

# Pine Lake Preparatory

## *An Application to Charter*

**Submitted February 24, 2006**

to

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

Mailing Address:

6303 Mail Service Center  
Raleigh, NC 27699-6303

**Submitted and approved for revision March 1, 2012**

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### III. CHARTER SCHOOL APPLICATION SUMMARY SHEET

Name of School: Pine Lake Preparatory

Primary Contact: John Moloney

Telephone Number(s): 704-799-2500

Fax: 704-799-2828

E-mail Address(s): jmoloney@pensketechology.com

Street Address: 162 Knob Hill Road  
Mooresville, NC 28117

Local Education Agency: Iredell-Statesville Schools

Grade Span for 2007-08: K - 10

Projected Enrollment for 2007-08: 700

**Targeted Population:** Pine Lake Preparatory will target families and students seeking a standards-based elementary education with essential skill-building in core subjects that accelerates towards a rigorous college preparatory curriculum in middle and high school. Pine Lake Preparatory will actively recruit an ethnically and economically diverse student population – families from diverse backgrounds that all seek a common goal: an excellent K – 12 public education. Pine Lake Preparatory will be prepared to meet the needs of its learning population with both an entering and on-going evaluation program that will *accurately* identify and track student learning readiness levels, including students with disabilities.

**Summary of Educational Mission:** Pine Lake Preparatory prepares individuals in a nurturing environment for leadership and academic success within the kaleidoscope of an engaging community.

#### **IV. Basic Information**

Name of Proposed Charter School: Pine Lake Preparatory

Local Education Agency in Which Proposed School Will Be Located: Iredell-Statesville Schools

#### **PRIMARY CONTACT INFORMATION:**

Primary Contact Person: John Moloney

Primary Mailing Address: 62 Knob Hill Road

City/State/Zip: Mooresville, NC 28117

Phone: 704-799-2500

Fax: 704-799-2828

Email: [jmaloney@pensketechology.com](mailto:jmaloney@pensketechology.com)

**V. GOVERNANCE**

**NOTE:** Please answer all sections. Do not use “same as LEA” or “whatever the law states”. Lack of proper documentation will jeopardize the application review.

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

The nonprofit corporation must be officially authorized by the NC Secretary of State by the final approval interview date.

Name of Private Nonprofit: Pine Lake Preparatory, Inc.

Mailing Address: 62 Knob Hill Road

City/State/Zip: Mooresville, NC 28117

Street Address:

Phone: 704-799-2500

Fax: 704-799-2828

Name of registered agent and address: John Moloney

**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 An application has been submitted and the board is awaiting status notification.

Note:

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

**V. GOVERNANCE (continued)**

**PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO)**

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

Pine Lake Preparatory Board	Not Applicable.  <b>ORGANIZATIONAL STRUCTURE OF PRIVATE NONPROFIT:</b> (GS 115C-238.29B (b)(3); GS 115C-238.29E (d)) The
Principal	
Parents	
Teachers	
Students	
Community	

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

**Please provide the following:**

1. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school.
2. A list of the Board of Directors.

The Founding Board of Pine Lake Preparatory consists of five members. The Founding Board came together out of a common interest to form a liberal arts K – 12 school that offers unprecedented innovative and effective learning options. Each board member’s professional experiences and commitment to educational advancements

in our community offers a unique contribution to the school's development and the vitality of academic programming. A brief description of each board member follows. Additional members of the Board of Directors will include three parents of enrolled PLP students. The governing board of PLP will not exceed nine members. Current board members' resumes are attached as Appendix A.

*John Moloney*, Board spokesperson, has worked in automotive and aerospace engineering for 15 years and currently serves as General Manager at Penske Technology Group (PTG). As General Manager, Mr. Moloney oversees the world-class wind tunnel, aerodynamic & vehicle dynamic test facilities located in Mooresville, NC. PTG is home to several race and championship winning teams and manufacturers including NASCAR, IndyCar, and SportsCar racing. Mr. Moloney's educational vision includes expanding and intensifying Science and Math options for students at Pine Lake Preparatory through a hands-on technology based curriculum in the physical and electrical sciences. Mr. Maloney will steer the Science and Math committees and work with administrators and staff to select and refine a technical and engineering based curriculum for grades 5 – 8.

Mr. Moloney will be an outstanding role model to our students as one who "loves his job" in the racing industry. As a fascinating introduction for students to the engineering sciences, Mr. Moloney will be working to create partnerships with area Science, Technology and Motorsports-related businesses, the latter of which is a 5.3 billion dollar industry in NC. As a General Manager, Mr. Moloney also brings substantial business management capabilities to the board.

Mr. Moloney's two young daughters experienced an amazing elementary education at a local charter school. Like many other parents, Mr. Moloney has been hoping for these continued options at the middle and high school level. He is a committed board member with a unique educational vision and the hope of thousands of parents behind him.

*Dr. Anne McIntosh* is a Faculty member in the Communication Program at Piedmont Community College in Charlotte, NC. In addition to teaching communication, Dr. McIntosh is a college advisor for college transfer students and an advisor of Sigma Chi Eta communication honor club. For the past six years she has taught sign language at Davidson College through the Psychology Department. She will play a central role in designing Pine Lake Preparatory's college counseling program and establishing partnerships with area higher education institutions in order to offer PLP high school students college coursework and experiences. Her civic affiliations with the North Mecklenburg Civitan will create opportunities for service learning and the development of civic knowledge and service for the community. Dr. McIntosh will also monitor oversight of Pine Lake Preparatory's Language Arts program in conjunction with Barbara Freund.

*Barbara Freund* is the founder and owner of Mainstreet Books in Davidson, NC. Davidson is also home to Davidson College and therefore is a township principally focused on education. As a member in the Downtown Davidson Organization, Ms. Freund and other business owners are actively working to increase high-quality and diverse educational choices for area students. Over the years, Ms. Freund has developed an experienced-based knowledge of parents and student educational needs in the area. Mainstreet Books is located within the Charlotte-Mecklenburg School District and is a regular supplier of both required and recreational reading books for students. Ms. Freund therefore, has established a familiar and responsive working relationship with schools, teachers and parents.

As a founding board member of PLP, Ms. Freund brings nearly 20 years of experience working with the education and business community; nearly 20 years of successful business management; and a lifetime

commitment to literacy and education. Mrs. Freund has four children who attended Charlotte-Mecklenburg public and private schools and four grand-children who now attend schools in the same system. She is committed to creating community support for increased public schooling options and will spearhead Pine Lake Preparatory's community liaison efforts.

*Jacqueline Hayes* has been an educator for twenty-four years. She has taught a wide range of students in varied educational settings – from Group Children's Homes to pre-school and since 1999 she has been a Kindergarten teacher at American Renaissance Charter School. Ms. Hayes is a truly gifted teacher with the ability to inspire children and a firm commitment to outcomes. Ms. Hayes brings six years of charter school experience to the board in addition to her expertise in elementary programming and instructional design. As a well-known and celebrated educator for her leadership capacities, Ms. Hayes will play a central role in designing the PLP elementary program and working on marketing initiatives. She is dedicated to the mission of Pine Lake Preparatory and her own personal goals of creating increased educational options where children learn the joys and the power of learning. Ms. Hayes has five children and eight grandchildren and she lives and works in Statesville.

*Aurora Tudela* is sole proprietor of The Cultural Bridge. Ms. Tudela offers cultural liaison services in Spanish and English. She provides services to clients as a consultant, interpreter and translator. Prior to the establishment of her consulting business, Ms. Tudela worked as an Engineer in a consulting firm in Argentina as well as a teacher both in Argentina and in the US. She has taught elementary through college level courses in the disciplines of Spanish, Math, Science, Physics, English and Computer Sciences. Born and educated in Argentina, Ms Tudela studied systems engineering and brings to the board vast experience in technology education applications and an immediate understanding of the direction of technology in education today. With her expertise and visionary ideas of cultural bridges in education, Ms. Tudela will play a leading role in creating and monitoring our student recruitment plan and shaping the global studies, Spanish proficiency and technology programs at Pine Lake Preparatory. She is married with two children, ages 13 and 8, and lives with her family in Troutman.

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

## **BY-LAWS**

### **PINE LAKE PREPARATORY, INC.**

#### **ARTICLE I**

##### NAME

Section 1: The name of this organization shall be Pine Lake Preparatory, Inc. (hereinafter referred to as PLP)

## **ARTICLE II**

### PURPOSE

Section 1: The sole and exclusive purpose of PLP shall be to establish and conduct in Iredell County, NC a charter school for the instruction of children.

## **ARTICLE III**

### MEMBERS

Section 1: The membership of this corporation shall be composed of one class of membership, which shall be known as a general membership. General membership shall be one active voting member from each household which has a student enrolled in the school or PLP board member. Membership in the corporation is not transferable.

Section 2: Members shall pay no membership fees.

Section 3: Members of the corporation are limited to parents/guardians who have at least one student currently enrolled in the school or those persons invited by the Board to serve as board members.

## **ARTICLE IV**

### BOARD OF DIRECTORS

Section 1: The business, property and affairs of this corporation shall be managed by a Board of Directors composed no fewer than seven (7) persons and no more than nine (9) persons who shall be members of this corporation. Each director shall hold office for the term for which he is elected and until his successor is elected and qualified.

Section 2: At the first annual meeting of the members, the members of the Board of Directors shall be divided into three groups as close to equal in number as possible. The members of the first group shall hold office for a term of one year; the members of the second group shall hold office for a term of two years, and the members of the third group shall hold office for a term of three years. At all annual elections thereafter, directors shall be elected by the members for a term of three years to succeed the director whose term then expires; provided that, nothing herein shall be construed to prevent the election of a director to succeed himself for one additional full 3 year term. The number of directors serving at any one time who have students attending the school and are elected by parent vote will not exceed three (3) of which one member will be from the elementary school (K-5), one from the middle school (6-8), and one from the upper school (9-12). Parent elected members will serve one year terms and may be elected for consecutive terms not to exceed three consecutive one year terms. The members will elect these directors. The seated directors will appoint persons to fill the remaining unfilled director positions of the Board. At the discretion of the Board, these appointments may or may not be parents.

Section 3: Vacancies on the Board of Directors, other than the three positions elected by the membership, shall be filled by appointment made by a majority vote of the remaining directors. Each person so elected to fill a vacancy shall remain a director until he has served the unexpired term.

Section 4: The Board of Directors shall elect a president, a vice-president, a secretary and a treasurer.

Section 5: The Board of Directors shall have power to appoint such other officers and staff members as the Board may deem necessary for the transaction of the business of the corporation.

Section 6: Any officer or staff member may be removed by a majority vote of the Board of Directors whenever, in the judgment of the Board, the business interest and objectives of the corporation will be served thereby.

Section 7: The Board shall have the power to fill any vacancy in any office occurring for any reason whatsoever.

Section 8: The Board of Directors shall have power to appoint, by resolution, an Executive Committee composed of three or more directors who, to the extent provided in such resolution, shall have and exercise the authority of the Board of Directors in the management of the business of the corporation between meetings of the board.

Section 9: The compensation of the directors, officers and staff members shall be fixed by the Board. No voting board member may be an employee of the school. Board members may be reimbursed for the performances of duties seen as beyond the normal expectations of a director. Compensation may include but are not limited to travel, meals, and lodging while performing duties as directed by the Board.

Section 10: Regular meetings of the Board of Directors shall be held monthly at such date and time as the Board of Directors may determine. Said meetings shall be open to the public and will meet the public notice provisions of the public meeting law; however, the Board of Directors shall have the right to call an executive session during any meeting for the purpose of discussing corporation affairs inappropriate to disseminate among the public because of confidentiality rules or otherwise. The decision to go into executive session must be within the guidelines of the NC Open Meetings Law.

Section 11: Special meetings of the Board of Directors may be held from time to time upon the call of the President and proper public notification as per the public meetings law.

Section 12: All meetings of the Board of Directors shall be held in a meeting space that is deemed appropriate, and notice thereof shall be mailed to each member of the Board no less than three (3) days prior to such meeting. Any member of the Board may waive notice of such meeting in writing, and the failure of any member of the Board to receive such notice shall not invalidate any action taken at such meeting. All notices shall be authorized by the President or by the Secretary of the corporation.

Section 13: Not less than 50% of the members of the Board shall constitute a quorum at any regular or special meeting. A majority vote of the directors present at any meeting attended by a quorum shall determine any questions presented to the Board at such meeting, unless otherwise specifically provided in these By-Laws.

Section 14: The President of the Corporation shall be the Chairman of the Board of Directors and shall preside at meetings, and the Secretary of the corporation shall be the Secretary of the Board of Directors. In the absence of the Secretary, the presiding officer shall designate a person who shall act as Secretary of the meeting.

Section 15: Members of the Board of Directors shall generally represent a geographical cross section of the catchment area of the student body of PLP. Attendance of members of the Board of Directors at monthly meetings is therefore considered essential. Any member of the Board of Directors who is absent from three (3) consecutive monthly meetings or fifty percent (50%) of the total monthly meetings in any one fiscal year shall be automatically terminated as a Board member unless unusual circumstances regarding the absences are accepted by the Board. A terminated Board member requesting reinstatement shall submit such request for

reinstatement to the Board who shall vote whether to accept or reject the request for reinstatement. In each case of termination, the Secretary shall inform the terminated member and the remaining members of the Board of the automatic removal.

## **ARTICLE V**

### OFFICERS

Section 1: The officers of the corporation shall be the President, Vice-President, Secretary and Treasurer. The officers shall be elected by the Board of Directors at the meeting of the Board held in June and shall hold the office for one (1) year or until their successors are duly elected and qualified. Any vacancy occurring in any office by death, resignation or otherwise, shall be filled for the remainder of the unexpired term of such officer by the Board of Directors. The newly elected officers will take office in June.

Section 2: The President shall be a member of and Chairman of the Board of Directors. The duties of the President shall include the duty to preside over all meetings of the members of the corporation and all meetings of the Board of Directors, exercise general supervision over the affairs of the corporation and report thereon to the meetings of the directors and to the meetings of the members of the corporation. The President shall perform such other duties and exercise such other authority as may be assigned to him/her by the Board. The President may appoint special committees, either standing or time limited, with approval by a majority of the voting members of the Board of Directors.

Section 3: The Vice-President shall be a member of the Vice-Chairman of the Board of Directors. He/she shall perform the duties of the President in the absence of the President and shall perform such other duties as the Board of Directors may from time to time assign him/her.

Section 4: The Secretary shall be a member of the Board of Directors. It shall be the duty of the Secretary to prepare and give notice of all meetings of the Board of Directors and of the members of the corporation, to keep minutes of all such meetings, to sign all instruments required by law to be signed by the Secretary, to affix the corporate seal whenever the same is required, to keep in his/her custody or control the records of the corporation, and to perform such other duties as may be imposed upon him/her by the Board of Directors.

Section 5: The Treasurer shall be a member of the Board of Directors. It shall be the duty of the Treasurer to sign all instruments required by law to be signed by the Treasurer. To maintain control over the money and securities of the corporation and to perform such other duties as may be imposed upon him/her by the Board of Directors for the faithful performance of his/her duties.

## **ARTICLE VI**

### MEETING OF THE MEMBERS

Section 1: The members of the corporation shall have an annual meeting of the general membership. The meeting shall be held at such date and time as the Board of Directors may determine.

Section 2: Special meetings of the members of the corporation may be called by the President by written notice starting the date and hour at which such meeting shall be held.

Section 3: Written notice of the annual meeting of the members of the corporation and of any special meeting shall be signed by the President or Secretary of the corporation and shall be mailed to the last known post office address of each active member of the corporation not less than three days prior to the date of such meeting. The

failure of any active member to receive notice of such meeting shall not affect the validity of the meeting or of any action taken. The notice of a special meeting shall state the purpose or purposes for which such meeting is called. Any member of the corporation may waive notice of any meeting in writing.

Section 4: Twenty-five percent (25%) of the members of the corporation present in person shall constitute a quorum. A majority vote of those present at a meeting attended by a quorum shall be sufficient to determine any questions properly submitted at such meeting, except for questions as to which the Articles of Incorporation require the affirmative vote of a larger number of the members, in which cases the provisions of the Articles of Incorporation shall control.

Section 5: Any member of the corporation may vote at any meeting in person. Voting by proxy shall not be permitted. Each household which has a child enrolled at the school shall designate one individual as the voting member.

Section 6: The President of the corporation shall preside at all meetings of the members, and the Secretary of the corporation shall act as the Secretary of all such meetings. In the absence of the President, the Vice-President shall preside and in the absence of the Secretary, the presiding officer shall designate the member who shall act as Secretary of the meeting.

## **ARTICLE VII**

### EXECUTION ON INSTRUMENTS

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

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

## **ARTICLE VIII**

### POWER OF BOARD TO BORROW MONEY

The Board of Directors shall have full power and authority to borrow money whenever in the discretion of the Board the exercise of said power is required in the general interest of this corporation, and in such case, the Board of Directors may authorize the proper officers of this corporation to make, execute and deliver in the name and on behalf of this corporation such notes, bonds and other evidence of indebtedness as said Board shall deem proper, and said Board shall have full power to mortgage the property of this corporation, or any part thereof, as security for such indebtedness, and no action on the part of the membership of this corporation shall be requisite to the validity of any such note, bond, evidence of indebtedness or mortgage.

## **ARTICLE IX**

### NON-PROFIT NATURE

Section 1: No officer, member or employee of this organization or any other individual shall now or hereafter,

receive or be entitled to any part of the net earnings of this corporation, or to any portion of the funds contributed to it, except reasonable compensation for services in effecting one or more of its purposes.

Section 2: Upon the dissolution of this organization for any cause, the properties then in the possession of this organization shall be turned over to the local school district.

## **ARTICLE X**

### STATEMENT OF NONDISCRIMINATION

Section 1: PLP admits students of any race, national or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic or other school-administered programs.

## **ARTICLE XI**

### FISCAL YEAR AND FINANCIAL RECORDS

Section 1: The fiscal year of the corporation shall begin on the first day of July and terminate on the thirtieth day of June of each calendar year.

Section 2: All books, documents and records of or relating to the funds, properties, contracts and business affairs of the corporation shall at all times be kept in its principal office except when actually in use elsewhere in the proper performance of the business of the corporation or in connection with the annual audit required by the following Section 3.

Section 3: As soon as practical after the close of each fiscal year, the President shall cause the books of the corporation to be audited by a certified public accountant who is not an officer, director or employee of the corporation. The President shall cause the report of such audit to be presented to the Board of Directors of the corporation at the next regular Board meeting following the receipt by the President of such report.

Section 4: The outgoing President and Treasurer of the corporation shall cause a written operating budget of the corporation for the coming fiscal year to be prepared for submission to the Board of Directors for consideration and approval at the regular March meeting of the Board of Directors. The budget submitted, and any amendments to the budget shall be based upon reasonable projected revenues and expenditures.

## **ARTICLE XII**

### INDEMNIFICATION

Section 1: To the extent permitted by law, and in accord with applicable statutory requirements, PLP may indemnify or agree to indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative other than an action by or in the right of PLP by reason of the fact that he/she is or was a director, officer, employee or agent of PLP or is or was serving at the request of PLP as a director, officer, employee or agent of another corporation, domestic or foreign, nonprofit or for-profit, partnership, joint venture, trust or other enterprise, against expenses (including attorney's fees), judgments, fines and amounts paid in settlement actually and reasonable incurred by him in connection with such action, suit or proceeding if he acted in good faith and in a manner he reasonably believed or not opposed to the best interests of PLP and with respect to any

criminal action or proceeding, had not reasonable cause to believe his conduct was unlawful. The termination of any action, suit or proceeding by judgment, order, settlement, conviction or upon a plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner which he reasonably believed to be in or not opposed to the best interests of PLP and, with respect to any criminal action or proceeding, had reasonable cause to believe that his conduct was unlawful.

Any indemnification under this Article, unless ordered by a court, shall be made by PLP only as authorized in the specific case upon a determination that indemnification of the director, officer, employee or agent is proper in the circumstances because he has met the applicable standard of conduct set forth in this Section.

The indemnification provided by this Article shall not be deemed exclusive of any other rights to which those seeking indemnification may be entitled under the Articles of Incorporation or any provisions of these by-laws or any agreement, vote of members or disinterested directors, or otherwise, both as to action in his/her official capacity and as to action in another capacity while holding such office, and shall continue as to a person who has ceased to be a director, officer, employee or agent and shall inure to the benefit of the heirs, executors and administrators of such a person.

PLP shall have the power to purchase and maintain insurance of behalf of any person who is or was a director, officer, employee or agent of PLP or is or was serving at the request of PLP as a director, officer, employee or agent of another corporation, domestic or foreign, nonprofit or for-profit, partnership, joint venture, trust or other enterprise, against any liability asserted against him/her and incurred by him/her in any such capacity, or arising out of his status as such, whether or not PLP would have the power to indemnify him/her against such liability under the provisions of this Article.

## **ARTICLE XIII**

### CORPORATE SEAL

The Board of Directors shall provide a suitable corporate seal showing the names of this corporation and the words "Incorporated 2006 North Carolina", or other words indicative of the State of its incorporation, and said seal, when obtained, shall be impressed in the margin of the minute book containing this article of the By-Laws.

## **ARTICLE XIV**

### AMENDMENTS

Section 1: Any section of these by-laws must be amended at any regular or special meeting of the members of the corporation, provided that the notice of said meeting shall state that one of the purposes of the meetings is to consider and vote on an amendment to the corporation's by-laws and shall set forth verbatim both the existing language sought to be changed and the language to be inserted. The amendment or amendments to be considered shall be submitted in writing to the members of the Board of Directors in advance of any such meeting at which any amendment is to be considered and shall be approved by a majority of a quorum of members of Directors present.

#### 4. Conflict of Interest Policy

\*Note – the Founding Board is aware that the NC State Board of Education has adopted a Conflict of Interest Policy and the board is willing to incorporate that policy if recommended by the Department of Public Instruction.

The intent of this policy is to comply with NC requirements governing conflicts of interest for individuals serving non-profit organizations. This policy shall be referred to in situations where conflict arises.

## 1. CONFLICT OF INTEREST

### 1. Outside Interests

- a. Contract or transaction between Pine Lake Preparatory and a responsible person or family.
- b. A contract or transaction between Pine Lake Preparatory and an entity in which a responsible person or family member has a material financial interest, or of which such person is a director, officer, agent, partner, associate, trustee, personal representative, receiver, guardian, custodian, conservator or other legal representative.

### 2. Outside Activities

- a. A responsible person competing with Pine Lake Preparatory in the rendering of services or in any other contract or transaction with a third party.
- b. A responsible person having a material financial interest in; or serving as a director, officer or employee, agent, partner, associate, trustee, personal representative, receiver, guardian, custodian, conservator or other legal representative; or consultant to an entity or individual that competes with Pine Lake Preparatory in the provision of services or in any other contract or transaction with a third party.

### 3. Gifts, Gratuities and Entertainment

- c. A responsible person accepting gifts, entertainment or other favors from any individual or entity that
  1. does or is seeking to do business with Pine Lake Preparatory; is a competitor of Pine Lake Preparatory; or
  2. has received, is receiving or is seeking to receive a loan or grant, or other financial commitments from Pine Lake Preparatory;
  3. is a charitable organization operating in Indiana under circumstances where it might be inferred that such action was intended to influence or possibly would influence the responsible person in the performance of his or her duties. This does not preclude the acceptance of items of nominal or insignificant value or entertainment of nominal or insignificant value that are not related to any particular transaction or activity of Pine Lake Preparatory.

## 2. DEFINITIONS

- A “*conflict of interest*” is any circumstance described in part 1 of this policy.
- A “*responsible person*” is any person serving as an officer, employee or member of the board of directors of Pine Lake Preparatory.
- A “*family member*” is a spouse, domestic partner, parent, child or spouse of a child, brother, sister, or spouse of a brother or sister of a responsible person.
- A “*material financial interest*” in an entity is a financial interest of any kind, that in view of all the circumstances, is substantial enough that it would -or reasonably could - affect a responsible person’s or family member’s judgment with respect to transactions to which the entity is a party. This includes all forms of compensation.
- A “*contract or transaction*” is any agreement or relationship involving the sale or purchase of goods, services, or rights of any kind, the providing or receipt of a loan or grant, the establishment of any other

type of pecuniary relationship, or review of a charitable organization by Pine Lake Preparatory. The making of a gift to Pine Lake Preparatory is not a contract or transaction.

### 3. PROCEDURES

- Prior to board or committee action on a contract or transaction involving a conflict of interest, a Director or committee member having a conflict of interest and who is in attendance at the meeting shall disclose all facts material to the conflict of interest. Such disclosure shall be reflected in the minutes of the meeting.
- A Director or committee member who plans to be absent from a meeting at which he or she has reason to believe that the board or committee will act on a matter in which the person has a conflict of interest shall disclose to the chair of the meeting all facts material to the conflict. The chair shall report the disclosure at the meeting and the disclosure shall be reflected in the minutes of the meeting.
- A person who has a conflict of interest shall not participate in or be permitted to hear the Board's or committee's discussion of the matter except to disclose material facts and to respond to questions. Such person shall not attempt to exert his or her personal influence with respect to the matter, either at or outside the meeting.
- A person who has a conflict of interest with respect to a contract or transaction that will be voted on at a meeting shall not be counted in determining the present of a quorum for purposes of the vote. The person having a conflict of interest may not vote on the contract or transaction and shall not be present in the meeting room when the vote is taken, unless the vote is by secret ballot. Such person's ineligibility to vote shall be reflected in the minutes of the meeting. For purposes of this paragraph, a member of the Board of Directors of Pine Lake Preparatory has a conflict of interest when he or she stands for election as an officer or for re-election as a member of the Board of Directors.
- Responsible persons who are not members of the Board of Directors of Pine Lake Preparatory, or who have a conflict of interest with respect to a contract or transaction that is not the subject of Board or committee action, shall disclose to the Chair or the Chair's designee any conflict of interest that such responsible person has with respect to a contract or transaction. Such disclosure shall be made as soon as the conflict of interest is known to the responsible person. The responsible person shall refrain from any action that may affect Pine Lake Preparatory's participation in such contract or transaction. In the event it is not entirely clear that a conflict of interest exists, the individual with the potential conflict shall disclose the circumstances to the Chair or the Chair's designee who shall determine whether a conflict of interest exists that is subject to this policy.

### 4. CONFIDENTIALITY

- Each responsible person shall exercise care not to disclose confidential information in connection with such status or disclosure of information that might be adverse to the interests of Pine Lake Preparatory for the personal profit or advantage of the responsible person or a family member.

### 5. REVIEW OF POLICY

- Each new responsible person shall be required to review a copy of this policy and to acknowledge in writing that he or she has done so.
- Each responsible person shall annually complete a disclosure form identifying any relationships, positions or circumstances in which the responsible person is involved that he or she believes could contribute to a potential conflict. Such relationships, positions or circumstances might include service as

a director of or consultant to a nonprofit organization or ownership of a business that might provide goods or services to Pine Lake Preparatory. Any such information regarding business interest of a responsible person or a family member shall be treated as confidential and shall generally be made available only to the Chair and any committee appointed to address conflicts of interest, except to the extent additional disclosure is necessary in connection with the implementation of this policy.

CONFLICT OF INTEREST FORM

This policy shall be reviewed annually by each member of the Board of Directors. Any changes to the policy shall be communicated immediately to all responsible persons of Pine Lake Preparatory’s Board of Directors.

Name \_\_\_\_\_ Date \_\_\_\_\_

Please describe below any relationships, positions or circumstances in which you are involved that you believe could contribute to a conflict of interest (as defined in the conflict of interest policy used by the Pine Lake Preparatory Board of Directors.)

*I hereby certify that the information set forth above is true and complete to the best of my knowledge. I have reviewed, and agree to abide by the Policy of Conflict of Interest of Pine Lake Preparatory that is currently in effect.*

Name \_\_\_\_\_

Date \_\_\_\_\_

- 4. A copy of the articles of incorporation, if available.

A signed copy of the filed Articles of Incorporation is attached as Appendix B.

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

### MISSION:

The mission of the proposed charter school is as follows: Pine Lake Preparatory prepares individuals in a nurturing environment for leadership and academic success within the kaleidoscope of an engaging community.

### 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.

#### Six Purposes:

1-2) *Improve student learning and increase opportunities for all children*- Pine Lake Preparatory will feature an elementary program based on core skill development and a strong foundation in the arts that accelerates into a rigorous middle and high school college preparatory curriculum. *All* students will be appropriately challenged at Pine Lake Preparatory with a wide range of academic and extra-curricular opportunities that meet the needs and interests of a diverse student body. The Core Knowledge curriculum is aligned to the NC Standard Course of Study and all sequencing, including the high school curricula, allows for compatible integration. Pine Lake Preparatory's planned implementation of these curricula will in fact exceed the scope and projected outcomes of the NC Standard Course of Study. Core Knowledge builds on student experiences by tapping into local community and history and integrates cultural, gender, and philosophical diversity as teaching tools for a comprehensive educational experience. Middle school students will have increased fine arts electives including chorus and band and the high school program will feature AP/college courses, focused study in an art discipline, continued study in Spanish and independent learning opportunities through internships, selection of service-based learning projects and planning and implementation of senior projects. Where applicable, PLP curricula throughout grades K – 12 will be accelerated. The K – 3 Saxon Math curriculum, for example, will be implemented in an accelerated format, teaching grade level skills for these grades in the K – 2 sequence. This will move elementary students ahead one year by the third grade.

3) *Encourage the use of different and innovative teaching methods* - Pine Lake Preparatory will guide learning of all students by using varied instructional methodology to meet diverse learning styles. The Core Knowledge Curriculum permits students to demonstrate learning and growth through project-based learning that accesses the multiple intelligences<sup>1</sup>. Teachers will be trained in teaching to the multiple intelligences and daily classroom lessons will incorporate these strategies. Professional development will be intensive – including two weeks of pre-service training in Core Knowledge and delivery models and ongoing training that keeps staff on top of new, effective methods. Pine Lake Preparatory's annual program evaluation will focus on classroom-based results and testing data that identify both effective pedagogy practices and methods that need to be modified or eliminated.

4) *New professional opportunities and learning program ownership/accountability* - As the organizational chart indicates, Pine Lake Preparatory will use a model of collegiality and cooperation. Effective leadership is the key to creating a school-wide momentum that is dedicated to teaching and learning. All teachers will be leaders in their own classrooms and responsible for the learning of their students. As such, Pine Lake Preparatory will recruit teachers that share in the unity of the school's mission, can demonstrate autonomous decision-making, possess a commitment to subject and teaching excellence and open communication skills. Teacher contribution to the betterment of the schools' programming is a necessity for Pine Lake Preparatory to grow and constantly

refine its offerings. Pine Lake Preparatory will never be satisfied with the status quo. Teachers at Pine Lake Preparatory will have the latitude to embark on their own professional development in their subject areas. Individually selected teacher development will be partnered with school-wide teacher and leadership training that melds independent strengths and focuses on teacher individual needs. Experienced teachers will act as mentors for new teachers and advanced teachers will become grade level and division level cohort coordinators to develop and continually upgrade thematic lessons. In summary, Pine Lake Preparatory will play a motivating and guiding role for school staff. Ownership and responsibility for student learning will largely rest with teaching staff.

5) *Provide parents and students with expanded educational choices* – Pine Lake Preparatory’s projected location is an area that is experiencing dramatic growth. The school facility will be located just north of the Mecklenburg district line, a district that is experiencing crippling overcrowding with over 20,000 students in mobile classrooms, few choice options and no solutions in sight due to failed bond referendums. The few non-traditional choice options in the area have tremendous waiting lists – 600+ students. This area could easily open 10 new schools to address the burden of Mecklenburg alone, not to mention new-comer families, families in existing charter schools with no high school options, and families in Iredell, Cabarrus, Rowan and Lincoln clamoring for an opening of new choice options. Public concern for the overcrowding crises is growing. An article posted on Dec. 12, 2005 quoted a Charlotte-Mecklenburg district representative stating that district schools were at 200% capacity, meaning that schools are serving twice the number of students they are designed to hold. The district serves over 120,000 students and that number is projected to grow 50,000 over the next 10 years. Estimates put the price tag at \$8-\$10 billion to cover capital construction. State lottery help is guesstimated at just \$180 million.

Tensions are high and the debate is raging over how the district can provide a quality education to students under these conditions. As districts across the country have learned, charter schools are an excellent means to relieving overcrowding while at the same time meeting the demand for educational options. Pine Lake Preparatory will meet the needs of students with its multiple learning styles approach, alternative and progressive curriculum, K – 12 model offering consistent schooling, and flexible college preparatory program. Our central location amongst business and cultural communities will afford parents an easy location while providing students access to numerous community opportunities which will grow in importance in the upper grades as the curriculum requires more individual learning.

6) *Measurable accountability standards* - The school will follow the testing program as set forth in the ABCs Accountability Program and the *No Child Left Behind* Legislation. With the new school level analysis capabilities, Pine Lake Preparatory will use ABC result information to isolate cohort learning, individualized growth and teacher effectiveness. Pine Lake Preparatory will meet or exceed student performance standards in comparison with comparable district counterparts. Pine Lake Preparatory has plans to add a Value-added assessment model within the first few years of operation.

#### **EDUCATIONAL FOCUS:**

Describe briefly 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.

Pine Lake Preparatory’s mission follows four core principles: Prepare, Nurture, Lead and Engage. The focus of Pine Lake Preparatory is on student preparation for higher learning within a nurturing environment. Students

will be challenged through strong leadership and engagement within a continuous K – 12 setting. Pine Lake Preparatory will focus on core academic skills in grades K – 8 with intensive arts and Spanish instruction that leads to selective study in high school. All students will participate in service-based learning and upper school students will have flexible scheduling allowing for AP courses, college courses, internships, field experiences, traveling opportunities and senior project preparation.

**PROPOSED GRADE LEVELS:** (i.e., K-3, K-4, etc.)

2007-08: K- 10 2008-09: K - 11 2009-10: K - 12 2010-11: K - 12 2011-12: K - 12

## VII. EDUCATION PLAN

NOTE: Please answer all sections. Do not use “same as LEA” or “whatever the law says”. Give explanations. Lack of proper documentation will jeopardize the application review.

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

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

#### 1. Educational theory and foundation of the model.

Pine Lake Preparatory’s K – 12 programs are grounded in Howard Gardner’s theory of multiple intelligences, explicit arts instruction, Spanish language proficiency, early identification and intensive remediation of prerequisite skills and an inclusion model where possible for all students. The K – 8 programs will be differentiated from the upper school based on the foundations of Core Knowledge which rests on E.D Hirsch Jr.’s theory of “cultural intelligence.” The high school model will mirror the scheduling of Raleigh Charter High School with flexible scheduling to permit individualized college preparatory planning.

#### Multiple Intelligences

Howard Gardner’s theory of Multiple Intelligences recognizes 8 different intelligences that contribute to overall human intelligence and thus eight different paths to teach kids and for children to learn. Gardner argues that teachers and schools have traditionally focused on the logical and articulate modes of learning (mathematical and linguistic) and thus essentially “left behind” all students whose greatest learning capacity falls under one or more of the 6 remaining intelligences. At Pine Lake Preparatory teachers will be trained to identify student learning capacities and the various applied methodologies that can meet diverse learning needs in the classroom.

#### The Arts

The school’s focus on daily art instruction rests on the theory of Multiple Intelligences as well as classical education theories which maintain that fine arts are central to character development. Fine arts’ training access the recesses of every one of the multiple intelligences and provides a needed medium for students adept in spatial, musical and kinesthetic intelligences. The arts also reinforce conceptual learning in other subject areas. For many years the arts have been the first “extra” cut by schools when confronted with shrinking budgets. However, with the reauthorization of the Elementary and Secondary Education Act – *No Child Left Behind* in 2001, the federal government designated the arts as a “core academic subject”. Since *NCLB*’s passage, the National Art Education Association has developed K – 12 standards, states have adopted new art education standards and numerous key organizations are stepping up to provide support for arts educators. Many educators first attracted to the charter school concept were arts educators. Across the country there are a growing number of fine arts charter schools or schools with significant arts integration. It’s also interesting to note that many industrialized nation far surpass the United States in comparative student performance, students are required to take fine arts during compensatory education years<sup>ii</sup>.

### Language Program

Pine Lake Preparatory aspires to the principals of a Proficiency Spanish Language Program. Beginning in Kindergarten, students will receive instruction in Spanish through a continuous, sequential, cumulative and standards-based language program. Research suggests that elementary foreign language programs designate a minimum of 75 minutes of foreign language instruction per week, with the most effective instruction occurring every other day and in time segments no longer than 45 minutes to maximize student attention<sup>1</sup>. PLP's elementary program will offer K – 5 students Spanish at least two times per week for a minimum of 30 minutes. With a goal of proficient fluency, Spanish programming will intensify in middle and high school. All 6 – 12<sup>th</sup> grade students will take year long courses in Spanish. Based on assessed student progress and preparedness, students in grades 9-12 will take one elected class per year in Spanish, such as Spanish Literature, Latin American History, etc. Spanish teachers at PLP will work with all teachers to create Spanish integrations in subject area lessons.

Pine Lake Preparatory anticipates an *initial* lower enrollment of native Spanish-speaking or other ESL students when the school first opens given the population trends in the immediate 5-mile service area. However, our plans and board expertise in creating a phenomenal language program coupled with marketing efforts will draw native Spanish speaking families to the doors. In addition as population trends grow and shift and the reputation of the school expands as an excellent option for a diversity of students, we expect a greater enrollment of ESL populations in the long-term.

All PLP students will be regularly assessed to measure progress in acquiring proficiency in Spanish or English for non-native English speakers. We may use the Student Oral Proficiency Assessment (SOPA), the Foreign Language Oral Skills Evaluation Matrix (FLOSEM), student portfolios, and the Heritage Language Placement Interview (HLPI). The SOPA is an oral interview created for K-8 students and designed to show what they can do in the target language. It consists of listening comprehension, informal questions, Total Physical Response (TPR) commands, and a description of a classroom scene. The FLOSEM, developed at Stanford University, is an assessment instrument based on teachers' observations and analysis of student performance. The detailed rubric ranges from novice to native-speaker-like proficiency. PLP may also use language portfolios in which students' document work samples that show progress in the language. Assessments of progress and meeting standards will be finalized within PLP's language department and school leadership.

### Learning Readiness

Pine Lake Preparatory will use an early readiness model that includes screening to identify students lacking pre-requisite learning skills. Oftentimes students are mistakenly placed into a career of special education based on a perceived learning disability when these students may be merely lacking pre-requisite motor or ocular motor skills, for example. Research shows that with short-term intensive intervention cycles, these students often develop the readiness skills they need to meet early grade level learning and special education enrollment numbers drop significantly. The danger comes when these students suffer from years of special education due to a misdiagnosis. Pine Lake Preparatory will use an inclusion model for all students requiring more extensive special education services under the guises of an IEP. Pull-out services will be scheduled to limit disruption.

### Core Knowledge

The theoretical foundations for the Core Knowledge curriculum come from E.D. Hirsch's work on cultural intelligence or shared learning for true literacy. Hirsch argues that with an ever-increasing body of knowledge across all subjects and the raging debate over curriculum and standards, schools must implement a common curriculum of "core knowledge" that students share to be culturally and community literate. Pine Lake

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<sup>1</sup> Met, M., & Rhodes, N. (1990). Priority: Instruction. Elementary school foreign language instruction: Priorities for the 1990s. *Foreign Language Annals*, 23, 433-443.

Preparatory aspires to this theory, believing that the Core Knowledge curriculum, aligned with the NC Standard Course of Study provides students a foundational knowledge base. The true differentiation at Pine Lake Preparatory will be pedagogy – how this curriculum is taught.

### Flexibility

Armed with a core body of knowledge and excellent foundation skills, students will progress into high school where a rigorous college preparatory curriculum will continue but with flexibility that permits students to individualize their high school programs and allows for incorporation of service learning projects.

## 2. Teaching approach and curriculum design and instructional methods, courses of study, etc.

### Curriculum Design

The Core Knowledge K – 8 sequences are aligned to – and will be used in partnership with – the NC Essential Standards and Common Core Standards. As described above, Core Knowledge is a sequenced curriculum based on a nationally researched core body of knowledge that all students will learn to meet standards for “cultural literacy.” This curriculum, therefore, is easily adaptable to additional state content standards and will push Pine Lake Preparatory students ahead towards meeting and exceeding the ABCs testing standards.

Core Knowledge rests on the premise that knowledge builds on knowledge or *activating prior knowledge* to learn new concepts. Core Knowledge therefore uses a specific sequence during a grade level year and from one year to the next to that allows students to build on prior knowledge. The specificity of K - 8 Core Knowledge content and sequencing eliminates gaps and repetitions that often occur in the traditional setting, repetition of “pioneer days” from one year to the next for example. Through Core Knowledge literature and in-depth historical profiles, the curriculum affords all students the pathways to gain insight into the world around them. Combined with the basics of a strong state curriculum, students will be challenged by a curriculum defined by problem-solving and critical thinking skills through content and contextually rich literature. Pine Lake Preparatory classrooms, comprised of heterogeneous student groups, will promote student growth and understanding of the philosophical and cultural differences that are part of their community, state, and world.

Core Knowledge has a succinct, well-defined training program for teachers. Pine Lake Preparatory teachers – both new and experienced – will be given tremendous training that will increase confidence in both their command and teaching strategies. Research clearly demonstrates that teachers immersed in sustained curriculum-based development report changes in practice that correlate with significantly higher student achievement scores on state assessments<sup>iii</sup>. This confidence, therefore, leads to better classroom management and higher academic performance. Experienced teachers report that the Core Knowledge curriculum, through its design and extended resources (hard copy and technological), expands opportunities to meet the needs of each student.

### K – 12 program Overview

The education plan will be divided into three divisions –elementary, middle and high school. In the following discussion there will be some curriculum overlaps. These overlaps are crucial to the success of Pine Lake Preparatory’s successive programs. They assure curriculum continuity and require communication among faculty from grade to grade as well as division to division.

### Pine Lake Preparatory Elementary Program, Grades K - 5

Elementary classrooms will consist of no more than an average, not to exceed, 25 students. Pine Lake Preparatory anticipates 5 classes per grade level. Elementary grade levels will share teaching assistants. The Elementary School and Middle School will share a minimum of six teacher assistants. Teacher assistants will help lead teachers prepare class materials thus allowing lead teachers to focus on instruction. Good teaching is

highly correlative with positive student performance. Teacher Assistants will receive ongoing training and evaluations alongside certified instructional faculty.

Reading, language arts, math, science, and social studies will be part of the elementary curriculum and will be based on the Core Knowledge topics as specified in the Sequence and aligned with state and local standards.

Visual arts and music will be a part of the daily curriculum. These programs will include the production of art and music that reinforce subject matter sequencing. There will be both an academic and performance expectation for the art curriculum. Visual Art, Music, Spanish, and PE will be scheduled to allow significant individual and team planning time for faculty members.

PLP will have two technology staff members: a school-wide technology coordinator and a technology teacher. Technology training and computer use will be an integral part of the elementary curriculum. The elementary curriculum will focus on technology as an exploratory tool that supplements core skills. Teachers will use technology to model its applications and as a delivery method. Students will learn basic technology applications as a tool to supplement work; it will not be used to supplant student skills, e.g. students will focus on print research and becoming a discerning reader before engaging in monitored internet research in middle and upper school. State standards will be the basis for the Pine Lake Preparatory technology curriculum but these will be accelerated. Pine Lake Preparatory's technology program will be evaluated on an annual basis with all other programming. All students will have access to the school's technology resources thus assuring each student has the opportunity to meet classroom expectations.

Pine Lake Preparatory's service-based learning initiatives will begin in the elementary grades. Current plans are for elementary students to democratically select a service initiative by class.

#### Pine Lake Preparatory Middle School – Grades 6-8

With an anticipated 300 students enrolled in year-one of the middle school program, Pine Lake Preparatory will have 15 core subject teachers and additional arts and language teachers with some shared teaching responsibility with the high school program.

The Core Knowledge sequence and Spanish instruction continues through middle school and the arts and music program further diversifies. All students will take either band or chorus and have the option of a visual art or theatre elective. During middle school staff will encourage students to seek community arts opportunities. The middle school years present themselves as the tender age when students begin to question “Why me? What value do I have? Where do I belong?” This is why, from Maria Montessori's well-known research and curriculum model, middle school is structured as a “going out into community” experience where students begin to take risks and find answers to these questions with the support of their home school community.

Middle school students will see increased offerings such as Odyssey of the Mind, Battle of the Books, Math Counts, and Quiz Bowl. These will be implemented with at least one faculty member sponsor and volunteer assistants as needed. All teachers will be expected to support in school community activities by assisting in an additional program or as a chaperone, ticket taker, etc. This will be explicitly discussed during the hiring process and negotiated between teacher and school leader.

Students in the eighth grade will be required to complete an eighth grade project. The project will include a written research paper and an oral presentation of the research findings to a review committee consisting of community members, parents, school faculty and peers. The 8<sup>th</sup> grade project will be designed and implemented through the language arts curriculum and language arts faculty will assist students with topic selection. Students will select a middle school faculty member as an adviser to “coach” them through the

project. Pairing teachers with expertise in the subject area that the student has chosen will be a part of the student/faculty selection process.

Athletics will be an important part of the middle school program. Fitness activities will be coordinated and implemented as our facilities grow and space permits.

#### Pine Lake Preparatory High School – Grades 9-12

Since productive members of the professional workforce usually require training beyond that of secondary education, Pine Lake Preparatory high school will be designed to do the following: 1) prepare students mentally and academically for this expectation; 2) guide students to be self-motivated learners; and 3) nurture the development of leadership skills and characteristics necessary to be independent learners through engagement with family and the Pine Lake Preparatory community.

The key word that describes the college preparatory high school program at Pine Lake Preparatory is *flexibility*. As an innovative college preparatory high school, Pine Lake Preparatory's program will maintain the flexibility to meet diverse student interest and program plans. The curriculum will be structured to permit 1.) multiple honors level and/or advanced placement courses (all designed to meet Common Core Standards); 2) college courses for both high school and college credit as appropriate and permitted by NC Statute; 3) class options in both a conventional classroom setting or online format; 4) internships with area organizations; and 5) independent studies coursework. In addition to these options, *all* high school students will continue Spanish study. The use of virtual learning and dual enrollment in community college and university classes will increase options available to students without creating undue burden on FT high school staff. The use of community and state educational resources will assist Pine Lake Preparatory in providing challenging coursework delivered by high-quality instructors. For students who do not have home access to computers, the school lab(s) will have extra stations reserved for on-line enrolled students so that *all* students can participate in flexible, increased course options. Students will continue to have access to the computer lab(s) during summer months so virtual classes or classes taught with conventional delivery could be available in summer sessions.

Motivated high school students eager to launch into advance studies or graduate early can choose an accelerated course format (except English III and IV) during the ninth and tenth grade. Grades 11-12 may be used to complete English III and IV, selected AP or honors level classes, and/or dual enrolled college classes.

All high school students will be required to complete, at a minimum:

- Four English courses (emphasizing grammar, composition and literature);
- Four mathematics courses.
- Three Science courses, which will include an environmental, biological, and physical science with at least one laboratory course;
- Four Social Science/History courses such as civics and economics, American History, World History and a junior/senior level Philosophy course;
- Four courses in Spanish study.
- Four Fine Arts courses in a student's chosen discipline.
- 160 hours of service-based learning by graduation; and
- Completion of Senior Project with passing grade by review committee.
- Computer proficiency demonstrated through testing.
- One PE/Health Education course and three years of Healthful Living classes with flexible course completion options.

Pine Lake Preparatory high school graduation standards exceed those of the state and UNC minimum entrance requirements for 2005. However, Pine Lake Preparatory understands that requirements for graduation and college or university acceptance change over time. Pine Lake Preparatory's high school graduation requirements and expectations therefore will be subject to continuous review.

It is obvious that Pine Lake Preparatory's vision is to have a true college preparatory curriculum. This vision and mission must continually be communicated to students and parents. With these expectations come summer reading lists, summer classes, summer SAT prep, and extended learning experiences through travel when possible.

#### Follow-up Notes:

The basic program of the elementary school and the middle school will follow NC Common Core Standards and NC Essential Standards. The sequencing will be aligned with NC standards and the expectations of the state testing program. Students will be prepared to take the prescribed NC state tests in elementary, middle, and high school. It is understood that this is mandatory to meet State reporting expectations and federal expectations for reporting Adequate Yearly Progress as per the *NCLB* legislation and the approved NC Comprehensive Plan.

The school will begin with a K-10 program and add a grade each year. Due to continued uncertainties that are presented by the *NCLB* Legislation, certain adjustments in the curriculum, testing, teacher standards, etc. may need to be made during the planning year or prior to opening.

Specific certification requirements of the teaching faculty have not been addressed. The presenters of this application are acutely aware of the changes that most states will need to make in terms of certification or licensure requirements, high quality teaching standards, lateral entry options, paraprofessional standards, etc. as they relate to Title I and non-Title I schools as per the *NCLB* legislation. These expectations will be clearly addressed in any job description, interview process, and contract as they relate to each teaching position. Most expectations for teachers were mandated in the federal No Child Left Behind Legislation; however, charter schools were granted exemptions as per each state's certification standards for charter schools. It is imperative and ethical that all applicants are duly aware of all expectations for teachers teaching in the core subject areas.

#### Overview of Academic Programs

All grade level and subject area courses at Pine Lake Preparatory will align with the NC Essential Standards and Common Core Standards. Likewise, Pine Lake Preparatory students will meet grade level outcomes in all grade levels and subject areas as set out in the NC Common Core Standards as evidenced by performance on the ABC's annual assessments. Pine Lake Preparatory further seeks to meet national standards by grade level and subject area.

The descriptions below outline *some* of the curricula that PLP will use to teach specific subject matter content. However, it is the school's intent to hold off on all text selection until school leadership positions are filled and the board and leadership can work together on specific program selection. All text selection will adhere to NC's approved list of K – 12 texts.

#### Mathematics

Pine Lake Preparatory will use curriculum compatible with Core Knowledge for its K – 12 programs. Pine Lake Preparatory plans to accelerate the program by condensing content specified for grades K – 3 into the K – 2 curriculums. By third grade therefore, students will be working ahead by one grade level and will be prepared to meet and surpass proficiency standards on the 3<sup>rd</sup> grade EOG math assessment. The curriculum will allow for significant hands-on learning exercises in addition to written problem solving through the first four grades. Beginning with grade 5 content, the curriculum will shift from the previously teacher-directed instruction to

student-directed inquiry. This shift continues through the high school content and permits students to progress at an individual pace.

It is the goal of Pine Lake Preparatory to have all course content in all grade levels aligned to national standards within two years of opening. Under *NCLB*, states will be required to periodically use the NAEP math test to assess student proficiency, allowing state-to-state achievement comparisons. The NAEP test follows the national math standards. Pine Lake Preparatory course standards will meet national standards and therefore Pine Lake Preparatory students will be prepared to meet national proficiency standards. Pine Lake Preparatory will have an annual review process that works to align the curriculum to National Math Standards and the NC Common Core while maintaining sequencing with Core Knowledge.

Due to its cyclical pattern, not all students will need to take each level of mathematics. Students showing exceptional math skills may be placed in more advanced mathematics classes after completion of Math 5-4. These advanced students could potentially take Algebra II in the eighth grade giving them the opportunity to complete AP Calculus or college level math classes as dual enrolled students in a neighboring community college, college, university, or online setting.

In order to ensure sufficient skills and prepare students for challenges such as the SAT, which has a significant geometry component, Pine Lake Preparatory will add a geometry class to its high school curriculum. A text has yet to be selected.

### Reading and Language Arts

Reading instruction may be the most unnecessarily controversial area of any curriculum design. Students have different learning styles that well trained and knowledgeable educators must take into consideration when preparing lessons. The brains of different students process information in different ways. Reading is not a natural act but rather an acquired skill. Therefore, to meet the needs of all students, reading instruction must be taught using a variety of presentation styles. Phonics must be combined with whole language methodology, the use of the written word and storytelling to address each student's learning style, communication needs and verbal fluency.

Even with such an inclusive program, some students will struggle with reading. Therefore, students showing reading difficulty will undergo periodic reading skill analysis and continue that evaluative process if the student is deemed to be reading below grade level. The program will follow the design of the scientifically based North Carolina State Improvement Project (NC SIP) that has shown remarkable success. Early findings show that on average, students gained at a rate four times greater than the rate of progress of the statewide population of students with disabilities. The program principles are derived from an extensive body of scientifically sound research studies and reflect the findings of several studies of the type of instruction needed to effectively remediate students who have failed to learn to read. The following summation explains how this program is designed to enhance the reading skills of all children with reading difficulties.

It has been found, not surprisingly, that the reading comprehension of students with reading difficulties is highly dependent on word recognition skills (Stanovich, 1991). The amount of assistance readers receive from their ability to translate written words to phonological representations varies directly with the speed with which items to be remembered are encoded (Baddy, Thompson, & Buchanan; Case, Kurkland, & Goldberg). The strongest finding to date is that phonological processing is the primary area in which children with reading difficulties differ from other children. NICHD studies indicate that about 40% of the general population of students has reading problems sufficient to hinder their enjoyment of reading, although for research purposes, an arbitrary cutoff point of 20% has been utilized to designate children as reading-disabled. For most of these students, however, the primary problem is poor phonological processing, and the difference between a student with a learning disability in reading

and other poor readers in one of degree (severity) and not a difference in the nature of the problem (Lyon, 1996). With this information at hand, it makes sense to use many of the same techniques to address the problems of low functioning readers as are being successfully implemented with students with reading disabilities.

Identifying students who are not reading on grade level will include: 1) the analysis of reading scores from the ABCs; 2) pre- and post- instruction administration of the Woodcock-Johnson III Tests of Achievement; and 3) instructional setting factors and their relationship to the reading progress of students. To achieve the desired results, staff development will be an integral part of the reading program. The training will include teachers and paraprofessionals and will consist of twelve units listed below.

- Introduction
- Learning to Read, A National Problem
- The Major Principles of Reading
- The Structure of Language – What Teachers Need to Know
- Assessment of Basic Reading Skills
- Teaching Phonemic Awareness
- Teaching Letter-Sound Associations
- Teaching Word Identification: Decoding and Sight Words
- Teaching Spelling
- Developing Automaticity and Fluency
- Teaching Reading Comprehension
- Selecting and Implementing an Effective Reading Program

Each of these units are critical to a scientifically based reading program and address the needs of multiple learning styles. Less formal student evaluations will be spaced over the course of the school year to allow applied intervention measures to take effect while preventing unsuccessful measures to continue. Parents will be an integral part of the evaluation and identification process, notified of results and given directions regarding how they can assist the teacher in improving the student's reading skills.

Students should have access to complete stories and books rather than abbreviated editions. Reading complete volumes of well-written material is critical for fluency, vocabulary development, thought process development and written language growth. The Core Knowledge Curriculum is developed around such a literature-rich design. Core Knowledge provides a list of books that will be the foundation for the reading and writing instruction at each grade level. The school will initially purchase the full curriculum for each grade and for the full cohort of students allowing each student equal access to all materials.

During pre-services, in-services and weekly team planning periods, school faculty will be meet in collaborative settings that will allow them to plan writing assignments across the curriculum.

Teachers in subject areas other than language arts will know the expectations set for written materials submitted by students. They will be expected to hold students to the same standards in all classes.

### Science

*NCLB* Legislation mandates that each state has a state science assessment in place by the 2007 school year. At present the 2004 version of the NC Standard Course of Study for K – 8 Science is in its first year of implementation throughout the state. Pine Lake Preparatory will align the Core Knowledge Curriculum to meet these grade level standards and outcomes. The major strands stipulated for science mastery under the NC Essential Standards and Common Core Standards for grades K - 12 include the following:

Nature of Science  
 Science as Inquiry  
 Science and Technology  
 Science in Personal and Social Perspectives

Pine Lake Preparatory will meet the grade level objectives for each strand through solid integration of the Core Knowledge Curriculum (grades K – 8) and Science texts identified for grades K – 5, 6 – 8, and 9 – 12.

Expert board members and school leadership will be researching and selecting a technology and engineering based middle school Science curriculum. The 6 – 8 grade Science curriculum will feature hands-on programming in the electrical and physical sciences. Founding board members are eager to implement a well-researched and choreographed curriculum that opens the excitement and fascination of the Sciences to students. Middle school is a wonderful developmental age where students are searching for avenues that set themselves apart. PLP will tap into numerous area resources in the technical and engineering Sciences to make this a hallmark of the middle school experience – a school sequence that elementary students will learn about and look forward to.

#### Social Sciences

The social sciences K – 8 curriculum supported through Core Knowledge will align with NC Common Core Standards and Essential Standards and meet sequencing needs for student mastery of ABC’s content. Core Knowledge calls for intense use of both primary and secondary sources for student investigation.

The major strands of study as set by NC Standards for social studies K-12 include the following (NC 2003 Standards):

Individual Identity and Development  
 Cultures and Diversity

Historic Perspectives  
 Geographic Relationships  
 Economics and Development  
 Global Connections  
 Technological Influences and Society

The middle school social science curriculum will transition to a global studies curriculum for grades 9-12. The PLP leadership and staff will develop an integrated curriculum that builds from the K – 8 Core Knowledge sequence. The program will focus on understanding global developments and promote student leadership in a globalized community. Opportunities for international study will be a key tenet of the program. A letter from Dr. Christian Harth, the Foundation’s President further explains the proposed partnership. It is attached as Appendix C.

Pine Lake Preparatory’s high school social science/global studies curriculum exceeds required course content and objectives as established under the NC Essential Standards and Common Core Standards. With a focus on service- and community-based learning, students will be accustomed to out-of-school learning opportunities that bring experience to bear on the formation of ideas, opinions, and methods of analysis. All subject matter teaching teams at Pine Lake Preparatory will be required to plan and implement these experiences for meaningful learning.

### Technology Program

Developing a comfort level with technology as a tool for improving educational opportunities and the quality of life is an essential component in any student's education. Pine Lake Preparatory is committed to creating a technology program that is realistically sustainable – given the rapid pace and cost of technology change – and provides students with current technology resources that support the concepts and use of research, presentation and a demonstration of learning. The following steps will be used to finance, develop, and sustain a high quality but economically realistic technology plan.

Technology will become a line item in the budget. A certain amount of revenue will be set aside each year to maintain and upgrade the technology program.

Most computers will be leased. Rather than committing large fund amounts to initially purchase computers, they will be leased for 3 to 5 year intervals. This arrangement reserves the option to purchase the computers or trade them in for upgraded models at the end of the lease.

Three to five year leases are necessary to stagger the lease cycle of the computers. Furthermore, the functions that are needed by elementary students are often not as demanding as the functions that a middle or high school student must perform. Therefore, the lease cycle can be staggered as the school grows and needs arise.

One of the school's goals will be to work with families to ensure that all students gain computer access in the home. School computers will be adequate for home and Internet use. At advertised times, Pine Lake Preparatory will purchase computers and establish a computer check-out program or sell them at cost to families that are not able to afford a computer.

Pine Lake Preparatory will have a full-time Technology Coordinator to assist staff with the design of integrated lessons and to oversee system maintenance with service providers. PLP will also have a full-time Technology teacher.

Choosing whether to buy locally or to use a large company is difficult. To assure the applicants do not alienate local businesses, it is often best to buy the computers from a large company and set up the system and its maintenance locally. These decisions can be made in the later planning stages of the school.

Wireless options are gaining bandwidth and will be strongly considered.

Pine Lake Preparatory will have a technology committee that reports to the Board. The board will consist of teacher representatives, parents with a technology background, the school leader, and community business technology representatives. The school's technology coordinator will chair the committee.

The technology committee's first assignment will be the development of a five-year technology plan. Meetings will be scheduled as needed to keep the plan up-to-date (usually two to three meetings per year are adequate after the initial plan is established). Pine Lake Preparatory's technology plan will meet state technology requirements as well as school-based goals.

Pine Lake Preparatory will seek collaboration with the school district to investigate potential for any federal technology funding such as E-rate.

PLP plans to use the state's NC Wise initiative to provide parents online access to student performance information.

### Character Education

Pine Lake Preparatory will not have a separate character education program. The development of character will be infused in the daily education program – in every class, in every lesson, every field trip or internship opportunity. The development of character is just that – a development process that transpires over the course of one's lifetime.

### Physical Education

In addition to the state required Physical Education (PE) courses in grades K – 12, students in every grade at Pine Lake Preparatory will participate in physical and health education activities planned throughout the year. Health and physical education opportunities will be integrated within core coursework and the school will have

numerous opportunities for intramural and after-school sports. School staff will be required to help coordinate and staff intramural and other after-school activities as part of the expectations of PLP teachers.

For required PE courses, classroom aides will assist the PE teacher on a rotating basis. No student will be denied PE as a method of discipline. PE instruction will be tailored to the student's level of proficiency. Emphasis will be placed on developing an awareness and appreciation of lifelong healthful activities and health education will be an integral part of the PE program. This portion of the curriculum will increase student awareness of healthful living habits. Intertwining the PE program with the academic program maximizes the instructional day and infuses small group instruction.

#### After-School Programs

Pine Lake Preparatory will have a before and after-school program. The program will include structured activities for play and exercise as well as for assisted study. The morning program will run from 6:30 a.m. to 8:00 a.m. and the after-school program will operate from the end of the school day (3 p.m.) until 6:00 p.m. A simple survey during the enrollment process will indicate if there is sufficient interest to develop the program. Classroom assistants will be offered the option to work in this program for supplemental income. This will be a fee-based program.

#### Pedagogy

The use of the Core Knowledge Curriculum allows Pine Lake Preparatory faculty to focus more time on refining and reflecting on instructional methods to ensure students are learning content and acquiring skills. With a strong focus on training in instructional methods, teachers will be adept at administering numerous techniques in the classroom. Teachers will build a repertoire of techniques so that implementation is second-nature and teachers can easily present one lesson using multiple techniques. Cooperative learning, investigative learning, the Socratic Method, role playing and directed independent study are only a few of the instructional styles that a teacher may utilize to meet the needs of a particular student or class. The goal of Pine Lake Preparatory is to have intensive, ongoing staff development that will increase teacher awareness of *how* students learn, provide teachers the tools to evaluate student learning styles, and instill the expertise and confidence so the teacher will adapt his/her presentation to the needs of the students.

At the same time we understand that through their formal academic pursuits, students will encounter a variety of pedagogical styles. Therefore, while a particular student may have a preferred learning style, students must also learn to adapt to the styles of teaching that may not always be best suited for them. Our role will be to train teachers to use various styles of presentation in the delivery of each lesson while being aware of and incorporating the type of instruction that best meets the needs of the students. The applicants feel this sort of instructional background development will prepare each teacher to meet the needs of a variety of students and prepare the students for a variety of instructional methods.

With this philosophical stance comes the need to include workshops which focus on information regarding student learning styles and the current developments in brain research. Guest presenters will be brought to the school and teachers will be sent to workshops specifically selected to meet the needs of the students and the school's mission and philosophy. PLP will have an established learning community. As such, faculty will attend workshops and seminars on a rotating basis and will share information with their teaching teams. On a regular basis teaching teams will be asked to research pedagogical methods or curriculum ideas and present this information to the wider staff. PLP will have a pervasive emphasis on continued learning for both faculty and students.

PLP's professional development will have an overall focus on practical implementation examples of theoretical models. For effective implementation teachers need to see working examples of teaching styles with lessons

and thematic units that have been used successfully by their peers. The following staff development section provides a more detailed outline of the areas that will be covered. It is important to remember that student learning styles and brain-based learning will be a subtopic in each of the various training sessions.

### Staff Development Overview

Staff development is a critical portion of PLP's ongoing education plan. When opening a new school with an innovative design, it is necessary that the administration and board select a group of teachers with varying degrees of experience, but each with a desire to be creative and lead in their own classrooms. Prior to Pine Lake Preparatory's first operational year, all teachers will participate in two weeks of pre-service training and one week of classroom preparation. This intensive training will be designed to achieve the following: 1) prepare K – 8 staff for the integration of the Core Knowledge Curriculum; 2) train all high school staff in global studies integrations; 3) Technology staff will present to school-wide faculty on scheduling and technology tools available in each classroom; 4) Spanish Language staff will develop K – 12 unit building blocks and prepare a schedule to work with subject area teacher teams in Friday sessions for integrations; 5) Art staff will work on grade level unit alignments with state and national benchmarks and develop a proposed calendar of art events for grades K – 10; 6) all math, language arts, science and social studies teachers will meet in K – 10 cohorts to map and discuss sequencing; 7) leadership and staff will develop a school-wide curricular pacing guide; and 8) the beginning of PLP's learning community will be established under the guidance of the school mission.

Since Core Knowledge will be the basis of the K – 8 education program, teachers will undergo extensive training in the implementation and integration of the Core Knowledge Sequence with the NC Standard Course of Study. Too often schools have chosen to implement Core Knowledge and only partially completed the task. Many schools revert to subject area practices with Core Knowledge topics sprinkled throughout their lessons. To guard against this, teachers will understand Core Knowledge sequencing and receive training from CK staff in practical examples for the integration of Core Knowledge and the NC standards. To assure full implementation of the Core Knowledge Sequence, trainers will periodically return to the school for faculty support.

The entire high school staff will receive training in global integration. This will be a highly integrated program across all subjects. The majority of high school teacher training and development, however, will be discipline specific because of the focused nature of college preparatory coursework. Development in the upper school will also occur more regularly with community resources for acceleration, enrichment and internship opportunities.

Technology training will be a school-wide key component of staff development. PLP will invest significant resources into the technology program and must be assured that results are more than “edu-play.” As a rule of thumb, 25 to 30 percent of the technology investment will be in the form of staff development.

Teachers will be competent in two basic aspects of technology. First, teachers must have the basic knowledge of word processing, spreadsheets, databases, presentation software, tracking and student reporting programs. Second, teachers will be trained to integrate technology into their teaching and lesson planning. Teachers will be prepared to develop learning opportunities for children that foster improved academic skills while enhancing their technology skills. A computer lab and access to computers in each classroom will help meet this objective. A technology curriculum, led by the technology coordinator, will be taught by each teacher and will be cross-curricular in scope. Each teacher will be evaluated as per his/her technology background and competency, given the appropriate training and reevaluated for mastery. Technology training will be ongoing as required.

### Student/Teacher Support

Teachers at all levels will share assistants. Teaching assistants will have the responsibility of gathering materials for classroom instruction (per teachers' lesson plans), which provides teachers with more time to prepare for student instruction. This model of assigning teacher assistants to help with materials preparation allows lead teachers more time on task with a student which leads to improved learning.

Pine Lake Preparatory advocates the philosophy that in the early elementary years (K – 2), students will accomplish school-task learning within the classroom setting under the guidance of their teachers. Teacher preparation at Pine Lake Preparatory for elementary staff will include training and methods that help teachers to plan focused lessons where the needed teaching and learning to meet objectives is completed within the school day. Home-time remains precious social-learning time through play. Students will be highly encouraged to read outside the classroom and parents will be encouraged to participate in reading with their children. Students who are performing below grade level will receive additional assistance within the classroom setting and parents will be an integral component to reinforcing classroom learning time. Small amounts of independent learning responsibility outside of school ("homework") will be given starting in third grade.

### 3. Compliance with Federal and State regulations for serving exceptional children.

Pine Lake Preparatory will have an appropriate number of Exceptional Children instructors as determined by population. Exceptional Children's (EC) department will have one EC coordinator-and reading specialist. PLP will contract for services such as OT. The school's exceptional staff will play an integral role in the early identification of students needing quick remediation and intervention plans and those students identified through Child Find that require more extensive services under an IEP. We anticipate a lower enrollment of LEP students during the first few operational years of the school given the low residential occurrence of LEP populations in the school's service area. However, as the reputation of the school grows we expect the LEP student population to increase and we are hopeful that our marketing plans will help with this goal. At any point when an LEP enrollment substantiates an LEP teacher Pine Lake Preparatory will be ready. Pine Lake Preparatory will meet all federal and state regulations pertaining to the education of EC students. Based on EC counts at surrounding schools, PLP anticipates an average EC enrollment of 10% of the student population.

Pine Lake Preparatory EC and LEP faculty members will be responsible for assisting the classroom teacher in designing a classroom that will meet the needs EC students and LEP as well as the other students in the class. Pine Lake Preparatory will therefore use an inclusion model for the location and programming for each identified student. Two procedures will be utilized to address and meet the needs of exceptional children. The first step, initial identification, will begin through the formal application and subsequent review of all incoming students by the on-site Special Education Coordinator. Throughout the year further identification will occur through the joint efforts of teachers, the Pupil Assistance Committee and the Child Study Team. We will utilize additional contractual services when needed to provide team services for identification, annuals, triennials, and assistance with all state required reports.

Child Find educational placement decisions will be initiated by the EC staff at Pine Lake Preparatory. Parents will be members of the IEP team. All identified students will be educated in the least restrictive environment and Pine Lake Preparatory will follow all federal and state guidelines issued by the North Carolina Department of Public Instruction. When children enroll at Pine Lake Preparatory with existing IEPs, an established process of evaluation and implementation will immediately follow. Existing IEPs will be implemented or revised based

on new environmental advantages at the school. IEPs will be developed, revised and implemented only in accordance with IDEA and North Carolina law and regulations.

Pine Lake Preparatory will fully comply with federal laws and regulations governing children with disabilities, such as the Individuals with Disabilities Education Act (IDEA) as follows:

1. Pine Lake Preparatory is responsible for providing a free appropriate public education (FAPE) to children with disabilities enrolled in the school that have been determined by an Individualized Education Program (IEP) to require special designed instruction.
  2. Pine Lake Preparatory will ensure that children who are suspected of having disabilities are properly evaluated by a multidisciplinary team that is acceptable to the NC Department of Public Instruction. Pine Lake Preparatory will ensure that children who have already been identified are re-evaluated by the multidisciplinary team at established intervals required by IDEA.
  3. When a multidisciplinary team determines that an exceptional child requires specially designed instruction, Pine Lake Preparatory will ensure that the IEP is fully implemented in accordance with IDEA and reviewed annually.
  4. Pine Lake Preparatory will maintain the confidentiality of personally identifiable information regarding children with disabilities as required by the Family Educational Rights and Privacy Act (FERPA).
  5. Pine Lake Preparatory will ensure that exceptional children and their parents are guaranteed procedural safeguards as required by law. These may include: access to records, appointment of surrogate parents, notice, opportunity for mediation of disputes, and the right to a due process hearing.
  6. Pine Lake Preparatory will ensure that exceptional children who are suspended and/or expelled from school are afforded all due process rights under state and federal law. Whenever exceptional children are subject to disciplinary action, the school is solely responsible for providing educational services during that period of exclusion from school.
  7. Pine Lake Preparatory will fully comply with the requirements of the American with Disabilities Act (ADA), the Individual with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.
4. Entrance and exit requirements as well as graduation requirements (if the school is to be high school).

High School graduation requirements, at a minimum, will require successful completion of the following:

- Four English courses (emphasizing grammar, composition and literature);
- Four mathematics courses.
- Three Science courses, which will include an environmental, biological, and physical science with at least one laboratory course;
- Four Social Science/History courses that may include a course in civics and economics, American History, World History and a junior/senior level Philosophy course;
- Four courses in Spanish study;
- Four Fine Arts courses in a student's chosen discipline;
- 160 hours of service-based learning by graduation; and

- Completion of Senior Project with passing grade by review committee
- Computer proficiency demonstrated through testing
- One PE/Health Education course and three years of Healthful Living classes with flexible course completion options.

Pine Lake Preparatory will have an entrance expectation that entering 9<sup>th</sup> grade students will be prepared to take Algebra I. Incoming 9<sup>th</sup> grade students and families will be advised of this expectation. For students who choose to enroll not ready for Algebra I in the 9<sup>th</sup> grade, there will be opportunity to “double-up” with two year-long math courses by taking both Geometry and Algebra I simultaneously. Pine Lake Preparatory will provide ongoing student support for students motivated to take on this rigorous path.

5. The school calendar (must provide instruction for a minimum of 180 instructional days);  
(G.S.115C-238.29F(d)(1))

The proposed school calendar is below:

### Pine Lake Preparatory Calendar 2007-2008

School Day Begins at 8:00; Dismissal 3:00

August 6 – 17	Monday - Friday	Teacher Planning	
August 17	Friday	Family Orientation/Open House	11:00 am -7:00 pm
August 20	Monday	School Begins	Early Dismissal
August 21-24	Tuesday – Friday	Early Dismissal LS/MS Only; Full Days US	12:00 Noon
August 27	Monday	US Curriculum Night	7:00 pm
August 28	Tuesday	MS Curriculum Night	7:00 pm
August 30	Thursday	LS Curriculum Night	7:00 pm
September 3	Monday	Labor Day Holiday	No Classes
September 21	Friday	Parent Conferences	No Classes
September 24	Monday	Mid-Quarter Progress Reports	
October 24	Wednesday	End of 1 <sup>st</sup> Quarter	
October 26	Friday	Faculty Development	No Classes
October 29	Monday	1 <sup>st</sup> Quarter Reports Issued	
November 10	Saturday	2008-2009 Prospective Student Open House	
November 20	Tuesday	Grandparents' Day	12 Noon
		Early Dismissal LS/MS/US	
November 21-23	Wednesday – Friday	Thanksgiving Holidays	No Classes
November 30	Friday	Mid-Quarter Progress Reports	
December 20	Thursday	Early Dismissal LS/MS/US	12 Noon
December 21 – January 2	Thursday – Wednesday	Winter Holidays	No Classes
January 3	Thursday	Classes Resume	
January 14	Monday	End of 2 <sup>nd</sup> Quarter	
January 18	Friday	Early Dismissal LS/MS/US	12 Noon
January 21	Monday	Martin Luther King, Jr. Holiday	No Classes
January 22	Tuesday	2 <sup>nd</sup> Quarter Reports Issued	
February 15	Friday	Mid-Quarter Progress Reports	
February 18	Monday	President's Day	No Classes
March 19	Wednesday	End of 3 <sup>rd</sup> Quarter	
March 20	Thursday	Early Dismissal LS/MS/US	12 Noon
March 21 - 24	Monday - Friday	Easter Break	No Classes
March 27	Thursday	3 <sup>rd</sup> Quarter Reports Issued	
April 14 - 18	Friday - Monday	Spring Break	No Classes
April 30	Wednesday	Mid-Quarter Reports Issued	
May 1	Thursday	Annual Meeting, Board	7 pm
May 5 – 9	Monday – Friday	EOG	
May 12 - 16	Monday - Friday	EOC	

May 26	Monday	Memorial Day Holiday	No Classes
May 28	Wednesday	Honors Night – Kindergarten	7 pm
May 29	Thursday	Honors Night - LS	7 pm
May 30	Friday	Honor Night – MS/US	7 pm
May 30	Friday	Last Day of Classes	
June 5	Thursday	4 <sup>th</sup> Quarter Reports Issued/Mailed	
June 2 - 6	Monday - Friday	Faculty Post Planning	

LS: Lower School Grades 1-5 MS: Middle School Grades 6-8 US: Upper School Grades 9-12

6. A concise description of any evaluation tool or test that the proposed charter school will use in addition to any state or federally mandated tests.

Because Pine Lake Preparatory’s curriculum will be fully aligned with the NC Essential Standards and Common Core Standards, the ABC’s assessment - in combination with the NAEP - will be sufficient indicators of achievement in the first few years of operation. In subsequent years Pine Lake Preparatory will likely add a value-added assessment that allows school staff to track individual achievement and isolate variables such as teacher effectiveness.

7. A description of the student achievement goals for the school’s educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals.

Student expectations

Specific student achievement goals at Pine Lake Preparatory will be outlined for both 3 and 5-year student cohorts. On an annual basis, beginning with the first year of operations, Pine Lake Preparatory will meet annual growth rates as set by the state required for adequate yearly progress on the ABC’s assessment. Pine Lake Preparatory’s average student performance will meet or exceed the district and state averages. Likewise, Pine Lake Preparatory average performance on the NAEP will meet or exceed district and state averages.

Mission-specific Goals

1. All Pine Lake Preparatory students will experience a literature-rich K – 12 curriculum and become life-long readers, observers and learners.
2. All Pine Lake Preparatory students will receive instruction in the arts beginning with Kindergarten and will self-select art discipline(s) for focused study in grades 9 – 12.
3. All Pine Lake Preparatory students will study Spanish. Spanish study will begin in Kindergarten and continue through grade 12. Pine Lake Preparatory students will attempt to achieve spoken and written fluency in Spanish by high school graduation.
4. All Pine Lake Preparatory students will experience a community-service learning education every year in grades K – 12. Students will accumulate a minimum of 40 hours per year of service-based learning in grades 9-12.
5. All Pine Lake Preparatory students will take college preparatory coursework that opens opportunities in higher education.

Student progress will be carefully tracked by multiple assessment methods throughout the K – 12 programs. All elementary students will encounter the same rigorous core studies program outlined by Core Knowledge, the arts and Spanish language. Art course options begin in the 6<sup>th</sup> grade but core courses will remain consistent until the 9<sup>th</sup> grade when subject course options begin to diversify. Student growth will be documented by curricular participation, required service-based learning hours, in-class performance assessments, art event participation, art and language portfolios, standardized assessments and tracking high school student choices for diversified learning options.

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

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

Based on exceptional student enrollment averages in area public schools, PLP anticipates that Exceptional Students will compose approximately 10% of its student population. Pine Lake Preparatory will use an inclusion model for the location and programming for each identified student. Two procedures will be utilized to address and meet the needs of exceptional students. The first step, initial identification, will be begin through the formal application and subsequent review of all incoming students by the on-site Exceptional Children Coordinator. Throughout the year further identification will occur through the joint efforts of teachers, the Pupil Assistance Committee and the Child Study Team. We will utilize additional contractual services when needed to provide team services for identification, annuals, triennials, and assistance with all state required reports. PLP will have an initial staff of 5 EC teachers.

Child Find educational placement decisions will be initiated by the EC staff at Pine Lake Preparatory. The school's process will ensure that parents are members of the decision-making team. All identified students will be educated in the least restrictive environment and PLP will follow all federal and state guidelines issued by the North Carolina Department of Education. When children enroll at PLP with existing IEPs, an established process of evaluation and implementation will immediately follow. Existing IEPs will be implemented or revised based on new environmental advantages at the school. IEPs will be developed, revised and implemented only in accordance with IDEA and North Carolina law and regulations.

PLP will fully comply with federal laws and regulations governing children with disabilities, such as the Individuals with Disabilities Education Act (IDEA).

**C. 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 lottery plan.

Each student must complete an application to be considered for enrollment at PLP. The application packet will consist of, but may not be limited to: a personal application form that includes name, address of residence, parents'/guardians' names and address, birth date, present school, current grade level, whether the child is being served by an IEP and other information pertinent for a complete record per State reporting requirements. The

packet will also include a student's records and a transfer request signed by the parent or guardian to be used only if the child is enrolled through the admissions process (lottery if necessary). Each family will be expected to complete a (financial needs report) so accurate records can be kept regarding free or reduced lunch counts or poverty counts that may be necessary to access federal or state grant funding. It is understood that families cannot be required to complete this form.

Pine Lake Preparatory will be open to all students who would otherwise qualify for enrollment in North Carolina public schools. PLP will open enrollment as soon as it is given final approval (in July of 2006) to assess if a lottery is needed. If not, those students who have applied will be considered enrolled in the school and will be contacted as such. If the number of applications exceeds the school's capacity a lottery will be held.

If a lottery is required, a date and time will be set. PLP's lottery policies and processes will be clearly written and distributed to reflect state laws regarding random selection and advertised as per public meeting expectations. The lottery will be conducted in a public forum. All students whose applications were filed by the application deadline will be separated by grade and entered into the lottery. A drawing of names by grade will then be held until all spaces are filled. Sibling applicants will be drawn as family units. A neutral party will conduct the lottery on behalf of the school. Any applicant who is not admitted to the school during the lottery will be placed on the school's waitlist. The Academy will notify applicant families within one week of the lottery of student placements.

Students whose applications are received after the deadline will be placed on the school's waitlist in the order that their applications are received, following the initial establishment of the waitlist by the lottery. In each successive school year, students who were enrolled in the school the previous year will keep their spaces in the school until they graduate or leave the school. Admissions preference will be given to siblings of pupils enrolled in the school and students who are children of PLP board members or PLP faculty members will receive admission preference as per NC State Statute.

### Waiting Lists

After all available spaces are filled; *waiting lists* will be maintained for each grade. The Academy will maintain complete student files for each student on the waiting list. When a space becomes available in a grade, the parent of the first student on the waiting list will be contacted and given a set period of time in which they can accept the position (one week). If the space is declined the next person on the list will be contacted.

Once the parent has accepted the position for their child:

- ✓ The appropriate *Request for Transfer* form will be immediately sent to the school of origin.
- ✓ Qualifying parents will complete the application for free or reduced lunches at-will.
- ✓ Parents will be asked to fill out a questionnaire indicating whether they will participate in the before and after school program.
- ✓ The parent is given a copy of the school's discipline policy and asked to return their signed verification and agreement before the student enters the school.
- ✓ Emergency cards are completed prior to the student's attendance.

The parent is given a copy of the absentee/tardy policies of the school as well as all other office procedures (i.e. school visits, drop off and pick up sites, classroom protocol, etc.).

At this time, the school intends to limit class size to an average of 25 students in each section of grades K – 5 and an average of 28 students in grades 6 - 12. It should be noted that the graduation requirements for the high school

program exceed the NC State Standards. This requirement is in place due to the focus of PLP as a College Preparatory Program. A baseline will be set for a student to exit from the eighth grade and transition into the high school program. These expectations are not meant to deny any student access to the school but rather to establish an environment where students are expected to rise to the challenge. As such, PLP will offer numerous resources for students to meet this challenge. It is the intention of the school to accept and educate all eligible children. In the case of students with exceptionalities, the appropriate accommodations will be addressed in the student's IEP. To be forthright with all applicants, it is necessary to make sure each student understands the academic expectations that will be placed upon them. The expectations are outlined in the education plan of this application.

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

Provide drafts of student handbooks and other policies governing student conduct and discipline. Include the policies and procedures governing suspension and expulsion of students. Specifically address these policies with respect to exceptional children.

***Student Code of Conduct***

Pine Lake Preparatory's discipline policy will support the attainment of the school's mission and reinforce its founding principles: to prepare, nurture, lead and engage. PLP will implement a positive discipline model that leads to a nurturing school environment that sets the stage for engagement and academic excellence. School leadership and staff will uphold high expectations and be responsible for establishing a positive school climate that continuously identifies and praises students for respectful behavior. Staff will model and identify appropriate behaviors in varying environments throughout the course of the school day and academic setting. Learning behavior transitions amongst varying environments is a valuable part of the socialization process of a productive citizen. All school staff will be trained to support and implement a school-wide positive discipline model which will be outlined in the Student/Parent Handbook. Teachers and students will work together to make the PLP a fun and safe learning environment.

To support the establishment and consistency of an effective learning community all students at Pine Lake Preparatory will wear uniforms.

Discipline

In most cases the appropriate faculty members within the classroom setting will handle discipline immediately and effectively. In some situations, either due to the seriousness or repetitive nature of the offense, intervention by the principal is warranted. In any action requiring probation, suspension or expulsion the principal will be included in the decision making process.

**1. Less Serious Violations**

Less serious violations will be handled by the classroom teacher or a faculty member responsible for student supervision. Such violations consist of disruptive classroom behavior, discourtesy, defacing property, roughhousing, profanity, etc. The attending faculty member may bring these situations to the attention of the principal or homeroom teacher if disciplinary action is warranted or if these actions are repeated.

**2. More Serious Violations**

More serious violations such as unauthorized absence, smoking or use of tobacco products, physically threatening others, or repeated lesser violations will be dealt with in a more formal basis. Detention, work detail, and silent lunch are a few of the penalties that may be assigned.

**3. Major Violations**

Major violations are those that are serious enough to require probation, suspension or expulsion. These

violations will be immediately reported to the principal. They include: the use or possession of illegal or controlled substances, the use or possession of a weapon or any object being used as a weapon, academic dishonesty, theft or destruction of property and fighting which results in physical harm or injury. Any of these violations may result in probation, suspension, or expulsion.

**Note:** A detailed list of infractions and the range of resulting consequences is detailed herein. Additions, corrections, and deletions of these rules can ensue. Students and parents will be notified of changes or additions. These policies and others adopted by the PLP Board will be distributed to parents and students in a Parent/Student Handbook.

#### Student Expulsion and Exclusion Policy

A pupil shall not be suspended from school or recommended for expulsion unless a principal of Pine Lake Preparatory determines that the pupil has:

- Caused or attempted to cause or threatened to cause physical injury to another person;
- Possessed, sold or otherwise furnished any fire arm, knife, explosive, or other dangerous object, unless in the case of possession of any such object, the pupil had obtained written permission to possess the item from a certified school employee, which is concurred by the principle or the designee of the principal;
- Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of any controlled substance or alcoholic beverage or an intoxicant of any kind;
- Unlawfully offered, arranged or negotiated to sell any controlled substance or an intoxicant of any kind, and then either sold, delivered or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or materials as a controlled substance, alcoholic beverage or intoxicant;
- Committed robbery or extortion;
- Caused or attempted to cause damage to school property or private property;
- Stolen or attempted to steal school property or private property;
- Possessed or used tobacco, or any products containing tobacco or nicotine cigarettes, smokeless tobacco, or chew packets or betel. This section does not prohibit use or possession by a pupil of his or her own prescription products;
- Committed an obscene act or engaged in habitual profanity or vulgarity;
- Unlawfully offered, arranged or negotiated to sell any drug paraphernalia;
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials or other personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.

Disciplinary consequences for behavior violation of the Student Code of Conduct:

Students and parents will understand that the following disciplinary actions could be implemented for acts enumerated in this section and related to school activities which occur at any time, including (but not limited to) any of the following:

1. While on school grounds;
2. While going to or coming from school;
3. During the lunch period whether on or off campus;
4. During, or while going to or coming from, a school sponsored activity.

#### Act of Violence

A. Fighting is not allowed at Pine Lake Preparatory. This action is considered one of the most severe infringements on the rights of others. It is also a direct attack on the educational process. Acts of violence, whether directed at another student, teacher or adult will carry a severe penalty. Possible disciplinary

actions: On-campus suspension, home suspension or expulsion. Flagrant or repeat offenses may result in a maximum consequence of expulsion.

- B. Threatening to cause physical harm detracts from the educational setting and places students in fear. Thus, depending on the severity of these actions, the following disciplinary actions may result: On-campus suspension, work details, home suspension or recommendation to expel.

### Weapons and Dangerous Objects

Possession of a define weapon will not be tolerated. Possession of a weapon will result in disciplinary action -- home suspension or expulsion.

Possession of fireworks and explosives or the use of these items will also result in home suspension or expulsion.

### Tobacco, Drugs, and Alcohol

PLP is a tobacco, drug and alcohol-free campus. Any possession or use of these substances is strictly prohibited. Offenses of the rule may result in on campus suspension, home suspension or expulsion. This rule, as all school rules apply, for after school events and school trips.

Possession of these substances with the intent to distribute or sell will result in expulsion. The sale of look-alike drugs will result in home suspension for the first offense and expulsion for any subsequent offense.

Drug paraphernalia, whether possessed for use or with the intent to sell or distribute, will be seen as an attempt to promote the distribution and use of illegal drugs and will result in suspension or expulsion.

### Stealing, Robbery, or Extortion

These offenses will result in on-campus suspension, work detail, home suspension or expulsion. The severity of the crime and the number of offenses will dictate the punishment.

### Damage to Property

Caused or attempted to cause damage to school property will result in the replacement of the damaged property by the student. The parent or guardian will also be held responsible for the replacement of the damaged property.

Severe cases of damaging, defacing or mutilating school property such as arson, damage to windows, playground equipment, computers, etc. may result in the suspension (on-campus or home) or expulsion.

### Profanity, Obscene Acts, Demeaning Racial Statements and Vulgarity

These acts will be construed as an attack on the rights and privileges of other students who are attempting to receive an education and the rights of teachers to teach. Therefore, the attempt or act of projecting the above named actions whether on clothes, written, verbal or through gestures is in violation of school policy. The resulting disciplinary action will require: changing offensive clothing, work detail, on-campus suspension, home suspension, expulsion or a combination of any of these actions.

### Willful Disobedience

Willful disobedience is the intentional defiance of teachers and/or staff. Such action may be exhibited while coming to and from school, on the bus, during the normal school day or on fieldtrips. For the safety of the student and other students and the establishment of a nurturing learning environment, respect for faculty, staff, and parents is necessary. All students will come to understand this policy. It may take more time, patience and understanding to illuminate the younger children; however, student safety and a positive educational environment must be maintained. Therefore, timeout, work details, and on-campus suspension may be employed. Repeated disobedience may result in a request to have a student evaluated by other behavior professionals. Every attempt will be made to correct the in appropriate behavior before actions of home suspension and expulsion are considered.

Students are expected to demonstrate good citizenship and act in a reasonable manner. Failure to do so will result in a reprimand, detention, Saturday work detail, after school work detail or suspension. Public displays of affection fall under this category.

### Sexual Harassment

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, request for sexual favors, and other verbal, visual or physical conduct of a sexual nature.

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status or progress;
2. Submission to or rejection of the conduct by an individual is used as the basis for academic or employment decisions affecting the individual;
3. The conduct has the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating an intimidating, hostile or offensive educational or work environment; and
4. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities at or through the school.

Other types of conduct that are prohibited and may constitute sexual harassment include:  
Unwelcome leering, sexual flirtations or propositions;

Unwelcome sexual slurs, epithets, verbal abuse, derogatory comments or sexually degrading descriptions;

3. Graphic verbal comments about an individual's body, or overly personal conversation;
4. Sexual jokes, stories, drawings, pictures or gestures;
5. Spreading sexual rumors;
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class;
7. Touching an individual's body or clothes in a sexual way;
8. Purposefully limiting a student's access to educational tools;
9. Cornering or blocking of normal movements;
10. Displaying sexually suggestive objects in the educational environment; and
11. Any act of retaliation against an individual who reports a violation of the school's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

### Enforcement

The principal or designee shall take appropriate actions to reinforce the board's sexual harassment policy. These actions may include:

1. Removing vulgar or offending graffiti;
2. Providing staff in-service training and student instruction or counseling; or
3. Taking appropriate disciplinary action to include reprimand, detention, on-campus suspension or home suspension.

#### Act of Hate Violence

Causing, threatening, or attempting to cause or participate in an act of hate violence can be defined as willfully interfering with or threatening another person's personal or property rights because of race, ethnicity, national origin, religion, disability or sexual orientation. Speech that threatens violence, when the perpetrator has the apparent ability to carry out the threat, may be considered an act of hate violence. These offenses may call for reprimand, suspension, community service and/or expulsion.

#### Other Harassment

Intentionally engaging in harassment, threats or intimidation against a student or group of students when the harassment is severe and pervasive and disrupts classes or creates disorder or an intimidating or hostile educational environment will not be tolerated. These offenses may call for a reprimand, suspension, community service and/or expulsion.

#### Academic Dishonesty

Academic dishonesty is often a difficult concept to define. As a school, PLP's philosophy is to increase a student's ability to work independently and collaboratively, while realizing this only clouds the issue of academic dishonesty. We realize that valuable social skills and learning come through group projects, collaboration, and cooperation.

Students should do as much of or all of their own homework, but students should be willing to give assistance to fellow students when the learning experience can be enhanced. In some situations, testing is required to be independent of any outside help. Students will be made aware of this and will be expected to act accordingly.

#### Plagiarism

Plagiarism is a serious issue in academe. Students should give credit to the appropriate

individuals for their research and writing. It is often difficult to distinguish what should be duly noted and what is common knowledge. It is the job of the faculty to bring this issue into a clearer focus for the students so that students will learn proper citation processes. Through their own research and writing, the constitution of plagiarism will become better defined for the student. Students will begin learning the principles and process of research and writing in early elementary school. Over the course of the year, older students will be using the APA system for documenting paraphrased and quoted material.

#### Students with Disabilities

Students with disabilities may be suspended, in accordance with Federal legislation, for inappropriate behavior. The Principal may suspend a student with disabilities for short-term suspension; suspension from school may not be for more than a total of fifteen days in a school year. The Principal may recommend a student with disabilities for long-term suspension or expulsion (greater than 15 days) by following these procedures:

- The Principal will follow regular procedures for long-term suspension or expulsion as described above.
- Once the Principal has made a recommendation for long-term suspension or expulsion of a student with disabilities, he or she will convene members of the Student Support Team who

will determine: if the student is eligible for special education services; if the student is appropriately placed in a special education program; and if there is a causal relationship between the student's disabling condition and the conduct for which he or she is to be disciplined.

- The parent will be notified in writing of the time and place of the committee meeting and its purpose.

## VIII. BUSINESS PLAN

### A. 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.)

<b>Pine Lake Preparatory Staff Chart for Year One</b>		
<b>Position</b>	<b>FT/PT</b>	<b>Number of Staff</b>
School Principal	FT	2 (one K – 5, one 6-12)
Asst. Principal	FT	2 (one K – 5, one 6-10)
Clerical	FT	4
Teacher	FT	67
Teaching Assistant	FT	20 (3 per grade level for K-3; 2 per grade for 4-5; 1 per grade for 6-8; 1 PE)
Exceptional Children Teacher	FT	5 (one coordinator, two teachers, 1 speech, 1 reading)
Librarian	FT	1
Guidance	FT	1
Nurse	FT	1
Custodian	FT	3
Technology Coordinator	FT	1

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

Based on the list of positions provided above give qualifications and 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.

Pine Lake Preparatory administrators will have previous experience in school administration. For administrators without a current certificate, which is not statutorily required of NC charter school administrators, these school leaders will undergo additional training with ongoing evaluation to encourage continual development of his/her administrative skill base.

Teachers will be required to meet the standards set by NC law for teachers in a NC charter school: 75% of teachers must be licensed in grades K-5 and 50% of teachers must be licensed in grades 6-12 in the subject areas for which they are teaching. All teaching faculty will meet standards as set by the *No Child Left Behind* Act, which requires teachers in core subject areas to meet Highly Qualified standards. The school will use any

and all measures approved by the NC SBE to assist teaching candidates to become NC licensed and highly qualified. These measures will include but not be limited to reciprocity agreements, HOUSSE accommodations, lateral entry, etc.

Paraprofessionals will be required to meet the standards of *NCLB* legislation as it relates to their program involvement with Title I students. Any reports to parents required by *NCLB* as per the qualifications of teaching staff will be forwarded in a timely manner. Finally, criminal background checks will be required of all personnel.

**B. ENROLLMENT**

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.

**These numbers 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 10% per year based on the previous year’s enrollment. Any increase above 10% must be approved by the State Board of Education in accordance with G.S. 115C-238D(d).

Pine Lake Preparatory expects to enroll 100 students in each grade for grades K – 10 in its first year of operations. PLP will add a tenth grade for year two and twelfth grade for year three for a total of 1300 students in grades K – 12 by year three of operations.

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

**NAME OF PROPOSED CHARTER SCHOOL**  
Pine Lake Preparatory

List LEA #1 – Charlotte-Mecklenburg

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List  
LEA  
#2 –  
Iredell-  
States  
ville

List  
LEA  
#3 –  
Cabarr  
us

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GRADES		2007	200	200	20	20							
		-	8-	9-	10-	11-	LEA	LEA	LEA	LEA	LEA	LEA	L
		2008	200	201	20	20	3	1	2	3	1	2	
		9	9	0	11	12	1	2	3	1	2		
Kindergarten	<b>K</b>	<u>60</u>	<u>30</u>	<u>10</u>									
First	<b>1</b>	<u>60</u>	<u>30</u>	<u>10</u>									
Second	<b>2</b>	<u>60</u>	<u>30</u>	<u>10</u>									
Third	<b>3</b>	<u>60</u>	<u>30</u>	<u>10</u>									
Fourth	<b>4</b>	<u>60</u>	<u>30</u>	<u>10</u>									
Fifth	<b>5</b>	<u>60</u>	<u>30</u>	<u>10</u>									
Sixth	<b>6</b>	<u>60</u>	<u>30</u>	<u>10</u>									

**C. PROJECTED ENROLLMENT 2007-2012 (TABLE I)**

**C. PROJECTED ENROLLMENT 2007-2012 (TABLE I continued)**

NAME OF PROPOSED  
CHARTER SCHOOL:

\_\_\_\_\_

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		<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>								
		<b>200</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>							
		<b>7-</b>	<b>08-</b>	<b>09-</b>	<b>10-</b>	<b>11-</b>							
		<b>200</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>							
		<b>8</b>	<b>09</b>	<b>10</b>	<b>11</b>	<b>12</b>							
		LEA	LEA	LEA	LEA	LEA							
		LEA	LEA	LEA	LEA	LEA							
		LEA	LEA	LEA	LEA	LEA							
		1	1	1	1	1							
		2	2	2	2	2							
		3	3	3	3	3							
<b>Seventh</b>	<b>7</b>	<u>60</u>	<u>30</u>	<u>10</u>	<u>60</u>	<u>30</u>	<u>10</u>	<u>60</u>	<u>30</u>	<u>10</u>	<u>60</u>	<u>30</u>	<u>10</u>
<b>Eighth</b>	<b>8</b>	<u>60</u>	<u>30</u>	<u>10</u>	<u>60</u>	<u>30</u>	<u>10</u>	<u>60</u>	<u>30</u>	<u>10</u>	<u>60</u>	<u>30</u>	<u>10</u>
<b>Ninth</b>	<b>9</b>	<u>60</u>	<u>30</u>	<u>10</u>	<u>60</u>	<u>30</u>	<u>10</u>	<u>60</u>	<u>30</u>	<u>10</u>	<u>60</u>	<u>30</u>	<u>10</u>
<b>Tenth</b>	<b>10</b>	<u>60</u>	<u>30</u>	<u>10</u>	<u>60</u>	<u>30</u>	<u>10</u>	<u>60</u>	<u>30</u>	<u>10</u>	<u>60</u>	<u>30</u>	<u>10</u>
<b>Eleventh</b>	<b>11</b>	—	—	—	<u>60</u>	<u>30</u>	<u>10</u>	<u>60</u>	<u>30</u>	<u>10</u>	<u>60</u>	<u>30</u>	<u>10</u>
<b>Twelfth</b>	<b>12</b>	—	—	—	—	—	—	<u>60</u>	<u>30</u>	<u>10</u>	<u>60</u>	<u>30</u>	<u>10</u>
<b>LEA TOTALS</b>		<u>660</u>	<u>330</u>	<u>110</u>	<u>720</u>	<u>360</u>	<u>120</u>	<u>780</u>	<u>390</u>	<u>130</u>	<u>780</u>	<u>390</u>	<u>130</u>
<b>Overall TOTAL Enrollment/ADM</b>		<u>1100</u>	<u>120</u> <u>0</u>	<u>130</u> <u>0</u>	<u>130</u> <u>0</u>	<u>130</u> <u>0</u>							

**D. Budget: Revenue Projections 2007-2012**

<b>INCOME: REVENUE PROJECTIONS</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
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--State ADM Funds	<u>\$4,950,996.20</u>	<u>\$5,402,688.00</u>	<u>\$5,851,444.20</u>	<u>\$5,581,444.20</u>
--Local Per Pupil Funds	<u>\$2,172,997.20</u>	<u>\$2,370,542.40</u>	<u>\$2,568,087.60</u>	<u>\$2,568,087.60</u>
--Federal Funds	\$	\$	\$	\$
--Grants*	\$	\$	\$	\$
--Foundations*	\$	\$	\$	\$
--Private Funds*	\$	\$	\$	\$
--Other Funds*	\$	\$	\$	\$
<b>TOTAL INCOME</b>	<u>\$7,123,933.40</u>	<u>\$7,773,230.40</u>	<u>\$8,419,531.80</u>	<u>\$8,419,531.80</u>
<p><b>*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.</b></p>				

**D. Budget: Revenue Projections 2007-2012 (continued)**

<p><b>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</b></p>	<p>See <a href="http://www.ncpublicschools.org/fbs/stats/index.html">http://www.ncpublicschools.org/fbs/stats/index.html</a>                  (OR Click on: Agency Website: Division of Financial Services, Reports and Statistics, Statistical Data)</p> <p>The formula for figuring these allotments can be found in the Resource Guide.                  Charter School located in <b>IREDELL</b> County:</p> <p>\$4,123.29 x 1100 = \$454,8819.00 State Operating Income</p> <p>\$2,935.60 x 137 = \$ 402,177.20 State Exceptional Children Income</p> <p>\$1,507.39 x 110 = \$ 165,812.90 Local Operating Income – Cabarrus</p> <p>\$1,339.57 x 220 = \$ 294,705.40 Local Operating Income – Iredell</p> <p>\$2,335.94 x 660 = \$1,541,720.40 Local Operating Income – Mecklenburg</p> <p>\$1,552.35 x 110 = \$ 170,758.50 Local Operating Income - Mooresville City</p> <p style="text-align: center;">\$7,123,993.40 Total Operating Income</p>
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**E. Budget: Expenditure Projections 2007-2012**

MAY AMEND AS THE NEEDS OF THE SCHOOL DICTATES.

BUDGET EXPENDITURE PROJECTIONS	2007-2008	2008-2009	2009-2010	2010-2011
GS 115C-238.B(b)(5)				
<i>PERSONNEL</i>				
Total # staff <u>108</u>	<u>\$3,449,000.00</u>	<u>\$3,674,310.00</u>	<u>\$3,999,897.70</u>	<u>\$4,083,365.03</u>
--Administrator(s) # <u>04</u>	<u>\$220,000.00</u>	<u>\$224,400.00</u>	<u>\$233,376.00</u>	<u>\$238,043.52</u>
--Clerical # <u>04</u>	<u>\$95,000.00</u>	<u>\$96,900.00</u>	<u>\$122,400.00</u>	<u>\$124,848.00</u>
--Teachers # <u>72</u>	<u>\$2,470,000.00</u>	<u>\$2,638,020.00</u>	<u>\$2,853,954.00</u>	<u>\$2,911,833.08</u>
--Librarians # <u>01</u>	<u>\$33,000.00</u>	<u>\$33,660.00</u>	<u>\$34,333.20</u>	<u>\$35,019.86</u>
--Guidance # <u>01</u>	<u>\$35,000.00</u>	<u>\$35,700.00</u>	<u>\$36,414.00</u>	<u>\$37,142.28</u>
--Teacher Assistants # <u>20</u>	<u>\$382,000.00</u>	<u>\$422,800.00</u>	<u>\$463,600.00</u>	<u>\$472,872.00</u>
--Custodian # <u>04</u>	<u>\$84,000.00</u>	<u>\$85,680.00</u>	<u>\$111,180.00</u>	<u>\$113,403.60</u>
--Maintenance # <u>0</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
--Food Service # <u>0</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>

--Bus Driver # 0				
--Other	\$	\$	\$	\$
Nurse # 01	\$30,000.00	\$30,600.00	\$31,212.00	\$31,836.24
Technology # 01	\$40,000.00	\$40,800.00	\$41,616.00	\$42,448.32
Contracted Services- Multiple	\$337,000.00	\$350,690.00	\$364,994.30	\$378,462.55
—				
—				
	\$993,976.00	\$1,094,866.69	\$1,213,487.10	\$1,281,922.09
EMPLOYEE BENEFITS				
	\$32,500.00	\$36,000.00	\$39,750.00	\$43,275.00
STAFF DEVELOPMENT				
	\$157,000.00	\$170,250.00	\$183,662.50	\$186,250.63
MATERIALS AND SUPPLIES				
	\$47,000.00	\$48,850.00	\$50,810.00	\$52,887.25
OFFICE SUPPLIES				
	\$817,500.00	\$492,500.00	\$367,500.00	\$287,500.00
INSTRUCTIONAL EQUIPMENT				
	\$75,500.00	\$51,550.00	\$55,705.00	\$58,975.50
OFFICE EQUIPMENT				

**E. Budget: Expenditure Projections 2007-2012 (continued)**

BUDGET EXPENDITURE PROJECTIONS	2007-2008	2008-2009	2009-2010	2010-2011
TESTING MATERIALS	\$25,000.00	\$27,000.00	\$29,000.00	\$29,000.00
INSURANCE	\$30,000.00	\$33,000.00	\$36,300.00	\$39,930.00
RENT & UTILITIES	\$769,000.00	\$783,450.00	\$1,199,222.50	\$1,216,443.63
MAINTENANCE & REPAIR	\$110,000.00	\$110,000.00	\$110,000.00	\$110,000.00
TRANSPORTATION	\$103,000.00	\$113,300.00	\$124,630.00	\$137,093.00
MARKETING	\$25,000.00	\$12,500.00	\$12,500.00	\$12,500.00
FOOD/CAFETERIA SUPPLIES				
	\$Will equal food revenue	\$Will equal food revenue	\$Will equal food revenue	\$Will equal food revenue
<b>TOTALS</b>	\$6,634,476.00	\$6,647,596.69	\$7,422,464.80	\$7,539,142.12

**F. WORKING CAPITAL/ASSETS ON DATE OF APPLICATION**

Cash on Hand	<u>\$0.00</u>
Certificates of Deposit	<u>\$0.00</u>
Bonds	<u>\$0.00</u>
Real Estate	<u>\$0.00</u>
Capital Equipment	<u>\$0.00</u>
Motor Vehicles	<u>\$0.00</u>
Other Assets	<u>\$0.00</u>
<b>TOTAL</b>	<u><b>\$0.00</b></u>

**ADDITIONAL NOTES:**

## G. 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.

Pine Lake Preparatory's annual program evaluation will be guided by the core principals established in the school's mission statement: Prepare, Nurture, Lead and Engage. The governing board and school administrators will develop an evaluation plan that permits school faculty to collect both quality and quantifiable data on these indicators. School faculty will be trained at annual pre-service sessions to collect quantifiable data on the core principles above. These will be agreed upon datasets that all faculty participate in collecting, if applicable. The quality indicators relating to individual classroom implementations will be documented in annual faculty self-evaluations and supported by quarterly student work and school initiatives. School faculty and administrators will collect and analyze data for both independent subject area programming and cross-curricular patterns. Parents and community will also be an integral component in annual program evaluations. Survey methods will be used to measure satisfaction in addition to measures such as reenrollment trends and mobility rates. Results of the annual program evaluation will determine program refinement, revision, new additions, or the elimination of ineffective components.

Data utilized for evaluations and subsequent program decisions will include, but not be limited to the following:  
Annual ABC assessment results;

NAEP or another standardized national test, as well as the State assessment, in Reading/Language Arts, Mathematics, Science, and Social Studies for insight into our students' preparation assessment tests and for knowledge of our students' achievement relative to other students nationwide;

Parent Satisfaction Surveys: classroom instruction and school climate;

Student Satisfaction Surveys: classroom instruction, class content and school climate;

Administration's staff evaluations (conducted annually);

Student quarterly report cards;

Tracked trends: enrollment, mobility, discipline, graduation, college entrance, etc;

School Faculty Self-assessments;

Exceptional Children program evaluations;

Service-based learning program hours and quality indicators;

Spanish Competency assessments;

NCLB teacher qualification evaluations;

Student record audits; and

Financial and organization reporting process evaluation

### **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 that will conduct the audit. Include the complete mailing address, telephone number and fax number.

The Board will negotiate the details of an audit contract with the regional offices of Dixon and Odom, PLLC. This firm handles the audit responsibilities for several charter schools and is familiar with the process.

Dixon and Odom, PLLC  
P.O. Box 2108  
Greensboro, NC 27402-2108  
Phone: 336-275-4578  
Fax: 336-275-4742

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

Address how the proposed charter school will meet the requirements for the following:

### **– Safety**

Pine Lake Preparatory is committed to the health, safety, and well-being of all children and employees. PLP will train staff and provide all necessary measures to meet required Federal and State health and safety laws and regulations. PLP will have an Emergency Response Plan and all staff will be trained in safety policies.

Enrolled students and employees who work at the Academy will learn, teach and provide support services in a healthful and safe environment.

### **– Immunization of Students**

NC students in are required by law to have certain immunizations prior to attending schools: diphtheria, tetanus, whooping cough, poliomyelitis, red measles (rubeola) and rubella. Should the Department of Health and Human Services determine the need for an additional immunization in the interest of public health, the school will work to ensure parent compliance. Every parent, guardian, person in loco parentis and person or agency, whether governmental or private, with legal custody of a child, has the responsibility to ensure that the child has received the required immunization at the mandated age. The school has the responsibility to ensure that enrolled students meet immunization requirements. The appropriate school personnel will be trained to review all records to assure that student immunization standards are met. Student families who do not meet these standards will be notified as to where and how immunizations can be obtained and what documentation is needed to verify that expectations are met. Pine Lake Preparatory is aware that a person's religious beliefs may be sufficient for an exemption to this requirement.

### **– Fire and Safety Regulations**

PLP will meet the building (including appropriate fire control mechanisms, for example, fire extinguishers, fire alarm system and/or sprinkler system) and furnishings code for fire and safety regulations. The school leader 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. The school's building will be available for inspection to appropriate officials for regular inspections and for special inspections prompted by a complaint by an interested party. The school will work with local officials to satisfy the recommendations relative to the abatement of the fire or safety hazard.

### **– Food Inspections**

The Academy will comply with the regulations set by the Department of Health and Human Services for food purchases, preparation, serving, and disposing of food and food products. The school will meet with the local health inspector to discuss the school's food service plans and ensure steps to compliance. Pine Lake Preparatory will welcome the local health inspector as he/she makes random visits to inspect food service processes. The school will take due diligence to correct any food service issues found during the inspections.

### **– Hazardous Chemicals**

PLP 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. OSHA's Hazard Communication Standard applies to schools because all workers may use or be exposed to hazardous chemicals. The school will have a written hazard communication program available to all staff.

At PLP, hazardous chemicals will be kept away from students. Any such chemicals required for cleaning purposes will be contained in locked cabinets and only used by trained staff.

During specific classes there will be times when students use chemicals for learning purposes. Students will be trained in safety procedures and labs will be equipped with the appropriate safety features (eye washes, goggles, etc.). Students will dress appropriately to protect themselves and others. The labs will only operate when trained staff can oversee the appropriate use of the chemicals. Chemicals will be stored in locked facilities when not in use.

#### **- Bloodborne Pathogens**

The school will act in accordance with OSHA's Blood-borne Pathogen Standard to establish an exposure control plan to minimize workplace risks. Blood-borne pathogens refer to pathogenic microorganisms that are present in human blood and that can cause disease in humans. These pathogens include, but are not limited to hepatitis B virus (HBV) and human immunodeficiency virus (HIV). 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.

PLP will have a written Exposure Control Plan that is accessible to all employees. The Plan will include (1) designated job classifications, tasks and procedures which involve potential exposure, (2) indications of required engineering and work practice controls, and (3) specifications of necessary personal protective equipment. Training to protect employees and children and reduce workplace risks of hepatitis B and HIV infection will include such topics as the following:

- Modes of transmission of blood-borne pathogens
- Identifying hazards
- Prevention through engineering controls
- Handling contaminated syringes, laundry, and biomedical waste
- Proper use of personal protective equipment
- Instituting safe workplace practices and engineering controls
- Hepatitis B vaccine
- Proper "housekeeping" to avoid risks
- Post-exposure reporting

**I. CIVIL LIABILITY AND INSURANCE (GS 115C-238.29F(c))****State the proposed coverage for:**

**Comprehensive General Liability** \$1,000,000 per occurrence

**Officers and Directors/Errors and Omissions** \$1,000,000 per claim

**Property Insurance** as required by landlord

**Motor Vehicle Liability** \$1,000,000 per occurrence

**Bonding** \$250,000

**Minimum amount:**

**Maximum amount:**

**Other** Pine Lake Preparatory will be prepared to meet any change in requirements if such occurrences arise due to changes made by the NC State Board of Education.

Note: The provisions of this statement shall not preclude PLP from obtaining liability insurance coverage in addition to or in excess of these minimum coverage amounts.

Also, see State Board of Education Policy EEO-U-004 that establishes minimums. Go to: <http://sbepolicy.dpi.state.nc.us/>  
Click on: SBE Policy Manual Table of Contents, Effective and Efficient Operations, Charter Schools, EEO-U-004.

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

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

Transportation needs will not be a barrier for student attendance at Pine Lake Preparatory. At the time of enrollment, parents will indicate if transportation to and from school is a need. Pine Lake Preparatory administrators will work with parents to develop carpooling arrangements. Additional service will be addressed by the board and school administration once transportation needs are known.

**K. FACILITY** (GS 115C-238.29D(c))

Describe the facility in which the school will be located. Include information on how the site is appropriate to your mission and instructional program. Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, no funds will be allocated until the school has obtained a facility and has provided a valid Certificate of Occupancy.

Name of the facility (if known): \_\_\_\_

Address: \_\_\_\_

City/State/Zip: \_\_\_\_

## Description of the Facility:

Total square feet: \_\_\_\_

Number of Classrooms: \_\_\_\_

Number of Restrooms: \_\_\_\_

Other Rooms: \_\_\_\_

Auditorium: \_\_\_\_

Gymnasium: \_\_\_\_

Music Room: \_\_\_\_

Art Room: \_\_\_\_

Laboratory: \_\_\_\_

Ownership: Fee Simple or Lease

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

Term of the Lease: \_\_\_\_

Type of Lease: \_\_\_\_

Rent: \$ \_\_\_\_ per month

Name of Landlord: \_\_\_\_

Address: \_\_\_\_

City/State/Zip: \_\_\_\_

Phone: \_\_\_\_

Fax: \_\_\_\_

Document inspections for the following:

(a) Fire: \_\_\_\_

(b) Safety: \_\_\_\_

(c) Handicapped accessibility? \_\_\_\_

Describe how the maintenance will be provided for the facility.

Describe the method of finding a facility if one is not readily available at this time.

PLP is working with a commercial real estate agent to investigate multiple options. PLP is currently looking at several options for available facilities to house the school in its first two years of operation. The proposed budget permits savings in years one and two with the realistic projection for a secured, permanent site for the school by its third year of operations. The founding board has local connections and options on land sites for potential development with finance options that are extremely favorable to the school. Further details will be prepared for the scheduled interviews.

## L. **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 obtaining 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 statute regarding admissions GS 115C.238.29F(g) (1-7) carefully). Describe how you will market to specific populations (including various community and ethnic groups, teachers and other employees, and the general public) to ensure that the school fully complies with the requirement to mirror the diversity of the local education agency.

Pine Lake Preparatory will be a K – 12 school serving 1300 students – 100 per grade level – at its maximum capacity. The founders of Pine Lake Preparatory are confident in the school’s ability to fully enroll grades K – 10 in its first year. This is an aggressive plan that is directly responsive to a dire community need.

Pine Lake Preparatory is projected to be located within 1 – 2 miles of the north Mecklenburg district line, just off of I-77, in Mooresville. Charlotte-Mecklenburg, Iredell and Cabarrus - the three districts from which the board anticipates the greatest student enrollment - are experiencing rapid growth. As this area continues to attract new businesses, north Mecklenburg and the surrounding townships and districts are struggling to absorb new families into their school systems. This is not news. Districts and County Commissions have been engaged in intense debate over how to fund new schools, maintain lower class sizes and meet parent demand for choices for many years now.

Cabarrus, Iredell and Mecklenburg, in this order, are three of the fastest growing counties in the state, with all three experiencing 11% population growth or more between the 2000 census and 2004. Mooresville’s population has doubled since 1990 with an 8.2% increase in students in 2005 and Charlotte alone is expected to have 50,000+ new students in the next ten years, with major population surges in north Mecklenburg. According to data posted at the Charlotte Chamber of Commerce, some areas of north Mecklenburg experienced up to a 448% population growth between 1990 and 2003<sup>2</sup>.

To cope with the rapid influx of new students, districts have maxed out their allowable expenses for mobile units, are shifting and redistricting students to balance the burden of overcrowding to all schools, parents are upset with the lack of planning by local school boards and student reassignment and school boards themselves are infighting about how to solve a capital construction dilemmas without capital. Dr. Susan Arguso of the Charlotte-Mecklenburg school district emphasized the problem of overcrowding by stating “we have schools in this district that are over 200 percent utilized, that means we have twice as many kids sitting in there as should be.”<sup>3</sup>

For CMS, this problem came to a head when voters denied a bond referendum that would have helped fund the estimated \$2 billion needed for construction and renovation costs over the next 10 years. The voters denial of a new bond referendum speaks volumes on numerous issues that face our communities today – the debate over city-center school renovations with little overcrowding vs. suburban school construction, public opinion of CMS management, urban center development vs. suburban sprawl and the pressing questions of how to move forward with a plan for new schools.

Recently an article in the *Huntersville Herald* depicted the latest debate over proposals to enroll the new Mallard Creek High School. The district is struggling to balance overcrowding relief at neighboring high schools while maintaining a low enough student enrollment at each feeder school to permit growth before more

<sup>2</sup> Data posted at: <http://www.charlottechamber.com/files/Profilespopchange.pdf>.

<sup>3</sup> Boyum, Tim. “State’s Two largest school districts face overcrowding.” Dec. 12, 2005.

schools can be constructed. As one school official said, “we just can’t build schools fast enough.”<sup>4</sup>

The need for need schools to accommodate north Mecklenburg’s fast-paced growth is not restricted to high schools alone. Iredell-Statesville schools, for example, uphold a policy that elementary schools should be built at a maximum capacity of 800 students for optimal learning. However, Lake Norman Elementary and other surrounding schools have doubled that capacity to accommodate growth by adding mobile classrooms. As a K – 12 schools, PLP will be able to address the needs of parents and students at all grade levels.

Yet another indicator of need for Pine Lake Preparatory and additional options in the area is evidenced by area charter school wait lists. Most charters in the north Mecklenburg area, Cabarrus and Iredell have long wait lists with parents clamoring for space come lottery time. With very few charter high school options in the area the board is confident that the school would generate significant enrollment from graduating elementary and middle school charter students alone.

Although Pine Lake Preparatory will not come close to meeting the long-term needs of 50+ new schools in the area in the next ten years, we certainly are a viable part of the solution. This is the time for districts and the state to embrace charters as a welcomed piece of the puzzle: Pine Lake Preparatory will help relieve overcrowding in all grade levels, provide a unique choice option that meets parent demand, operate effectively on fewer dollars per student<sup>5</sup> and pay for facilities out of general operating dollars. Pine Lake Preparatory is already generating commitments from outside funders and education partners and the school’s business plan permits adequate funds for facility obtainment and development – all without tax payer capital raise. The PLP board is composed of strategists with diverse community connections that will enable a broad marketing plan to reach a representational student body. PLP’s educational model will serve as the sounding board for student recruitment: solid core skill development; focused fine arts instruction, K – 12 Spanish instruction, service-based learning, middle school physical and engineering sciences, high school flexible year-long scheduling, a remarkable global studies program and college counseling. The tenets of PLP’s programming will be the backbone of the marketing plan.

Pine Lake Preparatory will advertise widely in both local and national newspapers for staff recruitment. The school will first recruit school leaders to work with the board and community to recruit students and refine programming. This is essential in order to lay groundwork for the school culture. PLP will participate in area job fairs and post openings on progressive education websites.

To recruit students and educate parents, community members, and businesses, we plan to implement the following strategies:

- PLP will Host a series of well-advertised public informational sessions or “Open Houses”. Pine Lake Preparatory Open Houses will cover issues such as “what is a charter school” in addition to specific information on PLP’s programming and offerings, instructional ideologies, and school structure. Each Open House will permit time for questions and answers.
- Publicizing in community (including ethnic and Spanish-language) newspapers and area newsletters and taking advantage of public notice opportunities and low-cost airtime from local radio and television stations (including cable);
- Widely distributing informational flyers at locales such as libraries; coffee shops; public announcement boards in apartment complexes; social clubs; houses of worship; and area businesses (*e.g.*, supermarkets, hair salons, laundromats, etc.);

<sup>4</sup> Warfield, Allen. “CMS mulls options for new Mallard Creek High School,” *Huntersville Herald*.

<sup>5</sup> “Charter School Funding: Inequities Next Frontier,” found at:

<http://www.edexcellence.net/institute/charterfinance/>.

- Sending announcements to local support organizations;
- Contacting the families and other individuals who expressed interest and provided us with contact information;
- Mailing letters of introduction to local publicly elected officials, government agencies with area offices, and local social services and cultural arts organizations and asking them to post an informational flyer; and
- Making announcements at community meetings
- All marketing materials will be made available in both Spanish and English.

Pine Lake Preparatory will track its marketing efforts to ensure recruitment in all community sectors. We anticipate enrollment will largely come from Charlotte-Mecklenburg (60%); Iredell (30%) and Cabarrus (10%) school districts. These areas represent *around* 60 area elementary middle and high school private and public schools. This number of schools coupled with the severity of the school shortage problem indicates a high probability that PLP will in no way cause a drain on particular schools or districts.

A demographic analysis of the surrounding school service area (15 miles) shows the following population trends from which PLP will draw students:

Population by Race and Ethnicity, 2005 Estimate:

White:	84%
Africa-American:	11.5%
American Indian or Alaska Native:	.3%
Asian:	1.9%
Other Race:	1.1%
Two or More Races:	1.1%
Hispanic Ethnicity:	3.6%

The current estimated population between the ages of 0 – 14 within 15 miles of the projected facility is 64,571. This does not include 15 – 18 year-olds which would increase the total school-age count by thousands. Pine Lake Preparatory's marketing initiatives will actively recruit students from within this demographic span and will help to serve the growing population expected in this age bracket in the coming years.

**IX. 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 schools timely submission of a copy of its application to the LEA.

Verification of this application's submission to Iredell-Statesville Schools is attached as Appendix E. A complimentary copy of the application was submitted to Mooresville Graded School District.

**X. APPENDICES (OPTIONAL)**

Please include in numbered and indexed appendices any additional information that you believe will assist the State Board of Education in the consideration of your application.

Attached Appendices follow after the Signature Page and Endnotes.

**XI. SIGNATURE PAGE**

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

Print/Type Name: John Moloney

Position: Board Spokesperson

Signature: \_\_\_\_\_

Date:

Sworn to and subscribed before me this  
\_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Notary Public

Official Seal

My commission expires \_\_\_\_\_, 20\_\_\_\_.

**XII. Endnotes**

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<sup>i</sup> Gardner, Howard. Frames of Mind: The Theory of Multiple Intelligences. New York: Basic, 1983.

<sup>ii</sup> Information found at: <http://web-japan.org/factsheet/education/curricula.html>.

<sup>iii</sup> Cohen, D., & Hill, H. (1997, March). Policy, Practice and learning. Paper prepared for the American Educational Research Association Annual Meeting, Chicago, IL.