthorized distribution, dispensation, possession, or use of intoxicating beverages or controlled substances on company premises, or reporting to work or operating school equipment while under the influence.
- Failure to submit to reasonable-suspicion testing or conduct otherwise in violation of the school's Drug-Free Workplace policy.
- Fighting or otherwise engaging in disorderly, threatening, or intimidating conduct in the workplace, including horseplay or other actions that endangers others.
- Using abusive or offensive language, making disparaging remarks, being discourteous or otherwise harassing, threatening, coercing, or interfering with employees, students, or visitors.

- Insubordination, failure, or refusal to follow the instructions of a supervisor, including refusal to accept a job assignment or direction, or behaving in a disrespectful manner toward a supervisor, or in a manner that would undermine his/her authority.
- Creating or contributing to unsafe conditions by an act or by a failure to act.
- Failing to comply with established safety and health rules and safe work procedures.
- Possession of a weapon on school premises or while on school business.
- Unauthorized absence from your work location during work hours.
- Loitering, loafing, or sleeping during scheduled work hours.
- Gambling or possession of gambling devices on company or school premises.
- Soliciting or accepting gratuities or bribes or any nature.
- Smoking on school premises in prohibited areas.
- Unauthorized possession, use, or copying of company/school records; or disclosure of proprietary or confidential information to unauthorized persons.
- Illegal conduct of any kind.
- Willfully damaging equipment.
- Willfully violating safety regulations.
- Job abandonment.
- Any other misconduct interfering with the performance of duties.

PROFESSIONAL CONDUCT

All employees are expected to refrain from inappropriate language or activities in the presence of staff, students, parents, and others. Conduct of this nature may result in suspension without pay and/or ultimately dismissal.

BUSINESS ETHICS

As a socially responsible and ethical school, we want all employees to operate within the framework of Wisdom Academy's business ethics philosophy. Generally, avoid any situation where the potential for conflict of interest exists. When situations arise that cause doubt in your mind and that are questionable for operating within this philosophy, we urge you to contact the human resource director to assist you.

COMMUNICATIONS

All written communication and correspondence must be reviewed and approved by the Principal before disbursed (i.e., letters to parents, agencies, etc.). All Academy-wide or school-wide community notices must be approved by Principal and bear Principal's signature. Additionally, any surveys or documents intended to be passed-out must be pre-approved by the Principal.

SMOKING

Wisdom Academy endeavors to provide a healthy environment and encourages all employees to remain smoke-free. In accordance with State of North Carolina law, smoking is not permitted on school property.

WORKPLACE VIOLENCE

Wisdom Academy is committed to providing a work and educational environment that is free from threats, assaults or acts of violence. Wisdom Academy will not tolerate any threat, direct or implied, of physical harm to persons or property, or that harasses, disrupts, or interferes with another's work performance, or that creates an

intimidating, offensive, or hostile work or educational environment. No person will be allowed to harass or assault any other person by exhibiting violent behavior, including, but not limited to, the following:

- Verbal harassment – Verbal threats to engage in violence against persons or property.
- Physical harassment or assault – Physical or sexual assault by any means, with or without a weapon, including hitting, pushing, kicking, holding, or unlawfully impeding or blocking the movement of another person, or nonverbal threats of violence against persons or property.

Wisdom Academy is committed to a policy of “zero tolerance” for threats or acts of violence by any employee. Any employee, who physically harms, tries to harm, or verbally threatens a co-worker, student, parent or legal guardian, administrator, or visitor will be immediately terminated.

Wisdom Academy employees are expected to notify school administration of any threats of violence that they have witnessed or received. Employees should also report any behavior they have witnessed that they regard as threatening or violent. Any individual who has obtained a personal protection or restraining order that identifies the workplace as being a protected area should provide that information to administration and human resources.

Always attempt to resolve conflicts in a positive, constructive, and non-threatening manner. If you are unable to resolve a conflict, request administration to intervene.

GENERAL STAFF PROCEDURES, RULES AND REGULATIONS

CHILD ABUSE

Cases of suspected physical or emotional child abuse or neglect must be reported to a protective agency. Please inform the Principal of any suspected abuse so a report can be made. Calls to the appropriate authorities will be placed in the company of administration ONLY.

CLASSROOM EXITS

As you set up classrooms, please take care to leave the exit area from your room wide open. The fire department is strict in its enforcement pertaining to uncluttered exits.

COMMITTEE MEETINGS

It is expected that every staff member will belong to and take an active role on a school committee as a part of his/her professional responsibility. Membership on a school committee is an opportunity to provide input and management in a special area of interest. We hope that each individual will take a genuine interest in fulfilling the responsibilities of the committee. Together, we can determine what committees are needed to fulfill the best interests of Wisdom Academy students and staff.

COMMUNITY SERVICE

We encourage each class to be involved in some kind of community service each year. Community service is an excellent way of helping students to look beyond their own wants and needs and to understand their relationship to the community. We look for such an experience to build the student’s sense of responsibility. Community service will be connected with at least one curricular unit and will be age-appropriate. Some examples: following the news about a natural disaster and reaching out to victims, writing notes and cards to hospitalized children as part of a health unit, caroling at a home for the elderly that is part of our

community, or taking on some ecological issue. When staff and students make their choices of one or more community projects, they should be published in our newsletter.

DEADLINES

Deadlines are established for a reason and it is vital for each staff member to adhere to deadlines in order for Wisdom Academy to run effectively and efficiently. Not meeting deadlines may result in disciplinary action.

EATING

Staff should eat in the teacher's lounge. However, if there is a special event, eating areas will be designated. **NO FOOD OR SNACKS SHOULD BE KEPT IN THE CLASSROOM.** Eating/drinking is prohibited during instructional time.

FIELD TRIPS (DAY)

All field trips must be recorded on the calendar in the main office. Field trip request forms are due three weeks in advance to the Principal. Before announcing the trip to your class or parents, teachers must have a signed copy from the Principal. Permission slips must be given to students two weeks in advance. All money must be submitted to the office, one week in advance, **NO EXCEPTIONS.**

Teachers who do not strictly follow the school guidelines will be denied the opportunity to engage in authorized trips. All students attending a field trip must have a parent's signature on the **OFFICIAL SCHOOL PERMISSION SLIP.** Field trips not properly planned cannot be approved.

Official school permission slips and a list of students attending the trip must be submitted to the Principal 24 hours prior to the scheduled trip. Classroom assignments for those students not attending a trip must be given to the office as well.

HOUSEKEEPING, CLEANLINESS AND MAINTENANCE OF THE SCHOOL

Classrooms are to be in good order at the close of each day. Empower your students to assist you in daily/weekly room housekeeping. The cleanliness of this school is everyone's responsibility. Encourage students to keep the halls, classrooms, restrooms, and lockers clean at all times. Students are to deposit trash in receptacles provided. Littering in and outside of this building, as well as writing on walls or malicious destruction of property, will not be tolerated and may lead to disciplinary action.

Teachers are expected to maintain a clean and sanitary working environment at all times.

LESSON PLANS

Lesson Plans are to be submitted via email to the Principal every Friday at 8:00 a.m. **Violation of this policy may result in discipline.**

OUTSIDE ACTIVITIES

Any outside occupation, pursuit, or endeavor that interferes with the regular and punctual performance of duties at Wisdom Academy is discouraged. If outside activities interfere with an employee's regular work attendance or the quality of work, Wisdom Academy employment could be terminated. Before engaging in self-employment, salaried work, or accepting positions of responsibility outside Wisdom Academy, an employee should discuss and seek permission from his/her supervisor to determine if such activities might interfere with or be in conflict with employment at the school.

PARENT TEACHER CONFERENCES

All staff must be available to parents during scheduled conferences. Do not ask to leave during times set by the school calendar. This means that teachers should not schedule appointments during this time. Teachers are to remain in assigned areas during the conference time. A required absence must be cleared by the Principal in written documentation.

PREPARATION/PROFESSIONAL DEVELOPMENT TIME

Preparation periods and professional development times are time allotments by the school. Preparation time may be used for preparation of lessons, marking school records, parent conferences, administrative conferences, climate meetings, etc. Professional development time is a time allotment specifically for house meetings that are to focus on student achievement.

RECESS/PLAYGROUND

PreK-2 recess time allotment is 20-30 minutes determined according to curriculum expectations. Recess will follow a predetermined schedule. Students must be monitored on the playground at all times. Children are not allowed on the playground without adult supervision.

RECORD BOOK PROCEDURES

Electronic record/grade books should include explanations of the assignment or given grade. Approximately 10 grades should be given per subject, per quarter. Homework grades should be clearly labeled. Each category of the grading policy must be represented. Parents must be made aware of your grading process, as well as any students not meeting the standards on a regular basis.

Verbal and written progress reports will be sent out throughout the quarter to inform parents of their child/children's progress. You should not give any child a failing grade without the parents being properly notified well in advance of receiving their child's report card/progress report. Additionally, teachers are accountable to write out why the student received a failing grade.

RECORD KEEPING POLICY

Records are often used as legal documents and should be carefully maintained. Teachers are legally liable for accurate attendance; students should never take attendance. Attendance must be taken daily. All teachers are required to keep accurate and complete records of:

- a. Attendance
- b. Academic achievement – an electronic grade/record book for the purposes of recording students' test grades, daily work assignments, projects, etc. A teacher must be able to substantiate the report card mark for every student in his/her class.
- c. Conduct (anecdotal records/referrals).
- d. Samples of student work/student portfolio. **(SEE STUDENT PORTFOLIOS)**

Electronic submissions to the electronic grade/attendance database will be reviewed by the administration during the year and assessed at the end of the year and maintained, according to State guidelines, for a period of three years.

SPECIAL EDUCATION

The Principal or Administrator must sign off on all Exceptional Children consent forms BEFORE a student is referred for testing, or is actually tested by the psychologist. All Exceptional Children forms will be

distributed by the Exceptional Children Coordinator. No Exceptional Children student should be suspended without the Principal's approval. Staff members may not recommend Exceptional Children services without the proper consent from the Principal.

STAFF/END OF THE DAY

At the end of the day, it is required that teachers meet in the classrooms or the teachers' lounge rather than in the offices. The office needs to remain a place for school business.

STUDENT PORTFOLIOS

In order to provide appropriate services and programming, teachers must collect, retain, and use copies of information about individual students. Teachers should include the following items in student portfolios:

- At least three copies of writing samples (beginning, middle and end of the school year)
- Observations and ratings of individual students by professional staff members
- Samples of student work
- Information obtained from professionally acceptable standard instruments or measurement
 - Interest inventories and aptitude tests
 - Vocational preference inventories
 - Achievement tests
- Authentic information provided by a parent or eligible student concerning achievement and other school activities as part of a record
- Verified reports of serious or recurrent behavior patterns
 - Communication logs
 - Referrals
 - Uniform violations
 - Action plans
 - Behavior contracts
- Academic honors earned
- Psychological tests
- Attendance records
- Health records
- Custodial arrangements
- Emergency contact information

SUBSTITUTE PLANS

An up-to-date substitute folder will be kept in the appropriate office. Folders are due at the beginning of the school year and must be updated throughout the year. Grade levels and subject areas staff may choose to work together and compile a folder of work. A list of minimum requirements for the folder follows. As work is completed, it should be replaced to keep five days' worth of work available.

- Daily schedule with a description of each segment.
- Title(s) and location(s) of books used (including teacher's guide and general procedures and plans for use).
- Seating charts.
- Location of special materials (tests, work sheets, attendance cards).

- Emergency procedures and materials if daily lesson work cannot be covered by a substitute (instructional games are acceptable).
- List of routine procedures and how to handle them.
- Special duty list of students who generally take care of class chores.
- Class rules and discipline plan.
- List of schedules for lunch, specials, support, and recess.
- Pertinent personal data (such as any special requirements related to students with special needs and/or medications needed daily).
- Outline of games, activities, or projects that students might be involved in and that would support the achievement of overall goals for that class.
- Make sure directions are easy to follow, complete, and that you have more than enough work for each day.

You are responsible for easy-to-follow substitute plans on the day(s) you are out. Make sure they are detailed and left on your desk or in the office. Substitute folders are intended to help subs with schedules, routines, etc. The material included should be for emergencies or extra work for students.

SUPPLIES

Other than personal resources, Wisdom Academy will furnish all resources and equipment necessary to complete job assignments. Each employee is reminded that all items purchased by Wisdom Academy remain the property of Wisdom Academy and represent valuable assets of the company. Supply requests should be submitted to the Academy Office by grade level teams. They will be distributed on a weekly basis.

TEACHERS WITH CONCERNS

Wisdom Academy has identified a process teachers must follow in regards to addressing issues and/or concerns.

- Set up a meeting with the teacher you may have an issue with as it relates to students or work. If the issue has not been resolved, follow the next step.
- Set up a meeting with the lead teacher, if the issue has not been resolved.
- Set up a meeting with the Principal.

It is our desire to settle your concern at the initial step. Remember that you are a role model for our students.

USE OF STUDENT LAVATORIES

Teachers must take total classes to the bathroom twice daily. One such occasion should occur shortly before a special project to avoid the exodus of children during that period. Good citizens in possession of a hall pass may use the lavatories independently; however for safety purposes they must be accompanied by another student. Teachers should check the conditions of lavatories before and after class use. Staff should not use student lavatories. Students with documented medical situations must be allowed to go to the bathroom as necessary.

SUPERVISION OF STUDENTS

Students are to be under adult supervision at all times. No student should be out in the hall unsupervised, in any circumstances. Any student in the hall is required to have a classroom pass.

Teachers are required to remain in the classroom and supervise students during instructional time. A teacher is responsible and liable for the care of student enrolled in his/her class during each assigned period. Therefore, teachers should NOT leave students ALONE during any time. This means that teachers should not leave the room during instructional time. Prep periods are designed for this purpose. PLAN AHEAD.

If a teacher has an assistant who is NOT affiliated with Wisdom Academy, i.e., student teacher, school accompanist, or artist-in-residence, that teacher must NEVER leave the assistant alone in the classroom with students. It is the teacher who is responsible and liable for the students and not the assistant.

If a teacher has a lunch or prep period and the classroom is vacant, students should not be allowed to remain or come into the room without teacher supervision. Also, when students are leaving to walk to the playground, gym, or anywhere else, a teacher should put himself or herself in a position where all students can be seen (do not walk in front of your students). Select a line leader to assist you.

It is the responsibility of all staff members to ensure the maintenance of the following standards:

- Each staff member shall maintain a standard of care for supervision, control, and protection of students commensurate with assigned duties and responsibilities.
- A staff member should not volunteer to assume responsibility for duties she/he cannot reasonably perform. Such assumption carries the same responsibilities as assigned duties.
- A staff member shall provide proper instruction in the safety matters presented in assigned course guides.
- Each staff member shall immediately report any accident or safety hazard to an administrator.
- Each staff member shall immediately report knowledge of threats of violence by students to the proper administrator.
- A staff member shall not send students on any personal errands.
- A staff member shall not associate with students at any time in a manner which gives the appearance of impropriety, including, but not limited to, the creation of or participation in any situation or activity that could be considered abusive or sexually suggestive or involve illegal substances.

VISITORS

All visitors must sign in at the main office. Visitors, including family and friends of employees, consultants, customers, and salespeople, are required to register in the main office and receive permission to enter. Any person who is not an employee is a "visitor."

Each visitor must be authorized to enter company premises. Entrance at unauthorized doors is not allowed. Guests should be registered with office, and each guest should sign a Visitor's Sign-In Sheet.

If a guest is visiting your class, as a lecturer or demonstrator, it must be cleared by the Principal at least two business days prior to the scheduled visit. Meetings with parents should be set-up during appropriate times: before/after school or during instructional prep time.

Friends and relatives should be asked not to visit employees during working hours. Unattended children are not allowed on the premises at any time. For safety and insurance reasons, friends, relatives, and guests are not permitted in areas restricted to employees only, unless authorized by management.

EMPLOYMENT INFORMATION

EMPLOYMENT STATUS

After 90 consecutive days of work, each employee will transition from “conditional” to regular employment status.

Salaried staff hired after the beginning of the academic year (any time after the last week of August) will be pro-rated for the academic year.

Every employee is classified as Exempt or Non-Exempt in accordance with their position for purposes of the Fair Labor Standards Act. Exempt employees are those whose duties and responsibilities are of an executive, administrative or professional nature that meet the legal requirements for exemption from overtime requirements. Non-Exempt employees are employees whose duties and responsibilities are not of an executive, administrative or professional nature and who are entitled to overtime. Teachers, office staff, and administration are all classified as exempt employees as defined by the Fair Labor Standards Act.

STAFF WORK DAY

The normal school day shall be no less than eight (8) hours. Employees are expected to work a full day, which includes such additional time that may be necessary for successful completion of their duties. In addition, staff members are expected to participate in professional development, school sponsored activities, and events that promote family and community involvement as needed and at the direction of the principal. Regular and on-time attendance by every employee is essential to efficient operations at Wisdom Academy. Excessive absenteeism and tardiness are not only inconvenient, but also cause costly problems. Employees are expected to notify their Principal (via pager or cell phone only) of any absence or tardiness at least two hours prior to their shift. Failure to do so will lead to corrective action. An employee who is absent three (3) or more days without calling in will be considered a voluntary termination. If you must be absent due to illness and have notified the Principal, you must provide a doctor's note clarifying such illness if your absence exceeds two (2) days. You must also obtain permission from your supervisor in order to leave the facility during working hours. No employee shall work any period of time beyond normal quitting time for the purpose of making up for lost time due to tardiness or unexcused absence without their supervisor's permission.

Do not expect to leave school during instructional time for any reason, especially to conduct routine personal business or to attend appointments. Violation of this policy may result in discipline, up to and including termination.

Regular attendance and punctuality are expected of everyone. However, there are times when absence or tardiness is unavoidable. In these instances, you should notify your supervisor at least one hour before

your scheduled work time. Excessive absenteeism or tardiness can result in disciplinary action, up to and including dismissal. Absence from work for three (3) consecutive scheduled work shifts without notification from the employee will be considered a voluntary termination.

REPORTING ABSENCES

If it is necessary for you to be unexpectedly absent for any reason, you must notify your supervisor by telephone no later than 6:00 a.m. This is mandatory so that plans can be made for your duties to be assumed by someone else. Reporting your absence to one of your coworkers does not satisfy this requirement. Absences must be reported immediately. In addition, you must also call the HR department at by 6:00 a.m. the morning of your absence or tardy. **If you find that you will need additional time off, you must call the HR department by 2:00 p.m. on the day of your absence if you are not planning to return to work the next business day.** If you fail to call in during the time specified, it is expected that you will report to work. If an employee is absent for three (3) or more days due to an illness/injury, a note/letter from a physician is required before the employee may return to work. You should report (call in) daily if your absence extends beyond one (1) day. If you do not report as required for three (3) consecutive days, you will be deemed to have resigned from your position, and your employment will be terminated. When calling in, employees must leave a complete and detailed message. It is totally unacceptable to leave a message with another employee.

SICK CALL

This policy sets out the way in which Wisdom Academy will manage the absences of its employees and your responsibilities if you are absent. The aims of the procedure are to treat all employees fairly and consistently and to maximize attendance within Wisdom Academy. This policy applies to any absence that is a result of sickness or injury.

Employees are expected to call their Principal (via cell phone only) each day they are absent (unless the employee is on an approved leave of absence). In addition, you must also call the HR department by 6:00 a.m. the morning of your absence. Failure to call in daily may result in disciplinary action, up to and including discharge. Employees who are absent for three (3) or more days and have not contacted their Principal will be considered as having abandoned their employment, and our records will reflect that the individuals have voluntarily terminated their employment with the school. Employees with excessive absenteeism or tardiness cannot perform their jobs effectively. Excessive absenteeism or tardiness disrupts the operation of the office or school. Therefore, excessive absenteeism or tardiness may be cause for discipline or discharge. **If you fail to notify your supervisor or Principal before the start of business or school, or if you fail to call in, your absence will be considered unexcused and you will be subject to disciplinary action, up to and including termination.**

PAYROLL

Payroll is processed on a bi-weekly basis. If you would like direct deposit for your checks, please submit a cancelled check with the appropriate form. Salaried personnel have their annual salary broken out into 26 checks. Hourly staff will receive payment for their hours performed for the previous two weeks' work. You may request a check schedule from the front office. If you need someone to pick up your check for you, you will need to supply them with a signed document authorizing the school to release your check.

EMPLOYMENT REFERENCES

Information concerning Wisdom Academy employees is confidential, except for responses to legitimate requests

for references. Careful consideration must be given to ensure confidentiality. The human resources department responds to requests for employee references with basic information regarding the employee's or past employee's employment status. When a supervisor wishes to provide additional reference information regarding a present or past employee, such information must be provided subject to the following guidelines:

1. To ensure that references are provided for legitimate business purpose, such references should be given only in response to a written request.
2. The reference itself may be either in writing or oral (e.g. telephone reference) if preceded by written request.

PERFORMANCE REVIEWS

Each employee's job performance will be reviewed quarterly. Performance evaluations will be discussed individually with each employee and delivered by their immediate supervisor. Once the performance review is delivered and discussed, the employee will be asked to acknowledge that s/he received the performance review by signing it.

Should an employee disagree with a performance evaluation, employees may submit a written response within ten (10) working days of receiving the evaluation. Performance evaluations do not necessarily result in a change in pay or duties.

EMPLOYMENT FILE

A confidential employment file is created and permanently retained for each employee. Each employee's file will include the following documents:

- Employment application
- New hire forms
- Performance reviews
- Disciplinary action
- Other significant records related to terms and conditions of employment

Confidential employment history information will not be provided to outside inquiries without an employee's written consent. Employment files are the property of Wisdom Academy; however, an employee may review his or her own file up to two times in a 12-month period. In order to review an employment file, the employee must submit a written request for an appointment to review the file. The human resources department will contact employees within 24 hours of receipt of the request to schedule an appointment.

Employees are not allowed to remove documents from the file. Employees may request a copy of the file or documents contained therein by submitting a written request. One copy will be provided free of charge per school year. Additional copies may be obtained for a nominal fee of 12 cents per page.

SEPARATION OF EMPLOYMENT

When possible, we ask employees to give the human resources department 30 days advance written notice of intent to terminate employment.

BENEFITS

All employee benefits outlined in this Benefit Summary may be amended from time to time or discontinued at the sole discretion of the Company. This Benefit Summary does not constitute a guarantee of future employment with Wisdom Academy.

SCHOOL CLOSING

The School may be closed in rare circumstances due to building concerns or caused by inclement weather. Wisdom Academy will observe the following holidays during the school year:

Memorial Day, Dr. Martin Luther King Jr. Day, Good Friday, Thanksgiving Day, the day after Thanksgiving, Spring Break.

JURY DUTY

Full-time employees receiving notice to serve on a jury must inform Human Resources upon receipt of the notice by submitting a copy of the summons. Jury duty is not compensated; however, the time off is not counted as an unscheduled absence. You may request PTO days to cover your jury duty if you have them available.

BEREAVEMENT

Wisdom Academy allows three (3) days off, with pay, for a death in the immediate family. Immediate family includes parents, spouse, children, brothers, sisters, mother-in-law, father-in-law, grandparents, or grandchildren.

Time off work to attend a funeral for death of other than immediate family must be approved by your supervisor. If the time off is approved, employees may utilize available PTO time for such absences.

FAMILY AND MEDICAL LEAVE ACT (FMLA)

Wisdom Academy is not a covered employer under the Family and Medical Leave Act.

MILITARY LEAVE OF ABSENCE

Before leaving his/her assignment, an employee must notify human resources of the dates of military duty and submit a written request and a copy of his/her military orders to be absent from employment for that period.

Upon application, a military leave of absence (without pay) will be granted to employees in salaried positions. This applies to employees who are inducted through Selective Service or voluntary enlistment, or if the employee is called through membership in the National Guard or reserve component into the Armed Forces of the United States.

Reinstatement and rights after reinstatement are governed by applicable federal laws.

WORKERS COMPENSATION

Employees who are injured on the job while working at Wisdom Academy are covered by Worker's Compensation. It is your responsibility to immediately notify Human Resources and the building administration at your assigned site of any injuries you sustain while on the job at Wisdom Academy.

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.

At all grade levels, Wisdom Academy will strive to employ highly qualified master teachers possessing National Board Certification. 100% of Wisdom Academy elementary school teachers will be licensed.

Principal

Responsibilities:

- Pursue the vision and execute the mission of the school.
- Provide leadership and direction to staff.
- Supervise and observe all instructional practices in the school, including coaching and mentoring directly or through other staff and/or professional development programs.
- Hire, evaluate, and terminate staff.
- Administer scheduling, enrollment and curriculum.
- Serve as liaison to the Board, including providing formal and informal reports to the Board and charter entity.
- Prepare materials for Board meetings, including student academic achievement data based on comparative and longitudinal measures.
- Implement and follow policies and procedures.
- Provide a safe environment for learning.
- Ensure proper budgeting, accounting, auditing, and financial planning.

Qualifications:

- Master's degree in school/education administration.
- Meet the required score on the North Carolina School Leaders Licensure Assessment (SLLA).
- Administrative certification welcomed but not mandatory.
- Demonstrated successful leadership in a senior administrative position in a public or private school, preferably but not necessarily as a Head of School and preferably working with a board.
- Demonstrated successful teaching experience and other school roles preferred in an urban education setting.
- Exhibited leadership in working with professional staff, students, and the community toward achieving goals.
- Agreement with and commitment to the academic goals and philosophy of the charter school.
- Experience or familiarity with data management and presentation and commitment to achieving for students' academic goals.
- Demonstrated success in encouraging parental involvement.

Administrative Assistant

Responsibilities:

- Maintain attendance records.
- Assist in purchasing, transportation, travel arrangements, and field trips.
- Perform scheduling duties.
- Collect data required for the preparation of reports to the charter entity and other appropriate bodies.
- Answer phones.
- Welcome parents, children, and guests to the school.
- Coordinate mailings and copying.
- Perform other duties, as assigned.

Qualifications:

- High school diploma or higher degree.
- Two years of experience providing general administrative support in an office setting.
- Prior experience in an administrative assistant position.
- Demonstrated organizational and writing skills.
- Demonstrated ability to use Microsoft Office, especially Excel.
- Ability to read and interpret documents and procedure manuals.
- Ability to write routine reports and correspondence using Microsoft Word.
- Ability to speak effectively in person or by telephone to exchange information and provide service and explain service instructions and procedures.
- Ability to use standard office equipment (voicemail, FAX, Scanners, copiers).
- Demonstrated ability to relate well to adults and children.

Teacher

Responsibilities:

- Maintain and enrich their expertise in the subject area they will teach.
- Develop lesson plans that ensure the attainment of state learning standards and the additional specific grade-by-grade learning standards set forth in the charter.
- Coordinate lesson plans with other teachers to maximize possibilities for teaching similar topics in the same general timeframe, thus reinforcing student knowledge on an interdisciplinary basis.
- Provide direct and indirect instruction.
- Implement long- and short-term planning addressing individual needs of students.
- Prepare students adequately for all required assessments.
- Evaluate students' progress.
- Prepare at least quarterly individual student achievement reports for parents.
- Provide an inviting, exciting, innovative, learning environment.
- Engage in effective and appropriate classroom management.
- Accept and incorporate feedback and coaching from administrative staff.
- Serve as an advisor to students, including organizing advisory groups, overseeing the academic and behavioral progress.
- Perform other duties, as deemed appropriate, by the principal.

Qualifications:

- BA in elementary or secondary education from a state-approved teacher education program from an accredited college or university.
- Possess any required state teaching certification and meet any other applicable credentialing requirements.
- Demonstrated expertise in the subject to be taught, as evidenced by personal skills and knowledge, an undergraduate major or minor or graduate degree in the subject or direct subject-area teaching experience.
- Demonstrated communication skills.
- Demonstrated ability and experience to engage the interest of school-age children.
- Demonstrated ability to work with diverse children, including those with special needs.
- Teaching experience in a public or private school, preferably in an urban setting;
- Demonstrated ability to work well with parents.
- Demonstrated ability to work effectively as a team member.
- Demonstrated ability to evaluate tests and measurements of achievement.
- Demonstrated willingness to be held accountable for student results.

Teacher Assistant

Responsibilities:

- Give group instruction as prescribed by teacher, provide individualized instruction, and demonstrate various instructional activities.
- Check and correct students' work while in progress, keep students on task and report student progress to teacher.
- Arrange classroom furnishings and equipment.
- Prepare visual aids and duplicate materials, reorganize materials at the end of day, distribute and collect instructional materials.
- Serve as proctor during testing, score students' papers as instructed by teacher.
- Check and report attendance.
- File data according to regulatory requirements.
- Supervise students in the classroom and other locations, teach citizenship, social skills and respect for others.
- Reconcile minor student conflicts.
- Participate in development of discipline policy.
- Report discipline problems to teacher or principal, report to supervisor significant change or lack of change in student behavior.

Qualifications:

- Graduation from high school. Possession of an equivalent combination of training and experience which provides the required knowledge, skills, and abilities for the position.
- Working knowledge of effective methods of dealing with children.
- Working knowledge of the core subjects at the grade level to which employment assignment is made.
- Some knowledge of the school organization and its community.
- Some knowledge of expected behavior of children, that is, basic characteristics of ages and stages.
- Skill necessary to operate audiovisual equipment and common office machines.
- Skill to make learning aids which will strengthen lesson plans.
- Ability to comprehend the purpose of teacher designed strategies as a fulfillment of the instructional objective.
- Ability to discern significant student behavior and refer this to the supervisor.
- Ability to impart information to the child's level of comprehension.
- Ability to apply impartially and consistently proper methods of recognition, reward and punishment.
- Ability to solve independently most minor problems.
- Ability to follow minimally detailed written and oral instructions without constant supervision.
- Ability to record and store data accurately.
- Ability to maintain confidentiality of student information

Exceptional Children Teacher

Responsibilities:

- Design instruction, both individual and small group, which parallels the general education curriculum.
- Demonstrate an ability to engage direct care staff in classroom activities and classroom management.
- Plan and implement academic and affective programming to students with severe emotional and behavioral disabilities under the direct supervision of the Education Program Manager.
- Organize available space, materials, and/or equipment to facilitate learning.
- Promote a positive learning climate.
- Manage routines and transitions in a timely manner.
- Manage and/or adjust allotted time for activities planned.
- Establish expectations for learner behavior.
- Use monitoring techniques to facilitate learning.
- Work with other staff, teachers, parents, and administrators to try to alleviate specific problems.
- Work cooperatively with school personnel.
- Use resourcefulness, tact, and sensitivity in meeting and assisting persons receiving services.
- Establish and promote a positive relationship between the school system and the company.
- Assist other professional staff in diagnosis of learning disorders, development of planned remediation and evaluation of student progress.
- Prepare student education plans in consultation with parents and IEP team members.
- Complete report cards according to set schedule.
- Deliver instruction designed to meet goals and objectives of IEP's and treatment plans. Consistently incorporate technology into structured lesson plans. Utilize appropriate curricular and classroom modifications and accommodations.
- Independently develop individualized and educationally appropriate goals and objectives for IEPs in all areas. Develop individualized behavior plans and transition plans according to district guidelines.
- Intervene in escalating behaviors and utilize de-escalation techniques; demonstrate knowledge of guidelines regarding behavioral interventions (quiet time, restraint, elopement).
- Make recommendations based upon assessment data. Evaluate academic proficiency and determine appropriate academic curriculum for student based upon assessment data, age, strengths, and special needs.
- Protect the health and safety of clients while providing academic instruction and managing client's behaviors.
- Reinforce appropriate academic and pro-social behavior.
- Use techniques that develop lesson objective(s).
- Sequence lesson to promote learning.
- Use available teaching material(s) to achieve lesson objective(s).
- Adjust lesson when appropriate.
- Integrate technology into instruction.
- Present content at a developmentally appropriate level.
- Present accurate subject matter.

- Relate relevant examples, unexpected situations, or current events to the content.
- Ensure compliance with laws, codes, and regulations related to services.
- Keep records and files for individuals served.
- Submit reports as required.
- Complete and document teacher administered assessment. Consistently reassess for changes in the client's educational status or needs.
- Maintain a safe, clean, and neat classroom environment; recognize potential risks and threats to safety within the therapeutic classroom environment.
- Ensure accuracy of submitted payroll timesheets. Record absences in order for the HR department to cross-check timecards.

Qualifications:

- BA in Special Education from a state-approved teacher education program from an accredited college or university.
- Possess any required state teaching certification and meet any other applicable credentialing requirement.
- 2+ years as Special Education Teacher.
- Knowledge of Special Education in K-12 school setting.
- Demonstrated expertise in the subject to be taught, as evidenced by personal skills and knowledge, an undergraduate major or minor or graduate degree in the subject or direct subject-area teaching experience.
- Demonstrated communication skills.
- Demonstrated ability and experience to engage the interest of school-age children.
- Demonstrated ability to work with diverse children, including those with special needs.
- Teaching experience in a public or private school, preferably in an urban setting.
- Demonstrated ability to work well with parents.
- Demonstrated ability to work effectively as a team member.
- Demonstrated ability to evaluate tests and measurements of achievement.
- Demonstrated willingness to be held accountable for student results.

Psychologist

Responsibilities:

- Develop and evaluate creative approaches to the assessment, treatment, and rehabilitation of mental disabilities.
- Evaluate and report on current and new programs.
- Provide in-service education of district personnel or parents to reduce systemic problems and improve teaching or parenting skills.
- Consult with school personnel on psychological concerns.
- Work with community groups to develop supportive resources.
- Work with IEP team (e.g., school counselors, social workers, speech therapists) and teachers, parents, and administrators to try to alleviate specific problems.
- Select, administer, score, and interpret psychological tests. Administer psychological and educational tests of cognitive ability, school achievement, psychomotor skills, adaptive behavior, social skills, and personal-social adjustment.
- Gather relevant information in the assessment of students experiencing learning and adjustment problems. Analyze situations accurately and take effective action.
- Conduct observations in the classroom.
- Conduct interviews with parents and teachers.
- Inspect and analyze school records.
- Determine student eligibility for placement and recommend subsequent educational programs and interventions in accordance with federal and state regulations.
- Perform direct interventions, including remediation and therapy, which involve referred children. Conducted individually or in groups, these services are intended to alleviate academic and behavior problems.
- Prepare case study and summarize in a written report.
- Complete state-mandated assessments in the required time frame.
- Prepare written reports that are succinct, direct, in appropriate language that provides insight into the presenting problem of the student.
- Maintain records and reports in compliance with regulations.
- Initiate, design, collaborate and report on psychological research or program evaluation.
- Oversee the work of IEP Coordinators.
- Oversee quality of services at all customer schools.

Qualifications:

- MA or PhD in Psychology.
- State licensed Psychologist.
- 5+ years in delivery of Special Education psychological services.
- Demonstrated ability to work independently without close supervision.
- Knowledge of special education requirements in K-12 school setting.

Speech Therapist

Responsibilities:

- Organize a program that addresses local school speech-language goals.
- Work cooperatively with school personnel to accomplish objectives of the local education agency.
- Evaluate and report on current and new programs.
- Provide in-service education of district personnel or parents to reduce systemic problems and improve teaching or parenting skills.
- Consult with school personnel on speech and language concerns.
- Work with community groups to develop supportive resources.
- Work with IEP team (e.g., school counselors, social workers, speech therapists) and teachers, parents, and administrators to try to alleviate specific problems.
- Counsel patients and/or families in the adjustment to the speech impairment (for speech pathologist positions).
- Collaborate/consult with classroom teachers in the management of speech-language disorders.
- Coordinate speech-language services with students provided by other school personnel.
- Conduct speech, language and hearing screenings.
- Administer formal and informal (ongoing and curriculum-based) assessments.
- Obtain additional diagnostic information from appropriate persons.
- Analyze and interpret information to make recommendations regarding the need for speech-language services.
- Plan evidence-based interventions appropriate for individual students.
- Manage facilities, materials and equipment, including assistive technology, necessary to the delivery of services.
- Adjust intervention strategies based upon student performance.
- Gather relevant information in the assessment of students experiencing learning and adjustment problems. Analyze situations accurately and take effective action.
- Conduct observations in the classroom.
- Conduct interviews with parents and teachers.
- Inspect and analyze school records.
- Determine student eligibility for placement and recommend subsequent educational programs and interventions in accordance with federal and state regulations.
- Prepare case study and summarize in a written report.
- Complete state-mandated assessments in the required time frame.
- Prepare written reports that are succinct, direct, in appropriate language that provides insight into the presenting problem of the student.
- Maintain records and reports in compliance with regulations.
- Initiate, design, collaborate and report on speech and language research or program evaluation.
- Oversee the work of IEP Coordinators.
- Oversee quality of services at all customer schools.

Qualifications:

- MA in Speech & Language Education.
- State licensed Speech & Language Therapist.
- 5+ years in delivery of speech and language therapy in a school or special education setting.
- Demonstrated ability to work independently without close supervision.

- Knowledge of special education requirements in K-12 school setting.

Technology Manager

Responsibilities:

- Manage technology strategic plan and budget.
- Oversee infrastructure design (including multi-node LAN/WAN and telephony) and systems implementation.
- Work collaboratively to manage and support appropriate shared technology services and applications.
- Communicate regularly with school administrators and leaders regarding technology issues and concerns.
- Coordinate technology vendor RFP management, selection, negotiation and management.
- Set up help desk and asset tracking systems.
- Supervise User Support Technician for servicing users.
- Assist in identification, evaluation, and selection of educational and operational software.
- Develop and implement technology policies, practices and procedures.
- Lead telecommunications projects of strategic impact such as vendor RFPs, migrations across WAN, LAN, Voice and wireless/mobile platforms.

Qualifications:

- College/technical degree or significant equivalent work experience required.
- Minimum of 5-7 years of technology leadership and management experience.
- Knowledge of existing network management tools and emerging tools, architectural concepts and principles.
- Ability to articulate and communicate complex technology concepts effectively in non-technical terms in a compelling manner.
- Ability to analyze complex business/technical problems to define system scope and objectives.
- Strong analytical and problem solving skills and ability to manage a project independently.
- Strong documentation and oral, written and communications skills.
- Self-motivated team player, able to set priorities and manage deadlines.
- Excellent troubleshooting, communication and customer service skills.
- Exhibits a professional image and presence in making oral and written presentations.
- Superior project management skills, with strong ability to multi-task.
- Results-driven, with the ability to maintain a sense of urgency and commitment to the goal of achieving results on time and within budget.
- Strong interpersonal and communication skills, high integrity and strong ability to take accountability and follow through.

ENROLLMENT

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))

Wisdom Academy will draw from the immediate neighborhoods surrounding the physical location of the school by engaging in targeted mailings, contacting local community centers, and church groups. We will also consult with the African-American, Hispanic, and Asian organizations to determine the most effective outreach programs.

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.

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. Explain the analysis utilized to determine these specific enrollment figures.

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 as set forth and 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).

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

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY
COME

List LEA #1 – Wake County Public School System

List LEA #2 – ___

List LEA #3 – ___

| GRADES | 2013-2014 | | | 2014-2015 | | | 2015-2016 | | | 2016-2017 | | | 2017-2018 | | |
|--------------|-----------|----------|----------|-----------|----------|----------|-----------|----------|----------|-----------|----------|----------|-----------|----------|----------|
| | LEA 1 | LEA 2 | LEA 3 |
| Kindergarten | K | 40 | — | 40 | — | — | 40 | — | — | 60 | — | — | 60 | — | — |
| First | 1 | 40 | — | 40 | — | — | 40 | — | — | 60 | — | — | 60 | — | — |
| Second | 2 | 40 | — | 40 | — | — | 40 | — | — | 60 | — | — | 60 | — | — |
| Third | 3 | — | — | 40 | — | — | 40 | — | — | 60 | — | — | 60 | — | — |
| Fourth | 4 | — | — | — | — | — | 40 | — | — | 60 | — | — | 60 | — | — |
| Fifth | 5 | — | — | — | — | — | — | — | — | 60 | — | — | 60 | — | — |
| Sixth | 6 | — | — | — | — | — | — | — | — | — | — | — | 60 | — | — |

Budget: Revenue Projections 2013-14 through 2017-2018

| INCOME: REVENUE PROJECTIONS | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|---|---|---------------------|---------------------|---------------------|---------------------|
| --State ADM Funds | <u>\$ 572,028</u> | <u>\$ 762,704</u> | <u>\$ 953,380</u> | <u>\$ 1,716,083</u> | <u>\$ 2,003,921</u> |
| --Local Per Pupil Funds | <u>\$ 270,304</u> | <u>\$ 360,405</u> | <u>\$ 450,506</u> | <u>\$ 810,911</u> | <u>\$ 946,063</u> |
| --Federal Funds | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> |
| --Grants* | <u>\$ 150,000</u> | <u>\$ 150,000</u> | <u>\$ 150,000</u> | <u>\$</u> | <u>\$</u> |
| --Foundations* | <u>\$</u> | <u>\$</u> | <u>\$</u> | <u>\$</u> | <u>\$</u> |
| --Private Funds* | <u>\$</u> | <u>\$</u> | <u>\$</u> | <u>\$</u> | <u>\$</u> |
| --Other Funds* | <u>\$</u> | <u>\$</u> | <u>\$</u> | <u>\$</u> | <u>\$</u> |
| TOTAL INCOME | <u>\$ 992,331</u> | <u>\$ 1,273,108</u> | <u>\$ 1,553,886</u> | <u>\$ 2,526,994</u> | <u>\$2,949,984</u> |
| *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. | See Appendix D <u>Partners for Developing Futures grant letter</u> | | | | |

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

| | Academic Year | | | | | | |
|---------------------------------------|---------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
| Number of Students | 120 | 160 | 200 | 360 | 420 | 480 | 540 |
| Number of Exceptional Children | 15 | 20 | 25 | 45 | 53 | 60 | 68 |
| State - Wake County Allocation Amount | \$4,311 | \$4,311 | \$4,311 | \$4,311 | \$4,311 | \$4,311 | \$4,311 |
| Local - Wake County Allocation Amount | \$2,253 | \$2,253 | \$2,253 | \$2,253 | \$2,253 | \$2,253 | \$2,253 |
| Exceptional Child Allocation Amount | \$3,649 | \$3,649 | \$3,649 | \$3,649 | \$3,649 | \$3,649 | \$3,649 |
| Total State Allocation | \$517,292 | \$689,723 | \$862,154 | \$1,551,877 | \$1,810,523 | \$2,069,170 | \$2,327,816 |
| Total Local Allocation | \$270,304 | \$360,405 | \$450,506 | \$810,911 | \$946,063 | \$1,081,214 | \$1,216,366 |
| Total Exceptional Child Allocation | \$54,735 | \$72,980 | \$91,226 | \$164,206 | \$193,398 | \$218,941 | \$248,133 |
| Partners for Developing Futures Grant | \$150,000 | \$150,000 | \$150,000 | | | | |
| Total Estimated Funding | \$992,331 | \$1,273,108 | \$1,553,886 | \$2,526,994 | \$2,949,984 | \$3,369,325 | \$3,792,315 |

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

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 <i>and</i> Projected Costs | 15.8 \$526,547 | 18.1 \$698,252 | 23.2 \$890,337 | 41.6 \$1,569,316 | 49.6 \$1,846,453 |
| --Administrator(s) | 1 \$ 59,208 | 1 \$ 60,984 | 1 \$ 62,814 | 3 \$ 150,819 | 3 \$ 155,343 |
| --Clerical | 1.3 \$ 35,178 | 1.4 \$ 39,447 | 1.6 \$ 46,670 | 3 \$ 82,242 | 3.5 \$ 101,870 |
| --Teachers | 8.6 \$289,440 | 10.8 \$406,045 | 13 \$547,895 | 24 \$ 940,218 | 29 \$1,139,711 |
| --Librarians | 0 | 0 | 0 | 0 | 0 |
| --Guidance | 0 | 0 | 0 | 1 \$ 37,678 | 1 \$ 38,808 |
| --Teacher Assistants | 1 \$ 14,936 | 1 \$ 15,384 | 2 \$ 30,783 | 2 \$ 31,706 | 4 \$ 62,530 |
| --Custodian | 1 \$ 12,000 | 1 \$ 12,000 | 1 \$ 12,000 | 1 \$ 12,000 | 1 \$ 12,000 |
| --Maintenance | 0 | 0 | 0 | 0 | 0 |
| --Food Service | 0 | 0 | 0 | 0 | 0 |
| --Bus Driver | 1 \$ 25,000 | 1 \$ 25,000 | 1 \$ 25,000 | 1 \$ 25,000 | 1 \$ 25,000 |
| --Other | | | | | |
| At-Risk interventionists | 1 \$ 34,965 | 1.5 \$ 52,448 | 2 \$ 69,930 | 2.5 \$ 87,413 | 3 \$ 104,895 |
| School Psychologist | .1 \$ 4,020 | .1 \$ 5,360 | .1 \$ 3,300 | .1 \$ 5,940 | .1 \$ 6,996 |
| Social Worker | 0 | .2 \$ 10,360 | .4 \$ 20,720 | 1 \$ 51,800 | 1 \$ 51,800 |
| Speech Therapist | .4 \$ 25,900 | .6 \$ 38,850 | .6 \$ 38,850 | 1 \$ 64,750 | 1 \$ 64,750 |
| IT Specialist | .4 \$ 25,900 | .5 \$ 32,374 | .5 \$ 32,375 | 1 \$ 64,750 | 1 \$ 64,750 |
| EMPLOYEE BENEFITS | \$ 40,957 | \$ 53,392 | \$ 90,745 | \$ 125,764 | \$ 148,077 |
| STAFF DEVELOPMENT | \$ 7,000 | \$ 9,000 | \$ 11,000 | \$ 20,000 | \$ 23,000 |
| MATERIALS AND SUPPLIES | \$ 41,000 | \$ 25,000 | \$ 25,000 | \$ 63,000 | \$ 52,500 |
| OFFICE SUPPLIES | \$ 3,000 | \$ 5,000 | \$ 5,000 | \$ 5,000 | \$ 5,000 |
| INSTRUCTIONAL EQUIPMENT | \$ 50,000 | \$ 20,000 | \$ 20,000 | \$ 300,000 | \$ 25,000 |
| OFFICE EQUIPMENT | \$ 10,000 | \$ 2,000 | \$ 3,000 | \$ 20,000 | \$ 5,000 |

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

| BUDGET EXPENDITURE PROJECTIONS | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|--------------------------------|------------|-------------|-------------|-------------|-------------|
| TESTING MATERIALS | \$15,000 | \$7,000 | \$8,000 | \$15,000 | \$16,000 |
| INSURANCE | \$11,000 | \$11,550 | \$12,127 | \$12,734 | \$13,370 |
| UTILITIES | \$7,000 | \$7,000 | \$7,000 | \$14,000 | \$14,000 |
| RENT | \$78,000 | \$78,000 | \$78,000 | \$156,000 | \$156,000 |
| MAINTENANCE & REPAIR | \$7,500 | \$7,500 | \$7,500 | \$7,500 | \$7,500 |
| TRANSPORTATION | \$0 | \$0 | \$0 | \$7,130 | \$23,195 |
| MARKETING | \$10,000 | \$10,000 | \$10,000 | \$10,000 | \$10,000 |
| FOOD/CAFETERIA SUPPLIES | \$31,000 | \$35,000 | \$40,000 | \$80,000 | \$85,000 |
| PROFESSIONAL DEVELOPMENT | Contracted | Contracted | Contracted | Contracted | Contracted |
| Management Fees | \$119,079 | \$152,773 | \$186,466 | \$303,239 | \$353,998 |
| Legal and auditing | \$ 20,000 | \$ 20,000 | \$ 20,000 | \$ 20,000 | \$ 20,000 |
| TOTALS | \$977,083 | \$1,141,467 | \$1,414,175 | \$2,728,683 | \$2,804,093 |

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 Wisdom Academy budget was created under the following assumptions:

1. The school will start with grades K-2, adding one grade per year thereafter.
2. No allowances for Federal funding have been provided; consequently, budgetary items associated with that funding (cafeteria costs, Title 1 associated costs, etc.) have not been included.
3. A new building will be added in the fourth year of operation (2016-17), doubling the space. An additional 20 students per class per grade have been included in the budget.

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

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

ADDITIONAL NOTES:

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

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

Public relations: To reach out to various communities in Wake County, the Wisdom Academy board will contact community centers, church groups, and neighborhoods. We will also consult with the African-American, Hispanic, and Asian organizations to outreach to minority groups. We will distribute flyers and brochures to community and neighborhood centers. While contacting the Hispanic/Latino community, the information on the flyers/brochures about the school will also be made available in Spanish.

Open houses: The school will organize quarterly open-house meetings. These meetings will specifically target the parents of school age children in the Wake County. In the meetings, we will inform them about the educational focus and mission of the school.

Internet: Our website, <http://www.wisdomacademync.org>, is one important channel through which the general information about Wisdom Academy's educational philosophy and its contact information is provided. Application information for students and staff can also be found on the school's website.

Mass Media Resources: Wisdom Academy's board will use local radio, newspapers, and child-focused publications to inform the community and make public announcements about the school. These ads in the mass media will also help to attract school faculty and staff.

Wisdom Academy

410 Lord Berkeley Dr.
Raleigh, NC 27510

Opening Fall 2012
K-2nd GRADES

(919) 828-8587 Main
(xxx) xxx-xxxx Fax

Tuition Free
No Residency Restrictions

NEW CURRICULUM

Athletics Program

- Soccer
- Tennis

After school community and educational programs
visit us at:
www.wisdomacademync.org

All teachers are professional educators

Every student has an Individualized Academic Plan reviewed monthly

Small class size 15/20 students

In School/After School Tutoring Programs

Reading & Math Intervention Program

Special education services

Full Day Kindergarten

Location: Location is vital to attract diverse student population. Wisdom Academy has a facility located in an area of the city that services a diverse population covering various socioeconomic levels.

Education Job Fairs: Wisdom Academy will be present at education job fairs to attract highly qualified teachers.

Educational Conferences: Wisdom Academy will have representatives attend educational conferences both to promote the school in general, as well as a vehicle to attract and screen staff members.

The timeline for these marketing activities appears in Table 2.

Table 2: Timeline for Proposed Marketing Activities

| Dates | Activities |
|-----------------------|--|
| June 2012 - Aug 2013 | The Wisdom Academy website will include general information for parents and students. Families will be able to print out and complete an enrollment form. |
| March 2013 - Aug 2013 | Flyers and pamphlets will be distributed at community organizations, churches, shopping malls, and supermarkets. |
| March 2013 - Aug 2013 | Marketing posters for Wisdom Academy providing relevant information will be placed at local businesses and organizations. These posters will be placed in and around grocery stores, banks, carry-out restaurants, barber shops, beauty salons, and coin-operated laundry facilities. |
| June 2013 – Aug 2013 | Radio advertisements will be placed with those stations targeting Wisdom Academy’s demographic audience. |
| June 2013 – Aug 2013 | Strategically determined town hall-style information sessions will be held in the southeast corridor of Wake County. These sessions, held at local libraries, churches, and community centers, will communicate Wisdom Academy’s mission and educational model. Parents will be given the opportunity to meet staff and board members. |
| June 2013- Aug 2013 | Kindergarten Roundup will be scheduled to allow parents and children to come to the school to familiarize themselves with the location, facility, and staff. This will allow for a more informed decision for parents to select Wisdom Academy. |

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.

Wisdom Academy will routinely gather information from faculty, students and parents about the strengths and weaknesses of the school’s programs in the following ways:

- Wisdom Academy will closely review the EOG and EOC, Benchmark Assessment tests, and achievement rates.
- The classroom teachers will monitor individual performance.

- Parents will be given surveys that address the school climate, methodology, communication between school and home, and family satisfaction of the school's education program and school climate.
- Wisdom faculty will be given similar surveys.

The collected data will be analyzed to evaluate the school's program. The analysis will include:

- Student performance on state tests
- Individual student performance in classrooms
- Student satisfaction
- Faculty satisfaction
- Special Education Program Evaluation & Satisfaction

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.

Wisdom Academy will adhere to the auditing and reporting procedures and requirements that are applied to public schools operating in North Carolina. Wisdom Academy's board of directors will interview a minimum of three auditing firms before selecting the financial auditor. The board of directors will select and contract with a licensed North Carolina CPA to conduct the annual audit of the school's financial records, including the balance sheet, cash flow, and income statements. The audit will be included in the school annual report. The audit will be conducted in a timely manner as required by the Local Government Commission, and will demonstrate compliance with State law for a non-profit corporation.

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

State the proposed coverage for:

| | |
|---|-------------|
| Comprehensive General Liability | \$2,000,000 |
| Officers and Directors/Errors and Omissions | \$1,000,000 |
| Property Insurance | \$5,000,000 |
| Motor Vehicle Liability | \$1,000,000 |

Bonding:

| | |
|-----------------|-----------|
| Minimum amount: | \$250,000 |
| Maximum amount: | \$500,000 |

| | |
|-----------|--|
| Other | |
| Umbrella: | \$1,000,000 per occurrence/\$1,000,000 |

TRANSPORTATION PLAN (GS 115C-238.29F(h))

Wisdom Academy’s board of directors is committed to ensuring that transportation is not an obstacle for students to enroll in the school. Wisdom Academy will help organize carpool groups among parents from close neighborhoods. In addition, a bus will be provided to transport students to campus. The bus will pick up students at assigned locations that will be determined based on student enrollment and family need. A transportation survey will be sent to all families after the initial enrollment period is over to assess this need. Wisdom Academy will reassess the number of buses and pick up location every year to make sure we are best serving our students.

Additionally, the Wisdom Academy board of directors will work diligently so that the school is open and accessible to all students, including low-income students, exceptional students and students experiencing homelessness. The school will provide free transportation for exceptional students and students who are currently experiencing homelessness.

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

The facility is located on a four-acre parcel that accommodates roughly 20,067 square feet of school building, an ample parking lot for staff and parent use, a green space for outdoor student activities, and a playground. The facility and site are selected to complement the school’s educational program, based on curriculum, student population, staff needs, parent/customer needs, and specific needs for the school’s geography and demographics.



Name of the facility (if known): Solid Rock Ministry International Building-South East Campus

Address: 410 Lord Berkley Drive

City/State/Zip: Raleigh, NC 27610

Description of the Facility:

| | |
|-----------------------|-----------|
| Total square feet: | 20,067.00 |
| Number of Classrooms: | 15 |

| | |
|----------------------|----|
| Number of Restrooms: | 10 |
| Other Rooms: | 5 |
| Auditorium: | 1 |
| Gymnasium: | 0 |
| Music Room: | 1 |
| Art Room: | 1 |
| Laboratory: | 0 |

Ownership: Fee Simple or Lease

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

- (a) Term of the Lease: 3 Years
- (b) Type of Lease: 3 year
- (c) Rent: \$6,500.00

Address: 410 Lord Berkley

City/State/Zip: Raleigh, NC 27610

Phone: 919-413-0877

Document inspections for the following:

- (a) Fire: Yes
- (b) Safety: Yes
- (c) Handicapped accessibility? Yes

Describe how the maintenance will be provided for the facility.

The building will be maintained by a contracted maintenance firm. This firm will provide cleaning services, as well as maintenance services including, but not limited to, lawn care, snow removal, preventative maintenance, and inspection requirements set forth by the municipality. This maintenance firm 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 services contracts are established with local contractors to ensure immediate attention to building related issues.

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?

Building is ready and available.

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

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

One of the major goals of Wisdom Academy is to provide a safe and healthy school environment for the students, parents, employees, and volunteers. Wisdom Academy will train staff and provide all necessary measures to meet required Local, State, and Federal health and safety laws and regulations. All administrators will be trained as first responders by the American Red Cross in first aid and CPR. Further, all staff members will be trained on the school's emergency response plan. In addition, each Wisdom Academy employee, volunteer, contractor, board member, or any individual deemed to have access to students will be required to submit a criminal background check and furnish a criminal record summary before employment according to GS 115C-238.29K.

Safety

- Visitors including parents will check in at the register and will be identified with a badge.
- Wisdom Academy will comply with regulations established under GS 115C-105.47.
- Wisdom Academy's building will be inspected by the fire department for fire safety.
- Wisdom Academy will avoid keeping hazardous materials in the school. Science labs will have safety regulation handouts.
- Use of drugs and alcohol are prohibited. Wisdom Academy is a tobacco free school in consistent with GS 115C-407.
- An action plan, including immediate responses to crisis situations including natural disasters, fires, and hurricanes, will be established by the board and included in the student handbook.

Immunization of Students

Up-to-date immunization records will be required during the registration for incoming students and has to be updated yearly. The records have to be provided to the school within the first 30 days after the school is started. Wisdom Academy will work to make sure all students meet the immunization requirements. Students attending Wisdom Academy will provide documentation of immunization to include the child's age at administration of each vaccine, the number of doses, and the date of administration. Wisdom Academy will provide parents and guardians with information with immunization records in accordance with GS 115C-238.29F(a). Parents of students who have not had the proper immunizations will be advised about where and when they may obtain those immunizations. Parents may submit written requests to be exempted from immunizations for medical or religious reasons in accordance with state requirements.

Wisdom Academy will maintain immunization records for all students which contain information required for a certificate of immunization as specified in GS 130A-154 and these records may be inspected by officials of the county or state health departments. When a child transfers to another school, the school from which he is transferring shall send a copy of the child's immunization record to his/her new school at no charge.

The Wisdom Academy principal shall file an immunization report with the Department of Environment, Health and Natural Resources within 60 calendar days after the commencement of a new school academic year.

Fire and Safety Regulations

Wisdom Academy will comply with regulations set forth under GS 115C-525. In doing so, Wisdom Academy will ensure that the school meets the North Carolina Building Code standards. Wisdom Academy will cooperate with the local fire marshal, or designated person conducting the inspection to ensure all fire prevention precautions are met. The school principal will schedule, hold, and report monthly fire drills. Teachers and students will be informed of fire drill procedures. Exits and fire evacuation plans will be posted in each room and hallways of the building.

It shall be the duty of the principal to inspect the building at least weekly during the regular school session. This inspection shall be for the purpose of keeping the building safe from the accumulation of trash and other fire hazards.

Storm drills will occur at the beginning of each regional storm season. These will be carried out in the similar fashion as fire drills list above. Storm-safe areas will be designated for each class and office suite. In the event that the National Weather Service issues an imminent threat of severe storms or tornadoes, the Principal will alert all classes and personnel to proceed to storm-safe areas as opposed to fire-safe areas.

Food Inspections

Wisdom Academy will comply with all guidelines set forth by the Child Nutrition Division of the United States Department of Agriculture and directives from the local board of health. When requested, food handling areas will be available for inspection.

The school cafeteria/feeding areas shall be operated in compliance with sanitation and inspection rules, regulations and requirements delineated by Wake County and the North Carolina Board of Health. All sanitation ratings shall be posted in a prominent location for review by the public.

Hazardous Chemicals

Wisdom Academy has the responsibility to inform and adequately train its employees who work with hazardous substances and to design and implement employee protection programs. Employee training programs will provide the necessary hazard information to school staff so they can participate in and support measures in place at school. All hazardous chemicals will be stored in a safe storage. MSDS sheets, waste collection procedures, and handling processes will be provided to all staff and kept in the main office in a central file.

Bloodborne Pathogens

Wisdom Academy will act in accordance with OSHA's Bloodborne Pathogen Standards to establish a school exposure control plan to minimize workplace risks. Bloodborne pathogens refer to pathogenic microorganisms that are present in human blood and that can cause disease in humans. OSHA standards apply to all occupational exposure to blood [human blood, human blood components, and products made from human blood] or to other potentially infectious materials [human body fluids, unfixed tissue from a human, HIV-containing cell or tissue cultures, organ cultures, and HIV- or HBV- containing culture medium or other solutions, as well as blood, organs, or other tissues from experimental animals infected with HIV or HBV]. Other examples of bloodborne pathogens include hepatitis B and C, malaria, and syphilis. These

pathogens can be detected with blood tests which look for antibodies developed in response to exposure to these pathogens.

Wisdom Academy will provide all employees with training in bloodborne pathogens. Employees will be trained within the first 60 days of employment. The LEA will provide video and pamphlets for each employee. A health care provider will be available to answer all questions and concerns.

Staff members who will be in contact and supervise identified students will receive additional training to include handling of biohazard materials, Epi Pens, and catheters. The training will be based on the student's needs.

Wisdom Academy will maintain compliance with all applicable federal, state, and municipal laws and regulations regarding bloodborne pathogens. The Wisdom Academy School Exposure Control Plan will include staff, students, and others who might have occupational or accidental exposure to blood or other potential infectious materials. All Wisdom Academy employees will be required to complete a Bloodborne Pathogens Course at the N.C. Department of Labor Occupational Safety and Health Program prior to the first day of school. Upon successful completion of the course, each employee will submit a copy of the Bloodborne Pathogens Course certification to Human Resources for inclusion in the employee personnel files. Staff with the potential for direct contact with bloodborne pathogens will be encouraged to obtain Hepatitis B vaccinations. Should a staff member choose not to be vaccinated, a refusal form will be signed by the employee and kept in the employee's staff file.

Diabetes Care Plans

Wisdom Academy will adhere to the guidelines for individual diabetes care plans adopted by the State Board of Education are implemented in the charter school. Wisdom Academy will provide parents with request forms to provide diabetes care for their children. The Principal will sign off on any 504 plan for each student. The academy will make available necessary information and staff development to teachers and school personnel in order to appropriately support and assist students with diabetes in accordance with their individual diabetes care plans. The Principal will report to the State Board of Education annually whether the school has students with diabetes enrolled and provide information showing compliance with the guidelines adopted by the State Board of Education.

Wisdom Academy will provide parents and guardian information and literature on Meningococcal meningitis and influenza and their vaccines at the beginning of each year. This information shall include the causes, symptoms, and methods by which meningococcal meningitis and influenza are spread as well as the places where parents and guardians may obtain additional information and vaccinations for their children.

Cervical Cancer, Cervical Dysplasia, Human Papillomavirus, and the Vaccines Available to Prevent Diseases

Wisdom Academy will provide parents and guardians with information and awareness training on cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent diseases. This information will be provided at the beginning of the school year to parents of children entering the fifth grade. This information will include the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination,

and the places where parents and guardians may obtain additional information and vaccinations for their children.

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. The LEA may then submit information or comment directly to the Office of Charter Schools.

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

VIII. APPENDICES

Appendix A – References

Appendix B – Approved Articles of Incorporation

Appendix C – Sample Science lesson incorporating Drama

Appendix D – Partnership for Developing Futures Grant letter

Appendix E – Community Partnership letters

Appendix A

References – Instructional Program:

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Appendix B



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
WISDOM ACADEMY CHARTER SCHOOL

the original of which was filed in this office on the 20th day of December, 2011.



DocumentId: C20113500117

IN WITNESS WHEREOF, I have hereunto
set my hand and affixed my official seal at the
City of Raleigh, this 20th day of December, 2011

Elaine F. Marshall
Secretary of State

**ARTICLES OF INCORPORATION:
WISDOM ACADEMY CHARTER SCHOOL
(a nonprofit corporation)**

Pursuant to N.C. Gen. Stat. § 55A-2-02, the undersigned corporation submits these Articles of Incorporation (the "Articles") for the purpose of forming a nonprofit corporation under the laws of the State of North Carolina.

ARTICLE I

The name of the corporation is Wisdom Academy Charter School (the "Corporation").

ARTICLE II

The period of duration of the Corporation shall be perpetual.

ARTICLE III

The Corporation is organized as a charitable corporation, as defined in N.C. Gen. Stat. § 55A-1-0(4), exclusively for charitable, educational, scientific or literary purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code (the "Code"). As used in these Articles, references to the Code shall mean the Internal Revenue Code of 1986, as the same may be amended from time to time, and references to a particular Code section shall include the corresponding provisions of any future United States internal revenue law.

The purposes for which the Corporation is organized are:

- (a) To operate the Corporation as a North Carolina charter school, chartered under Section 115C-238.29A *et seq.* of the North Carolina General Statutes (the "North Carolina Charter School Act");
- (b) To engage in any and all other lawful activities that are appropriate to carry out and fulfill any or all of the foregoing purposes; and
- (c) To carry on the purposes herein above set forth in any state of the United States to the extent that such purposes are permitted by the law of such state.

The foregoing clauses shall be construed as both objects and powers, and such enumeration of specific purposes, objects, and powers shall not be deemed to limit or restrict in any manner the general powers of the Corporation and the Corporation shall own and may exercise all powers conferred on a nonprofit corporation by the laws of the State of North Carolina, now or hereafter in effect.

In furtherance of its purposes, the Corporation shall have the power to receive and allocate contributions, funds, property, or other benefits within the discretion of its Board of Directors to any organization that qualifies as an exempt organization under Section 501(c)(3) of the Code, or the corresponding provisions of any subsequent federal tax laws.

ARTICLE IV

The street address and county of the initial registered office of the Corporation is as follows:

400 Lord Berkley Drive
Raleigh, North Carolina 27619
Wake County

The mailing address of the initial registered office is

400 Lord Berkley Drive
Raleigh, North Carolina 27619

The name of the initial registered agent of the Corporation at such address is Craig Jarvis.

ARTICLE V

The name and address of the incorporator are:

David R. Hostetler, Esq.
Lexis School Law Services
1000 Fardman Blvd., #250
Chapel Hill, North Carolina 27614

ARTICLE VI

The Corporation shall have no members.

ARTICLE VII

The Corporation is intended to qualify as a tax-exempt, charitable, educational, scientific or literary organization within the meaning of Section 501(c)(3) of the Code. The affairs of the Corporation shall be conducted in such manner as to qualify for tax exemption under that Code section and any related Code section. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its trustees, directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in these Articles of Incorporation.

Corporation shall not participate in or interest in, including the publishing or distribution of statements of any politics, campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (b) by a corporation, contributions to which are deductible under Section 170(e)(2) of the Code.

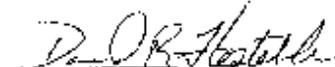
ARTICLE XI

In addition to the powers granted to corporations under the laws of the State of North Carolina, the Corporation shall have full authority to adopt bylaws, policies and programs for the regulation of its internal affairs and the conduct of its business in such form and method as are not in conflict with or in violation of such laws, except as prohibited by the provisions of these Articles.

ARTICLE XII

These Articles shall be effective upon filing.

This is the 12th day of December, 2011.


David R. Hosetter
Sole Incorporator

Appendix C

Grade 1: Learning about Weather Vocabulary through Drama

The teacher will teach weather vocabulary through the arts by helping students use drama to express and interpret their understandings of vocabulary. The focus is on vocabulary the class previously identified in its weather-related literature, such as “frost,” “rainbow,” “sunny,” and “cloudy.” Each word is listed in a pocket chart next to a drawing each student will create to depict the meaning of the word. All the words are removed from the pockets, shuffled, and placed into a hat to be picked. Students are divided into pairs; each pair picks a word, discusses it, then decides how to depict the word in a dramatic scene. To help others understand the meaning of their word, students are allowed to use actions and sounds, but no words. The rest of the class then tries to guess the word based on the students’ dramatic presentation.

For example, two girls can show “shade” by having one girl sit on the ground with the other girl leaning over her with arms outstretched and fingers wiggling. The students then try to guess the word “shade” as they recognize the standing girl as a tree offering shade to a sitting girl. They also recognize the tree by her leaves (fingers) blowing in the wind.

In another pair, two boys might show two depictions of the word “blow.” First, one boy will pucker his lips and blow as hard as he can and the second boy will pretend to fall over. At this point, the other students guess “windy.” Next, the boys both blow really hard to make the American Flag in the room move back and forth. With this clue, the other students are able to guess the correct word “blow.” This example shows how this activity helps children gain an understanding of the target word and highlights related words such as “wind” and “blow.”

Finally, two students show their understanding of “warm” by using their knowledge of its antonym, “cold.” The students begin their skit by shivering in the cold. Then they move themselves inside and demonstrate that they are sitting by a warm fire and sipping hot chocolate. The processes of both creating and interpreting these presentations help deepen students’ understandings.

Appendix D



Partners For Developing Futures
Funding the next generation of charter school leaders

April 6, 2012

Tawana James
Founder
Wisdom Academy
8116 Round Oak Road
Raleigh, NC 27616

To Whom It May Concern:

Partners for Developing Futures ("Partners") is pleased to offer this letter in support of the charter application developed by the founding team of Wisdom Academy. Partners is a nonprofit social venture investment fund that primarily invests in high-potential, early stage minority-led charter schools and charter school networks that educate underserved students.

Last fall, Partners held a competitive process for financial and technical assistance to support the creation of high quality charter schools by leaders of color in high need communities in North Carolina. We were overwhelmed with the positive response to our request for proposals and received a total of 87 applications for the first phase in the selection process. 30 applicants were invited to submit a follow-up proposal of which 14 were selected for a capacity interview.

We are pleased to confirm that staff will make a recommendation to the Partners Board for a planning grant to support the development of Wisdom Academy. Due to Partners' limited resources, staff only recommends the highest quality applicants for funding to our Board. The Partners' Board makes the final decision regarding investments.

We wish Wisdom Academy luck as they embark on the charter approval process. While the school awaits a decision about our recommendation to the Board, the school's development team will have access to our staff who have deep experience and knowledge in creating, replicating, and scaling high quality schools serving traditionally underserved students and our national network of minority leaders who are already closing the achievement gap for students in places like New York City, New Orleans, Los Angeles, Chicago, and Albuquerque.

Should you have any questions about Partners and/or our commitment and support for Wisdom Academy, please do not hesitate to contact our Vice President, Dr. Angela Bass, at abass@partnersdevelopingfutures.org.

Sincerely,



Ref Rodriguez
President & CEO

850 Colorado Boulevard, Suite 103 • Los Angeles, CA 90041 • t: 877-516-8076

Appendix E

Kids First Academy
3308 Poole Road, Suite 102
Raleigh, NC 27610
(919) 255-3313

April 1, 2012

Dear Administrators of Wisdom Academy,

The staff at Kids First Academy is proud to share this awesome opportunity to partnership with Wisdom Academy. Kids First Academy is a 5 Star Rated Licensed Child Care Facility located in South East Raleigh. We cater to the needs of children ages 6 weeks of age thru 12 years old.

Here at Kids First the students are safe, happy, and look forward to school each day. The teachers are enthusiastic, nurturing and work hard to meet the individual needs of each student. The parents are supportive, caring and willing to sacrifice to give their children the best.

We know that with our partnership the possibilities are endless and will help strengthen our community.

We thank you for the opportunity and are eager to begin this journey.

Sincerely,



Loleta Brown, Executive Director

A Place Where Learning Begins!

Peace of Mind



**Peace of Mind
P. O. Box 99
Holly Springs, NC**

Dear Wisdom Academy,

We at Peace of Minds are looking forward to the partnership with Wisdom Academy.

We are very excited about working with you in the area of a lost art for the children and the parents that we will encounter.

We will work together to share in building a healthier community. Healthier and richer in the education of growing, harvesting and the preparation process of the foods we eat.

We will do this by presenting hands-on workshops that will promote healthy lifestyles for the individual and the community.

Through our work with our partner organizations, we will help an endless number of people see food from the planting, growing, harvesting and then to the plate process in a different way.

Sincerely,

**Karona C.W. Glenn,
President**



Steve Beam, Executive Director

April 3, 2012

Wisdom Academy
Cheryl Thomas

Dear Ms. Thomas:

The Raleigh Housing Authority (RHA) has 16 public housing communities located throughout the City of Raleigh. Fourteen of these communities are family properties and two are elderly-only communities. RHA was pleased to hear that your organization is planning to work with at-risk youth to help them to improve academic performance and to engage them in character building activities. It is also interesting that your organization will offer programming on weekends and during the summer months. It is widely accepted that children lose academic skills during the summer and they benefit from continued engagement in educational programs year round.

RHA is not able to financially support your efforts but we encourage you to make contact with the resident leadership to determine resident interest in participation in your programming. Some communities have educational and after-school programming already in place, while some communities have very few programs. In order to work in the public housing communities the best approach is to work with the residents themselves. Many of the communities have community rooms and some do not. Your initial contact should be with Ms. Lottie Moore since she is the leader of the Inter-Community Council. Her contact information has been provided to you. She can advise you and assist you with making contact with the youth of public housing.

RHA appreciates your willingness to work with the at-risk children of our communities. If you need assistance from RHA you may contact me at 919-508-1306 or via e-mail at ahapgood@rhaonline.com. Good luck with your program and please keep RHA informed of your progress.

Sincerely,

A handwritten signature in cursive script that reads "Allison Hapgood".

Allison Hapgood
Special Assistant to the Executive Director

Striving
to be THE BEST

Tel 919.831.8300 ■ Fax 831.6160 ■ PO Box 28007 ■ 900 Haynes St. ■ Raleigh, NC 27611



Dear Wisdom Academy,

We at NextCare Urgent Care are looking forward to the partnership with Wisdom Academy.

We are very excited about working with you regarding health services.

Our plan is to work together and share in building a healthier community.

We will do this by presenting information related to health at the health fairs, as well as provide physicals and screenings that are needed.

Thank you for allowing NextCare Urgent Care to be a part of this opportunity.

Michelle Fore
Sales Manager
NextCare Urgent Care

Jennifer Foy
Clinic Manager
NextCare Urgent Care



February 22, 2012

Dear Wisdom Academy,

Praise God for this blessed opportunity to partake in this nonprofit partnership with Wisdom Academy.

Solid Rock Ministry is excited for the opportunity to partnership with the Wisdom Academy. Both agencies share the same goal to impact our community in a positive manner as we the Church focus on the spiritual. The goals become the same economically, educationally and socially. We look forward in extending an invitation to the community through Wisdom Academy parents and students to participate in the following programs and activities.

- School-Based Mentoring Program aimed to build a relationship between one at risk child and an adult member from our church family. Some of our members volunteer with the Wake County Public Schools (Raleigh NC) in Teaching a Child to Read mentored program as reading buddies, assisting the homeless students with school supplies and clothing needs, and adoption of youth for our Christmas Angel projects.
- The Serenity (Substance Abuse Recovery)Program
- Health and Wellness Program
- Community Dance Program
- Community Based Tutorial Program of dedicated volunteers to support the academic success of the students in our community

Solid Rock has been a long time supporter of the Wake County and surrounding communities. We can continue to partner with Wisdom Academy as we look forward to a successful summer program. Through our works together we are sure to make a positive difference in this community in the true spirit of partnership and to further our commitment to the Southeast Raleigh community and Wisdom Academy. SRM will donate (in kind) the 410 Lord Berkley Drive facility to Wisdom Academy for year 1 (2012-2014 school year) and Year 2 (2014-2015 school year). At which time a contractual lease agreement will be negotiated to suit all parties involved. We believe that this endeavor is already successful.

As the Pastor of Solid Rock Ministry I feel privileged and honored to be a part of this endeavor. As we work hand in hand we can see how the community will benefit from this partnership.

Bishop J. Foday Farrar, Senior Pastor


Solid Rock Ministry International

Senior Pastor/Teacher L. Foday Farrar
P.O. Box 26535, Raleigh, North Carolina 27611
Phone 919-772-5681 • Fax 919-779-9995

S A I N T
AUGUSTINE'S
COLLEGE

Department of Visual and Performing Arts

Wisdom Academy:

I am writing in support of the Wisdom Academy, a performing arts charter school. Establishment of the Wisdom Academy for the Performing Arts will provide an alternative education to that presently offered through the Wake County Public Schools. The academy's plan to immerse its students in the arts and provide experiential learning will develop well rounded students with excellent critical thinking skills. Moreover, I express support for the academy because of its plan to engage parents as partners in the education of their children. By assisting parents with additional life skills, the academy will break the cycle of disengagement that all too often leaves children with unbalanced support leading to a total reliance upon the school for education.

The Music Unit within the Department of Visual and Performing Arts at Saint Augustine's College is positioned to offer support to this venture in a variety of ways. Our students can provide mentoring to the young people at the academy. Our upperclassmen could provide additional support through tutoring. A music program and academy partnership can provide internship opportunities for our students as well as additional support for the programs at the academy. There also exist opportunities for collaboration in musical activities such as concerts, workshops and master classes. Through these activities, faculty can share their expertise with the young people. There is a natural partnership for the Saint Augustine's College Music Program and the Wisdom Academy for the Performing Arts. Altogether, we have an opportunity to reveal to our young people the many possibilities available to them through this holistic educational approach.

I support the creation of the Wisdom Academy and its mission to serve the students and parents of the southeast Raleigh community.

Sincerely,



Eric Poole, Chair
Department of Visual & Performing Arts
Saint Augustine's College



www.st-aug.edu

1315 Oakwood Avenue • Raleigh, North Carolina 27610-2298 • (919) 516-4223 • (919) 516-4729 Fax

S A I N T
AUGUSTINE'S
C O L L E G E

Department of Theatre

March 23, 2012

To Whom It May Concern:

This letter comes to support children who will be attending Wisdom Academy in the fall of 2012. The Department of Theatre at Saint Augustine's College can play a vital role in Wisdom Academy's plan to educate the whole child. The department believes the arts can help enhance a child's creative mind.

Wisdom Academy intends to go beyond educating children; the teachers plan to educate the parents of those children. If we want to grow conscientious leaders for our future, then it is vital that we create a nurturing village for our youth. Wisdom Academy can build this type environment.

The Department of Theatre at Saint Augustine's College can offer the students at Wisdom Academy training in the theatre arts. Students will learn public speaking, creative thinking, and team-building. The students will also have the opportunity to participate in Saint Augustine's newly formed Youth Theatre Academy.

Wisdom Academy will be an excellent addition to the community.

Best Regards,



Kaye Celeste Evans, Assistant Professor
Department of Theatre Interim Chair



1315 Oakwood Avenue Raleigh, NC 27610 • Tel: (919) 516-4223 Fax: (919) 516-4464
Web Site: www.st-aug.edu

