

Uwharrie Charter Academy

Charter Application For Fall 2013 Opening

Submitted to

Office of Charter Schools
North Carolina State Board of Education

by

The Board of Directors of
Uwharrie Charter Academy
(Formerly the Uwharrie Green School)

April 13th, 2012

Uwharrie Charter Academy

I. APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: Uwharrie Charter Academy

NAME OF NONPROFIT ORGANIZATION UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED:

Uwharrie Green School Foundation, Inc. (to be revised to Uwharrie Charter Academy, Inc.)

HAS THE ORGANIZATION APPLIED FOR 501(c)(3) NON-PROFIT STATUS: Yes

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

NAME OF CONTACT PERSON:	Heather Soja
TITLE/RELATIONSHIP TO NONPROFIT:	Incorporator
MAILING ADDRESS:	1737 Burney Rd. Asheboro, NC 27205
PRIMARY TELEPHONE:	(336) 381-2888
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E-MAIL ADDRESS:	hsojazz@gmail.com

Location of Proposed Charter School (LEA): Randolph County Schools

Conversion: No

Description of Targeted Population: Uwharrie Charter Academy will seek to serve 9th to 12th grade students (mostly from Randolph, Montgomery, Moore, Davidson and Chatham counties) who desire to learn in an academically challenging environment with an emphasis on making meaningful connections between academics and the real world through service to the community, the state, and the environment.

Uwharrie Charter Academy

Proposed Grades Served: 9-12

Proposed Total Enrollment:

500

Projected School Opening Year: 2013

Month: August

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	9-10	200	X	
Second Year	9-11	320	x	
Third Year	9-12	445	x	
Fourth Year	9-12	500	x	
Fifth Year	9-12	500	x	

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.

Signature

Title

Printed Name

Date

TABLE OF CONTENTS

I. APPLICATION COVER PAGES..... 2

II. TABLE OF CONTENTS.....4

III. MISSION, PURPOSES, and EDUCATIONAL FOCUS.....6

A. MISSION..... 6

B. EVIDENCE FOR NEED..... 6

C. PURPOSES OF PROPOSED CHARTER SCHOOL.....8

D. EDUCATIONAL FOCUS..... 12

IV. GOVERNANCE.....13

A. PRIVATE NONPROFIT CORPORATION.....13

B. TAX-EXEMPT STATUS.....13

C. ORGANIZATIONAL STRUCTURE OF PRIVATE NONPROFIT.....14

D. PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION.....36

E. ADMISSIONS POLICY.....36

V. EDUCATION PLAN.....38

A. INSTRUCTIONAL PROGRAM.....38

1. EDUCATIONAL THEORY AND INNOVATIVE OFFERINGS.....38

2. TEACHING APPROACH AND COURSE OFFERINGS.....42

3. REGULATIONS FOR SERVING EXCEPTIONAL CHILDREN.....48

4. ENTRANCE AND EXIT REQUIREMENTS.....49

5. THE SCHOOL CALENDAR.....51

6. PROGRAM EVALUATION.....51

7. STUDENT ACHIEVEMENT GOALS, TIMELINE.....52

8. STRUGGLING LEARNERS.....54

9. PARENT AND COMMUNITY INVOLVEMENT.....56

10. MEETING THE NEEDS OF DIVERSE LEARNERS.....57

B.	SPECIAL EDUCATION.....	59
C.	STUDENT CONDUCT AND DISCIPLINE POLICIES.....	60
D.	TIMELINES.....	80
VI.	BUSINESS PLAN.....	81
A.	PROJECTED STAFF AND HANDBOOK.....	81
B.	QUALIFICATIONS FOR EMPLOYEES.....	84
C.	STUDENT ENROLLMENT.....	88
1.	Projected Enrollment 2013-14 through 2017-2018.....	89
2.	Budget: Revenue Projections and Allocations 2013-14 through 2017-2018.....	91
3.	Working Capital and/or Assets.....	98
D.	MARKETING PLAN.....	98
E.	SCHOOL AUDITS.....	99
F.	HEALTH AND SAFETY REQUIREMENTS.....	100
G.	CIVIL LIABILITY AND INSURANCE.....	103
H.	TRANSPORTATION.....	104
I.	FACILITY.....	104
VII.	LEA IMPACT STATEMENT.....	106
VIII.	APPENDICES.....	107
IX.	SIGNATURE PAGE.....	133

III. MISSION, PURPOSES and EDUCATIONAL FOCUS

III.A. MISSION:

The Uwharrie Charter Academy will exist:

- To provide a truly rigorous pathway to college and career readiness;
- To afford students the benefit of a small learning community with a low teacher/student ratio in an effort to promote strong relationships with students and individualized support for learning;
- To imbed the curriculum with STEM focused content through problem-based learning, historical developments in technology, hands-on math, and inquiry science that requires engineering and ingenuity
- To promote hands-on, project-based learning in all courses;
- To support the development of 21st century skills integrating the use of technology;
- To partner with parents so that they understand their role in their child's education;
- To build relationships with local institutions in order to provide real-world connections and opportunities for applied learning; and
- To promote environmental stewardship including the adoption of green practices in student's everyday lives and the integration of NC's Environmental Literacy Plan in a cross curricular approach.

III. B. EVIDENCE FOR NEED OF THE PROPOSED SCHOOL WITH THE SELECTED MISSION:

No charter school currently exists in Randolph County. Therefore, Uwharrie Charter Academy's mission is to serve those students and families who seek educational options in an area of the Piedmont Triad which is currently underserved. As an economically-distressed "Tier II" county, Randolph needs a non-traditional, publically-funded option to prepare the student pipeline for the labor force skills and post-secondary environments that will be needed as the economy shifts to service, biotechnology, and other skilled trades. The current educational setting insures that students at the lowest levels of performance receive thorough academic attention, while other students often tend to fall through the cracks and graduate without exposure to the rigor required by a collegiate environment. Entry level employers in the Piedmont Triad region report that too many graduates who lack the communication skills and problem-solving confidence needed for available positions require costly remedial training. The Uwharrie Charter Academy will serve as a regional charter school which will make for an easy transition into the collegiate or career setting. It will be accessible not only to families in Randolph, but will also give families in Moore, Montgomery, Chatham, Davidson and even Guilford counties an alternative for students interested in a truly rigorous, college prep environment

According to the 2008 report to the Department of Public Instruction which inspired the overhaul of North Carolina's student evaluation methodology, "the current testing program and accountability system do not ensure that students are graduating from high school globally competitive for work and postsecondary education and prepared for life in the 21st Century. The current testing program and accountability system do not reflect 21st Century skill sets" ("Blue Ribbon Commission to Review State Public School Testing Program").

North Carolina's current accountability model produces a false sense of academic preparedness, leaving many students unpleasantly surprised when they are required to take remedial courses despite leaving high school feeling ready for college. According to the John Locke Foundation, an alarming number of students entering community colleges lack basic English and math skills. They found that "during the

Uwharrie Charter Academy

2009-10 school year, 64 percent of new community college students enrolled in one or more remedial courses, an alarming 7 percent increase from two years prior. Statewide, more than one-half of those community college students who enrolled the year after graduating from a public school took a remedial math course. Nearly 40 percent enrolled in a remedial English course, while one in four recent graduates required a remedial reading course” (Stoops). The Foundation further asserts that “our state education agency perpetuates this problem by maintaining inferior curriculum standards and a testing program that continues to set a relatively low bar for students to reach academic proficiency or mastery” (Stoops).

Business and industry spokespeople report that the high school graduates they are hiring typically lack important reasoning, writing, communication, and collaboration skills, writing skills, communication skills. The Uwharrie Charter Academy will prepare students for life in the 21st century by developing mastery of vital skills such as problem-solving, teamwork, and communication.

Uwharrie Charter Academy will require students to demonstrate a depth of understanding that is not possible through traditional testing (i.e, tests that include true/false, multiple choice, and matching). We propose a system of project-based learning which requires students to “show” what they know, rather than “telling” what the student knows. This method of assessment is aligned with the research behind Revised Bloom’s Taxonomy, which reveals “creating” as the highest form of learning (Anderson and Krathwohl). Project-based learning also gives students the opportunity to work together, exposing them to a variety of personalities and approaches to solving problems. At UCA, project-based learning will be the primary method of assessment in all classes. Through strong partnerships with stakeholders in the community, including the North Carolina Zoo, students will be able to apply their academic knowledge to real-world settings.

There is a great need for a high school that couples rigorous curriculum with environmental literacy. In response to the federal “No Child Left Behind” legislation, many schools began demanding that teachers “teach to the test” and that students memorize content at the expense of enhancing problem-solving and innovative teaching methods, such as project-based learning, authentic assessment, and outdoor learning experiences. The Center of Education Policy in 2008 discovered that time for social studies and science had decrease in school districts which have focused on courses with high stakes tests. (“Narrowing Curriculum” 2011).

Uwharrie Charter Academy will address this deficit in our children’s education. Schools need not choose to emphasize environmental education at the cost of traditional content knowledge. Research has in fact shown that environmental education can actually enhance academic achievement. In a study by American Institutes for Research, children in California who attended outdoor education programs increased their science scores by 27 percent (“Effects of Outdoor Education Programs for Children in California” 2005). Using the North Carolina Environmental Literacy Plan as a guide, UCA teachers will incorporate environmental education into project-based learning, requiring students to use math, reading, science, and writing skills as they apply their learning in authentic ways.

UCA students will come to understand how their individual decisions affect the environment at local and global levels, becoming responsible citizens of a changing world who benefit from knowledge about dynamic environmental issues. The most significant and meaningful innovation at UCA will seek to develop student environmental literacy in all subject areas by integrating “green” practices with NC’s Common Core and Essential Standards. Utilizing North Carolina’s Environmental Literacy Plan as a guide, UCA will develop instructional methods and materials that promote sustainable practices and stewardship both locally and globally. As stated in the Plan, “the *Partnership for 21st Century Skills* states that in addition to mastery of the core subject areas, environmental literacy is a key interdisciplinary theme that should be woven through the academic curriculum to promote higher levels of understanding” (*North Carolina Environmental Literacy Plan*).

III.C. 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.

As described below, Uwharrie Charter Academy addresses the six legislated purposes for charter schools.

III.C.1. Improve student learning [G.S. 115C-239.29A(1)]

To improve student learning, Uwharrie Charter Academy will:

- Equip students with the skills necessary to access, apply, and create knowledge based upon North Carolina's Common Core/Essential Standards
- Employ high qualified teaching staff based on educational experience, National Board Certification, and an articulated philosophy that demonstrates an alignment with the school's mission.
- Require teachers to develop instruction based on Revised Bloom's Taxonomy, formative assessment data, and feedback from Professional Learning Communities.
- Utilize the strengths and experience of a Nationally Board Certified teacher to partner with staff to develop and implement rigorous lesson plans with a focus on building in the necessary steps to move students from the first step of Remembering on Revised Bloom's Taxonomy to each student's highest potential.
- Help students develop the necessary 21st century skills in critical thinking, communicating, collaborating, and using technology to be globally competitive by integrating STEM-focused strands in a cross-curricular approach.
- Infuse each student's educational experience with a deliberate connection to the environment and nature.
- Drive decision-making with data from formative assessments, summative assessments, and projects.
- Educate parents on the best way to support their students' educational experience and allow parents to partner with the school to build trust, to advance transparency, and to bring about the best educational outcomes.
- Build strong relationships with students as a result of a small learning community.
- Provide opportunities for students to demonstrate their learning by volunteering in diverse businesses and services in the community.
- Incorporate technology and digital media in instruction for maximum student engagement and high relevance to real life.

In an effort to sustain the school's mission and to improve student learning, Uwharrie Charter Academy will structure its school day and calendar with time for teachers to participate in Professional Learning Communities and for students to form relationships outside of the school's walls by taking their learning into the community. We will encourage teachers to be innovative in their lesson design and to consider the connections between curriculum and the environment. Place Based Education, an educational theory, PROMOTES taking the lessons outside the four walls of the classroom, which is exactly what Uwharrie Charter Academy embraces. Additionally, UCA recognizes our state's direction and support of increasing the pipeline of well prepared students for careers in STEM fields at all levels and will provide professional development across the curriculum to help teachers integrate meaningful, engaging, projects, lessons, and units in STEM areas.

III.C.2. Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted [G.S. 115C-239-29A(2)];

To increase learning opportunities for all students, Uwharrie Charter Academy will:

- Provide a variety of authentic assessments based on students' learning styles including portfolios, digital media, presentations, seminars, etc.
- Differentiate instruction for all levels of students from learning disabilities and English Language Learners to Academically gifted, in an effort to allow students to experience success so that they will readily take on more rigorous academic challenges.
- Design lessons in a strategic way to stimulate and engage learning through the senses because of our effort to take learning outside the classroom and into nature.
- Partner with community entities, like the North Carolina Zoo (see appendix), so that students will see that their learning is used each day in a variety of careers.
- Pursue external opportunities in the community for students to show what they know, to job shadow, to bond with their community, to interact with experts, and to advocate stewardship for the environment.

Uwharrie Charter Academy is unique in that it will afford students the opportunity to use built-in Flex Days (see appendix) to go out into the community to put their learning to work. These community institutions include the Family Crisis Center, Habitat for Humanity, the North Carolina Zoo, the Randolph Pregnancy Center, Randolph Hospital, the Christian United Outreach Center, the YMCA, civic and church groups, and nursing and assisted living facilities. Students will also be able to volunteer in the community to model citizenship and showcase their knowledge of conservation and ecological preservation. Speaking to civic and church groups will build their 21st century communication skills and provide an authentic audience to raise their level of preparedness and engagement. Additionally, UCA administration and faculty will reach out to our natural STEM partners to open up opportunities for our students to learn outside of the UCA building. UCA has already established willing partners in Sutton Scientific, the North Carolina Zoo, Vesture Corporation, NC State University, and North Carolina A & T State University. These partners have offered to allow students to tour facilities, job shadow, experiment, and participate in focus groups to further probe the industry and the opportunities in the field.

III.C.3 Encourage the use of different and innovative teaching methods [G.S. 115C-239-29A(3)];

To encourage the use of different and innovative teaching methods, Uwharrie Charter Academy will:

- Use technology for student engagement and to leverage expertise from around the globe by bringing experts in the field into the classrooms through conferencing media like “Skype.”
- Expand course offerings through North Carolina Virtual Public Schools and other institutions with appropriate virtual course offerings and provide access to on-line resources for content access to support learning like Khan Academy, NSTA, and Hippocampus.
- Refine the use of project-based learning for both formative and summative assessment.
- Use STEM-focused lessons where applicable to engage students and to develop their problem-solving skills while simultaneously pushing the need for ingenuity for success.
- Couple the North Carolina Environmental Literacy Plan with daily instruction, which will teach our students to be good stewards of the environment.
- Show understanding of adolescents’ internal clock by starting our school day after 8:30 a.m.
- Partner regularly with institutions, such as the North Carolina Zoo (see appendix), to offer students unique insight into how their content knowledge connects to the real world.
- Use nature to promote student learning in areas such as complex systems, literary themes, mathematical patterns, and historical events, policies, and inventions.

On the cutting edge in North Carolina, Uwharrie Charter Academy will be the first high school in the state to use environmental literacy as the lens from which we teach all subject areas. Students will see how math connects with nature in areas such as patterns. Students will see how nature and humans are part of a complex interconnected system. Students will see how American policy has affected nature. Students will understand how engineering is reshaping policies on energy and the way that we clean-up environmental hazards or prevent them from occurring through the use of new technologies and/or bioengineering. Finally, students will see how universal themes in literature are repeated in nature. By coupling the North Carolina Environmental Literacy Plan with the rigorous North Carolina Common Core Essential Standards, Uwharrie Charter Academy will be on the forefront of the green schools movement. We are prepared to lead our state in showing the country that rigorous academic standards **do not have to be compromised** in order to promote environmental literacy amongst our youth. The leaders of Uwharrie Charter Academy know from experience that depth of curriculum trumps breadth. In other words, sacrificing disconnected, factual based instruction for rich, meaningful, personalized instruction results in having students that are college and career ready. Students who routinely use project-based learning to show what they know typically out score students who have been exposed to traditional teaching methods on standardized tests.

III.C.4 Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site [G.S. 115C-239.29A(4)];

To create new professional opportunities for teachers, Uwharrie Charter Academy will:

- Facilitate teachers’ relationships with business and community leaders in order to see how their subject area is embedded in real world applications and allow teachers the opportunity to visit and “observe” their content in action. Our community partners, especially in our STEM areas, will be assets in providing this important service.
- Provide time and CEU’s for online/traditional professional development during workdays.
- Encourage teachers to seek certification through the North Carolina Department of Environment and Natural Resources in order to further their understanding of environmental issues.
- Require teachers to further their knowledge of the Common Core/Essential Standards through the state’s NC FALCON system.
- Protect and value time for professional learning communities and utilize it to effect change within the schoolboy using data generated by a data team at the school and within departments.
- Invite teachers to serve on the school leadership team, to serve on the data team, and/or to conduct action research for the betterment of the school in order to build leadership capacity within the school and effect change.
- Allow teachers the opportunity to attend content-specific professional development, to show evidence of its use based on classroom observations, and to add feedback in professional learning communities.

There is a paradigm shift concerning school leadership in North Carolina today. Time and research have shown that a top-down leadership approach is the least effective form of management because it sends teachers the message that their voices are not heard and their suggestions are not valued. Instead, the new style of leadership, called shared leadership, empowers teachers to voice their thoughts and concerns and to exercise their budding leadership skills. It also affords administrators the benefit of a wealth of ideas so as to create the best possible learning outcomes for students. By supporting and encouraging the professional growth of teachers and staff, UCA will foster an environment and culture of shared leadership to effect change based on the mission of the school.

III.C.5. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system [G.S. 115C-239.29A(5)];

To provide parents and students with expanded choices in the type of educational opportunities that available within the public school system, Uwharrie Charter Academy will:

- Welcome parents and other community members into the school for tours or observations of our innovative teaching practices.
- Create a small learning community in which students receive individualized assistance from caring professionals.
- Offer after school tutoring to remediate, enhance, or enrich classroom instruction depending upon the students' needs.
- Encourage faculty members and approved community members to establish extracurricular clubs, organizations, and sports teams to cultivate outside interests for the well-rounded student.
- Work with community partners to offer occasions for students to learn outside the classroom.
- Ask students to teach the public about environmental ethics in public forums such as fall festivals, civic clubs, and religious and social groups.
- Give students a voice in establishing green practices and norms for the school with opportunities for extending those green practices throughout the community.
- Extend learning outside of the school building by traveling with students to places that bolster the school's mission and engages students' content knowledge through application and every day contexts.
- Invite guest speakers in person and through digital media to share their expertise and real- world experiences to enhance subject area content.

Uwharrie Charter Academy's Board of Directors, along with the administration, faculty, and staff, would like our school to most importantly educate students but to also provide an outlet for the community to learn alongside their students in afterschool mini-mesters for interests such as cooking, health and fitness, green practices around the home, and Spanish Immersion. UCA will be a place where parents and members of the greater community are invited to experience the innovations of the school in a way that will benefit students and the members of our community. Using the strengths and expertise of our community members will create a mutual respect that will lead to a stronger foundation and support system for our students.

III.C.6. Hold the schools established under this part accountable for meeting measurable student achievement results, and provide the schools with a method to change from rule-based to performance-based accountability systems [G.S. 115C-239.29A(6)].

Uwharrie Charter Academy will follow the Department of North Carolina Public Instruction Accountability Model. UCA will implement required federal programs, and all state-mandated testing will be administered. Emphasis will be placed on the growth of the student, and proficiency will be the minimum standard. Students will have a portfolio, reflecting data such as lexile scores, learning style indicators, PSAT's, benchmark scores (i.e. Classscapes, Case 21), initial carbon footprint quizzes, attendance and demographic data, and EVAAS data. Since Uwharrie Charter Academy is a results-oriented school, data will be compiled on each student, and teachers will make instructional decisions based on data. In addition, formative and summative data will drive teachers' instructional decision-making. A pre- and post assessment will be administered at the building level to assess 21st century communication skills in writing and the use of technology at each grade level.

III.D. EDUCATIONAL FOCUS:

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

The Uwharrie Charter Academy will focus on rigor, sustainable practices, STEM-focused lessons, hands-on learning, stakeholder involvement, and relationships with local institutions in a small learning community environment. UCA will not expect “proficiency” on a state test to be its highest measure for academic success, rather it will defend its position for mastery and depth as the standard for measuring student learning. Thus, the Uwharrie Charter Academy will seek to move students beyond proficiency to their highest academic potential by realizing and practicing the objectives set forth in our mission statement. Rigor will begin with the selection of high quality instructors who will utilize Revised Bloom’s Taxonomy that allows for differentiation of instruction, who will design instruction that will allow students to demonstrate a thorough understanding of content by creating learning products of high quality and show a connection to real-world problems, and who will analyze student data to inform instructional decisions. Rigor will be reflected in students’ commitment to an elevated educational culture through their daily preparedness, high quality of work, use of appropriate study skills, work ethic, and responsibility to academic success. Given the low teacher to student ratio of our small learning community, students at various learning levels will be given 1 on 1 attention to help them access and apply the content.

Sustainable practices will be promoted, first, by evaluating students’ environmental footprints, encouraging them to examine existing living practices, and comparing and contrasting sustainable living to current living practices. Then, at the building level, students will be required to recycle, to compost, and to use energy efficiently. Beyond the building level, students will be expected to be involved in other initiatives that support our school’s commitment to sustainable environmental practices such as organic gardening, community outreach and awareness programs (elementary schools; local, state, and national politics; fairs and festivals), lectures and discussions, and community service i.e. Big Sweep, Adopt-a-Highway, and electronics’ recycling. Hands-on learning will be the primary tool of formative and summative assessments. Since “Creation” is the highest form of higher order thinking, project-based learning supports students’ ability to translate what they’ve learned in the classroom into a product that reflects mastery of the targeted skill or lesson with a real-world connection. The role of STEM curricula in various subject areas will heighten engagement as students are faced with problems to solve using the content from their classrooms coupled with the rigors of finding a creative solution through science, technology, engineering, or math that is applicable.

The parents’ role in a student’s academic success is crucial. Parents should understand their role in the support of their student by being actively involved in their student’s learning through the following: by providing the necessary tools, supplies, and home study environment; by making themselves aware of classroom deadlines and expectations; by consistent and frequent inquiries into the student’s current academic standing; and by supporting school wide initiatives. In an effort to support students in becoming 21st century learners and to be globally competitive, local institutions will be an integral part of the school, thus providing the people and places for students to show rigor through real-world applications. The Uwharrie Charter Academy will partner with the North Carolina Zoo to allow students unprecedented access to a 1,500 acre learning lab. Teachers will be able to marry their curriculum to the knowledge of experts from the zoo’s departments, including marketing, graphic design, education, animal care, plant care, business, veterinary, technology, and visitor services. Further, students will be afforded access to regional potters and artists, politicians, environmental organizations, regional STEM industries and local utilities and municipalities in order to connect their learning to the world and to showcase their knowledge.

IV. GOVERNANCE

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

A. 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: Uwharrie Green School Foundation, Inc. (school : Uwharrie Charter Academy)

Mailing Address: 1737 Burney Rd.

City/State/Zip: Asheboro, NC 27205

Street Address: 1737 Burney Rd.

Email: hsojazz@gmail.com

Phone: (336) 381-2888

Fax: (336) 381-2888

Name of registered agent and address:

Heather Soja
1737 Burney Rd.
Asheboro, NC 27205

FEDERAL TAX ID: 45-2400428

B. 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:

No (In process)

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))

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

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

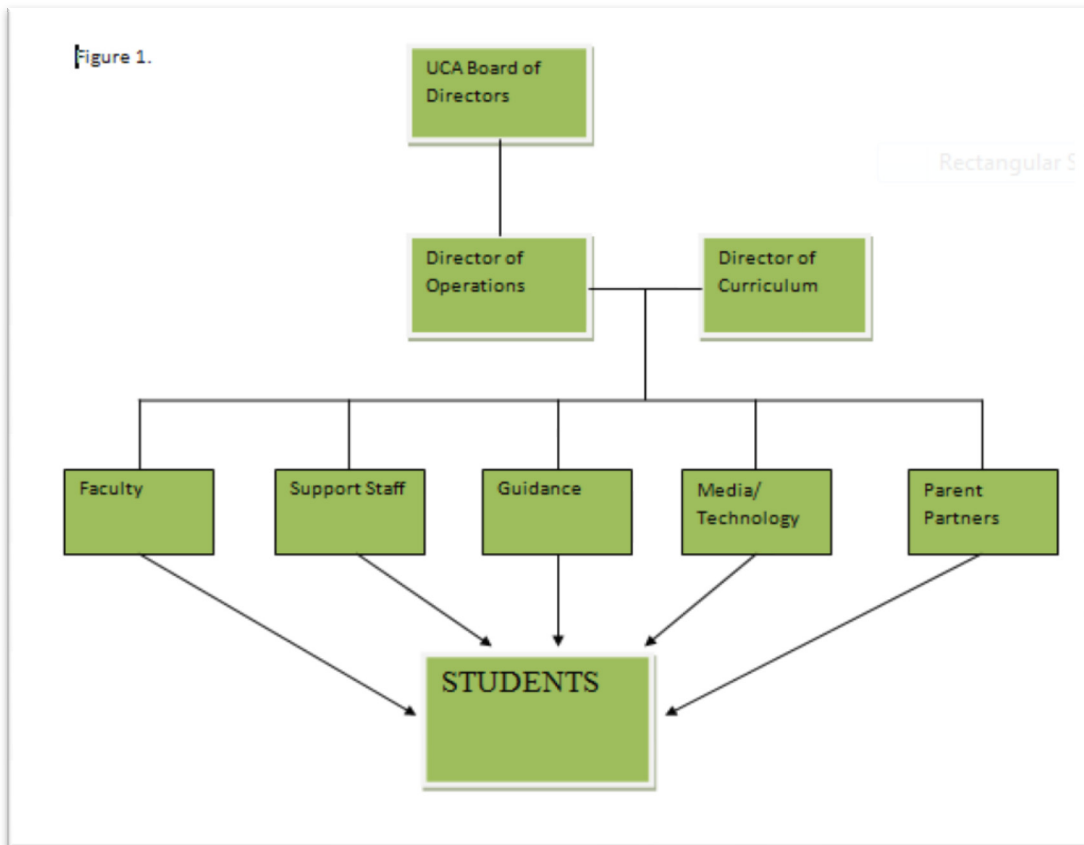
Please provide the following in this location of the APPLICATION: (Do not include as an appendices.)

Uwharrie Charter Academy

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

As Figure 1 below shows, Uwharrie Charter Academy (UCA) will be comprised of a number of stakeholders with the primary focus of each member or group being the students who are our sole and only purpose for creating the school. Faculty and support staff will be responsible for implementing the school's educational mission in their day-to-day interactions with students. The school will employ two directors: one for operations and one for curriculum. The Director of Operations, the chief director, will be responsible for the business affairs of the school, while the Director of Curriculum will ensure that the faculty employs innovative instructional lessons and methods. Both directors will report to the Board of Directors. Uwharrie Charter Academy will be governed by a Board of Directors comprised of a diverse group of community leaders in business and academia. Finally, the community members will contribute to supporting the school's mission by providing service opportunities for our students to make real-world connections between academic learning and authentic application.

Figure 1: Organizational Structure



IV.C.2. A one-page resume for each member of the board of directors highlighting his or her experiences over the past ten or more years.

Uwharrie Charter Academy

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("Mac")

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CURRENT EMPLOYMENT:

Attorney in Private Practice since March 1988.

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EDUCATION:

ASHEBORO HIGH SCHOOL Asheboro, N.C. Diploma 1973

HARVARD COLLEGE Cambridge, Massachusetts B.A., *cum laude*, 1977

UNIVERSITY OF NORTH CAROLINA Chapel Hill, N.C.
Master of Library Science, 1985

NORTH CAROLINA CENTRAL UNIVERSITY Durham, N.C. J.D., 1987

FAMILY:

Adopted son Vladimir (b. 1992) and foster son Roman Bogdanov (b. 1990).

CIVIC OFFICES AND VOLUNTEER WORK:

2009- North Carolina Humanities Council Trustee
2008- Randolph County Historic Landmark Commission
2007- Licensed Foster Parent with Randolph County DSS
2006- Trustee, American Textile History Museum, Lowell, MA
2005-2008 President, United Way of Randolph County
1983-2005 Mayor or Commissioner of the Town of Franklinville, N.C.

Heather Sands Soja
1737 Burney Rd. Asheboro, NC 27205
336- 381-2888

Education:

- High Point University, Add-on Licensure in School Administration, current
- University of North Carolina at Greensboro, 2003-2005, M.Ed. in Curriculum and Instruction in Science
- University of North Carolina at Greensboro, 2001-2002, NCTEACH program, completed NC Teaching Licensure program.
- University of North Carolina at Wilmington, 1996 – 1998, B.A. in Biology
- University of North Carolina at Greensboro, 1994 – 1996 , Biology major

Certification / Licenses:

- M. Ed in Curriculum and Instruction in Science
- 300 General Science 9 – 12 , Teaching License
- National Board Certification in Science/ Adolescence and Young Adulthood, earned 2004

Teaching Experience:

- Asheboro City Schools, Asheboro High School Zoo School, Asheboro , NC Lead teacher, science teacher – 2007 to current
- Asheboro City Schools, Asheboro High School, Asheboro NC Science teacher, 2004 – 2007
- Montgomery County Schools, West Montgomery High School, Mt. Gilead, NC Science teacher, 2000 – 2004

Educational Leadership Experience:

- NC State University, GRIDc Curriculum Development Member, High School Science Representative, 2010 - present
- Asheboro City Schools, Common Core/ Essential Standards Implementation Committee, High School Science Representative, 2011 - present
- Asheboro High School, Scholarship Committee member, 2010 - present
- Asheboro High School Zoo School , Artic Ambassador Committee Member for NC Zoo , 2010 - present
- Asheboro City Schools, STEM Stars Enrichment (Golden Leaf funded program) Coordinator, current
- AHS Zoo School Lead teacher, program director, instructor, 2006 - present
- NC Zoo Diversity Panel, panel member, current
- Gear Up Consultant, consulting and planning, current
- Randolph Electric Membership Corporation, education liaison, current
- Asheboro City Schools Energy Committee, panel member, current
- NC Zoo Senior Staff: AHS Zoo School liaison, current

Rhonda Dillingham
236 S. Elm Street Asheboro, North Carolina 27203 (336) 629-2216

Education

- Masters of Education – August 2010 to present, High Point University (High Point, NC).
- Bachelor of Arts – English Education, May 1996, Greensboro College (Greensboro, NC). Grade Point Average: 3.73/4.0
- Certified Dental Assistant, August 1984, Guilford Technical Community College (Jamestown, NC). Grade Point Average: 3.5/4.0

Certification/Licenses

- National Board Certification, Adolescent Literacy, January 2005.
- B.A. English Education, 2006.
- Secondary English, Licensure, 2006.

Activities

- Nominated for Environmental Educators of North Carolina Board of Directors, 2011.
- Joined of Environmental Educators of North Carolina, 2011.
- Participated in first Teacher Leadership Academy, Asheboro City Schools, July 2010-May 2011.
- Represented Asheboro High School on the Superintendent’s Advisory Council, Asheboro City Schools, August 2010- May 2011.
- Chaired Asheboro High School Leadership Team, August 2006-2007; August 2009-May 2010.
- Taught workshops on Project-Based Learning, Professional Development for 1:1 Laptop Initiative, Asheboro High School, May 2010.
- Participated in the 1:1 Laptop Initiative Committee, August 2009-May 2010.
- Shared in duties related to founding of Asheboro High School Zoo School, first zoo school on east coast, 2006.
- Sponsored first Interact Club at Asheboro High School, the high school version of the Rotary Club, 2009.
- Attended North Carolina Children and Nature Coalition Conference, 2010.
- Presented at North Carolina Children and Nature Coalition Conference, 2009.

Employment

- | | |
|--------------|---|
| 2006-present | Asheboro High School Zoo School, Asheboro, NC. Teach 10 th -12 th grade English and Journalism with an emphasis on hands-on, project-based learning while utilizing the NC Zoo. |
| 1997-2006 | Asheboro High School, Asheboro, NC. Taught 9 th -11 th grade English for regular to Honors level students. |
| 1996-1997 | Central Davidson High School, Lexington, NC. First year teacher of 10 th -11 th grade English; collaborated with other 10 th grade English teachers to bring about best writing test scores in school’s history. |

R. Mark Hensley
Community One Bank Executive Vice President

P. O. Box 1328
Asheboro, NC 27204
Ph: (336)626-8329
Fax: (336)626-8374
E-mail: Mark.Hensley@MyYesBank.com

Education

Bachelor of Arts, Psychology. North Carolina State University – 1980.

Certificate in Leadership – Executive Program. Darden School of Business, University of Virginia – 2009.

Professional Experience

2011 – Present: CommunityOne Bank, Executive Vice President/President of Mortgage Banking. Responsible for all facets of residential mortgage banking for the combined CommunityOne/Bank of Granite entity.

2006 – 2011: CommunityOne Bank (formerly known as First National Bank), Executive Vice President/Chief Banking Officer. Responsible for the consumer, commercial and mortgage functions within the branch network.

2001 – 2006: First National Bank, Senior Vice President/Mortgage Division Manager. Responsible for all areas of residential mortgage with the exception of loan servicing and collections.

1980 – 2000: Wachovia Bank, Senior Vice President/Area Sales Manager with Mortgage Responsibility for Georgia & Florida ('99-'00). Senior Administrative Manager with day-to-day responsibility of the mortgage sales force ('97-'99). Senior Manager for re-engineering project ('96-'97). Processing/Underwriting/Closing Division Manager ('94-'96). Regional Sales Manager for North Carolina ('91-'94). Various management and loan origination roles ('80-'94).

Professional

Darden School of Business – University of Virginia, Executive Leadership Program.
Development

ABA Community Bankers Association: Annual Conferences

North Carolina Bankers Association: Management Team Conferences

Various internal training programs

Community Involvement

Asheboro/Randolph Chamber of Commerce, Leadership Randolph, Graduate 2002;
Steering Committee 2003-Present; Chairman, 2005

Community Foundation of Randolph County, Board of Directors 2009-Present

Asheboro Area Young Life Ministry, Steering Committee; 2003-Present

Grace Fellowship Presbyterian Church; Member, Elder & Worship Leader

LoriAnn Little Owen

4920 Busbee Road, Seagrove, North Carolina 27341
Tel: 336.879.3020 Cell: 336.953.9599 Email: loriann@benowenpottery.com

OVERVIEW

LoriAnn Little Owen resides in the Westmoore community of Moore County, NC with her husband, Ben Owen III, and their three children, who attend Westmoore K-8 School. After earning an education degree at Pfeiffer University, LoriAnn taught in the Asheboro City Schools before returning to her Alma Mater as director of alumni affairs and annual giving. She is a former executive director of Randolph Community College Foundation, and is currently a partner and corporate secretary at Ben Owen Pottery, Inc. As Miss Randolph County 1993, she conducted a community service project that raised the start-up funds for the recycling center at the NC Zoo. LoriAnn will have children in high school 2014-2024.

EXPERIENCE

Partner/Corporate Secretary, Ben Owen Pottery, Inc., Seagrove, NC 1998-present
Manage countless aspects of business; banking, payroll, marketing, advertising, human resources, product development, etc., for a successful hand- made pottery business.

Executive Director, Randolph Community College Foundation, Asheboro, NC 1997-1998
Managed board of directors, student ambassador program, charitable gift program, and day-to-day operations of the foundation. Presented/entertained for clubs, organizations and ceremonies on behalf of the foundation. (I would still be there today had I not married.)

Director of Alumni Affairs and Annual Giving, Pfeiffer University, Misenheimer, NC 1992-1997
Developed solicitation programs including: direct mail, phone-a-thon, personal visits, special events, auctions, club/organization/church presentations, etc. Managed alumni board, student ambassador program, and class reunion/homecoming celebrations, etc.

Classroom Teacher, Asheboro City Schools, Asheboro, NC 1990-1992
Taught fifth and third grade classes at Charles W. McCrary Elementary School.

COMMUNITY SERVICE

Miss Randolph County 1992-1993
Represented Randolph County at over 300 appearances throughout NC. Raised \$30,000 in pledges to fund college scholarships and begin a recycling fund at the NC Zoo. Was honored to be named 2nd runner-up at Miss North Carolina and 1st runner-up in the community service competition. The NC Zoo Society was gracious to invite me back, years later, to cut the ribbon as the recycling center opened.

EDUCATION

Pfeiffer University, Misenheimer, NC Bachelor of Arts in Elementary Education
1990

RODNEY SPICER
1376 Walker Road, Asheboro, NC 27205
336-736-8613, email: Spicer7072@live.com

Objective: To obtain a position as a volunteer board member.

Experience:

Currently - Randolph Community College , Asheboro, NC

Enrolled in the Basic Law Enforcement Training in which I will complete in April 2012 and pursue a career in Law Enforcement.

2008-2011 - Primary Care Taker

In 2008 my daughter was diagnosed with a rare childhood cancer. We were directed to New York for treatment. I spent three years traveling and caring for her at least two weeks a month.

2007-2010 SyscoFoodServiceInc. Concord , NC, Sales Representative

- Expanded sales in my area over sixty percent.
- Worked with clients to increase their revenues.
- Received many of company's sales awards.

2005-2007 J.B. Hunt Inc. , Bentonville, AR , Driver Recruiter

- Traveled to recruit professional drivers
- Ran Internet campaigns to solicit and hire professional drivers

2002-2005 , UPS ,Greensboro, NC , Shift Supervisor

- Supervised up to thirty people during daily operations
- Organized and maintained daily schedules

2001-2003 RandolphCommunityCollege Asheboro, NC , GED Instructor

- Worked part time with students that were court mandated to attend GED classes to acquire the skills necessary to obtain their GED

Education

1999-2001 HighPoint University High Point, NC

- B.S. Business Administration and Marketing

Julia C. Del Grande
859 Edgewood Road
Asheboro, North Carolina 27205

Education:

Pfeiffer College, Misenheimer, North Carolina: BS in Business, 1994

Employment:

2002 - Current: Family Commitment

I have been fortunate enough to stay at home with my three children, ages 11, 8 and during this time I have accomplished the following volunteer work:

- Sunday School Teacher, Bridgewater United Methodist Church - 2002, 2003
- Children's Council Committee, First United Methodist Church – 2005, 2006, 2010, 2011
- Children's Choir Helper, First United Methodist Church – 2006, 2007, 2008, 2009
- Cub Scout Leader, Pack 527: 2009, 2010, 2011
- Classroom Parent, Agape Christian Academy - 2009, 2010
- Fundraising Chair, Agape Christian Academy – 2007, 2008
- Fundraising Participant, Agape Christian Academy - 2009, 2010, 2011
- Weekly classroom volunteer, McCrary Elementary School – 2005, 2006, 2008
- Weekly classroom volunteer, Agape Christian Academy – 2008, 2009, 2010, 2011

Work Experience:

2000-2002: Tekmark Global Solutions, Edison, New Jersey
Accounting Department, Invoicing and Payroll

1999-2000: Telcordia Technologies, Piscataway, New Jersey
Compensation Analyst. Managed distribution of commissions.

1997-1999: ADP, Inc., Cranberry, New Jersey
Implementation Consultant. Analyzed customer's unique requirements while working with ADP's engineering team to implement the product PayExpert.

1994-1997: Old North State Club, New London, North Carolina
Human Resources Coordinator. Assisted each department with all benefit plans and conducted payroll.

Uwharrie Charter Academy

IV.C.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*)

BYLAWS OF UWHARRIE GREEN SCHOOL FOUNDATION, INC.

(To be amended to Uwharrie Charter Academy, Inc.)

ARTICLE I

OFFICES

Section 1. Principal Office: The principal office of corporation shall be located at 1737 Burney Road, Asheboro, Randolph County , North Carolina 27205.

Section 2. Registered Office: The registered office of the corporation required by law to be maintained in the State of North Carolina may be, but need not be, identical with the principal office.

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

ARTICLE II

NO MEMBERS AND/OR SHAREHOLDERS

The Corporation shall have no members. All functions and affairs of the Corporation shall be directed entirely by the Directors thereof.

ARTICLE III

BOARD OF DIRECTORS

Section 1. General Powers: The business and affairs of the corporation shall be managed by the board of Directors and by such Executive Committees as the Board may establish pursuant to the Bylaws.

Section 2. Members and Terms: The Board of Directors consists of not less than five (5) nor more than nine (9) directors. The Board of Directors shall consist of three (3) groups of directors to be known as Group 1, Group 2, and Group 3 with each containing one-third of the total, or as near as may be possible. The group 1 directors' terms shall expire at the second annual Meeting of Directors following their election, the terms of Group 2 shall expire at the third annual Meeting of Directors after their election, and the terms of Group 3 shall expire at the fourth annual Meeting of Directors following their election. Beginning with the second annual Meeting of Directors and the annual Meeting of Directors thereafter. Directors shall be elected for a term of 3 (3) years to succeed those whose terms expire pursuant to the provisions hereof. The number of Directors each year shall be determined by the Board of Directors based upon need therefor.

Section 3. First Board of Directors: The First Board of Directors. The First Board of Directors shall be nominated and elected at a special called meeting of the initial Directors listed in the Corporation Charter and appointments may be made at any regular or called meeting until said Board of Directors is fully elected at nine (9) members.

Section 4. Election: Directors after the First Board of Directors shall be elected at the annual meeting by the current Board of Directors and those receiving the highest number of votes shall be deemed elected. In the event any Director so demands, election of directors shall be by ballot.

Section 5. Vacancies: A vacancy occurring in the Board of Directors may be filled by a majority of the remaining Directors, though less than a quorum, and the Director so elected shall serve the unexpired term of the Director replaced thereby.

Section 6. Removal: Directors may be removed from office with or without cause by a vote of a majority of the Directors. In the event any Director is removed, a new Director or Directors may be elected at the same meeting.

Uwharrie Charter Academy

Section 7. Chairman: There shall be a Chairman of the Board of Directors elected by the Directors from their number at the annual meeting of the Board. The Chairman shall preside at all meetings of the Board of Directors thereafter and perform such other duties as may be directed by the Board.

Section 8. Special Meetings: Special meetings of the Board of Directors may be called by or at the request of any Directors or by any member of the executive committee. Such meetings may be held either within or without the State of North Carolina.

Section 9. Notice of Meetings: Regular meetings of the Board of Directors may be held with prior notice and will be opened to the public except when dictated by legal necessity. The annual meeting of the Board of Directors shall be held at 6 p.m. on the second Tuesday in January of each year for the purpose of electing directors of the corporation, and for transacting any other business property before the Board. The persons calling a special meeting of the Board of Directors shall, at least two days before the meeting, give notice thereof by any usual means of communication. Such notice need not specify the purpose for which the meeting is called. Attendance by a Director at a meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called.

Section 10. Rights of Inspection: Every Director has the absolute right to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable federal, state or local law.

Section 11. Fees and Compensation: Directors shall not receive any compensation for their services; however, the Board may approve the reimbursement of a Director's actual and necessary expenses incurred in the conduct of the corporation's business. The corporation shall carry liability insurance covering the Directors and officers of the corporation as described in the Charter in the conduct of the corporation's business.

ARTICLE IV

CONTRACTS, LOANS, CHECKS, DEPOSITS

Section 1. Contracts: The Board of Directors may authorize any officer, or officers, agent or agents, to enter into any contract or execute and deliver any instrument on behalf of the corporation, and such authority may be general or confined to specific instances.

Section 2. Loans: No loans shall be contracted on behalf of the corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

Section 3. Checks and Drafts: All checks, drafts, or other orders for the payment of money issued in the name of the corporation shall be signed by such officer or officers, agent or agents of the corporation in such a manner as shall from time to time be determined by resolution of the Board of Directors.

Section 4. Deposits: All funds of the corporation not otherwise employed shall be deposited from time to time to the credit of the corporation in such depositories as the Board of Directors may direct.

Section 5. **Conflict of Interest:** The corporation shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the corporation is a party in which one or more of the Directors has a material financial interest. Any director, officer, key employee, or committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the corporation, or is a director, or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the corporation.
(G.S. 143.318.9 et seq)

ARTICLE VI

GENERAL PROVISIONS

Section 1. Seal: The corporate seal of the corporation shall as impressed on the margin hereof, is hereby adopted as the corporate seal as the corporation.

Section 2. Waiver of Notice: Whenever any notice is required to be given to any shareholder or director under the provisions of the North Carolina Nonprofit Corporation Act or under the provisions of the charter or bylaws of this corporation, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated, therein, shall be equivalent to the giving of such notice.

Section 3. Fiscal Year: Unless otherwise ordered by the Board of Directors, the fiscal year of the Corporation shall be from July 1 to June 31.

Section 4. Amendments: These Bylaws' may be amended or repealed and new bylaws may be adopted by the affirmative vote of a majority of the directors then holding office at any regular meeting of the Board of Directors.

Section 5. Nondiscrimination: The corporation shall not discriminate against anyone on a basis, and specifically shall not discriminate on the basis of race, creed, age, gender, or on any other basis in compliance with all federal, state and local laws.

Section 6. **Open meetings:** The corporation shall comply with the provisions of the Open Meetings Act in N.C.G.S. 143-318.9 et seq.

ARTICLE VII

ELECTION AS A SECTION 501 (c) (3) CORPORATION

Said corporation is organized exclusively for charitable, religious, education and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501 (c) (3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law). No part of the net earnings of the corporation shall inure to the benefit of or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of the Corporation. No substantial part of the activities of the corporation shall be carrying on the propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501 (c) (3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law), as the Board of Trustees shall determine. Any such assets not so disposed of shall be disposed of by the District Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes. In the event of the dissolution of the Corporation for any reason, any assets of the Corporation remaining after compliance with applicable provisions of the North Carolina General Statutes, and after paying or making provision for payment of all the liabilities of the corporation, shall be distributed by the Corporation proportionally to the Local Education Agencies represented by the students in the school to be operated by the Corporation.

ARTICLE VIII

INDEMNIFICATION

Any person who at any time serves or has served as a director of the Corporation shall have a right to be indemnified by the Corporation to the fullest extent permitted by law against (a) expenses, including reasonable attorneys' fees, actually necessarily incurred by him or her in connection with any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, whether formal or informal, and whether or not brought by or on behalf of the Corporation, arising out of his or her status as such director, his or her status as an officer, employee or agent of the Corporation, or his or her service, at the request of the Corporation, as a director, officer, partner, trustee, employee or agent of any other corporation, partnership, joint venture, trust or other enterprise or as a trustee or administrator under an employee benefit plan, or his or her activities in any of the foregoing capacities, and under an employee benefit plan, or his or her activities in any of the foregoing capacities and (b) liability incurred by him including without limitation, satisfaction of any judgment, money decree, fine (including any excise tax assessed with respect to an employee benefit plan) penalty or settlement, for which he or she may have become liable in connection with any such action, suit or proceeding.

The Board of Directors of the Corporation shall take all such action as may be necessary and appropriate to authorize the Corporation to pay the indemnification required by this Bylaw, including without limitation, to the extent necessary, making a good faith evaluation of the manner in which the claimant for indemnity acted and of the reasonable amount of indemnity due him or her. Expenses incurred by a director in defending an action, suit or proceeding may be paid by the Corporation in advance of the final deposition of such action, suit or proceeding upon receipt or any undertaking by or on behalf of the direct to pay such an amount unless it shall ultimately be determined that he or she is entitled to be indemnified by the Corporation against such expenses.

Any person who at any time after the adoption of this Bylaw serves or has served as a director of the Corporation shall be deemed to be doing or to have done so in reliance upon, as consideration for, the right of indemnification provided herein, and any modification or repeal of these provisions for indemnification shall be prospective only and shall not affect any rights or obligations existing at the time of such modification or repeal. Such right shall insure to the benefit of the legal representatives of any such person, shall not be exclusive of provisions of this Bylaw, and shall not be limited by the provisions for indemnification in the North Carolina statutory provisions. Any person who is entitled to indemnification by the Corporation hereunder shall also be entitled to reimbursement of reasonable costs, expenses and attorney's fees incurred in obtaining such indemnification.

CERTIFICATE OF SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of UWHARRIE CHARTER ACADEMY, INC. (formerly Uwharrie Green School Foundation, Inc.), a nonprofit public benefit corporation duly organized and existing under the laws of the State of North Carolina, that the foregoing Bylaws of said corporation were duly and regularly adopted as such by the Board of Directors of said corporation and that the above and foregoing Bylaws are now in full force and effect.

Signature : _____

Secretary

Uwharrie Charter Academy

IV.C.4. A copy of the articles of incorporation. While the statute does not require the applicant to have acquired corporate status in order to apply, that status must be acquired prior to receive a charter. Accordingly, if the applicant does not yet have corporate documents filed with the Secretary of State, it should demonstrate that it is prepared to do so in the near future.

ARTICLES OF INCORPORATION OF UWHARRIE GREEN SCHOOL FOUNDATION, INC.

(To be amended to Uwharrie Charter Academy, Inc.)

The undersigned incorporator, being a natural person of legal age, hereby forms a non-profit business corporation under the laws of the State of North Carolina, as contained in Chapter 55A of the General Statutes of North Carolina, entitled the "North Carolina Non-Profit Corporation Act," and the several amendments thereto, and to that end hereby sets forth:

1. The name of the corporation is UWHARRIE GREEN SCHOOL FOUNDATION, INC. (to be amended to Uwharrie Charter Academy, Inc.)
2. Said corporation is organized for the charitable and educational purposes of establishing a charter school in Randolph County under the provisions of and to Section 501 (c) (3) of the Internal Revenue Code of 1986.
3. No part of the net earnings of the organization shall inure to the benefit of its directors, officers or other persons except that the organization shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the exempt purposes of the organization.
4. This organization shall not have members.
5. The street and mailing address of the initial registered office of the corporation is:

1737 Burney Rd. Asheboro, NC 27205
Randolph County
6. The street and mailing address of the principal office of the corporation is:

1737 Burney Rd. Asheboro, NC 27205
Randolph County

Uwharrie Charter Academy

7. The name of the initial registered agent at the registered office is

Heather S. Soja

8. The name and address of the initial directors of the corporation are:

Heather S. Soja
1737 Burney Rd. Asheboro, NC 27205
Randolph County

9. The name and address of the incorporator is:

Heather S. Soja
1737 Burney Rd. Asheboro, NC 27205
Randolph County

10. These articles shall be effective upon issuance by the Secretary of State.

IN WITNESS WHEREOF, the incorporator has executed these Articles of Incorporation, this is the _____ day of _____, 2012.

Heather S. Soja
Incorporator
1737 Burney Rd. Asheboro, NC 27205

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

IV.C.5.a. Uwharrie Green School Foundation, Inc.: Board's Role, Responsibilities, Duties and Function

The singular purpose and responsibility of the Uwharrie Charter Academy's Board of Directors will be to filter each decision through the lens of the school's mission of raising student achievement through hands-on, project-based learning with a focus on sustainable practices while partnering with parents and the community in order for students to form real-world connections and opportunities for applied learning. In order to carry out this responsibility, the board will function as and fulfill the role of a team of committed educational partners whose primary purpose is to support Uwharrie Charter Academy's plan to do what is best for students. Further, the board's roles and responsibilities are:

- To present a united belief that all children can learn and achieve at high levels;
- To communicate the importance of environmental literacy as an integrated part of secondary curriculum;
- To commit to training so that all board members have a sound understanding of the school's mission and the pedagogy related to student achievement;
- To work closely with the Director of Operations in making sound decisions for the good of the school;
- To approve comprehensive plans developed with the Director of Curriculum to move the students to higher achievement levels;
- To adopt policies needed to support improvement plans;
- To allocate funding for and alignment of the resources needed to advance student achievement, including, but not limited to, school facilities, technology, staffing, staff development, instructional materials, and assessment instruments;
- To evaluate progress toward school goals and support efforts to make changes;
- To foster community understanding of the benefit Uwharrie Charter Academy affords to students, families, the community, and the environment;
- To recognize and reward staff and students for high academic achievement and high levels of improvement;
- To develop collaborative relationships as a board through strategic planning, community vision, instructional improvements, and continuous improvement;
- To engage in work sessions to better understand needed changes in curriculum and instruction based on related data;
- To evaluate itself on board goals related to student achievement;
- To provide orientation for board candidates and for new board members on expectations for student achievement;
- To provide adequate resources to meet student achievement goals through the budgeting process and monitor the budget regularly;
- To build public support for higher student achievement and increase public trust in the school through open formal and informal communication;
- To follow a regular process to review student achievement data to ensure continuous improvement;
- To participate in training on principles of continuous improvement, including use of data;
- To provide funding for continuous improvement; and
- To support publicly and communicate the values and mission of Uwharrie Charter Academy to the community.

IV.C.5.b. School Administrators' Roles, Responsibilities, Duties, and Functions

To differentiate between the responsibilities of the school's board and the school's administrators, the following will delineate the administrators' role, responsibilities, duties, and function:

- To guide every decision with the school's **MISSION** in mind;
- To oversee a safe, orderly, and clean school;
- To see to the daily operation of the school;
- To supervise students and staff;
- To communicate with all stakeholders;
- To effectively engage staff and community in conflict management and resolution;
- To embrace the role of a servant leader;
- To effectively plan and schedule the flow of activities;
- To uphold high personal and professional ethics and values in the areas of honesty, integrity, fairness, stewardship, trust, respect, and confidentiality;
- To regularly reflect on the effectiveness of their leadership;
- To effectively manage issues, inquiries, and requirements in a clear and delineated manner with attention to time;
- To model environmental stewardship;
- To monitor and evaluate staff and faculty performance using the North Carolina Evaluator System;
- To guide the decision-making process with an emphasis on shared leadership;
- To create an environment of transparency in an effort to build trust and a culture of working together to benefit students;
- To serve as the primary liaison between the school and community in order to benefit students' real world applications;
- To require innovative teaching methods;
- To oversee the school's finances and budget;
- To report regularly to the board concerning the school's performance status;
- To collaborate with the Parent Partner Committee;
- To interview and recommend for hire employees;
- To ensure that the needs of exceptional children are being met based on federal and state law; and
- To actively listen to the concerns, suggestions, complaints and recommendations of all stakeholders.

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

Since the Uwharrie Charter Academy's (formerly Uwharrie Green School Foundation, Inc.) Board of Directors will be between five and nine members, the process for decision-making will be different than for a large group of people; however, the four guiding principles of a democratic meeting will guide group members in decision-making:

1. Every member has equal rights.
2. The majority's decision will be carried out.
3. All members, including the minority, must be heard and their rights protected.
4. One topic will be discussed at a time.

In consideration of moving forward with making UCA a success, the Board does not want technical procedure to get in the way of effective decision-making and group discussion. Too much formality can stagnate any momentum of moving ahead with proceedings. Therefore, the Board of Directors will adopt the typical Parliamentary proceedings for meetings, including calling the meeting to order, requiring a quorum for decision-making, calling for a motion, seconding a motion, taking a vote, and recording the entire meeting by the secretary in the form of accurate minutes made available to the public at all times. In addition, the Board wishes to adopt an informal process based on building consensus as the primary guide for decision-making.

Uwharrie Charter Academy

The following process as detailed by the *Ontario Ministry of Agriculture, Food and Rural Affairs* will be followed:

1. State the issue or problem clearly and concisely. Write out any complex issues or problems for the group to see.
2. Gather all information relevant to the problem/issue. It is important that all facts and ideas be heard and considered in order to make the best decision. Recognize the difference between fact and opinion. Sometimes, at this stage, a decision can be made. Action may be deferred, however, if the group is not ready to make a decision.
3. List all possible solutions or actions. Be sure to examine alternatives. If necessary, brainstorm a list of ideas from each member.
4. Choose the best possible solution. It may be necessary to use a process of elimination. Consult information from #3 to use in formulating the solution.
5. Make a decision. Draft a statement of general agreement or consensus.

Uwharrie Charter Academy's Board of Directors reserves the right to adopt a more formal decision-making process (such as the complete Robert's Rules of Order) in the event that the above mentioned consensus-building process fails to achieve the desired outcomes of unencumbered forward motion of the organization.

IV.C.7. Describe the organization's performance-based goals for the charter school. Organizational goals and measurable objectives should describe and measure the effectiveness and viability of the organization.

The Uwharrie Charter Academy's Board of Directors has developed a set of S.M.A.R.T. goals related to the organization's success. The acronym "S.M.A.R.T." stands for goals that are specific, measurable, attainable, realistic, and timely. The goals are lofty enough for creating an organizational stretch while also being within reach of our school's leaders, teachers, students, and parents.

The goals include:

- 80+ enrollment of freshmen students the first year;
- 80+ new students enrolled each year through 2015-2016;
- 100% of students score 3 or better on state and federally mandated tests;
- 100% student participation in regular community-based service learning;
- 100% of teachers regularly utilize Project-Based Learning;
- 100% of teachers use technology for instructional purposes;
- Less than 10% student attrition.
- More than 50 % of students will take an Honors or advanced level course during coursework
- 90+% retention of teachers.
- 85%+ student, teacher, parent satisfaction rating.
- 100% of teachers participate in regular professional development related to their subject area , STEM Integration across the curriculum, standards based assessment, and the integration of teaching environmental literacy.
- 75 % of graduates attend post-secondary school and 100 % graduate with 21st Century Literacy skills.
- Decrease of 10% of carbon footprint as measured by www.myfootprint.org over four years based upon implementing stewardship principles in their daily lives and in the community.

The effectiveness and viability of Uwharrie Charter Academy will be evidenced over time. With the stated goals in mind, the board and administrators will annually review the school's success. The school's continuous improvement plan will be designed in such a way as to create steps for achieving each organizational goal. Students who attend Uwharrie Charter Academy have the potential to make a global impact as a result of the environmental literacy component of the school's curriculum and the strong emphasis on problem solving.

IV.C.8. Describe how the governing board will ensure that current and future board members avoid conflicts of interest.

In order to ensure that current and future board members avoid conflicts of interest, the Uwharrie Green School's Board of Directors will abide by the following policy: Conflict of Interest Policy

Article I

Purpose

The purpose of the conflict of interest policy is to protect this tax-exempt organization's Uwharrie Charter Academy's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II

Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

- Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.
- A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III

Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV

Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V

Compensation

- a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI

Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII

Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

D. PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CSO)

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

Uwharrie Charter Academy **does not** plan to contract for services with an educational management organization, but will reserve the right to contract with such an entity in the future should it be deemed appropriate by the Uwharrie Charter Academy Foundation’s Board of Directors.

E. ADMISSIONS POLICY (G.S.115C-238.29B(b)(4); G.S. 115C-238.29F(d)(1))

Provide a description of the policies and the procedures for admitting students to the proposed charter school, including specific details of the enrollment lottery plan.

Uwharrie Charter Academy will admit any eligible student under North Carolina law who submits a completed application during the enrollment period, unless the number of applicants exceeds the limit for the program, classes, grade levels, or building capacity. As applications are submitted each one will be reviewed for completeness, age/grade of student, and validation that the parent/guardian has reviewed and accepted the school’s philosophy by way of a conversation with the school’s Director of Operations. In the event that the number of applicants exceeds the maximum, the school will use a lottery system to give all applicants an equal chance for admission. A lottery will not be held if the number of applicants does not transcend the maximum number possible. UCA will give enrollment priority to siblings of currently enrolled students who were admitted in a previous year and to children of the school's principal, teachers, and teacher assistants. Once enrolled, students are not required to reapply in subsequent enrollment periods. A lottery is meant to provide a fair and equitable way of admitting students to the school when the number of applicants exceeds the class, program, school, or building maximum capacity. Following an application period in which the number of applicants exceeds the maximum allowed, a lottery will be conducted within four weeks of the application deadline.

Once a lottery is deemed necessary, the following guidelines will apply:

1. Letters will be mailed to each applicant’s parent/guardian, informing him/her of the need for a lottery; the date, time, and location of the lottery; and the lottery process.
2. Lottery cards with numbers will be assigned to each applicant.
3. The lottery will be conducted by a certified public accountant unaffiliated with Uwharrie Charter Academy, its employees, or the Board of Directors and who has no child attending or wishing to attend the school.
4. On the day of the lottery, the certified public accountant will ensure that each applicant is represented by a number written clearly on a card.
5. Each card will placed into a tumbler.
6. One hour prior to the lottery drawing, interested parties will have the opportunity to review and inspect the lottery process And tumbler.
7. Prior to drawing the first card, the certified public accountant shall state that all lottery numbers have been checked and that each applicant is represented by a number.
8. The certified public accountant will be the only authorized person to draw cards/numbers from the tumbler.
9. When the accepted number of applicants for the class, program, grade, or building has been reached, the certified public accountant will continue drawing numbers for the purpose of creating a waiting list.
10. The waiting list will be available for review.
11. As openings occur in the class, program, grade, and/or building, parents of students on the waiting list will be contacted in compliance with the strict order in which the names appear on the list.

Uwharrie Charter Academy

The following exceptions to the admissions and lottery process apply each year:

1. If multiple birth siblings apply for admission to a charter school and a lottery is needed, UCA shall enter one surname into the lottery to represent all of the multiple birth siblings. If that surname of the multiple birth siblings is selected, then all of the multiple birth siblings shall be admitted.
2. Siblings of currently enrolled students will be given admission priority.
3. The children of the school's directors, teachers, and staff will be given admissions priority. If a new teacher is hired for the current year after the lottery date, his/her children will be given priority for any program, class, grade, or building, which is not already full. If the child of a director, teacher, or staff member is put on the waiting list, the child will be given first priority and the chance for enrollment of any openings that occur in the grade, program, class, or building.

The following exceptions to the admission and lottery process shall be in effect for the first year only:

1. Uwharrie Charter Academy will give enrollment priority to children of the initial members of the school's Board of Directors as long as their children do not exceed more than ten percent of the school's total enrollment or up to 20 students, whichever is less.

Students who need to withdraw or transfer must meet with the school's Director of Operations accompanied by a parent. Upon a written request, students will be provided a UCA transcript with past and current grades. Since the school is following the North Carolina Academic Scholars Program, students should have a seamless transition from UCA to any public school in North Carolina.

The following table provides 2010 demographic data from the United States Census Bureau of the region in which Uwharrie Charter Academy expects to admit students:

County	% of White Residents	% of Black Residents	% of Hispanic Residents
Randolph	85.5	5.8	10.4
Montgomery	68.9	18.8	14.1
Chatham	76	13	13.2
Guilford	57	32.5	7.1
Moore	80.4	13.4	6

Within one year after the charter school begins operation, the school will evaluate its student composition in order to determine if population of the school reasonably reflects the racial and ethnic composition of the general population residing within the local school administrative unit in which the school is located. Uwharrie Charter Academy has a thorough and extensive marketing plan that seeks to target the demographic data from the information provided above. The school understands that it is subject to any court-ordered desegregation plan in effect for the local school administrative unit. At the beginning of each school year, UCA shall notify all parents/legal guardians that: "The local board may refuse to admit any student who is suspended or expelled from a School due to actions that would lead to suspension or expulsion from a public School under G.S. 114C-391 until the period of suspension or expulsion has expired." (G.S. 115C-238.29B(b)(11)).

V. EDUCATION PLAN

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

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

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

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

Educational Theory

The Uwharrie Charter Academy’s educational theory is bound to the objectives of its mission and its educational philosophies, foundations, and innovations will be aligned with those guiding principles.

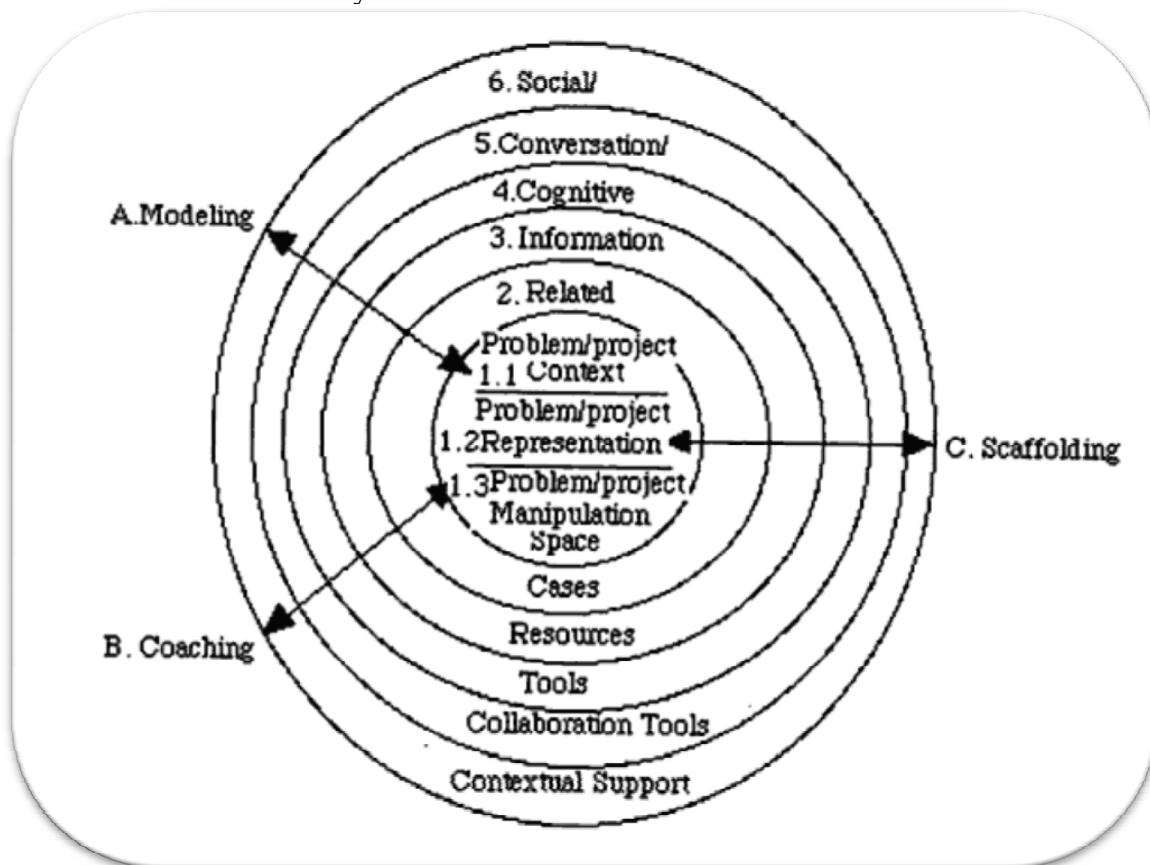
MISSION :

The Uwharrie Charter Academy will exist:

- To provide a truly rigorous pathway to college and career readiness;
- To afford students the benefit of a small learning community with a low teacher/student ratio in an effort to promote strong relationships with students and individualized support for learning;
- To imbed the curriculum with STEM focused content through problem-based learning, historical developments in technology, hands-on math, and inquiry science that requires engineering and ingenuity to promote hands-on, project-based learning in all courses;
- To support the development of 21st century skills integrating the use of technology;
- To partner with parents so that they understand their role in their child’s education;
- To build relationships with local institutions in order to provide real-world connections and opportunities for applied learning; and
- To promote environmental stewardship including the adoption of green practices in student’s everyday lives and the integration of NC’s Environmental Literacy Plan in a cross curricular approach.

The foundational theory on which the mission was built finds its underpinnings in the basic dogma of the constructivist’s learning theory developed by researchers Vygotsky and Piaget, among others. Researcher Jonassen surmised that “knowledge is individually and socially constructed by learners based upon experience in the real world.” In other words, authentic learning environments and problems give students the richest opportunity to deeply learn and apply within practical contexts. Woven into our constructivists’ learning framework will be the most effective components of Instructionism (traditional instruction) and classicists’ learning theory to build a learning foundation that will guide all instruction and that will result in preparing our students for life and work in the 21st century. The UCA educational theory is based upon the idea that all students can learn in an environment of rigor and innovation when given proper scaffolding and support from a highly qualified, teaching staff using 21st century teaching methodologies with an emphasis on college and career readiness.

The innovative leaders of the Uwharrie Charter Academy understand the increasingly globalized context in which our students will be expected to live and work. Committed to transitioning our students into this competitive world, the Uwharrie Charter Academy’s focus on project-based learning will enhance our student’s skills in communication, team work, problem-solving, and informational literacy. The UCA will operate on the principles of the 4 R’s: Rigor, Relevance, Relationships, and Results which is the basis of a Constructivist Learning Environment and exemplified in the Jonassen’s diagram below.



In the area of rigor, with an emphasis on project-based learning, the faculty of the UCA will design instruction using Bloom's Taxonomy to specifically develop students' content knowledge so that students are working toward demonstrating mastery. As stated in the mission of UCA, preparing students for post-secondary academia or entry-level work requires our faculty to move students' knowledge and skills up the hierarchy of Bloom's Taxonomy while scaffolding and supporting students that struggle. Faculty will be a part of mandatory PLC meetings to develop formative and summative assessments with rubrics that meet higher order taxonomic learning areas specified by RBT. Within the PLC groups, faculty members will formulate characteristics of exemplars to use with their students to literally show students what mastery "looks like." The expectations of the UCA faculty are that all students are held accountable in every classroom for demonstrating the knowledge and skills at the level of analyzing, evaluating, and creating depending upon individual learning expectations for each student.

The UCA faculty will integrate 21st Century skills within its classroom expectations to support its mission of preparing students for their next steps. UCA will hold students and faculty accountable for teaching its students how to effectively communicate, collaborate, critically think, and write so that they are prepared for undergraduate studies or careers upon high school graduation. The UCA Board of Directors, faculty, and staff want the community to recognize that they have an asset regards to preparing students for trade schools, community college, universities, armed services, and the workforce. As specified by the North Carolina Common Core State Standards For English Language Arts and Literacy in core subjects, UCA students will be expected to grow as independent learners and their ability to:

- Build strong content knowledge
- Respond to varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures.

Faculty of the UCA will provide authentic learning opportunities where students will be expected to effectively communicate their message to a targeted audience with an intent to persuade, inform, or defend with appropriate content knowledge and/or skills. Students will be given opportunities to present to members of the community and other educational partners after creating a presentation to demonstrate mastery in a content area specified by the Common Core/ Essential Standards of NCDPI. The faculty will prepare students for communicating through clear points, proper grammar and structure, and enthusiasm for the subject.

Uwharrie Charter Academy

These expectations of the faculty and students support the mission of the school by developing and assessing students' 21st century literacy skills.

At the UCA, small group collaboration will be a normal practice and students will be taught how to effectively collaborate with their peers and others who may be experts in their field. Working collaboratively with others is one of the trademarks of a constructivist's classroom because in practice, most problem-solving is done in teams versus isolation. The expectations of the faculty will require that students develop specific skills to serve various roles when working collaboratively. These skills include time management, research methods, presentation etiquette, peer editing, and organizing information.

The Uwharrie Charter Academy understands that critical thinking skills are essential to developing globally competitive, college and career ready students. Our students will be expected to effectively reason using inductive and deductive reasoning dependent upon the contextual situation presented in the academic area. Our students will develop a systems and trends approach to thinking in order to assess and predict outcomes in complex systems. Through analysis and sound evidence, UCA students will solve different kinds of problems through questioning, research, critical reflection, and experiences. Integrating STEM curriculum has been heralded as one of the paramount obstacles of 21st century education and UCA will meet the issue head-on. Students at UCA will be given opportunities to see where their content impacts technology development and problem-solving in current trends and throughout history. As stated by AAAS in 1989 and 1993, "Science, Technology, Engineering, and Math (STEM) literacy is a critical component of 21st century education."

The Uwharrie Charter Academy will provide quality professional development to all teachers to help them connect the NC Common Core/ Essential Standards to STEM and create engaging lessons and projects that require students to invest their intellect, content knowledge, and creativity in activities like answering a complex question, designing a solution, or building a model so that we graduate interdisciplinary thinkers.

Authentic, student-centered formative assessments characterize today's innovative and rigorous schools and the Uwharrie Charter Academy will be no exception to this characterization. Uwharrie Charter Academy's project based learning focus will challenge students to be self-directed in their learning and develop their skills of inquiry as they work collaboratively with their peers to design a product that establishes their understanding while sharing the knowledge gained through probing and discussion around their selected topic.

Relevance at the Uwharrie Charter Academy will be captured in the project based learning, technology, community partnerships, and STEM focus across the curriculum. Designing relevant lessons means understanding the students and forming meaningful relationships with the students, UCA's small learning community environment will afford teachers the opportunity to design instruction based upon student interests and receive constructive feedback from stakeholders that is genuine and will effect change at the school. Relevant school work helps students link what they are learning to a vision for their future and how that content might connect to work that they might do post high school. The faculty at the UCA understands that relevance helps learning be personalized for students which in turn allows students to internalize the learning at a level that can later be used for application or more importantly creation of solutions to everyday problems. Selecting relevant texts, interesting labs, current events, and applicable math, the teachers at UCA can engage students and immerse them in curriculum rich content from a contextual standpoint that captures their interests.

Instruction with an emphasis on project based learning will be highly engaging for students, as they are asked to create a relevant, high quality product that demonstrates the depth of their knowledge using a medium that integrates technology and speaks to the audience. Within subject area PLC's and as an entire staff, UCA faculty will share best practices in designing and implementing rigorous, highly-engaging projects that provide formative assessment data while teaching NC Common Core/ Essential Standards across multiple disciplines. The PLC process will provide a platform for teachers to share new ideas for designing relevant and engaging projects that could potentially involve internships, job shadowing, interviews with experts, and new community partnerships. Providing productive PLC outlets to effect change in the school will promote a consistent culture of rigorous expectations of students and staff so that the school's mission is fulfilled.

The use of technology as an instructional tool is one of the qualities of a 21st Century School and understanding today's technologically savvy teens, means a classroom must be equipped to allow students to glean information from multiple sources of information using the Internet. Teaching students how to navigate resources online and in print media is an important 21st century literacy skill and will be an enduring skill that will be used as an interdisciplinary tool. Science classrooms are crippled without the use of on-line resources because molecular and nanoscience are making headlines daily and the textbooks are dated when they go to print. Technology is a powerful tool for students to use as they make evident their ability to connect a topic like Shakespearean literature to song writing of today. The UCA faculty and staff will be expected to integrate technology as a tool for giving students a voice and an engaging piece of equipment that allows all students to participate in learning despite how uncomfortable some students might be when asked to share. Integrating sites like Wallwisher, Glogster, Blabberize, Wiki, Moodle, and blogging platforms, into the lessons within the classrooms at UCA will give all students a chance to express themselves relative to the content in a way that is safe and interesting. Our mission of equipping students with the necessary skills to be productive citizens through the use of technology, media, and effective communication, will help students transition into college or career life.

Relevance in the classroom can be raised to the next level using external community partners to enrich lessons or projects. The Uwharrie Charter Academy will continuously promote engagement with the community by inviting partners to collaborate with its teachers for the sole purpose of engaging students in the curriculum and showing distinct connections to real-life. The UCA has already established one such partnership with the North Carolina Zoo as evidenced in the letter of support by its director, Dr. David Jones (see Appendices), followed by a description of the unique relationship that will be afforded students, faculty, and staff from UCA. This partnership will afford students an opportunity to make real-life connections between their content and how it is used in a practical sense. An example of this unique relationship would be an opportunity for our AP Biology students to visit the NC Zoo's Veterinary Hospital to learn and discuss comparative anatomy while seeing examples of it pathologically and through discussions with staff members about radiographs that display anatomical differences among species. The partnership with the North Carolina Zoo is just one relationship with a local institution that can serve to provide our students with real-world connections and opportunities for applied learning as set forth by our mission.

Developing additional partnerships with community members will serve our students well as teachers can draw upon this relevant link between their lesson and the real world. Additional community partners like Vesture Corporation and Sutton Scientific have pledged their support for the Uwharrie Charter Academy and are developing opportunities like tours, job shadowing, expert interviews, and hands-on labs for students on-site once the school is operational. With the help of the Parent Partner Committee, teachers at UCA will actively seek out additional educational partners from the greater community to build a network of resources for teachers and students at UCA.

Building relationships between students and teachers will be vital to the Uwharrie Charter Academy's success. The relationship piece is just as important as the curriculum because it puts in place the support that each student needs to reach the high standards in every classroom. Having each child connected to a caring adult at our school will ensure that his/her ambitions, strengths, struggles, and accomplishments are considered when planning lessons and structuring a support system from the ninth grade and beyond. Through the PLC process, teachers can share their insights into specific students and recommend strategies for other faculty members to use when trying to make connections to particular students.

The faculty and staff will create a safe and orderly learning climate that nurtures all learners in a way that honors individual student learning styles yet challenges them to reach their highest potential. Teachers and staff will survey students at least twice a year to assess the climate of the school and work to make necessary changes if deemed appropriate. Faculty, staff, parents, and students will be represented on the school improvement team where shared decisions will be made and concerns addressed and resolved through a democratic process. Respectful relationships between faculty, staff, and administration is imperative for building a climate of trust and transparency that will continuously move the entire school forward in its student learning and growth pursuits. Asking parents to be a part of this important decision making group will promote trust and openness so that they realize the vital role that they play in educating their child. As a part of our mission, UCA will encourage parent feedback and participation through surveys, focus group discussions, mini-mesters, and parent volunteers. This data and qualitative feedback will be provided to the data team of UCA in addition to all faculty.

The Uwharrie Charter Academy will be results driven. The UCA will develop a data team that will be charged with organizing, disseminating, and providing guidance when identifying academic areas that need to be targeted in the school's continuous improvement plan. The data team will create a data portfolio that will be made available electronically to all PLC's so that they can develop subject area SMART goals and personalized SMART goals based upon the NC's new Teacher Evaluation Instrument (McCREL). By creating a data portfolio, decisions will have quantitative support and resources can be allocated accordingly.

The process of addressing student learning concerns will be a collaborative effort where numerous sources of data (Lexile scores, PSATs, student surveys, benchmarks, formative assessments) are explored and educational questions drive the development of an action plan that teachers can implement in their classrooms. Triangulating data using multiple sources will validate any initial concerns from data and uncover the root of problems with more accuracy so that teachers and school leaders can be intentional with the use of resources for focused and immediate interventions. The time for teachers to discuss and analyze student achievement data will be protected (PLC's and Teacher Workdays) and data from benchmarks and other assessments will be provided in a timely manner. By utilizing data effectively, the small learning community environment fostered in our school can "prescribe" interventions based upon individual student needs and support that student by working with the teachers, parents, and community entities that may be able to provide assistance.

Foundation of the Model:

The Uwharrie Charter Academy's educational foundation is rooted in constructivist theory, specifically around the framework of learner-centered, minds-on, hands-on instruction that is engaging for students with real life applications. Through a constructivist's lens we see the need to make learning an endeavor for each student where authentic problems or questions are posed to students and they construct a personalized product to demonstrate their depth of knowledge. The faculty of UCA realizes that learning does not happen in a vacuum and instruction cannot be planned without an intentional correlation to student interests and/or real world situations. The leadership of UCA understands that a strong focus on rigor, as stated in our mission, and depth coupled with problem based or project based learning, requires a paradigm shift in interpreting the curricula, planning instruction, and developing assessments to gauge the depth of student knowledge and offer an innovative learning environment.

According to PBL education researchers "...projects are complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999)." Faculty will be provided professional development in PBL by our director of curriculum, who has extensive knowledge and experience in PBL, to facilitate the planning of problem based and project based instruction for their students. In addition, outside resources for professional development will be used if teachers need support in PBL, formative assessment design, environmental literacy integration, or numerous other areas that might enhance their teaching practices and overall effectiveness.

While project based learning will be delivered in every classroom throughout the school year, the Uwharrie Charter Academy's faculty will also be encouraged to utilize best teaching practices to deliver content in a way that is stimulating and engaging to a variety of learning styles and personalities in their respective classrooms. These best practices will include instructional strategies such as direct instruction, independent practice, peer tutoring, small group learning, Socratic seminars, and whole class discussions. The innovative offerings at the Uwharrie Charter Academy will afford students a genuinely, unique learning environment where project and problem based learning are primary teaching strategies and an emphasis on nature and environmental stewardship is echoed through lesson design and authentic, student-centered products.

Another innovative offering of UCA will be our commitment to nature and environmental stewardship made evident by lessons, activities, fieldtrips, community outreach, and advocacy programs developed and implemented by our students and faculty. Using the North Carolina Environmental Literacy Plan, UCA faculty and staff will work with students to develop a thorough understanding of environmental ethics and stewardship that students can embrace and shape the rest of their lives with. From the ninth grade year to the twelfth grade year, students will have a required, environmentally-based issue connected to our community or state that they will investigate and introduce viable solutions for with the support from teacher and community mentors. The Uwharrie Charter Academy will step out as the first "green" focused high school in North Carolina by uniquely integrating nature themes and ideologies that support living sustainably throughout the curriculum areas.

As stated by the NC Environmental Literacy Plan, "North Carolina requires an environmentally literate citizenry who make informed decisions about complex environmental issues affecting the economy, public health and shared natural resources, such as the water and air on which life depends. Environmental literacy gives individuals the tools to be good stewards of the environment in their neighborhoods and communities." The leaders of UCA have extensive experience with integrating environmental literacy into the curriculum throughout their careers in education and will provide opportunities for the faculty of UCA to learn and embrace this innovative focus through professional development.

UCA will also make Science, Technology, Engineering, and Mathematics (STEM) curriculum a focus for interdisciplinary teaching. Embedded firmly throughout our curriculum will be an intentional emphasis on STEM-related topics and skills based upon research that indicates a need for students to experience science, technology, math, and engineering in ways that mimic their uses in society and industry. Heather Soja, the Director of Operations of UCA, has wide-ranging knowledge and experience with STEM initiatives in education and plans to use her extensive STEM network and contacts to provide opportunities for students within lab settings, project development discussions, and competitions to push students to utilize their skills and advance their understanding in STEM. As mentioned previously, all staff will be required to participate in professional development that helps them marry their content standards to STEM topics, projects, etc. when appropriate.

Through partnerships with area businesses, universities, community colleges, and the North Carolina Zoo, students of UCA will have genuine experiences where problems or realistic questions are presented to them within a relevant context from our partners and they will be expected to apply their respective content knowledge to develop logical solutions and present those to their teachers, peers, and/or external audiences for critique. This tailored approach to project based learning will engage students as they work independently or collaboratively with classmates to problem solve and connect conceptual knowledge to a real world scenario. The Uwharrie Charter Academy has already established strong partnerships with the North Carolina Zoo, Vesture Corporation, Sutton Scientific, North Carolina Children and Nature Network, which it will use to place students in authentic situations where conceptual knowledge, critical thinking, collaboration, and communication skills are needed.

Uwharrie Charter Academy

V.A.2. Teaching approach, class structure, curriculum design, and instructional methodology, courses of study, etc.

Uwharrie Charter Academy's teaching approach will primarily use innovative project based and problem based instructional strategies heavily grounded in constructivist learning theory. Lesson structures will activate student knowledge by structuring lessons that require rigorous critical thinking skills, collaboration skills, and communication skills to demonstrate mastery. The rigorous curriculum standards of the NC Common Core/ Essential Standards coupled with research proven best teaching practices, UCA will prepare students to be college and career ready upon graduation. Teachers at UCA will use scaffolding, which requires the faculty to "prescribe" a pathway to understanding through tutoring, differentiated assignments, small group instruction, among other methods, to move students from where they are within the content to their highest potential.

Important to any learning environment are the quality of instructors. The Uwharrie Charter Academy will employ a highly qualified teaching staff to engage students in rigorous, intellectual endeavors making relevant knowledge accessible through a varied teaching approach to students at all levels including learning disabled, English Language Learners, gifted learners, and at-risk learners. The faculty and staff of UCA will take advantage of our network of community partners to plan instruction that is similar to and/or embedded in real-world applications of the content and use those "hooks" to design projects that create a college-going, career-related environment in rigor and relevance. These local institutions will be rich in STEM, service, trade skills, communications, and provide students with opportunities for applied learning. Through these innovative projects, teachers will build confidence in students which will facilitate an intrinsic, college-going, career ready identity and a service-to-community attitude. Service to the community as an act of citizenship and within the constructs of an assigned project will be both encouraged and routinely required of all students, who will be required to reflect and share their experience so that so as to critically consider the impact of their service.

Twenty-first century hard and soft skills will be integrated into all curricular areas. Students will be trained and assessed to solve authentic problems, actively inquire and use resources to assess "next steps", and communicate their findings and/or original solutions to an audience utilizing appropriate technical language, passion, and grammatical structures. Students of UCA will be exposed to a plethora of technology from electronic lab simulations to Web 2.0 tools that will enhance instruction or provide a presentation tool to help make learning more engaging and relevant for students that are technologically savvy. Some of these "web 2.0 tools" will enable students to make products such as short movies, digital books, cartoons, voice over productions, and claymations to demonstrate their understanding of a topic.

In an age of technology, faculty, staff, and students will model their environmental ethic by using electronic submission of many classroom assignments and projects. Aside from this method of "reduction" in paper use, teachers will be intentional in their integration of nature and environmental stewardship in the design of their lessons. Through modeling and innovative lessons, the students of UCA will be prepared for citizenry as environmentally literate members that use critical thinking skills and current resources to make educated decisions about policy and life using a lens of sustainability. By participating in projects that lead to advocacy for the environment e.g. Big Sweep, Acres for the Atmosphere, The Polar Bear Project, Adopt-a-Highway, and the Carbon-Footprint Challenge, students will be empowered to put their knowledge and communication skills to work by establishing an open dialogue through the media, blogs, and social networks to further promote living sustainably and community service for the sake of the environment.

Uwharrie Charter Academy's class structure will involve the development of 10 classrooms in its first year, adding classrooms each year for 3 consecutive years until 26 classrooms have been added. This expansion will support our plan to add 100+ students in the next grade level each year until all grade levels are represented by the 5th year of the school's existence with a total student population of 500. Each class will be balanced in regards to gender and have an average of 19 students. Each classroom will be equipped with a Smartboard to enhance instruction and provide an interactive technology for students and teachers to use. While English/Language Arts classes will reflect a specific grade level, other classes may be blended based upon student choice during scheduling and prerequisites required to be successful in the course. One of the classrooms will be set-up to allow students to take courses through NCVPS and another classroom will be used for elective courses that will be selected after student surveys are completed. All courses will be offered at both Regular and Honors level with potential Advanced Placement courses offered based upon student registration. Students that struggle in any class will be identified by the teacher and a learning plan will be developed with the help of other faculty, school counselor, parents, students, and support staff as needed. If EC resources are needed, the appropriate testing protocol will be used and an Individualized Educational Plan will be developed. Beginning in the junior year, students of UCA will be eligible to enroll in AP Courses which will be year-long to facilitate the integration of long-term projects, labs, and depth of learning.

Uwharrie Charter Academy

Uwharrie Charter Academy's curriculum will be designed with a focus on the Four Academic R's: Rigor, Relevance, Relationships, and Results. Using the NC Common Core/Essential Standards, UCA will help fulfill the mission adopted by the State Board of Education in NC that states "every public school student will graduate from high school, globally competitive for work and postsecondary education, and prepared for life in the 21st century." Based on the ACRE Project in response to the Blue Ribbon Commission Report, the Uwharrie Charter Academy under the guidance of the State Board of Education will provide a learning environment that embraces a college and career ready culture and sets the stage for students to be successful in a rigorous setting while simultaneously developing an environmental ethic.

The curriculum used for each course will be aligned with and meet the requirements of the NC Common Core/Essential Standards with the expectation that students should exceed the requirements through the use of innovative instruction and the use of project based learning. Exit standards for the Uwharrie Charter Academy will be based upon a student's successful completion of North Carolina's College/University Preparatory Course of Study including two years of a foreign language. For students with disabilities, UCA will operate within IDEA guidelines and specifications pursuant to NC 1500 to design a program of study to support the student in reaching his/her fullest academic potential. Students must successfully complete the Graduation Project to exit and graduate from the Uwharrie Charter Academy. Uwharrie Charter Academy reserves the right to require additional exit standards for graduation in the future.

Curricula Areas of Uwharrie Charter Academy:

English/Language Arts

English/Language Arts will be offered at each grade level in an honors format. The language arts curriculum will be based on the NC Common Core Standards which are nationally adopted standards with rigorous literacy expectations and 21st century skills embedded. The standards are based upon "college and career ready anchor standards" that were developed to drive the curriculum and focus skills on the most important characteristics needed for a seamless transition into college or a career. These standards were designed to expose students to a variety of texts, including both print and non-print texts. Students will be expected to examine texts carefully and critically to deepen their understanding of the respective genre and style as well as to hone their own communication skills.

Mathematics

The mathematics curriculum will provide a sequence of rigorous courses beginning with Algebra or Geometry in the ninth grade and leading to advanced mathematics for all students above the Algebra II level. The math courses at UCA will be designed to meet and exceed the expectations of the Common Core Standards in Math based upon the premise that project based learning will be integrated into every math course in the school. However, if students enter the 9th grade without prerequisite skills for algebra, a math enrichment program will be used to help students gain the skills to be successful in algebra and throughout the course. Tutoring before and after school will also be available for students that need additional support outside of the enrichment program. By designing problems that are relevant, realistic, and rigorous with an emphasis on student interests, teachers can promote inductive reasoning and build computational skills that will endure through college or career pathways. It is our hope that each student is prepared if he or she wants to take an AP math in their senior year at UCA and proper instructional responses will be provided to students in need. Students will be asked to model mathematical theories and predict outcomes using algorithms so that math becomes hands-on as well as minds-on.

Uwharrie Charter Academy

Science

The science curriculum will be guided by NC Essential Standards and a focus to integrate specific STEM curriculum that require students to actively problem solve. With NAEP scores, TIMSS reports, and international benchmarks indicating drastic reform is imperative in science within the United States, UCA will support an inquiry-based approach to learning valued knowledge in science through authentic experiences of questioning, designing, reasoning, analyzing, and communicating. Teachers will be expected to elicit critical thinking from their students through activities, reading assignments, debates, discussion, case studies, experiments, and student-driven research. To help develop a strong foundation of how matter interacts to ultimately result in the interconnectedness of living and nonliving parts in the biosphere, students will begin their science course sequence with Honors Physical Science, Physical Science, or Physics as ninth grade students. Using an “atomic” approach (nanoscience to macrosience) to building constructs in science, students will frame their knowledge first around atomic concepts in physical science and physics. Students will explore science concepts in depth in all of their classes and experience enrichment through clubs (Sierra Club, Science Olympiad), fieldtrips (universities, private labs, businesses), and internships through community partners (NC Zoo, Sutton Scientific, Vesture Inc.). Additionally, students will interact with scientists in their respective fields using digital media, listening to podcasts, and having real-time scientific discourse with those in the field.

History/Social Science

The faculty and staff of the Uwharrie Charter Academy feel strongly that our students must have a solid background in history, the social sciences, and government to be a highly functioning global citizen in the 21st century. The history curriculum standards are taken from the NC Essential Standards and will be combined with content specific literacy strategies in history stated in the Literacy in the Content: Social Studies from the Common Core English/Language Arts Standards (literacy standards included). After a student’s sophomore year, he/she will have an opportunity to take psychology or sociology to help prepare them for an advanced placement social science in his/her senior year. Social Studies classes will be taught in a hands-on, project-based approach, relying on important primary source documents to address rigorous literacy standards along with technology to enhance the delivery of content knowledge or quality products created by students. Classroom debates and Socratic seminars will be commonly used teaching strategies to elicit student response and raise student engagement.

Foreign Languages

The Uwharrie Charter Academy will adopt and meet the standards stated within the NC Essential Standards for World Languages as indicated below:

“The North Carolina World Language Essential Standards are based on a set of principles governing language education. These tenets are anchored in language education research and supported by practice. They are as follows:

- All students can learn and experience success in a second or world language.
- Any language can be used to teach academic content at any level or within any program.
- Language acquisition is a lifelong process.
- For optimum results, students should have the opportunity to engage in a long, articulated sequence of study.
- Language skills increase in the four areas (listening, speaking, reading, writing) as students

Uwharrie Charter Academy

build mastery or acquire proficiency in the world language.

- Students augment needed skills to be citizens of a global society by learning another language.
- Students develop insights into other cultures, as well as their own, when learning another language.
- Students make interdisciplinary connections when learning another language, because all other content areas can be incorporated into language lessons, reinforcing skills such as reading, writing, problem solving, hypothesizing, and so on.

Proficiency reflects the students' ability to communicate in a functional way with the new language and can be measured formatively, as with LinguaFolio, and summatively with tests designed for that purpose.”

Physical Education

The Uwharrie Charter Academy will require that all students successfully complete one credit of physical education prior to graduation. As a part of the physical education program, healthful living concepts will be integrated to assist students in developing a healthy lifestyle including raising awareness and teaching skills that promote mental, physical, and emotional health. In addition, our partnership with the North Carolina Zoo, which offers 2000 + acres of rolling hills and forested landscape with trails, provides a wonderful opportunity for students to learn healthy physical habits and appreciation for ecosystem services.

Electives

Electives at the Uwharrie Charter Academy will maintain rigorous standards using project based learning strategies among other best teaching practices. Potential electives include art, music, photography, information and technology, music, dance, advanced fitness and additional core area electives outside of the basic required courses for graduation from UCA. The instructional methodologies at the Uwharrie Charter Academy will use a blended approach of learner-centered methods and teacher-centered methods with a focus on high quality projects and/or problems created to engage students through relevance and rigor. Transitioning back and forth between a learner-centered classroom environment and a teacher-centered environments offers a fresh and healthy balance in the classroom that creates a sense of wonder in students for “what’s next” with the content. Instructors will be expected to vary their teaching strategies at least twice in a given ninety-minute block period in order to trigger access to different learning styles and provide opportunities for differentiated instruction or small group scaffolding for support.

The learner-centered approach is grounded in constructivist theory where teachers act as facilitators or guide and students work independently or collaboratively to construct their own understanding of content. Learning is both subjective and objective endeavor where the learner must be provided the necessary time and structure to “grapple” with and apply the content in relevant ways that helps the knowledge cement itself into their respective cognitive framework. In science, students enter the classroom with many misconceptions that act as a prior knowledge that must be discussed and then reinvented using scientific truths that are directly applicable to the real world. Through a constructivist or student-centered approach, students can “test” their own hypotheses and develop a deep understanding of the behavior of matter through observation, data collection, data analysis, and reconstruction of their misconceptions into working science constructs to create from in the future.

Faculty at UCA will use a diverse approach at student-centered instruction through the use of case studies, projects, inquiry labs, Socratic seminars, Skype interviews (student driven), research with presentations, interpretive video/digital projects, skits, role-playing, Claymation, and blogs/discussion forums. With the directors of the Uwharrie Charter Academy having an extensive background in innovative, student-centered (project based) teaching methodologies, modeling and designing these formative type of activities and assessments will be supported with feedback by administration and professional development will be available through professional learning communities or contracted through an external resource if needed.

A constructivist approach to instruction will be balanced by effective teacher-centered instruction when necessary for student learning. Research does not refute the evidence that lecture, teacher-led discussions, and teacher demonstrations can be used effectively in the classroom to focus instruction on central ideas and answer initial student questions about new concepts. The Uwharrie Charter Academy will encourage teachers to use a variety of teaching methods to develop a learning climate that is not only safe and orderly but affords all of its learners to have access to rigorous content through diverse learning pathways.

Uwharrie Charter Academy

Proposed Course of Study

Subject	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English/ Language Arts	English 9, Honors English 9	English 10 , Honors English 10, SAT/ ACT Prep	English 11, Honors English 11, AP English 11	English 12, Honors English 12, AP English, Literature elective
Mathematics	Algebra I , Geometry, H. Geometry	Geometry, H.Geometry, Algebra II, H. Algebra II	Algebra II, H. Algebra II, Pre-Calculus	Advanced Functions and Modeling, Honors Calculus, Pre-Calculus, AP Calculus, AP Statistics
Science	Physical Science, H. Physical Science, Physics, STEM I	Chemistry, H. Chemistry, Scientific Inquiry (Locally approved course), Physics, STEM I, STEM II	Biology, Honors Biology, Earth Science, H. Earth Science, Chemistry, H. Chemistry, STEM II, AP Biology, AP Environmental Sci.	Earth Science, Honors Earth Science, Anatomy and Physiology, H. Biotechnology, AP Chemistry, AP Biology, AP Environmental

History/Social Sciences	World History, H. World History	Civics/Economics, H. Civics Economics	American History I & II, H. American History I & II	Psychology, American Government, *Other NC social studies electives
Physical Education	Health and Physical Education	Advanced PE		
Foreign Language	Spanish I , NCVPS foreign language courses	Spanish II , NCVPS foreign language courses	Spanish III, NCVPS foreign language courses	AP Spanish, NCVPS foreign language courses
Electives	Art , Music, Photography, Journalism	Art , Music, Photography, Journalism, Information and Technology	Art , Music, Photography, Journalism, Information and Technology, NCVPS courses	Art , Music, Photography, Journalism, Information and Technology, NCVPS courses

UCA will offer STEM I and STEM II courses to its students to further emphasize the use of science, technology, engineering, and mathematics as an integrated, cross-curricular approach to solving real-world problems. Curriculum and materials for these local courses will be developed based upon the latest trends in STEM education from sources supported by the National Science Foundation, the American Chemical Society, and the NC Biotechnology Center with support and feedback from faculty at NC A & T State University, UNC- Greensboro, and North Carolina State University.

Carolina Virtual Public Schools (NCVPS) is an online component offered through NCDPI that affords students the opportunity to learn in an on-line community. For many students, this technology-rich interactive environment is highly engaging and effective with respect to learning. Counseling with students and parents will take place to assess the “fit” of online learning during the school day for their student. Uwharrie Charter Academy reserves the right to add locally sponsored, board approved electives based on students interests and community support.

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

The board of directors, school leaders, teachers, parents, and students of the Uwharrie Charter Academy will collaborate to develop well-rounded students that can effectively think, communicate, and traverse technology in the 21st century. The Uwharrie Charter Academy will be an inclusive school where children with exceptional needs will be taught within the regular classroom setting and provided with proper support through scaffolding, differentiation, and accommodations based upon IDEA expectations.

Uwharrie Charter Academy plans to serve a diverse population of students that is representative of the community in regard to ethnicity, socio-economic status, academic giftedness, at-risk of failure, and students with exceptional needs. The admission policy states that all students who are eligible for ninth grade will be served by the Uwharrie Charter Academy using appropriate resources, training, and documentation to see that each child reaches his/her highest learning potential. The leaders of UCA will meet the need of exceptional students by developing rigorous but appropriate goals of learning for each child, using on-going assessments, Individualized Education Plans, Personalized Education Plans, and 504 plans developed

collaboratively by the student, parents, and staff. The Uwharrie Charter Academy will make special education services available to exceptional children (including both students with disabilities and gifted students), in accordance with NC1500 and the Individuals with Disabilities Education Act as reauthorized, including:

- An equal opportunity for all children who may not be denied on the basis of a Disability;
- A written Individualized Education Program (IEP) for all students identified and qualified as having a disability and receiving special education services;
- A free and appropriate public education program, this program to be determined on an individual case-by-case basis depending on each student's unique needs and which may be challenged by the student's parent(s) through due process procedures;
- A least restrictive environment or "natural environment" in consideration of the following factors: (1) a comparison between educational benefits available to a student in a traditional classroom and a special education classroom;
- (2) the non-academic benefits to the student with a disability from interacting with non-disabled students; (3) the degree of disruption of the education of other students resulting in the inability to meet the unique needs of the disabled student;
- Due process requirements which include notification of parent(s) of the intent to evaluate for special education and consent to this process by the parent(s); and
- Nondiscriminatory evaluation procedures for children with IEP's.

The assigned LEA for that student and the staff at UCA will work together to provide a seamless transition for a child that requires services from licensed professionals like speech therapists, psychologists, etc. Uwharrie Charter Academy will employ/contract qualified, licensed personnel, with experience in classroom differentiation, modifications, and subject matter strategies for exceptional children to deliver and monitor the prescribed program in an IEP. In an effort to develop the most comprehensive and appropriate IEP, PEP, and 504 plans for individualized student achievement, parents will become an integral part of the team responsible creating, implementing, and regularly assessing the plans within the school community. Parents will play a vital role by providing insight into their child's learning and behavior patterns which will be used to tailor an education plan that will result in their child reaching their highest potential academically.

The Uwharrie Charter Academy will be responsible for the development of assessment plans for students with possible disabilities (school records, official medical documentation, teacher documentation). A board approved process for determining the eligibility of a student's need for exceptional children's services will be established and provided to parents upon request. These processes will describe the types of assessments, timeline for administering assessments, and timeline for feedback and development of necessary plans for the student. If services are needed for a student and IEP team meeting will be scheduled within the mandated timeline and the appropriate team members from UCA will be present. Uwharrie Charter Academy will make decisions regarding placement/eligibility, goals, program, and exit from special education using the IEP and/or 504 plan process pursuant to federal, state, and locally determined guidelines.

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

The Uwharrie Charter Academy will be a tuition-free, public school that serves a diverse population representative of the greater community. All eligible pupils who submit a timely application will be admitted into the Uwharrie Charter Academy only on condition that sufficient space is available in each grade level, which will be capped initially at one hundred students per grade. If the number of students applying for the available spaces exceeds the number of student spots, then a public lottery will be scheduled and notice publicized through various local media outlets and community groups no less than two weeks prior to said lottery.

When all available student spaces have been filled by lottery, the remaining applicants will be drawn in order and placed on a waiting list for the remainder of the school year. Students with siblings already attending UCA will receive priority placement on the waiting list. Students applying to the Uwharrie Charter Academy need to have a desire to learn in a college-going, career-ready atmosphere. They should be prepared to be challenged with rigorous coursework and projects designed to prepare them to be competitive on a global level with viable 21st century skills. Students and parents should expect an emphasis on living, learning, and environmental stewardship: working towards a sustainable environment through integrated class projects and school-wide initiatives aimed at reducing human impacts on the planet. The leadership, faculty, staff, and community partners will work closely with students to build personal relationships that result in students North Carolina's College/University Preparatory Course of Study. Each grade level will complete an annual project related to environmental ethics. One ongoing project will traverse all grade levels at UCA and result in a community campaign on behalf of improving the environment and raising awareness of stewardship within our area.

9th grade - Sustainability and Me: Students research and discover ways to incorporate green” practices into their own lives. Each student will create a Personal Green Pledge.

10th grade - Green Team: Based on Problem-Based Learning, students will form into groups called Green Teams where they will investigate the green needs of the community, research the topic, adopt an issue, create a solution, and act on the findings.

11th grade - Global Environmental Investigations Project: Beginning in the junior year, students will complete areas of a graduation project related to their knowledge of environmental literacy. Students will expand their knowledge of environmental literacy to a global perspective. Working independently, students will research environmental issues, communicate with experts, and then choose an issue to adopt. Students are expected to become knowledgeable advocates for educating and bringing awareness to the public on their chosen topic. Students will:

- Propose a topic to adopt
- Research and communicate with experts to learn more about their topic

12th grade - Completion of Global Environmental Investigations Project: Seniors will serve as leaders in the school and community for environmental literacy. For the purposes of this project, students will gather their findings and

- Draft a thorough research paper (8-12 pages)
- Present their findings to the community

Exit standards for the Uwharrie Charter Academy will be based upon a student's successful completion of North Carolina's College/University Preparatory Course of Study including two years of a foreign language. For students with disabilities, UCA will operate within IDEA guidelines and specifications pursuant to NC 1500 to design a program of study to support the student in reaching his/her fullest academic potential. Students must successfully complete the Graduation Project to exit and graduate from the Uwharrie Charter Academy.

V.A.5. The School Calendar

Uwharrie Charter Academy will have at minimum of 185 instructional days within a modified-year round calendar. Special summer programming and/or enrichment days will be in addition to the 185 days of instruction that UCA students will receive. The respective start and end dates for students will be August 25th and June 12th unless otherwise stated by legislation passed after the application is submitted. As required by NCDPI, there will be ten teacher workdays required for teachers and those days will be used for grading, planning, professional development, or special action research projects. The UCA school calendar will adhere to all testing criteria set forth by the North Carolina Department of Public Instruction Accountability Program as well as the Federal No Child Left Behind accountability program. Additionally, teachers will be expected to vertically plan with colleagues and reach out to community partners for student enrichment during 4 half-day, early release days that will be protected for those activities. If approved, the UCA Board along with the directors and representatives of the staff will reserve the right to make minor adjustments to the calendar prior to opening in August to give surety that the school's mission is reflected and proper time allotted to meet instruction and learning targets. Stakeholder feedback will be solicited to help the Board and directors make final decisions about the school calendar. All legal holidays will be observed as defined by the NC's Department of Labor.

V.A.6. A concise description of any evaluation tool or test, if any, that the proposed charter school will use in addition to any state or federally mandated tests and how this data will be used to drive instruction.

In addition to federally and state mandated assessments, the Uwharrie Charter Academy will plan on contracting with a vendor like Case 21 to prepare benchmarks for students to take at regular intervals to inform instruction and plan a response with appropriate interventions. Additionally, UCA will contract with the College Board to provide PSAT testing to all students in the 10th grade to help guide the plan of study for that student and provide valuable feedback for PLC's to use to set goals for their classes and develop exemplars for standard grading to ensure rigor and success for all students. When North Carolina develops and makes available the robust IIS system using Race to the Top funding, the Uwharrie Charter Academy will investigate and likely adopt its use for the comprehensive, data driven assessment, feedback, and intervention recommendations that the system is touted to include. As a commitment to our mission in developing students embrace a steward-focused, environmental ethic, a "footprint" assessment and survey will be given to each student entering the school in the ninth grade and reassessed each year to ascertain the effectiveness of our environmental literacy focus and to help us make shared decisions in strengthening this literacy across the school.

V.A.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. These goals should include specific and measurable performance objectives over time. A timeline should be included to highlight how the school proposes to meet its objectives.

The Uwharrie Charter Academy will design and implement an educational program supporting high student achievement within a climate of professionals committed to helping students succeed by using data from formative and summative assessments to inform instruction and implement timely changes and/or interventions. Research from the International Center for Leadership in Education and the Council of Chief State School Officers revealed that there are fundamental "learning criteria" required for schools to be successful in the current education climate and truly prepare students with the necessary 21st century skills that will endure through this sometimes uncertain but globally-competitive environment. According to the International Center's "Learning Criteria to Support Rigor, Relevance, and Relationships," leaders of schools should ensure that guaranteed, viable curricula are provided for each student by setting SMART goals and planning professional development. The International Center's criteria must fulfill the following goals:

- Core Academic Learning: students achieve success in English language arts, math, science, and other areas as identified by the school.
- Stretch Learning: students demonstrate rigorous and relevant learning beyond minimum requirements, such as participation in higher-level courses.
- Student Engagement: students are motivated and committed to learning, have a sense of belonging and accomplishment, and have developed relationships with adults, peers and parents that

Uwharrie Charter Academy

support learning.

- Personal Skill Development: students exhibit personal, social, service and leadership skills and demonstrate positive behaviors and attitudes.

The Uwharrie Charter Academy’s faculty and staff will work collaboratively toward shared goals in student achievement through data mining, data analysis, best practices, effective learning interventions and innovative instruction.

Goal 1: The faculty of the Uwharrie Charter Academy will develop 75% of their lessons(beyond the level of “understanding”) based on Revised Bloom’s Taxonomy through the Professional Learning Community process to ensure the rigor and relevance of the lessons and their reflection of our mission.

Plan:

Approach	Responsible Party	Resources	Evaluation	Timeline
Establish Norms for PLC meetings and reporting minutes	Director of Operations, Director of Curriculum	Leaders of <i>Learning</i> by Dufour and Marzano NC DPI resources NC FALCON	Minutes, Directors present during meetings, Data for effectiveness of implemented lessons	August 2012 to August 2013 (ongoing)
Evidence of RBT-based lessons being implemented through classroom observations (formal and informal)	Director of Operations, Director of Curriculum	Revised Bloom’s Taxonomy NCFALCON	McCrel Evaluation Instrument for teachers Walkthrough data Student Surveys Teacher Surveys	August 2012 to August 2013
Provide Professional development in project based learning and RBT strategies for faculty	Director of Operations, Director of Curriculum External Professionals	Director of Curriculum NC FALCON Revised Bloom’s Taxonomy	PLC Minutes Teacher Surveys/Feedback Forms	August 2012 to 2013

Uwharrie Charter Academy

Goal 2: Uwharrie Charter Academy will increase 9th grade English EOC scores by 10% above state average of 80.6 % (2010-2011) using project-based learning as the primary means of assessment and instruction.

Approach	Responsible Party	Resources	Evaluation	Timeline
Project-based learning professional development will be provided during PLC meetings and Staff Development days	Director of Operations, Director of Curriculum External professionals	Problem-based Learning: An Inquiry Approach by John Barell Edutopia Project-Based Learning: The Online Resource for PBL by Buck Institute for Education	Minutes during meeting Data for effectiveness of implemented lessons Benchmark Data Lesson Plans	August 2013 to December 2013
PLC developed benchmarks for English 9/10 using RBT and administered twice during a semester	English Faculty Director of Curriculum	Revised Bloom's Taxonomy	Benchmark data English 9 EOC data	August 2013 to August 2014

- UCA starting with ninth and tenth grade students only in first year of operation.

Goal 3: Uwharrie Charter Academy will have 50 % its student population enrolled in at least one honors course for English, Mathematics, Science, and/or Social Studies.

Approach	Responsible Party	Resources	Evaluation	Timeline
Educate students, parents, faculty, staff, and community about the importance of rigor for being college and career ready.	Director of Operations, Director of Curriculum School Counselor	<i>Leaders of Learning</i> by Dufour and Marzano NC DPI resources NC FALCON	Parent Surveys, Student Surveys, Anecdotal evidence from community meetings	April 2013 to August 2014

Uwharrie Charter Academy

Enroll UCA students in Honors courses	Parents and Students	NC Academic Scholars Criteria	Student enrollment cards	April 2013 to June 2013
	Directors School Counselor	Student Handbook UCA Mission Statement	Transcripts	

Goal 4: Uwharrie Charter Academy will encourage students to be involved in extracurricular activities outside of the school day and will expect at least 60 % of its students to be involved in its first year of operation.

Approach	Responsible Party	Resources	Evaluation	Timeline
Provide opportunities for athletic extracurricular activities in competitive and noncompetitive arenas	Director of Operations, Director of Curriculum Faculty and Staff Athletic Director	NCHSAA NC Charter Schools	Parent Surveys, Student Surveys, Anecdotal evidence from community meetings	July 2013 to June 2014
Provide clubs and organizations for students to join (e.g. Science Olympiad, Environmental Captains, Food For Thought, Helping Hands, Peer Helpers, etc.)	Directors School Counselor Student Officers Faculty/Staff Sponsors Approved Community Sponsors	NC Academic Scholars Criteria Student Handbook UCA Mission Statement NC Environmental Literacy Plan NC Charter Schools	Community Events Student, Parent, Community Surveys	July 2013 to June 2014

V.A.8. An explanation of how the school will provide assistance to students that are not performing at expected levels to ensure the continued progress of student growth. The applicant needs to define their “expected levels” of performance and delineate a plan accordingly.

Uwharrie Charter Academy will be a school where student learning and achievement is its primary focus. Karin Chenoweth of Edtrust was quoted as saying, “Highly effective schools succeed where other schools fail because they ruthlessly organize themselves around one thing: helping students learn a great deal. This seems too simple an explanation, really. But by focusing on student learning and then creating structures that support learning, these schools have drastically departed from the traditional organizational patterns of American Schools.” A student who first begins to struggle is poorly served by the “wait to fail”

Uwharrie Charter Academy

strategy employed by some traditional schools; UCA believes that a policy of proactive intervention will more truly support student achievement. A Response to Intervention (RTI) methodology will be used to afford every student at Uwharrie Charter Academy with equal access to a guaranteed and viable curriculum. According to the International Reading Association Commission on RTI in 2009, “it (RTI) was to be based on high-quality initial instruction for every student in every classroom, continuous monitoring of student learning through formative assessment processes that provided timely information for each student’s progress toward desired goals, and a tiered system of intervention that provided extra time and increasingly intensive support for students who continued to struggle.” What’s more, fundamental to the process of effective intervention is the collaborative work of classroom teachers, parents, students, counselors, and EC specialist to provide a prescriptive plan that best fits the student’s specific needs.

Uwharrie Charter Academy will use Personalized Education Plans for students that struggle and develop a plan including specific interventions with the parent to ensure student improvement and success. Additionally, a “check-up” time will be added to lunch time one day a week for students to check-in with their teachers for additional instruction or support and expectations will be that students are held accountable for attending and faculty are responsible for delivering effective interventions for particular students. If students are in need of additional support outside of the “check-up”, they will have the opportunity to attend weekly tutoring sessions in the morning or afternoon by UCA faculty. Uwharrie Charter Academy’s RTI plan will be structured around the ten recommendations for “Effective Systems of Intervention” from Rick Dufour and Robert Marzano’s *Leaders of Learning*:

- 1- All students will be provided access to effective instruction each day.
- 2- The plan on intervention will be proactive rather than reactive.
- 3- Intervention will be developed based upon the collaborative efforts of stakeholders using frequent and timely information about the learning of each student.
- 4- The intervention plan will be dynamic in that varied approaches for learning will be provided and may be different and even expansive for some students.
- 5- The plan of intervention will be directive not invitational.
- 6- The intervention plan will be fluid and flexible for equity.
- 7- Specificity and precision will characterize intervention plans.
- 8- Both nonintentional and intentional non-learners will have a plan of intervention.
- 9- The intervention plan will be well planned, intentional, focused, and systematic.
- 10- Intervention will be embedded in a culture of high expectations, collaboration, and continuous improvement. (Dufour and Marzano 180-186.)

Using the PLC process, anecdotal classroom observations, benchmark data, and formative assessments, classroom teachers will identify and specifically develop interventions for struggling students based upon PLC feedback. A specific RTI model for the Uwharrie Charter Academy will be established through PLC discussions and feedback, research-proven strategies, and the leadership team’s planning to build a step-by-step process for teachers to use as they plan specific interventions for individual students. From Dufour and Marzano’s summary of effective interventions, “if key school personnel are unable to articulate the desired outcome for the student, the specific steps of the intervention plan, the responsibilities of all those who provide intervention, how student progress will be monitored, and the standard the student must achieve to no longer require the intervention, then the whole process will be ineffective.” A collaborative approach to identifying and planning intervention for struggling students will an expectation of PLC’s and individual faculty members of UCA. This will be monitored through the directors of the school and the school counselor. PLC minutes will provide evidence that the RTI model is being used and that a collaborative approach to ensuring student achievement is being utilized.

Uwharrie Charter Academy

Students of Uwharrie Charter Academy will be at the very least expected to acquire and use knowledge of RBT's "understand" paradigm, but faculty will set the goals of learning for each child beyond that level of the taxonomic scale. When a child begins to struggle, he or she will be assigned a first tier intervention based upon the framework built by the directors, faculty, staff, and parent advisors for the school. After first-tier interventions are unsuccessful based upon data from formative and/or summative assessments, the collaborative team will suggest the second-tier interventions for the student based upon the delineated plan developed by the stakeholders of the school. Third-tier interventions might be needed for some students and will reflect intense remediation, support, and possibly outside experts based on the collaborative team's evaluation and recommendations.

V.A.9. Details of the proposed charter plans to involve parents and community members in the school.

The Uwharrie Charter Academy will only be a success if it has the support of parents and the community. In an effort to include prospective parents and/or community partners in the development of the school, UCA will hold a series of community meetings from February 2012 to August 2012 to present our mission and provide insight into the niche that the school fills for the community at large. With this series of public community forums, the leaders of UCA would build trust through transparency and genuine discussions about educating kids in the 21st century. We will give community members and parents an opportunity to ask questions and provide feedback about programming, operations, and thoughts on curriculum.

Additionally, UCA will maintain a website that will inform parents and community members of events happening at the school and within the community that involves their students. Uwharrie Charter Academy will welcome and encourage parent volunteers to be involved in the school's day-to-day operations as well as enrichment opportunities or extracurricular activities with their child. Parents (approved through a process specified by the board) may act as mentors, enrichment coordinators, community liaisons, club sponsors, office assistants, as well as many other roles in the school if they wish. Trust through transparency will only be built if opportunities are presented that lend themselves to that climate.

Uwharrie Charter Academy will establish a "Parent Partners" organization that will serve the school and its students in a plethora of capacities. Possible roles for members of the "Parent Partners" group are listed below:

- The partner may use his/her time and/or talents to help ensure the success of every student at UCA.
- The partner may serve as the role of tutor providing they are approved to do so.
- The partner may serve as a chaperone during enrichment trips.
- The partner may sponsor or co-sponsor a club based on a specific skill or talent.
- The partner may network with community members to plan enrichment, internships, or job-shadowing opportunities for students.
- The partner may help plan activities at the school designed to promote a sense of community like banquets, special speakers, teacher luncheons, student luncheons, or community luncheons or forums.
- The partner may be an expert guest in a classroom to enrich the curriculum and help make the learning relevant for students.

The community support and outreach will be a central focus for the Uwharrie Charter Academy. Through our community partners, students and teachers will be afforded the opportunity to put their learning to use in a real-world setting by expanding the four walls of the traditional classroom to include the walls of businesses, industry, and environmental partners like the NC Zoo. Community members may serve as guest speakers, expert mentors, panelists, and club sponsors (if approved) and provide an enriching outlet for students to delve deeper into the content through discussion and problem-solving. Beyond our local community, Uwharrie Charter Academy will use the power of technology to expand the meaning of "community" to include experts around the globe that are accessible through video conferencing software and that are genuinely embedded within their respective fields and ready to share their passion. The leaders of the Uwharrie Charter Academy have an existing relationship with the conservation group known as Polar Bear International (PBI) and have used video conferencing through Skype to bring climate scientists and polar bear biologists into the classroom directly from the tundra.

V.A.10. Explanation of how the school will meet the needs of gifted students, English language learners, and other at risk students. Includes details of the school's process for identification and service of these students.

The Uwharrie Charter Academy intends to take students from where they are in their learning and abilities and design a learning program that will both accelerate and advance their skills and knowledge to realize the goal of developing a student that is competitive in the 21st century climate. Gifted students, English language learners, and at-risk students will be challenged with a rigorous, engaging curriculum within a heterogeneous classroom with the assurance that proper scaffolding and support will be provided by the classroom teacher and other licensed professionals if needed with an emphasis on student success.

Gifted students must be stretched in their learning via the individual expectations of the classroom teachers, personal goals, and projected growth. During the PLC process, current research will be discussed and projects, lessons, and/or enrichment will be developed to address the needs of gifted students so that they can achieve their personal best within the respective content. Teachers will be flexible as they prepare differentiated lessons that may afford gifted students the opportunity to extend their learning based on their interests and go above and beyond in their research and final products. Using the higher taxonomic groups of the Revised Bloom's Taxonomy continuum, classroom teachers will be expected to stretch all their students and specifically push their gifted students to new heights in their academic pursuits.

The Uwharrie Charter Academy will likely serve an English Language Learner population (ELL) based upon the surrounding demographics of our school and the current populations of ELL students in schools within the region that UCA may potentially serve. UCA will employ/contract with a licensed ELL specialist to help advise teachers on providing accommodations and to work directly with students that require services. Uwharrie Charter Academy will function as an inclusive environment for all students, including ELL, but may sometimes pull out individual students from classes to provide intensive one-on-one or small group support to help with acquisition of English skills.

Through our immersion approach to teaching students identified as ELL, with the guidance of an ELL specialist, it is our plan that this environment will prove to enhance and accelerate the language acquisition skills via enriching discussions with English-speaking peers and a knowledgeable classroom teacher. UCA's immersion program for ELL students will ensure that these students are held to the same grade-level expectations as their native-English speaking peers where project-based and problem-based are a central focus for instruction. These high expectations of ELL students will be supported through advisement by an ELL specialist, RTI process, PLC collaboration, differentiated instruction, and PEP development. The faculty and staff will comply with all accommodations, recommendations, monitoring, assessment, and data mining necessary to ensure expected language acquisition based upon the English Language Proficiency Standards by World-Class Instructional Design and Assessment (WIDA).

The WIDA placement test will be administered to enrolled students that indicate that their primary home language is a language other than English. The WIDA placement test will be administered early within each respective school year to students that are identified on one of the 6 levels of English language proficiency: 1- Entering, 2- Beginning, 3- Developing, 4- Expanding, 5- Bridging and 6- Reaching. To meet the needs of English language learners in the classroom, the faculty and staff of Uwharrie Charter Academy will implement the following plan to support and guarantee student success:

- The goal for any student identified and receiving ELL services will be for said student to grow by one level based upon WIDA standards within one academic year.
- All teachers will know the current level of the ELL students in his/her class and receive proper training and support from an ELL specialist or contracted professional for scaffolding instruction.
- Ability grouping, differentiated instruction, and learning style awareness will provide equitable access to a guaranteed and viable curriculum.
- Reclassification within the WIDA continuum will be based on the administration of the placement test, student achievement, and parent/student opinions.
- The use of sensory, graphic, and interactive supports (some with technology) will be commonplace in all classrooms serving ELL students.
- Performance definitions, to include formative and summative frameworks, will be founded upon NC ELP Standards and Model Performance Indicators which are derived directly from WIDA Standards.

Uwharrie Charter Academy

The Uwharrie Charter Academy will likely not be an exception to surrounding traditional schools' demographics of student populations including students that are at-risk of failure due to below-grade level skills in various content areas, disinterest in learning, and or deficient literacy skills. Taking its cues from NAREN (National At-Risk Educational Network), Uwharrie Charter Academy will use guidelines and recommendations for building a succinct and effective at-risk program to assist students that are identified. The "NAREN Nine" principles will be a foundation from which UCA will build its at-risk program. These nine principles are briefly highlighted below:

- 1) Accelerated Academic Curriculum
- 2) Strong Literacy Component
- 3) Intentional Support for Self-Management and Personal Responsibility
- 4) Personalized Curriculum
- 5) Project-Experiential-Work focus
- 6) Small learning community and reduced class sizes
- 7) Seamless Administrative and Classroom Support System
- 8) Collaboration with Community
- 9) Appropriate Staff Development

The leaders of the Uwharrie Charter Academy are skilled and have extensive knowledge in providing unique learning environments to students that have been identified as at-risk. Through their experiences, they have learned that building relationships with these students is a high priority and explicitly providing opportunities for success and confidence building is imperative. A small learning community, like the Uwharrie Charter Academy, will inherently offer a close-knit atmosphere where family values and respect are integrated within the curriculum. Offering flex days and community partnerships for our students will enrich learning and help build the support network of adults that an at-risk youth needs. Our rigorous curriculum will not be compromised but will be relevant to help capture the interests of students that may otherwise "check out" of the learning process with a highly teacher-centered or 90% traditional, lecture-based climate. The PEP process will provide a platform for collaboration between caring adults from the school, parents, and student to formulate a prescriptive learning program that will best lead to student success.

V.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.).

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

In accordance with NC115-06 and the reauthorized federal IDEA laws, Uwharrie Charter Academy will operate on the basis of equality and accessibility for students identified with special needs. Students enrolling with existing IEP's from their previous schools will be asked to participate in an initial intake meeting to evaluate and update his/her IEP to reflect new goals, interventions, and modifications relative to the mission of the Uwharrie Charter Academy. Students with suspected disabilities will be tested within the mandated timeline after parent consent is received. Once test results have been received, an IEP team will be assembled to determine eligibility and discuss placement with services related to the IEP and/or 504 processes.

Uwharrie Charter Academy will make special education services available to exceptional children, including both students with disabilities and gifted students, in accordance with North Carolina's state legislation (G.S.115C-106 Et seq.) and the Individuals with Disabilities Education Act (*IDEA*) (20 U.S.C. 1400 Et seq.) as reauthorized, including:

- An equal opportunity for all children who may not be denied on the basis of a disability
- A written Individualized Education Program (IEP) for all students identified and qualified as having a disability and receiving special education services
- A free and appropriate public education program, this program to be determined on an individual case-by-case basis depending on each student's unique needs and which may be challenged by the student's parent(s) through due process procedures
- A least restrictive environment or "natural environment" in consideration of the following factors: (1) a comparison between educational benefits available to a disabled student in a traditional classroom and a special education classroom; (2) the non-academic benefits to the student with a disability from interacting with non-disabled students; (3) the degree of disruption of the education of other students resulting in the inability to meet the unique needs of the disabled student.
- Due process requirements which include notification of parent(s) of the intent to evaluate for special education and consent to this process by the parent(s).
- Nondiscriminatory evaluation procedures for children with IEP's

The Uwharrie Charter Academy will employ/contract with qualified, licensed personnel to provide and monitor the prescribed program in an IEP and/or 504. Itinerant staff (psychologist, speech, OT, PT) will be contracted through private business or possibly the local LEA to provide services for students with special needs in accordance with their legally binding IEP. Special education staff will work with classroom teachers, parents, and students to design a plan that serves the child's learning style and allows access to the curriculum despite the child's disability.

Uwharrie Charter Academy will operate within an inclusion framework where disabled students are in the classroom with nondisabled students and challenged with the same rigorous curriculum as their nondisabled peers. Modifications and adaptations to lessons, texts, assignments, etc. will be provided by the classroom teachers (based upon IEP and/or 504). The PLC process along with focused professional development for teaching students with disabilities or gifted exceptionalities will be afforded to faculty and staff to ensure that effective instruction coupled with high expectations will result in student success. UCA will employ, highly qualified, and properly trained EC teachers based on the standards of North Carolina in order to provide students with disabilities the equitable access to the innovative teaching methods, extracurricular activities, community service afforded to their non-disabled peers. Once the IEP has been established and/or updated upon enrollment, supplementary aids, modified learning materials, services, and/or equipment will be provided in a timely manner.

It is the goal of the faculty and staff of the Uwharrie Charter Academy to provide the most natural, least restrictive learning environment with engaging classrooms, multi-media access, and caring teachers to facilitate learning through differentiation and individualized instruction. UCA will use an inclusion model for students with disabilities (unless a separate environment is required) where a regular education teacher is paired with an exceptional education teacher during the class period and instruction is delivered with modifications that are seamless in execution so that no one child is singled out for their disabilities but all children in the class will receive the help and attention that they need in order to be successful in the course.

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

Provide drafts, included in this section (do not include as an appendices), of student handbooks and other policies governing student conduct and discipline. Include policies and procedures governing suspension and expulsion of students. Specifically address these policies with respect to exceptional children. Also describe how a parent could appeal the decision of a school administrator through a grievance process.

DRAFT

Uwharrie Charter Academy

Parent and Student Handbook

“People who are environmentally literate understand
how natural systems function and how humans and the environment are intertwined.”
North Carolina Environmental Literacy Plan

Introduction

The purpose of this handbook is to introduce the reader to the values, norms, expectations, conduct, behaviors, and procedures at Uwharrie Charter Academy. It is meant to be a guide and not restrictive for the teachers, administrators, staff, employees, or Board of Directors of the school. In regard to changing law, the manual is subject to change, amendment, and alteration by the Board of Directors.

Uwharrie Charter Academy will operate on the belief that students learn when policies and procedures have been made clear in an environment of positive reinforcement; however, when rules, policies, and/or procedures are violated, the Board supports teachers and administrators in employing the discipline plan as outlined herein.

Contact Information

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Uwharrie Charter Academy

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web site: www.uwharriegreenschool.org (to be amended to www.uwharriecharteracademy.org)

Uwharrie Charter Academy serves students in grades 9-12. The school day is from 8:45AM- 3:45PM Monday through Friday. One Friday a month is reserved as a Flex Day, meaning students will coordinate with organizations and businesses to serve community interests and to exercise their learning.

Uwharrie Charter Academy: An Overview

Mission:

The Uwharrie Charter Academy will exist:

- To provide a truly rigorous pathway to college and career readiness;
- To afford students the benefit of a small learning community with a low teacher/student ratio in an effort to promote strong relationships with students and individualized support for learning;
- To imbed the curriculum with STEM focused content through problem-based learning, historical developments in technology, hands-on math, and inquiry science that requires engineering and ingenuity to promote hands-on, project-based learning in all courses;
- To support the development of 21st century skills integrating the use of technology;
- To partner with parents so that they understand their role in their child's education;
- To build relationships with local institutions in order to provide real-world connections and opportunities for applied learning; and
- To promote environmental stewardship including the adoption of green practices in student's everyday lives and the integration of NC's Environmental Literacy Plan in a cross curricular approach.

Core Beliefs

We believe that, when presented with challenging and engaging real-world instruction, all students can learn and will rise to the challenge. Our youth are equipped with a desire to make a difference in the world and are looking for an opportunity to do so. Learning in a safe, small learning environment provides the nurturing setting that students need to see how academic learning fits into the world outside the classroom. We live in a changing world where students need to be prepared for the future of technology and environmental issues as problem solvers, not rote memorizers, so students should be given the chance to show what they know by collaborating with peers and creating meaningful projects. Parents and community members care deeply about our youth because our youth represent the future of our world; therefore, parents and community members will offer the assistance needed to accomplish the task of developing our youth into responsible, innovative citizens.

Uwharrie Charter Academy

Charter School Information

A charter school is an alternative to the traditional public school setting, and many people appreciate the choice they create for parents and students. They fill the gap between public school and private school because many charter schools offer innovative approaches and programs and increase learning opportunities that traditional public school systems cannot offer. Charter schools are public schools, so they are funded with public monies, yet they may be supplemented with private donations, and sometimes admission lotteries are utilized when the number of applicants exceeds the program's capacity. Any North Carolina student is eligible to attend a charter school without paying tuition.

There are several benefits to attending a charter school, including an often smaller class size, more individualized instruction, high academic and service standards, innovative programs and course offerings, and unique educational philosophies. With high expectations from all stakeholders, students will learn, grow, and exceed expectations.

Non-Discrimination Policy

Uwharrie Charter Academy upholds the belief that diversity creates a rich and stimulating learning environment. The school does not discriminate on the basis of race, religion, color, sex, national origin, or handicap in accordance with state and federal law.

Admissions and Lottery Process

Uwharrie Charter Academy will admit any eligible student under North Carolina law who submits a completed application during the enrollment period, unless the number of applicants exceeds the limit for the program, classes, grade levels, or building capacity. The enrollment period will be from April 1 to June 1 each year. As applications are submitted each one will be reviewed for completeness, age/grade of student, and validation that the parent/guardian has reviewed and accepted the school's philosophy and had a conversation with the school's Director of Operations. In the event that the number of applicants exceeds the maximum, the school will use a lottery system to give all applicants an equal chance for admission. A lottery will not be held if the number of applicants does not transcend the maximum number possible. UCA will give enrollment priority to siblings of currently enrolled students who were admitted in a previous year and to children of the school's principal, teachers, and teacher assistants. Once enrolled, students are not required to reapply in subsequent enrollment periods. Within one year after the charter school begins operation, the population of the school shall reasonably reflect the racial and ethnic diversity of the community in which the school is located or the racial and ethnic composition of the special population that the school seeks to serve residing within the local school administrative unit in which the school is located. The school shall be subject to any court-ordered desegregation plan in effect for the local school administrative unit. A charter school may refuse admission to any student who has been expelled or suspended from a public school until the period of suspension or expulsion has expired.

A lottery is meant to provide a fair and equitable way of admitting students to the school when the number of applicants exceeds the class, program, school, or building maximum capacity. Following an application period in which the number of applicants exceeds the maximum allowed, a lottery will be conducted within four weeks of the application deadline.

Once a lottery is deemed necessary, the following guidelines will apply:

1. Letters will be mailed to each applicant's parent/guardian, informing him/her of the need for a lottery; the date, time, and location of the lottery; and the lottery process.
2. Lottery cards with numbers will be assigned to each applicant.
3. The lottery will be conducted by a certified public accountant unaffiliated with Uwharrie Charter Academy, its employees, or the Board of Directors and who has no child attending or wishing to attend the school.
4. On the day of the lottery, the certified public accountant will ensure that each applicant is represented by a number written clearly on a card.
5. Each card will be placed into a tumbler.
6. One hour prior to the lottery drawing, interested parties will have the opportunity to review and inspect the lottery process and tumbler.
7. Prior to drawing the first card, the certified public accountant shall state that all lottery numbers have been checked and that each applicant is represented by a number.
8. The certified public accountant will be the only authorized person to draw cards/numbers from the tumbler.
9. When the accepted number of applicants for the class, program, grade, or building has been reached, the certified public accountant will continue drawing numbers for the purpose of creating a waiting list.
10. The waiting list will be available for review.
11. As openings occur in the class, program, grade, and/or building, parents of students on the waiting list will be contacted in compliance with the strict order in which the names appear on the list.

The following exceptions to the admissions and lottery process apply each year:

1. If multiple birth siblings apply for admission to a charter school and a lottery is needed, UCA shall enter one surname into the lottery to represent all of the multiple birth siblings. If that surname of the multiple birth siblings is selected, then all of the multiple birth siblings shall be admitted.
2. Siblings of currently enrolled students will be given admission priority.
3. The children of the school's directors, teachers, and staff will be given admissions priority. If a new teacher is hired for the current year after the lottery date, his/her children will be given priority for any program, class, grade, or building, which is not already full. If the child of a director, teacher, or staff member is put on the waiting list, the child will be given first priority and the chance for enrollment of any openings that occur in the grade, program, class, or building.

The following exceptions to the admission and lottery process shall be in effect for the first year only:

1. Uwharrie Charter Academy will give enrollment priority to children of the initial members of the school's Board of Directors as long as their children do not exceed more than ten percent of the school's total enrollment or to 20 students, whichever is less.

Code of Conduct

Honor Code

Students of Uwharrie Charter Academy are expected to hold themselves to the highest standards of ethical behavior and strong character both on campus and in the community. The signing of the Honor Code demonstrates an understanding and agreement to uphold a commitment to strong character and personal integrity.

As a student of Uwharrie Charter Academy, I understand the importance of the Honor Code as the primary directive for all of my decisions. As such, it will be at the forefront of all of my interactions with others in and out of the classroom and as a way of life. I understand that the school's directors have full discretion to enforce this code and that violations will result in disciplinary action.

As a student of the Uwharrie Charter Academy community,

- I will uphold the principles of integrity reflected in the honor Code in an effort to maintain trust with my peers, teachers, parents, administrators, and community.
- I will tell the truth.
- I will hold myself to the highest environmental ethic.
- I will not steal or damage others' personal property.
- I will not take credit for work that is not my own.
- I will take responsibility for my words and deeds.
- I will not assist others in academic assignments unless directed to do so by a teacher.
- I will support others in upholding the Honor Code.

Uwharrie Charter Academy

Stakeholders' Responsibilities

In order for Uwharrie Charter Academy to achieve success, all stakeholders must understand and accept their roles and responsibilities and duties. The following delineates the roles and responsibilities of the school's members:

Students will:

- Support the school's mission
- Come to school prepared to learn with all necessary supplies
- Leave all distractions to learning (phones, toys) turned off and put away except at lunch
- Be on time to class
- Actively engage in learning activities
- Consider their impact on the earth
- Be polite and responsible to all and support one another
- Challenge assumptions
- Adhere to Honor Code
- Have a positive attitude
- Develop a strong work ethic

Teachers will:

- Support the school's mission
- Respect students and others
- Plan engaging, rigorous lessons
- Challenge students' thinking
- Listen to students
- Communicate regularly with parents
- Be fair and equitable in all dealings with students, including grades and discipline
- Create a safe, enjoyable learning environment
- Develop their own green practices
- Remediate and tutor students for success
- Stay abreast of all new instructional methods
- Demonstrate a strong work ethic

Parents will:

- Support the school's mission
- Ensure student's preparedness for learning
- Volunteer at school and support extracurricular activities
- Understand their role in their child's success
- Resolve conflicts and voice concerns with the appropriate party

Uwharrie Charter Academy

- Promote the child's adoption of the school's Honor Code by displaying strong, moral values
- Become aware of environmental ethics

Administrators will:

- Support the school's mission
- Maintain a safe and orderly school
- Promote high ethical standards
- Communicate regularly with parents
- Deal with students and staff equitably and fairly
- Listen to students' and parents' concerns, ideas, recommendations
- Adhere to public school law
- Challenge teachers and students to do their best
- Get to know each student, teacher, and family
- Offer staff development
- Coordinate students' service in the community
- Investigate ways to "green the school"
- Educate the public about the school and its mission
- Communicate regularly with the Board

Board will:

- Make decisions and policies that support the school's mission
- Meet regularly
- Mediate conflict
- Support and promote the school to the public
- Avoid conflicts of interest

Policies and Procedures

In addition to clear rules and policies, Uwharrie Charter Academy believes in the importance of practiced procedures. Therefore, the first few days of school will be spent developing and practicing classroom management procedures with students.

Transportation

Parents and students are responsible for providing their own transportation to Uwharrie Charter Academy. If other modes of transportation are viable (bus, cycling, etc.), students and parents will be made aware and appropriate procedures used to utilize that transportation. We strongly encourage carpooling to lessen the effect on the environment, in accordance with the school's mission. Personal transportation forms are available in the office and must be on file before students are allowed to drive to and from school or to transport other students. Any incident of wreckless driving will result in loss of privilege.

Uwharrie Charter Academy

Dress Code

The school and classroom dynamic can be affected by distracting attire. Since the focus should be on learning, students are charged with dressing modestly and following the standards of decency. The following are prohibited:

- Pajamas and bedroom slippers
- Sleeveless shirts
- Clothing displaying sex or sexual innuendo, alcohol, drugs, and/or violent acts
- Clothing too short, too tight, or too revealing (exposing cleavage, bra straps, underwear, lower back, navel)
- Offensive logos, sayings, advertisements, phrases
- Gym clothes outside the gym
- Sagging pants
- Short skirts or shorts (must extend to the length of the hand as it is extended beside the leg)

Alternative clothing will be kept in the office for students who violate the dress code; however, repeated offenses will result in disciplinary action.

Acceptable Use Policy for Internet

Laptops and computers should be for educational purposes only and for learning connected to school work. During orientation, administrators will clearly explain appropriate uses for electronic devices. Students who access unauthorized sites will be subject to disciplinary action and/or cancellation and revocation of Internet privileges.

Harassment Policy

Uwharrie Charter Academy is to be a safe, welcoming place for the purpose of learning. To maintain a comfortable environment, each community member must be treated with respect and honor. Harassment based on sex, race, religious or ethnic group, or national origin will result in swift and severe disciplinary action. Therefore, no acts of intimidation, humiliation, degradation, or violence toward others will be tolerated. Any student who feels that he/she has been the target of harassment should immediately report the incident of harassment to the Director of Operations. All charges of harassment will be thoroughly investigated. Any charge determined to be true will result in disciplinary action.

Drug and Alcohol Policy

Uwharrie Charter Academy students will be free from illegal drugs, alcohol, or the abuse of prescription or over-the-counter drugs while attending or participating in any school-sponsored event. UCA students will not use, consume, deliver, purchase, sell, have in their possession or be under the influence of illegal drugs (including alcohol and tobacco), while on school property or while attending or participating in a school-sponsored activity whether on campus or off. Students in the company of any student who is using, consuming, delivering, purchasing, selling, or possessing or under the influence of illegal drugs while on school property or while attending or participating in a school-sponsored event will be subject to the same disciplinary action as the offending student, unless said student is attempting to intervene in the situation, trying to prevent the situation, or is attempting to get adult help. This policy is in effect at all times.

Any student who has concerns about his/her own or a friend's use of illegal or prescription drugs or alcohol may approach the Director of Operations or a school counselor to discuss the issue. Confidentiality extends only as far as the law allows.

Uwharrie Charter Academy

Disciplinary Code

- Consequence 1 Detention served as directed by teacher; teacher records offense; behavior contract may be initiated
- Consequence 2 Short-term, partial day, in-school suspension, and/or task (1-3 days)
- Consequence 3 Short-term, full day, in-school suspension, (1-5 days)
- Consequence 4 Short-term, full day, out of school suspension (1-3 days)
- Consequence 5 Long-term, full day, out of school suspension (more than 3 days)
- Consequence 6 Immediate removal from school until a board review hearing; possible year-long expulsion

	Violation	Consequence
1	Classroom Disruption	1
2	Inappropriate Display of Affection	1
3	Unauthorized Use of Electronic Device	1 Confiscation-Return at end of the day
4	Dress Code Violation	1 Appropriate clothing will be supplied or student must obtain appropriate clothing in order to stay at school
5	Unauthorized absence from class or school	1-3
6	Inappropriate or abusive language	1-3
7	Rude or disrespectful behavior toward staff or student	1-4
8	Possession of Tobacco (or tobacco paraphernalia)	2-4
9	Disregard of directions from school personnel	2-4
10	Assault on another student	2-5
11	Theft (per investigation of administrator)	2-5
12	Destruction of school property	4 Restitution
13	Persistent violation of disciplinary	4-5

	code	
14	Tampering with a fire extinguisher or fire alarm	5 Restitution
15	Possession, consumption, or being under the influence of a controlled substance as described under the Drug and Alcohol Policy-applies to any school-sponsored event on or off campus	5 Referral to Authorities
16	Assault of a school employee	6 Referral to authorities
17	Making terroristic threats	6 Referral to authorities
18	Possession of items considered to be weapons	6 Referral to authorities
19	Sale and /or Distribution of a controlled substance	6 Referral to authorities
20	Harassment	Director of Operations Investigation
21	Honor Code Violation	Zero and parent contact/conference

In-School Suspension

In response to some violations of the Disciplinary Code, in-school suspension shall be instituted. The student must serve In-School Suspension at a location designated by the Director of Operations for a partial or full school day(s) where the student will be expected to study and complete his/her school work. Suspended students are responsible for obtaining and completing all school work assigned during the suspension period. Suspended students are not allowed to attend or participate in any extracurricular events during the period of his/her suspension.

Out-of-School Suspension

In some cases a violation will be deemed as serious as to warrant Out-of-School Suspension. In the event that a student has been given Out-of-School Suspension, he/she must serve the entire period of time and is not allowed to participate in any school event, either on or off campus during or after the school day. Suspended students are responsible for obtaining and completing his/her school work.

Discipline with Regards to Special Education

Students who are served under IDEA (Special Education), 20 U.S.C. Sec. 1400 et seq. and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. Sec. 706(8) are entitled to certain additional rights in the area of discipline based upon their qualifications for services under these federal laws. If Uwharrie Charter Academy suspends a student with special needs, it shall continue to provide to the student all continuing education services to the extent mandated by federal and state laws and regulations. In the event UCA suspends or expels a student, the school shall promptly notify local school officials in the school district to which the student would otherwise be assigned. The notification shall include the student's name, special education status, length of suspension/expulsion and the circumstances giving rise to the suspension or expulsion.

Due Process

Prior to any disciplinary action, the students shall be made aware of the seriousness of the infraction and the potential consequences shall be explained. The student shall be provided an opportunity to explain his/her version of the situation. If, after the student has been provided his/her due process, the teacher or administrator feels that there has been a violation of the Disciplinary Code and that disciplinary action is warranted, the student's parent/guardian shall be informed (in person or by telephone) of the violation and its consequences. In the event that a student or his/her parent feels that he/she has been treated unfairly, they may schedule a parent conference with the Director of Operations. If the student or parent still feels as though the student has been wronged, then the parent(s) may appeal to the school's Board of Directors.

Attendance

Uwharrie Charter Academy operates on a semester schedule with four classes per semester of 90 minutes each. In order for students to be successful, they must on time and attend school regularly. North Carolina has a compulsory attendance law, requiring that school-age children be present when school is in session except in some circumstances such as illness. Any student who does not comply may be reported for truancy.

Students are expected to be present for all classes by the posted time. If a student is late, he or she must have a note from the front office. To be counted present to class, a student must be present for at least half of the class's total time. When students are absent, upon returning, they must present a signed and dated note from home, explaining why the student was absent, to the front office. Students will then get an admit slip to show to each teacher. Students may only have four excused absences from any class per semester in order to be able to pass the class. Students who have more than four absences may appeal to the Board of Directors for a waiver.

Students who know in advance they will miss school should have a parent/guardian call the school office in advance or bring a signed note from the parent/guardian.

Lawful Absences include:

The Director of Operations, Director of Curriculum, who is in or designated school personnel in charge of a school attendance records has the right to excuse a student temporarily from attendance on account of sickness or other unavoidable cause. (Below are the valid/lawful excuses for temporary nonattendance of a student at school.)

1. **Illness or Injury:** When the absence results from illness or injury which prevents the student from being physically able to attend school.
2. **Quarantine:** When isolation of the student is ordered by the local health officer or by the State Board of Health.
3. **Death in the Immediate Family:** When the absence results from the death of a member of the immediate family of the student. For the purpose of this regulation, the immediate family of a student includes, but is not necessarily limited to, grandparents, parents, brothers, and sisters.
4. **Medical or Dental Appointments:** When the absence results from a medical or dental appointment of a student.

5. Court or Administrative Proceedings: When the absence results from the attendance of a student at the proceedings of a court or an administrative tribunal if the student is a party to the action or under subpoena as a witness. The Local Board of Education can be considered an administrative tribunal.

6. Religious Observance: School principals are required to authorize a minimum of two excused absences each academic year for religious observances required by faith of a student or a student's parents. The student shall be given the opportunity to make up any tests or other work missed due to this excused absence. (S.L. 2010-112)

7. Educational Opportunity: When it is demonstrated that the purpose of the absence is to take advantage of a valid education opportunity, such as travel. Approval for such an absence must be granted prior to the absence. This would include, but is not limited to, a student serving as a legislative page or a governor's page.

Check Outs

Students who need to check-out early from school should bring a signed note from a parent prior to checking out.

Visitors

Due to the unique nature of Uwharrie Charter Academy, we expect that members of the community will want to learn more about our program. Parents and guests are welcome and are encouraged to participate in school events. To plan for such visits, kindly schedule a visit or tour in advance with our secretary. Visitors are required to sign-in with the secretary at the front office.

How a Parent May Lawfully Abandon a Newborn

The parent of an infant under seven days of age, expressing an intent to not return for the infant, may voluntarily deliver the infant to a health care provider, as defined under G.S. 90-21.11, who is on duty or at a hospital or at a local or district health department or at a nonprofit community health center; a law enforcement officer who is on duty or at a police station or sheriff's department; a social services worker who is on duty or at a local department of social services; or a certified emergency medical service worker who is on duty or at a fire or emergency medical services station. The individual who takes an infant into temporary custody may inquire as to the parents' identities and as to any relevant medical history, but the parent is not required to provide the information.

Meningococcal Meningitis and Its Vaccine

Meningococcal meningitis is a bacterial form of meningitis, a serious infection of the meninges that affects the brain membrane. It can cause severe brain damage and is fatal in 50% of cases if untreated.

Causes

Several different bacteria can cause meningitis. *Neisseria meningitidis* is the one with the potential to cause large epidemics. Twelve groups of *N. meningitidis* have been identified, five of which (A, B, C, W135, and X) can cause epidemics. Geographic distribution and epidemic potential differ according to group.

Transmission

The bacteria are transmitted from person to person through droplets of respiratory or throat secretions. Close and prolonged contact – such as kissing, sneezing or coughing on someone, or living in close quarters (such as a dormitory, sharing eating or drinking utensils) with an infected person – facilitates the spread of the disease. The average incubation period is four days, but can range between two and 10 days.

Neisseria meningitidis only infects humans; there is no animal reservoir. The bacteria can be carried in the throat and sometimes, for reasons not fully understood, can overwhelm the body's defenses allowing infection to spread through the bloodstream to the brain. Although there remain gaps in our knowledge, it is believed that 10% to 20% of the population carries *Neisseria meningitidis* at any given time. However, the carriage rate may be higher in epidemic situations.

Symptoms

The most common symptoms are a stiff neck, high fever, sensitivity to light, confusion, headaches and vomiting. Even when the disease is diagnosed early and adequate treatment is started, 5% to 10% of patients die, typically within 24 to 48 hours after the onset of symptoms. Bacterial meningitis may result in brain damage, hearing loss or a learning disability in 10% to 20% of survivors. A less common but even more severe (often fatal) form of meningococcal disease is meningococcal septicaemia, which is characterized by a hemorrhagic rash and rapid circulatory collapse (World Health Organization).

Diagnosis and Treatment

Vaccines, diagnosis and treatment may be obtained by visiting a physician or local health department. The Randolph County Health Department is located at:

IRA McDowell Building
2222-B South Fayetteville St. Asheboro, NC 27205
(336) 318-6200

Influenza and Its Vaccine

The flu is a contagious respiratory illness caused by influenza viruses that infect the nose, throat, and lungs. It can cause mild to severe illness, and at times can lead to death. The best way to prevent the flu is by getting a flu **vaccine** each year.

Symptoms

Influenza (also known as the flu) is a contagious respiratory illness caused by flu viruses. It can cause mild to severe illness, and at times can lead to death. The flu is different from a cold. The flu usually comes on suddenly. People who have the flu often feel some or all of these symptoms:

- Fever* or feeling feverish/chills
- Cough
- Sore throat
- Runny or stuffy nose
- Muscle or body aches
- Headaches
- Fatigue (tiredness)
- Some people may have vomiting and diarrhea, though this is more common in children than adults.

*Not everyone with flu will experience fever.

How Flu Spreads

People with flu can spread it to others up to about 6 feet away. Most experts think that flu viruses are spread mainly by droplets made when people with flu cough, sneeze or talk. These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs. Less often, a person might also get flu by touching a surface or object that has flu virus on it and then touching their own mouth or nose (Center for Disease Control and Prevention).

Diagnosis and Treatment

To receive a vaccine, or if you suspect that you or a loved one may have influenza, contact a physician or the local health department. The Randolph County Health Department is located at:

IRA McDowell Building
2222-B South Fayetteville St. Asheboro, NC 27205
(336) 318-6200

Cervical Cancer, Cervical Dysplasia, Human Papillomavirus, and Their Vaccines

Dysplasia is the medical term for abnormal cells on the cervix caused by the human papillomavirus virus. If the abnormalities are mild and few in number, they usually go away without treatment. However, some cases of moderate dysplasia, and most cases of severe dysplasia, will not go away on their own. At this stage, the cells are considered "pre-cancer": In other words, if they are not found and treated, they could develop into cervical cancer.

Causes of Cervical Dysplasia, Cervical Cancer, and Human Papillomavirus

There are several ways of getting human papillomavirus through sexual contact, and it does not have to be passed through direct sexual intercourse. However, sexual intercourse is the most common way of getting HPV. Because HPV can affect the skin that is not covered by a condom, it is easy to pass the virus through intercourse. Also, HPV-infected cells can live in the mouth, so it is possible to spread the disease through oral sex. The virus can also be passed through bodily fluids and mucous membranes.

Since high-risk types of human papillomavirus are the primary cause of cervical dysplasia and cervical cancer, anyone who has ever had intimate, skin-to-skin (genital) contact with a partner is at potential risk of developing the condition.

Symptoms

Some human papillomavirus are without symptoms or health risk, and others lead to genital warts and even cervical cancer.

Dysplasia does not have warning symptoms. If symptoms such as vaginal bleeding or low back pain occur, the condition may already have progressed to cervical cancer. That is why it is important to be screened regularly with a Pap and (if you're age 30 or older) the HPV test.

Transmission

There are several ways of getting human papillomavirus through sexual contact, and it does not have to be passed through direct sexual intercourse. However, sexual intercourse is the most common way of getting HPV. Because HPV can affect the skin that is not covered by a condom, it is easy to pass the virus through intercourse. Also, HPV-infected cells can live in the mouth, so it is possible to spread the disease through oral sex. The virus can also be passed through bodily fluids and mucous membranes.

Vaccines

Vaccines can protect males and females against some of the most common types of HPV that can lead to disease and cancer. These vaccines are given in three shots. It is important to get all three doses to get the best protection. The vaccines are most effective when given at 11 or 12 years of age.

Girls and women: Two vaccines (Cervarix and Gardasil) are available to protect females against the types of HPV that cause most cervical cancers. One of these vaccines (Gardasil) also protects against most genital warts. Gardasil has also been shown to protect against anal, vaginal and vulvar cancers. Either vaccine is recommended for 11 and 12 year-old girls, and for females 13 through 26 years of age, who did not get any or all of the shots when they were younger. These vaccines can also be given to girls beginning at 9 years of age. It is recommended to get the same vaccine brand for all three doses, whenever possible.

Boys and men: One available vaccine (Gardasil) protects males against most genital warts and anal cancers. This vaccine is available for boys and men, 9 through 26 years of age.

Benefits and Possible Side Effects of HPV Vaccine

The vaccines target the HPV types that most commonly cause cervical cancer. One of the vaccines also protects against the HPV types that cause most genital warts. Both vaccines are highly effective in preventing specific HPV types and the most common health problems from HPV.

The vaccines are less effective in preventing HPV-related disease in young women who have already been exposed to one or more HPV types. That is because the vaccines can only prevent HPV before a person is exposed to it. HPV vaccines do not treat existing HPV infections or HPV-associated diseases.

The Most Common Side Effects of HPV Vaccine are:

- Pain in the area of the injection
- Swelling in the area of the injection
- Redness in the area of the injection
- Fever
- Nausea
- Dizziness
- Diarrhea
- Fatigue
- Headache
- Muscle pain.

There are several side effects with the HPV vaccine that you should report immediately to your healthcare provider.

These include, but are not limited to:

- Very high fever
- Weakness, tingling, or paralysis (which may be signs of Guillain-Barré syndrome)
- Signs of an allergic reaction, including difficulty breathing, wheezing, an unusual skin rash, itching, or hives.

(The preceding information was obtained from the Centers for Disease Control and Prevention) Parents and guardians may seek further information from their physicians or the local health department. The Randolph County Health Department is located at:

IRA McDowell Building
2222-B South Fayetteville St. Asheboro, NC 27205
(336) 318-6200

Uwharrie Charter Academy

Academic Requirements

The following Future-Ready Core Course of study must be completed in grades 9-12:

- 4 units - English I, II, III, IV
- 4 units- Mathematics (should include Algebra I, Algebra II, Geometry and a higher level math course with Algebra II as a pre-requisite OR Integrated Math I, II, III and a higher level math course with Integrated Math III as a pre-requisite)
- 3 units- Science (Physics or Chemistry course, Biology, and an Earth/Environmental Science course)
- 3 units- Social Studies (World History, Civic/Economics, and American History)
- 1unit- Health and PE
- 6 units- Two (2) elective credits in a **second language** required for the UNC System Four (4) elective credits constituting a concentration recommended from one of the following: Career and Technical Education (CTE), JROTC, Arts Education, Second Languages, any other subject area with appropriate electives (i.e. science electives, history electives, etc).

Grading Scale

93-100 A

85-92 B

78-84 C

70-77 D

69 and below F

Additional Graduation Information

In support of the school's mission of developing students' environmental literacy, each grade level will complete a project related to environmental ethics.

9th grade Sustainability and Me: Students research and discover ways to incorporate green living into their own lives. Each student will create a Personal Green Pledge.

10th grade Green Team: Based on Problem-Based Learning, students will form into groups called Green Teams where they will investigate the green needs of the community, research the topic, adopt an issue, create a solution, and act on the findings.

11th grade Global Environmental Investigations Project: Beginning in the junior year, students will complete areas of a graduation project related to their knowledge of environmental literacy. Students will expand their knowledge of environmental literacy to a global perspective. Working independently, students will research environmental issues, communicate with experts, and then choose an issue to adopt. Students are expected to become knowledgeable advocates for educating and bringing awareness to the public on their chosen topic. Students will:

- Propose a topic to adopt
- Research and communicate with experts to learn more about their topic

12th grade Completion of Global Environmental Investigations Project: As seniors will serve as leaders in the school and community for environmental literacy. For the purposes of this project, students will gather their findings and

- Draft a thorough research paper (8-12 pages)
- Present their findings to the community

Uwharrie Charter Academy

Parent and Student Honor Code Agreement Form

The Uwharrie Charter Academy will exist:

- To provide a truly rigorous pathway to college and career readiness;
- To afford students the benefit of a small learning community with a low teacher/student ratio in an effort to promote strong relationships with students and individualized support for learning;
- To imbed the curriculum with STEM focused content through problem-based learning, historical developments in technology, hands-on math, and inquiry science that requires engineering and ingenuity promote hands-on, project-based learning in all courses;
- To support the development of 21st century skills integrating the use of technology;
- To partner with parents so that they understand their role in their child's education;
- To build relationships with local institutions in order to provide real-world connections and opportunities for applied learning; and
- To promote environmental stewardship including the adoption of green practices in student's everyday lives and the integration of NC's Environmental Literacy Plan in a cross curricular approach.

As the parent/guardian of Uwharrie Charter Academy student _____, I willingly accept my role and responsibilities in promoting both the success of my child's educational goals and the success of the Uwharrie Charter Academy community.

Signed,

As a student of Uwharrie Charter Academy, I _____ willingly agree to uphold the school's Honor Code in order to achieve my own success, my peers' success, and Uwharrie Charter Academy's success.

Signed,

Application for Admission to Uwharrie Charter Academy

Name of student _____

Address _____

City _____

State _____ Zip _____

County of Residence _____

School System of Residence _____

Date of Birth _/_____/_____

Please list the names and ages of siblings who also wish to attend:

Name _____ Age _

Name _____ Age _

Name _____ Age _

Grade child will be entering _____

Does the child have any physical or other health limitations? _____

If so, please explain: _

Has your child ever been served under the Exceptional Children's Services at a previous school ?

If yes, please explain below in the space provided...

Evidence of state residency:

1. A utilities bill, verifying North Carolina residence

2. A copy of the previous school year's report card

If you have not already attended an informational session or met with a Uwharrie Charter Academy director, you will need to schedule a meeting in order to learn about the school's mission, curriculum, philosophy, and the roles and responsibilities of each stakeholder.

Parent/guardian name _____ Daytime telephone _____

Cell phone _____ Email _____

V.D. TIMELINES

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

Major Tasks	Timeline	Responsible Individual(s)
Submit copy of application to LEA's	April 2012	Heather Soja and Rhonda Dillingham
SBE Interviews	May - June 2012	Heather Soja
Improve webpage	May 2012	Rhonda Dillingham
Garner funds for start-up	March 2012 – March 2013	Board of Directors
Board meets to approve lease	September 2012	Board of Directors
Sign facility lease	September 2012	Heather Soja
Renovate building	September 2012 – May 2013	Schwartz & Schwartz, LLC.
Purchase furniture, instructional supplies and technology	November 2012 – May 2013	Heather Soja
Market the school	September 2012 – May 2013	Heather Soja and Rhonda Dillingham
Interview and recommend for hire faculty and staff	April-June 2013	Heather Soja and Rhonda Dillingham
Meet with prospective families	January – June 2013	Heather Soja and Rhonda Dillingham
Enroll students	April –June 2013	Administrative assistant/data manager
Gain Certification of Occupancy	May 2013 or earlier	Schwartz & Schwartz, LLC.
Attend Charter School Informational Meetings	September 2012 – July 2013	Heather Soja, Rhonda Dillingham and board representatives
Student/Parent Orientation	July 2013	Heather Soja, Rhonda Dillingham and staff
Teacher Orientation	July 2013	Heather Soja, Rhonda Dillingham and
Hold Public Informational Meetings	February-June 2013	Heather Soja and Rhonda Dillingham
Speak to civic clubs and religious groups	February-June 2013	Heather Soja and Rhonda Dillingham
Hold Lottery, if necessary	June 2013	Certified Public Accountant

VI. BUSINESS PLAN

VI.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.)

Director of Operations, Director of Curriculum, support staff (book keeper, NCWISE, secretary (some may serve dual roles)), teachers (part-time and full-time) custodial staff (part-time, first year), and maintenance (part-time, first year).

VI.A.1. Process to advertise for and employ staff of the school

Advertisement for these positions will be through NCDPI, online resources (LinkedIN, Professional listserv, etc.), networking through charter school colleagues and organizations, via the Uwharrie Charter Academy website. In some situations, such as classified staff, an ad for employment may be placed in local newspapers and/or in online platforms. Once candidates have provided a completed application for employment by the specified deadline, a committee consisting of a director, two faculty members, two parents, and an existing classified staff member will determine identify the candidates for interviews. Once interviewed, the selected candidate will be notified and his/her application will be forwarded to the board for approval. A start date will be established and an orientation will be scheduled with a director and other responsible school personnel.

(Note: This handbook will be completed in full at a board retreat scheduled for January 2013 pending approval of the charter application by the NC Charter School Selection Committee and NC State Board of Education)

VI.A.2. Faculty Handbook

DRAFT

Uwharrie Charter Academy Faculty Handbook

MISSION:

- To provide a truly rigorous pathway to college and career readiness;
- To afford students the benefit of a small learning community with a low teacher/student ratio in an effort to promote strong relationships with students and individualized support for learning;
- To imbed the curriculum with STEM focused content through problem-based learning, historical developments in technology, hands-on math, and inquiry science that requires engineering and ingenuity to promote hands-on, project-based learning in all courses;
- To support the development of 21st century skills integrating the use of technology;
- To partner with parents so that they understand their role in their child's education;
- To build relationships with local institutions in order to provide real-world connections and opportunities for applied learning; and
- To promote environmental stewardship including the adoption of green practices in student's everyday lives and the integration of NC's Environmental Literacy Plan in a cross curricular approach.

Core Beliefs:

We believe that, when presented with challenging and engaging real-world instruction, all students can learn and will rise to the challenge. Our youth are equipped with a desire to make a difference in the world and are looking for an opportunity to do so. Learning in a safe, small learning environment provides the nurturing setting that students need to see how academic learning fits into the world outside the classroom. We live in a changing world where students need to be prepared for the future of technology and environmental issues as problem solvers, not rote memorizers, so students should be given the chance to show what they know by collaborating with peers and creating meaningful projects. Parents and community members care deeply about our youth because our youth represent the future of our world; therefore, parents and community members will offer the assistance needed to accomplish the task of developing our youth into responsible, innovative citizens.

Calendar: (DRAFT)

Uwharrie Charter Academy will have at minimum of 185 instructional days within a modified-year round calendar. Special summer programming and/or enrichment days will be in addition to the 185 days of instruction that UCA students will receive. The respective start and end dates for students will be August 25th and June 12th unless otherwise stated by legislation passed after the application is submitted. As required by NCDPI, there will be ten teacher workdays required for teachers and those days will be used for grading, planning, professional development, or special action research projects. The UCA school calendar will adhere to all testing criteria set forth by the North Carolina Department of Public Instruction Accountability Program as well as the Federal No Child Left Behind accountability program. Additionally, teachers will be expected to vertically plan with colleagues and reach out to community partners for student enrichment during 4 half-day, early release days that will be protected for those activities. If approved, the UCA Board along with the directors and representatives of the staff will reserve the right to make minor adjustments to the calendar prior to opening in August to give surety that the school's mission is reflected and proper time allotted to meet instruction and learning targets. Stakeholder feedback will be solicited to help the Board and directors make final decisions about the school calendar. All legal holidays will be observed as defined by the NC's Department of Labor.

Uwharrie Charter Academy Board Members

Chairperson: Mac Whatley; macwhat@triad.rr.com

Vice-Chairperson: Julia Del Grande; jdel_grande@hotmail.com

Secretary: Rhonda Dillingham; rdrdillingham@gmail.com

Treasurer: Mark Hensley; Mark.Hensley@MyYesBank.com

Member: LoriAnn Owen; loriann@benowenpottery.com

Member: Heather Soja; hsojajs@gmail.com

Member: Rodney Spicer; Spicer7072@live.com

Hiring and Termination of Faculty Members

Hiring of teachers:

(a) In the city administrative units, teachers shall be elected by the board of education of such administrative unit upon the recommendation of the superintendent of city schools. Teachers shall be elected by the county and city boards of education upon the recommendation of the superintendent, in accordance with the provisions of G.S. 115C-276(j). Uwharrie Charter Academy will develop a hiring committee that includes members of the board and the directors of the school. Once a highly qualified candidate is interviewed, a recommendation will be made to the board and the board will vote on whether to offer the candidate the position. If the board approves, the candidate will be offered a one year contract to teach at UCA and renewal will be dependent upon an end-of-year evaluation and board approval for renewal. Faculty members will be evaluated using NC McREL's instrument and a summative conference will determine whether a teacher's contract will be renewed. If a teacher is not approved by the board for renewal, he/she will not return for the next school year and the contract will be terminated.

Uwharrie Charter Academy

Duties and Responsibilities (assignments for 2013-2014)

*Duties and responsibilities will be determined at a later date when the staff is in place.

§ 115C-308. Rules for teacher's conduct

The conduct of teachers, the kind of reports they shall make, and their duties in the care of school property are subject to the rules and regulations of the local board, as provided in G.S. 115C-47(18). (1981, c. 423, s. 1.) The Uwharrie Charter Academy's Board of Directors will develop rules and regulations for teacher conduct with regards to curriculum, professionalism, confidentiality, attendance, and exceptional children laws. These specific rules and regulations will be drafted during a board retreat in March of 2013.

The Teachers' School Day:

Teachers will report to school by 8:00 AM, sign in at the teacher workroom, check your mailbox, and report to your classroom by 8:15 AM. The teacher workday is from 8:00 AM until 4:00 PM, Monday through Friday. When teachers are not teaching classes, their time should be spent in a constructive manner. Teachers should be planning, holding parent conferences, keeping records up to date, etc. Teachers are expected to remain on campus until the end of the school day. Permission to leave the school during teaching hours will only be granted for emergencies and/or school business and must be secured from the Director of Operations or Director of Curriculum.

Faculty Meetings:

Faculty meetings will be scheduled on Tuesdays during the school year and staff members should attempt to avoid conflicts when meetings are scheduled for these days. Faculty meeting dates will be released at least a week ahead to provide every opportunity for the entire staff to be present. Faculty meetings are mandatory for all teachers and staff unless otherwise noted. The Director of Operations or Director of Curriculum may call an emergency faculty meeting on a day other than Tuesday if a situation arises that necessitates such a decision.

Faculty Attendance:

Regular teacher attendance is essential for high student achievement. If you must be absent for illness, please contact the administrative assistant before 7:00 am or the night prior to the absence if possible to allow for the most qualified substitute to lead your classroom. It is the teacher's responsibility to develop high quality lesson plans for the substitute. Teachers are also responsible for having emergency lesson plans for at least 3 days on file with the administrative assistant in case a situation arises and they are needed.

Confidentiality:

Treat all school documents (admit slips, roll books, discipline referrals, attendance and absentee sheets, report cards, etc.) as confidential. At no time should these be accessible to students. Remember to turn lock your computer or turn it off if you will be away from it for an extended period of time. Lock your classroom filing cabinets and doors when you are out of the classroom and shred confidential documents when appropriate.

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

List the qualifications and appropriate licenses that each position must have to perform the job function(s). Describe the plan to meet the licensure requirements for teachers and paraprofessionals as prescribed by state law and No Child Left Behind. If individuals have already been identified for specific positions, please provide their qualifications and/or resumes in the appendices.

Director of Operations:

Uwharrie Charter Academy's Director of Operations will be both an instructional and an operational leader. The position will require that this director be responsible for helping teachers and students reach the SMART goals set forth in this charter as well as support and guide faculty and staff in serving students, parents, and the community in the capacity outlined in the school's mission. The day to day operations coupled with liaising with community partners to build enrichment opportunities for teachers and students will be a required role for this position. Both hiring and firing will be a part of the responsibilities of this position within the guidelines set forth by the board of UCA. This person will also be responsible for using the new teacher evaluation instrument through McREL system adopted by North Carolina in 2009.

Qualifications:

- Communication and community-partnering skills
- Knowledge of curriculum development and Project-based learning
- Experience as a classroom teacher
- Proven track record of success in instructional leadership and teacher development
- Entrepreneurial spirit
- Professional supervision experience
- Educational experience working with exceptional children(including gifted), at-risk, and ELL populations
- Commitment to developing a climate of stewardship for the environment within students, staff, and the greater community
- National Board Certified Teacher and/or Advanced degree in education
- Experience in effective discipline plans for students

Required Licensure: Current NC teaching license in any field with an emphasis on grades 9 -12. Recommended but not required a NC license in Administration through an accredited program. (see resume in appendices)

Director of Curriculum:

The Director of Curriculum will be responsible for ensuring that teachers effectively deliver a guaranteed and viable curriculum for all students using the NC Common Core/Essential Standards and with an emphasis on formative and summative assessments that involve project-based and/or problem-based, relevant learning. This person will help lead PLCs in designing effective instruction using innovative methods that stretch students but still provide for scaffolding for those students that need support. This director will be responsible for evaluating and providing feedback to teachers following the McREL instrument. This person will be responsible for being a part of the interview and hiring process for faculty and staff and will help advise and guide staff members in their assigned roles. The director of curriculum will share disciplinary responsibilities with the Director of Operations and follow board policy with respect to discipline plans and due process.

Uwharrie Charter Academy

Qualifications:

- Communication and teacher-leadership skills
- Knowledge of curriculum development and best practices Project-based learning
- Experience as a classroom teacher
- Proven track record of innovative teaching practices
- Spirit of change, openness, adaptability, and flexibility
- Professional speaking and leading experience
- Educational experience working with exceptional children(including gifted), at-risk, and ELL populations
- Commitment to developing a climate of stewardship for the environment within students, staff, and the greater community
- National Board Certified Teacher and/or Advanced degree in education; Highly Qualified Status in NCLB
- Experience in effective discipline plans for students

Required Licensure: Current NC teaching license in any field with an emphasis on grades 9 -12. Recommended but not required is National Board Certification within an adolescent focus.

Executive Assistant to the Director(s)

The school's Executive Assistant to the Director(s) will be responsible for overall front office activities, will report to the director(s), and will work with students, parents, and outside parties in day to day school functions or special events planned for enrichment.

Qualifications:

- Strong organizational, time management, and multi-tasking skills
- Strong interpersonal and communication skills
- Experience in office leadership capacity
- Ability to work independently as well as part of a team
- Entrepreneurial passion
- Interest in building a sense of community and family with students, parents, faculty, other staff, and the community
- Strong desire to support and promote stewardship and environmental ethics in office operations and communications with the greater school community

Required Educational Level/Experience

- A.A. degree or equivalent experience in a school setting
- Three plus years in fast-paced administrative support position
- Experience in educational office setting preferable
- Proficiency in Microsoft Office

Uwharrie Charter Academy

Educational Innovators (teachers)

The educational innovators (teachers) of Uwharrie Charter Academy will demonstrate the ability to afford students a guaranteed and viable curriculum based on the NC Common Core/Essential Standards. These innovative learning partners will provide an instructional climate that reflects UCA' focus of rigor, relevance, relationships, and results. These innovators will be highly-qualified with respect to the NCLB and their ability to lead their classrooms using innovative practices like project-based and problem-based learning.

Qualifications:

- Knowledge of subject matter and evidence of life-long learning within their respective field
- Commitment to student learning and building caring relationships with students
- Reflective practitioner
- Experience using data from multiple sources to drive instruction
- Ability to use or gain knowledge in leadership and guide colleagues
- Willingness to develop and model an environmental ethic for students aspire to

Required Licensure: Bachelor's Degree and Required NC Teaching licensure, unless otherwise specified in NC Charter School Laws. All faculty will be recognized as "highly-qualified" under No Child Left Behind requirements. Some teachers will be required to have a degree working with exceptional children and/or English Language Learners dependent upon the needs of our students.

Counselor

The counselor will promote student success, provide preventive services, and respond to identified student needs by following a comprehensive school-counseling program, as specified in the NC Standards that addresses academic, collegiate, career, and personal/social development for all students. The counselor will support the mission of the school through their professional networks and training which will result in student success.

Qualifications:

- Work in collaboration with school directors, teachers, parents, community members, collegiate partners to promote a positive college-going culture;
- Work with school leadership team to develop, implement, and evaluate a comprehensive developmental counseling and guidance program to best serve the needs of teachers, parents and most importantly students;
- Utilize and provide data to evaluate the needs of the school and of the individual students providing insight in the effectiveness of programs and being an important member of the school's data team;
- Possess strong oral, written, interpersonal and computer skills required (Microsoft, Publisher and Excel); and
- Put the health and well-being of students as the highest priority assuring all students that they have a safe, orderly, and caring learning environment each day.

Required Licensure:

Possess a Master's Degree in School Counseling from an accredited school and the appropriate NC credentials.

Uwharrie Charter Academy

Teacher Assistant

Teacher Assistants provide support to teachers with special needs students in their classrooms.

Qualifications:

- Instruct, assist, and supervise assigned students
- Possess a caring, nurturing attitude
- Possess 1-2 years relevant experience in education
- NCLB certified

Office Support Staff

Office Support Staff will perform a range of clerical duties in the following areas related to school operations and governance.

Qualifications:

- Properly use accounting or bookkeeping principles and procedures.
- Interpret standard accounting and financial statements.
- Perform computational tasks with accuracy and speed.
- Operate standard office equipment including computers, copiers, fax machines, calculators and related software applications.
- Read, apply, and explain rules, regulations, policies, and procedures specified in the employee handbook, board policies, etc.
- Establish and maintain effective working relationships with leaders, faculty, staff, parents, students, community members, and board members.

Custodial and Maintenance Staff

Custodial and maintenance staff will perform a range of duties that maintain a climate of learning that is safe and orderly for students, staff, and visitors.

Qualifications:

- Use appropriate tools and chemicals approved for use in schools.
- Maintain effective and healthy working environment with staff, students, and other school community members.
- Read, understand, and apply rules, regulations, policies, and procedures for fulfilling an assigned duty.
- Operate standard equipment like buffers, power tools, ladders, fire extinguishers, and be trained in handling hazardous materials.

VI.C. ENROLLMENT

Provide a plan indicating how the school will reasonably reflect the demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: *(G.S.115C-238.29F(g)(5))*

The Uwharrie Charter Academy will plan to market the school in locations such as civic centers, religious centers, online venues, print media, and at community events. By taking advantage of our existing community networks and associated venues, UCA will provide equitable access to a population that reflects the demographic composition of the local LEA(s).

The Uwharrie Charter Academy will abide by the charter school legislation, G.S. 115C-238.29F(g)(5), as stated below: A charter school shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. Except as otherwise provided by law or the mission of the school as set out in the charter, the school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school. Explain the analysis utilized to determine these specific enrollment figures.

The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any particular level. For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as set forth and approved in the projected enrollment tables. However, in subsequent years, the school may increase its enrollment only as permitted by G.S. 115C-238.29D(d), that is, an increase of 20% per year based on the previous year's enrollment. Any increase above 20% must be approved by the State Board of Education in accordance with G.S. 115C-238D(d).

The enrollment figures support the Uwharrie Charter Academy's evidence of need statement. While staying true to the small learning community framework, the leaders and board members of UCA will work diligently to share the opportunity to the many members of our regional community that have already expressed interest in our charter school and also within those communities where the message that a choice in their children's education has not been the message that they have heard. We plan to have enrollment at capacity and based on evidence within and around our region of Randolph County, we are encouraged that we will succeed in meeting our goal. The projected calculations project both maximum enrollment and the minimum enrollment for solvency.

VI.C.1.PROJECTED
ENROLLMENT
2013-14 through 2017-2018

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY
COME

List LEA #1 –Randolph County

List LEA #2 –Asheboro City

List LEA #3 –Montgomery County

GRADES	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA2	LEA3	LEA 1	LEA2	LEA3	LEA 1	LEA 2	LEA 3
Kindergarten K															
First 1	---	---	---				---	---	---				---	---	---
Second 2	---	---	---				---	---	---				---	---	---
Third 3	---	---	---				---	---	---				---	---	---
Fourth 4	---	---	---				---	---	---				---	---	---
Fifth 5	---	---	---				---	---	---				---	---	---
Sixth 6	---	---	---				---	---	---				---	---	---

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

	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
Seventh 7	---	---	---				---	---	---				---	---	---
Eighth 8	---	---	---				---	---	---				---	---	---
Ninth 9	70	35	20	70	35	20	70	35	20	70	35	20	70	35	20
Tenth 10	30	25	20	70	35	20	70	35	20	70	35	20	70	35	20
Eleventh 11				30	25	15	70	35	20	70	35	20	70	35	20
Twelfth 12	---	---	---				30	25	15	70	35	20	70	35	20
LEA Totals	100	60	35	170	95	55	240	130	75	280	140	80	280	140	80
Overall Total Enrollment	200			320			445			500			500		

VI.C.2. Budget: Revenue Projections 2012-13 through 2016-2017

INCOME: REVENUE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
--State ADM Funds	\$ 965,368.80	\$ 1,541,459.10	\$ 2,142,940.30	\$ 2,405,924.80	\$ 2,405,924.80
--Local Per Pupil Funds	\$ 279,401.60	\$ 443,999.75	\$ 615,672.85	\$ 686,691.20	\$ 686,691.20
--Federal Funds	\$	\$	\$	\$	\$
--Grants*	\$	\$	\$	\$	\$
--Foundations*	\$	\$	\$	\$	\$
--Private Funds*	\$	\$	\$	\$	\$
--Other Funds*	\$	\$	\$	\$	\$
TOTAL INCOME	\$ 1,244,770.40	\$ 1,985,458.85	\$ 2,758,613.15	\$ 3,029,616.00	\$ 3,029,616.00
<p>*If you are depending on these sources of funding to balance your operating budget, please provide documentation, such as signed statements from donors, foundations, etc., on the availability of these funds.</p>					

VI.C.2. Budget (continued): Revenue Projections 2012-13 through 2016-2017

<p>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</p>	<p>See http://www.ncpublicschools.org/fbs/stats/index.html (OR Click on: Agency Website: Division of Financial Services, Reports and Statistics, Statistical Data</p> <p>The formula for figuring these allotments can be found in the Resource Guide.</p> <p>Below are the calculations for the base Uwharrie Charter Academy's day-to-day operating budget.</p> <p>2013 – 2014 (Maximum Enrollment)</p> <p>Projected Total Enrollment = 200 (maximum); LEA breakdown : Randolph County 100, Asheboro City 60, Montgomery Co. 40</p> <p>LEA – Randolph County</p> <p>100 students x \$ 4,738.00 (adm/\$ adjusted) = \$ 473,800.00 100 students x \$ 1,148.98 (adm/\$ local) = \$ 114,898.00</p> <p>LEA – Asheboro City</p> <p>60 students x \$ 4,807.36 (adm/\$ adjusted) = \$ 288,441.60 60 students x \$ 1798.48 (adm/\$ local) = \$ 107,908.80</p> <p>LEA – Montgomery County</p> <p>40 students x \$ 5,078.18 (adm/\$ adjusted) = \$ 203,127.20 40 students x \$ 1414.87 (adm/\$ local) = \$ 56,594.80</p> <p>Total base operating budget for 2013-2014 = \$ 1,244,770.40</p> <p>** To be solvent (based on the average per pupil allotment from state and local ADM from each LEA), we would need 180 students with budget reductions in some areas at a minimum for 2013 - 2014.</p>
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2014 – 2015 (Maximum Enrollment)

Projected Total Enrollment = 320 (maximum) ; LEA breakdown : Randolph County 170, Asheboro City, 95, Montgomery Co. 55

LEA – Randolph County

170 students x \$ 4,738.00 (adm/\$ adjusted) = \$ 805,460.00
 170 students x \$ 1,148.98 (adm/\$ local) = \$ 195,326.60

LEA – Asheboro City

95 students x \$ 4,807.36 (adm/\$ adjusted) = \$ 456,699.20
 95 students x \$ 1798.48 (adm/\$ local) = \$ 170,855.60

LEA – Montgomery County

55 students x \$ 5,078.18 (adm/\$ adjusted) = \$ 279,299.90
 55 students x \$ 1414.87 (adm/\$ local) = \$ 77,817.55

Total base operating budget for 2014-2015 = \$1,985,458.85

** To be solvent (based on the average per pupil allotment from state and local ADM from each LEA), we would need 225 students at a minimum for 2014 - 2015.

2015 – 2016 (Maximum Enrollment)

Projected Total Enrollment = 445 (maximum) ; LEA breakdown : Randolph County 240, Asheboro City, 130, Montgomery Co. 75

LEA – Randolph County

240 students x \$ 4,738.00 (adm/\$ adjusted) = \$ 1,137,120.00
 240 students x \$ 1,148.98 (adm/\$ local) = \$ 275,755.20

LEA – Asheboro City

130 students x \$ 4,807.36 (adm/\$ adjusted) = \$ 624,956.80
 130 students x \$ 1798.48 (adm/\$ local) = \$ 233,802.40

LEA – Montgomery County

75 students x \$ 5,078.18 (adm/\$ adjusted) = \$ 380,863.50
75 students x \$ 1414.87 (adm/\$ local) = \$ 106,115.25

Total base operating budget for 2015-2016 = \$ 2,758,613.15

** To be solvent (based on the average per pupil allotment from state and local ADM from each LEA), we would need 280 students at a minimum for 2015 - 2016.

2016 – 2017 (Maximum Enrollment)

Projected Total Enrollment = 500 (maximum) ; LEA breakdown : Randolph County 280, Asheboro City, 140, Montgomery Co. 80

LEA – Randolph County

280 students x \$ 4,738.00 (adm/\$ adjusted) = \$ 1,326,640.00
280 students x \$ 1,148.98 (adm/\$ local) = \$ 321,714.40

LEA – Asheboro City

140 students x \$ 4,807.36 (adm/\$ adjusted) = \$ 673,030.40
140 students x \$ 1798.48 (adm/\$ local) = \$ 251,787.20

LEA – Montgomery County

80 students x \$ 5,078.18 (adm/\$ adjusted) = \$ 406,254.40
80 students x \$ 1414.87 (adm/\$ local) = \$ 113,189.60

Total base operating budget for 2016-2017 = \$ 3,092,616.00

** To be solvent (based on the average per pupil allotment from state and local ADM from each LEA), we would need 341 students at a minimum for 2016 - 2017.

2017 – 2018 (Maximum Enrollment)

Projected Total Enrollment = 500 (maximum) ; LEA breakdown : Randolph County 280, Asheboro City, 140, Montgomery Co. 80

LEA – Randolph County

280 students x \$ 4,738.00 (adm/\$ adjusted) = \$ 1,326,640.00
280 students x \$ 1,148.98 (adm/\$ local) = \$ 321,714.40

LEA – Asheboro City

140 students x \$ 4,807.36 (adm/\$ adjusted) = \$ 673,030.40
140 students x \$ 1798.48 (adm/\$ local) = \$ 251,787.20

LEA – Montgomery County

80 students x \$ 5,078.18 (adm/\$ adjusted) = \$ 406,254.40
80 students x \$ 1414.87 (adm/\$ local) = \$ 113,189.60

Total base operating budget for 2017-2018 = \$ 3,092,616.00

** To be solvent (based on the average per pupil allotment from state and local ADM from each LEA), we would need 348 students at a minimum for 2017 - 2018.

Budget (continued): Expenditure Projections 2012-13 through 2016-2017

May be amended as the needs of the school dictates and as approved by the UCA Board.

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
GS 115C-238.B(b)(5)					
PERSONNEL Total # of staff <u>21</u>	<u>\$\$ 691,000.00</u>	<u>\$\$ 864,000.00</u>	<u>\$\$ 1,103,000.00</u>	<u>\$\$ 1,437,000.00</u>	<u>\$\$ 1,460,000.00</u>
--Administrator(s)# 2	\$ 130,000.00	\$ 130,000.00	\$ 130,000.00	\$ 130,000.00	\$ 130,000.00
--Clerical # 1	\$ 30,000.00	\$ 45,000.00	\$ 60,000.00	\$ 60,000.00	\$ 63,000.00
--Teachers # 12	\$ 420,000.00	\$ 550,000.00	\$ 700,000.00	\$ 990,000.00	\$ 1,000,000.00
--Librarians/tech # 1	\$ 20,000.00	\$ 20,000.00	\$ 40,000.00	\$ 40,000.00	\$ 42,000.00
--Guidance # 1	\$ 20,000.00	\$ 40,000.00	\$ 60,000.00	\$ 80,000.00	\$ 80,000.00
--Teacher Assistant# 1	\$ 12,000.00	\$ 24,000.00	\$ 24,000.00	\$ 36,000.00	\$ 38,000.00
--Custodian # 1	\$ 15,000.00	\$ 15,000.00	\$ 29,000.00	\$ 39,000.00	\$ 39,000.00
--Maintenance # 1	\$ 10,000.00	\$ 10,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00
--Food Service # 0	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
--Bus Driver # 1	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 12,000.00	\$ 15,000.00
-Contracted Services	\$ 20,000.00	\$ 20,000.00	\$ 30,000.00	\$ 30,000.00	\$ 33,000.00
_____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
_____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
_____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
EMPLOYEE BENEFITS	\$ 126,500.00	\$ 161,500.00	\$ 210,000.00	\$ 275,000.00	\$ 300,500.00
STAFF DEVELOPMENT	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 8,000.00	\$ 8,000.00
MATERIALS AND SUPPLIES	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 65,000.00	\$ 65,000.00
OFFICE SUPPLIES	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 12,500.00	\$ 12,500.00
INSTRUCTIONAL EQUIPMENT	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 45,000.00	\$ 45,000.00
OFFICE EQUIPMENT	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 13,000.00	\$ 12,000.00

Uwharrie Charter Academy
 Budget (continued): Expenditure Projections 2012-13 through 2016-2017

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
TESTING MATERIALS	\$ 5,000.00	\$ 5,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00
INSURANCE	\$ 25,000.00	\$ 30,000.00	\$ 35,000.00	\$ 35,000.00	\$ 35,000.00
UTILITIES	\$ 35,000.00	\$ 40,000.00	\$ 42,000.00	\$ 45,000.00	\$ 45,000.00
RENT	\$ 120,000.00	\$ 120,000.00	\$ 120,000.00	\$ 120,000.00	\$ 120,000.00
MAINTENANCE & REPAIR	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
TRANSPORTATION	\$ 20,000.00	\$ 10,000.00	\$ 20,000.00	\$ 15,000.00	\$ 12,000.00
MARKETING	\$ 10,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 7,000.00
FOOD/CAFETERIA SUPPLIES	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
TOTALS	\$ 1,193,500.00	\$ 1,418,500.00	\$ 1,726,000.00	\$ 2,101,500.00	\$ 2,145,000.00

VI.C.3. WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

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

ADDITIONAL NOTES:

At the most recent Board of Directors' meeting, the members agreed to form a fundraising committee, tasked with generating \$100,000.00 for "start-up" funds prior to the release of the per pupil allotment of State and local funds. In the interim of the application review process, the Board members will begin the process of approaching potential donors in the region in an effort to raise start-up funds so that there will be no gap in progression once the charter is approved. Efforts will be spear-headed by a fundraising committee organized in April 2012.

VI.D. MARKETING PLAN (GS 115C.238.29F(g)(1-7))

Marketing to potential students and parents is vital to the survival of a charter school. Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school State Statute regarding admissions GS 115C.238.29F(g) (1-7) carefully. Describe how the board will market the school to all populations (including various community ethnic groups, teachers and other employees, and the general public) to ensure that the school fully complies with the State Statute to mirror the diversity of the local education agency.

Uwharrie Charter Academy's Board of Directors and school administrators will be excited to acquaint the region to the existence of a new choice for high school education. To meet the challenge of recruiting students for a new charter school, before the first application period, which will be from March 15th to May 15th, 2013, the school will prepare and disseminate information about the school, including dates and locations of informational meetings, basic information about charter schools, the school's mission, contact information for Uwharrie Charter Academy, Inc., and the school's non-discrimination policy. Then, the school's Director of Operations and Director of Curriculum will contact local civic and religious groups, sports' teams, clubs, and community-based organizations to schedule times to inform the public about the new school. During these informational meetings where prospective parents, students, and other interested parties may ask questions and learn facts about the school, such as the school's mission, course offerings, innovative offerings, calendar, and policies, application forms will be distributed. Meetings will be held throughout Randolph, Montgomery, Moore, Davidson, Chatham, and Guilford counties in a variety of times and public places.

Uwharrie Charter Academy

Applications will be available upon request, and a variety of media will offer information on how to obtain an application. The Board and the school administrators will also broach other methods of informing the public of the school such as print, radio, and television media. The Directors of Operation and Curriculum will be available for interviews and Q/A sessions. We also plan to run public-service announcements on local television channels and place ads in print publications.

In consideration of the fact that many people gather information from electronic media, the school has designed a web site to provide further orientation to the school and its mission. It may be accessed at www.uwharriegreenschool.org (to be revised to www.uwharriecharteracademy.org). Upon approval of the charter school application, the web site will be updated to reflect dates of informational meetings, the application process, the location of the school, contact information, and other important material. The school also plans to use social media, such as Facebook and Twitter, to enlighten the public and to broaden the scope of broadcast.

An evaluation of the impact Uwharrie Charter Academy will have on nearby public school reveals that the effect will be slight. The local school systems have experienced significant growth over the last several years, resulting in overcrowding in some of their schools. Adding a new high school to the region will help to alleviate overcrowding and to reduce class size. Uwharrie Charter Academy provides the opportunity to test the effect that competition has on traditional public school students. If class size is reduced, then students should receive more individualized attention, resulting in improved educational outcomes for students and better test scores for the school. UCA recognizes the fact that students' ADM accompanies them to any school they attend; however, since the total projected enrollment for the school will be no more than 500, the revenue loss for the local LEA's should be negligible as it will likely be spread across numerous LEA's.

VI.E. SCHOOL AUDITS:

VI.E.1. 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.

With the state's adoption of the NC Essential Standards, which are based on Revised Bloom's Taxonomy, and the Common Core State Standards for English/Language Arts and Math, both as a result of ACRE or Accountability Curriculum Reform Effort, North Carolina is once again on the forefront of adopting a course of study that reflects academic rigor and the desire to produce students who are prepared for life in the 21st century and who are globally competitive. Coupled with the ABC Accountability Program, the No Child Left Behind (NCLB) Act, and North Carolina's Race to the Top Initiative, Uwharrie Charter Academy will eagerly adopt these standards and use proficiency on state and federal tests as the minimum performance level expected from our students. In order to provide the necessary scaffolding needed for students to be successful on these required tests, teachers will be charged with the mission to go deeper rather than broader in meeting curriculum requirements. Using projects to assess knowledge and skill acquisition is one such method for deepening students' understanding of concepts and ideas. SAT, ACT, AP test data will be gathered to audit Uwharrie Charter Academy. In addition, teachers will actively use formative assessment to constantly determine whether or not their students are reaching understanding. In order to meet the mission of the school, portfolios will be compiled on each student to show content mastery, service to the community, and awareness of developing environmental literacy. Teachers will provide regular reporting of student performance to students, parents, the school's curriculum director, the Board of Directors and all other Uwharrie Charter Academy personnel.

VI.E.2. FINANCIAL AUDITS: GS 115C-238.29F(f)(1)

Describe the procedure and method for conducting an independent financial audit for the proposed charter school. Give the name of the firm approved by the NC Local Government Commission (GCC) that will conduct the audit. Include the complete mailing address, telephone number and fax number.

Uwharrie Charter Academy will adhere to the financial audits, the audit procedures, and the audit requirements adopted by the State Board of Education for charter schools, which may include the requirements of the School Budget and Fiscal Control Act. Uwharrie Charter Academy will be audited annually by an independent firm retained by the school, and the information obtained will be reported to the chartering entity and the State Board of Education. The school will abide by the auditing and reporting procedures required by all North Carolina public schools. Auditing and reporting procedures will be in compliance with the Uniform Education Reporting System.

The Board of Directors for Uwharrie Charter Academy shall retain the services of Maxton McDowell CPA to conduct the school's annual independent audit. The firm may be reached with the contact information provided below:

Maxton McDowell CPA

379 South Cox Street

Asheboro, NC 27203

Phone: (336) 626-9970

FAX: (336) 626-5981

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

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

Uwharrie Charter Academy

VI.F.1. Safety

In order for students, teachers, administrators and staff to do their best work, they must feel safe, so Uwharrie Charter Academy takes the issue of safety very seriously. The school will establish policies and procedures with the following as a guide:

In accordance with G.S. 115C-238.29K, Uwharrie Charter Academy will require each member of the board, employee, independent contractor, the employee of any independent contractor, and any other person who comes into contact with students to undergo a mandatory criminal background check.

In accordance with G.S. 115C-105.47, Uwharrie Charter Academy will comply with all requirements of the Local Safe School Plan. In addition, administrators will draft a Crisis Intervention Plan to respond appropriately to any emergencies, including a suspected gunman on campus and natural disasters such as fires, hurricanes, severe thunderstorms, and tornadoes.

In consideration of Uwharrie Charter Academy's commitment to developing an environmental ethic in our students, a tobacco-free setting is a priority for our school, and the school will comply with the regulations set forth in G.S. 115C-407.

Bullying and harassing behavior in schools has moved to the forefront of our nation's consciousness, especially with the heartbreaking accounts of young people who have committed suicide because they felt powerless and unheard in a bullying situation. Uwharrie Charter Academy will not tolerate bullying or harassing behavior, however subtle or overt, and will comply with the state's policy against bullying or harassing behavior as set forth in G.S. 115C-07.15.

VI.F.2. Immunization of Students

Prior to the first day of school, students will be required to update all immunizations. Uwharrie Charter Academy will request a copy of each student's immunization record and will keep a copy of each student's immunization record on file. Parents will be informed of required immunizations and directed to the local health department when necessary.

VI.F.3. Fire and Safety Regulations

Uwharrie Charter Academy will adhere to the regulations set forth in G.S. 115C-525. The school's director will be responsible for ensuring that all fire prevention precautions are met, including conducting monthly fire drills for students and staff in accordance with G.S. 115C-288. The school facility will have an operational fire alarm system in accordance with G.S. 115C-288, G.S. 115C-166, and G.S. 115C-525. The school will cooperate with local fire marshals and other personnel in conducting fire inspections in order to create a safe environment as set forth in G.S. 115C-525(b). Emergency plans will be drafted, posted, and implemented for each room or area in the school facility. Further, Uwharrie Charter Academy will comply with North Carolina Building Code standards.

Uwharrie Charter Academy

VI.F.4. Food Inspections

Uwharrie Charter Academy will satisfy the regulations and guidelines of the local board of health and the Child Nutrition Division of the United States Department of Agriculture. When requested, food handling areas will be available for inspection by appropriate governing bodies. All vendors will be required to display FDA and health department approvals.

VI.F.5. Hazardous Chemicals

Uwharrie Charter Academy will ensure the protection of students and staff from hazardous chemicals by clearly labeling and storing the materials in locked cabinets, including cleaning materials and science equipment. The science lab will be equipped with eyewash areas, shower equipment for any hazardous chemical exposure, spills, and/or accidents. The science lab will contain appropriate personal protective equipment for both teachers and students in accordance with G.S. 115C-81.4. Local, state, and federal statutes will be followed in the use, storage, and disposal of hazardous chemicals.

VI.F.6. Bloodborne Pathogens

In accordance with state law, current and future staff and faculty members will attend training and be provided with written materials concerning bloodborne pathogens at no cost to the employees. Gloves will be given to staff and faculty in the event they must deal with any bodily fluids.

VI.F.7. Diabetes care plans

Uwharrie Charter Academy will follow the guidelines for the development and implementation of individual diabetes care plans in accordance with G.S. 115C-12(31). The school shall also make available necessary information and staff development to teachers and school personnel in order to appropriately support and assist students with diabetes in accordance with their individual diabetes care plans. The director of Uwharrie Charter Academy shall report to the State Board of Education annually, on or before August 15, whether it has students with diabetes enrolled and provide information showing compliance with the guidelines adopted by the State Board of Education under G.S. 115C-12(31). These reports shall be in compliance with the federal Family Educational Rights and Privacy Act.

VI.F.8. Providing students in grades 9-12 with information on how a parent may lawfully abandon a newborn

In its Parent and Student Handbook, Uwharrie Charter Academy shall include information about how a parent may lawfully abandon a newborn under state statute G.S. 7B-500. The information will express that the parent of an infant under seven days of age, expressing an intent to not return for the infant, may voluntarily deliver the infant to a health care provider, as defined under G.S. 90-21.11, who is on duty or at a hospital or at a local or district health department or at a nonprofit community health center; a law enforcement officer who is on duty or at a police station or sheriff's department; a social services worker who is on duty or at a local department of social services; or a certified emergency medical service worker who is on duty or at a fire or emergency medical services station. The individual who takes an infant into temporary custody may inquire as to the parents' identities and as to any relevant medical history, but the parent is not required to provide the information.

Uwharrie Charter Academy

VI.F.9. Providing parents and guardians with information about:

- Meningococcal meningitis and influenza and their vaccines at the beginning of each year

In accordance with G.S. 115C-238.29F, parents and guardians will be provided with information about meningococcal meningitis and influenza and their vaccines at the beginning of every school year in the Parent and Student Handbook. This information shall include the causes, symptoms, and how meningococcal meningitis and influenza are spread and the address of the local health department where parents and guardians may obtain additional information and vaccinations for their children.

- Cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent diseases

In compliance with G.S. 115C-238.29F, Uwharrie Charter Academy will provide parents and guardians with information about cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent these diseases in the Parent and Student Handbook which will be provided at the beginning of the school year. Included with the information will be the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and the address of the local health department where parents and guardians may obtain additional information and vaccinations for their children.

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

State the proposed coverage for:

VI.G.1. Comprehensive General Liability

\$1,000,000.00 each occurrence
\$3,000,000.00 annual aggregate

VI.G.2. Officers and Directors/Errors and Omissions

\$2,000,000.00 aggregate limit

VI.G.3. Property Insurance

Full replacement cost coverage

VI.G.4. Motor Vehicle Liability

\$1,000,000.00 for bodily injury and property damage

VI.G.5. Bonding

Minimum amount: \$25,000.00

Maximum amount: \$250,000.00

VI.G.6. Other

Worker's compensation as specified by Chapter 97 of the General Statutes. Minimums for coverage are established in the North Carolina State Board of Education Policy Manual, which may be accessed at: <http://sbepolicy.dpi.state.nc.us/>. Under the NCSBE Policy Manual Table of Contents, choose Twenty-First Century Systems.

See Resource Manual for Minimums required by SBE Policy.

VI.H. 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.

Lack of transportation shall not be a deterrent to any student attending Uwharrie Charter Academy. We anticipate that 80-90% of our students will travel by private motor vehicle, while 10-20% will be transported by volunteer parents or community members. Once enrollment is established, the school will make every effort to ensure that all students are appropriately transported. If necessary, we will contact PART (bus transit system) to negotiate the necessary steps to transport students to school, and/or we will contact the local LEA to discuss contracting with them to provide our students with transportation.

VI.I. 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, students may not attend school and no funds will be allocated until the school has obtained a facility and has provided a valid Certificate of Occupancy for Educational use to The Office of Charter Schools.

Facility Details:

Name of the facility (if known): Cedar Falls Manufacturing Company

Address: _____ 1120 Wicker-Lovell Road, (Franklinville Township)

City/State/Zip: Randleman, NC , 27317 _____

Description of the Facility:

Total square feet: 95,533 square feet of heated area

Number of Classrooms: 10 – 12 classrooms initially

Number of Restrooms: 6 more to be added

Other Rooms:

Auditorium: possible

Gymnasium: possible

Music Room: possible

Art Room: possible

Laboratory: 2

Ownership: Fee Simple or Lease

If the facility is to be leased, provide the following information: (a) Term of the Lease: 20 years minimum

(b) Type of Lease: commerical

(c) Rent: \$ TBD (after renovations) per month

Name of Landlord: Schwarz & Schwarz, LLC. _____

Address: _____ 2201 N FAYETTEVILLE ST

City/State/Zip: **ASHEBORO NC 27203**

Phone: [336-672-1957](tel:336-672-1957)

Fax: [336-625-0356](tel:336-625-0356)

Document inspections for the following:

(a) Fire: (sprinkler system)

(b) Safety: (electronic security system)

(c) Handicapped accessibility? (elevator available)

Describe how the maintenance will be provided for the facility.

Major maintenance will be the responsibility of the leasing company. Minor maintenance will be handled by UCA maintenance staff.

Describe the method of finding a facility if one is not readily available at this time including information about the spatial needs of the school to best suit your adopted educational program and instructional methodologies. Does the applicant have a facility contingency plan should their initial efforts not be successful?

The Cedar Falls Manufacturing Company is the site of the first cotton textile mill on Deep River. Organized in 1836, the mill was greatly enlarged in 1846, and several of the original brick walls of this building are still incorporated in the present structure, most of which dates to the 1920s and 1930s. It is a three-story structure with more than 95,000 square feet of heated area, which was last used for manufacturing by Jockey International in 1997. Currently used as static warehouse space, the mill and its surrounding 23.75 acres of land on the north side of Deep River is the perfect spot to give students a place to apply the school's mission of developing environmental literacy. Teachers will be able to take their lessons beyond the walls of a classroom into the vastness of nature.

The building stands 6 miles east of Asheboro, 1 mile north of Blue Mist Barbecue on US 64, and 2 miles east of the Town of Franklinville, site of the nearest unit of Randolph County schools, the Franklinville Elementary school. It is in the Eastern Randolph High School attendance district. The Cedar Falls factory is eligible for listing on the National Register of Historic Places, and is potentially eligible for the North Carolina Rural Economic Development Center's Building Reuse and Restoration Program. It is not currently fitted for classroom use, but the completely open floor plan can easily accommodate classroom construction.

Approximately 40,000 square feet of the structure is currently leased for collection storage by the American Textile History Museum of Lowell, Massachusetts. The Museum's historic textile machinery collection is a designated National Engineering Landmark, and can provide a unique opportunities for student interaction, study and analysis of textile technology and engineering history. See www.athm.org. The landlord of this building is committed to making the project work, and has offered to include renovation costs in the final lease agreement. The Academy board hopes to raise a substantial amount of renovation costs through fundraising and grant solicitation, in an effort to keep lease expenses at a minimum (see appendices).

VII. LEA IMPACT STATEMENT

Pursuant to G.S. 115C-238.29B(d), the charter school applicant must submit a copy of the application to the LEA in which the school will locate within seven days of the submission of the application to the Office of Charter Schools. The LEA may then submit information or comment directly to the Office of Charter Schools.

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

Uwharrie Charter Academy will submit a copy of the application to the LEA (Randolph County) in which the school will locate within seven days of the submission of the application to the Office of Charter Schools.

VIII. APPENDICES (OPTIONAL)

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

VIII.A. Appendix A: North Carolina Environmental Literacy Plan

North Carolina Environmental Literacy Plan

Introduction

The Need for Environmental Literacy

North Carolina requires an environmentally literate citizenry who make informed decisions about complex environmental issues affecting the economy, public health and shared natural resources, such as the water and air on which life depends. Environmental literacy gives individuals the tools to be good stewards of the environment in their neighborhoods and communities. Educated citizens are vital engines for addressing, preventing and solving local environmental problems — be it through monitoring local streams for pollution or participating in strategic planning for sustainable development. Environmental education also frequently spurs interest and participation in public service and leadership projects with multiple beneficiaries, e.g., schools, faith-based organizations, public parks, impoverished neighborhoods, senior citizens.

Environmental literacy has been recognized as an essential part of a well-rounded education. The *Partnership for 21st Century Skills* states that in addition to mastery of the core subject areas, environmental literacy is a key interdisciplinary theme that should be woven through the academic curriculum to promote higher levels of understanding. The N.C. State Board of Education (SBOE) outlines several goals that must be met to ensure that every public school student in North Carolina graduates from high school “globally competitive for work and postsecondary education and prepared for life in the 21st Century.” This plan for environmental literacy outlines strategies that will enable students to be globally competitive, healthy and responsible and provide teachers with high-quality professional development aligned with SBOE priorities.

Environmental education (EE) is a resource that transcends the classroom—both in character and scope. Regardless of where, how or to whom it’s provided, the end goal is the same: environmental literacy. More than ever, children and adults need to know how ecological systems work, the benefits of these systems to humans and to the planet, and how human actions both positively and negatively impact these systems. Some people have become so disconnected from the natural resources that sustain them that they don’t know where their food comes from or where they get their drinking water. People require knowledge, tools and sensitivity to successfully identify and address how they can be environmental stewards in their daily lives. The health of the environment is inseparable from humans’ well-being and economic prosperity.

The Benefits of Environmental Literacy

In the classroom and beyond, the desired outcome of environmental education is environmental literacy. People who are environmentally literate understand how natural systems function and how humans and the environment are intertwined. To that end, environmental education strives to provide learners with sound scientific information and the vital skills of problem solving, critical thinking and decision-making. At one time or another, individuals will be compelled to address complex environmental problems affecting the economy, public health or shared natural resources and environmental education provides the necessary tools to solve these problems. The National Science Foundation's Advisory Committee for Environmental Research and Education noted that "in the coming decades, the public will more frequently be called upon to understand complex environmental issues, assess risk, evaluate proposed environmental plans and understand how individual decisions affect the environment at local and global scales. Creating a scientifically informed citizenry requires a concerted, systematic approach to environmental education."

Environmental education is a lifelong learning process and we are fortunate in this state to have access to a vibrant network of formal K-12 teachers who provide environmental education in classrooms as well as nonformal educators who tailor educational programs to learners of all ages at the state's 196 environmental education centers. Furthermore, the state boasts 927 certified environmental educators and 662 individuals actively pursuing their certification. North Carolina has long been recognized as a leader in the field of environmental education, and we want to continue that legacy. By supporting environmental educators in North Carolina, we can multiply efforts to help young people and adults understand their connection to the world around them.

Why an Environmental Literacy Plan?

The No Child Left Inside Act (NCLI) of 2009 (H.R. 2054 and S. 866), was introduced into the 111th session of Congress on Earth Day 2009 to support and enhance environmental education in our nation's elementary and secondary schools. The NCLI Act is one of four key pieces of legislation expected to inform the reauthorization of the Elementary and Secondary Education Act (No Child Left Behind) and has provided incentive in the form of new environmental education grant programs for states to develop environmental literacy plans.

So what does this mean to North Carolinians?

In order to be eligible for either of these grant programs, North Carolina must have an environmental literacy plan that ensures graduates of NC's PreK-12 educational system will be environmentally literate. As funding for environmental literacy comes available through the NCLI Act or other means, North Carolina school districts will be able to partner with EE centers, non-profit organizations, natural resource agencies, colleges and universities and others to develop and evaluate new programs for teacher professional development and capacity building in environmental education. Included would be teacher training institutes, programs providing outdoor experiences for students, new policy approaches for incorporating EE into the curriculum at the state or district level, and evaluating the effectiveness of EE in improving student achievement. When tied to an environmental literacy plan, these efforts will be part of a larger strategy to increase capacity and infrastructure for environmental literacy in the state.

Developing the NC Environmental Literacy Plan

The N.C. Departments of Public Instruction (DPI) and Environment and Natural Resources (DENR) entered into a partnership to develop a state environmental literacy plan in fall 2008. The Environmental Literacy Plan (ELP) Working Group, which includes DPI and DENR staff along with stakeholders from the education and environmental communities such as Environmental Educators of N.C. and the N.C. Wildlife Federation, convened for the first time in April 2009 to develop North Carolina's environmental literacy plan. The Working Group has been meeting bi-monthly since then to determine a framework and beginning developing various components of the plan.

Defining Environmental Literacy

In North Carolina, environmental literacy is defined as the ability to make informed decisions about issues affecting shared natural resources while balancing cultural perspectives, the economy, public health & the environment.

An environmentally literate citizen:

- Understands how natural systems and human social systems work and relate to one another;
- Combines this understanding with personal attitudes and experiences to analyze various facets of environmental issues;
- Develops the skills necessary to make responsible decisions based on scientific, economic, aesthetic, political, cultural, and ethical considerations;
- Practices personal and civic responsibility for decisions affecting our shared natural resources.

The No Child Left Inside legislation that spurred this effort does not define environmental literacy; each state must decide on its own definition. The ELP Working Group reviewed many definitions of environmental literacy in developing a definition for North Carolina's Environmental Literacy Plan, with special attention to the *N.C. Environmental Education Plan, 3rd Edition*, written by the N.C. Office of Environmental Education & Public Affairs, and UNESCO's Tbilisi Declaration of 1977. Other environmental literacy definitions considered were the EPA Office of Environmental Education, NAAEE's *Guidelines for Excellence* documents, the Campaign for Environmental Literacy, the Environmental Education and Training Partnership (EETAP), Maryland's *Environmental Literacy Plan Draft Executive Summary*, Connecticut's *Environmental Literacy Plan – A Case for Support*, and Nevada's *Creating A Road Map To Environmental Literacy*. The ELP Working Group realized that the various elements of the state's plan would reference its definition of environmental literacy, thus it was essential that each part of the definition be objective, specific and measurable.

Structure of the Environmental Literacy Plan

The NCLI Act specifies three main objectives for the environmental literacy plan:

- Show how the state's PreK-12 educational system will prepare students to understand, analyze, and address major environmental challenges facing the state and the nation.
- Provide field experiences as part of the regular school curriculum and create programs that contribute to healthy lifestyles through outdoor recreation and sound nutrition.
- Create opportunities for enhanced and ongoing professional development for teachers that improve their environmental knowledge and skills in teaching students about environmental issues, including the use of interdisciplinary, field-based and research-based learning as well as innovative technology in the classroom.

North Carolina's environmental literacy plan is structured into four main components that will enable the state to meet these objectives. The plan describes:

1. how the state's academic content standards and graduation requirements relate to environmental literacy;
2. teacher professional development opportunities that should be implemented to support environmental literacy of students;
3. how model school grounds and facilities will incorporate environmentally responsible practices and provide spaces for interaction with the natural world; and
4. how the state will measure the environmental literacy of students.

Strategies for implementing these four components, including securing funding and other necessary support, will also be included. *The intent for this plan is NOT to create new work for already overtaxed teachers, administrators and school systems, but to capitalize on the myriad environmental education resources already available and in use in the state.*

Relationship to the NC Environmental Education Plan

The *NC Environmental Education Plan*, now in its third edition, provides goals and objectives for environmental education in North Carolina and strategies for reaching those goals. It takes an all-encompassing approach to environmental education, focusing on a wide range of audiences including the workforce, community, adults and families as well as children and students. The current edition recommends five statewide goals for environmental education:

- Goal 1:** Increase public participation in environmental awareness and education opportunities.
- Goal 2:** Strengthen the environmental education profession, elevate the status of environmental education professionals and improve the quality of environmental education materials and programs.
- Goal 3:** Strengthen North Carolina's ability to provide sustainable and comprehensive environmental education programs.
- Goal 4:** Increase the number of educators and students who receive environmental education.
- Goal 5:** Increase the environmental literacy of adults.

It also identifies areas that need strengthening. The plan provides further strategies to improve environmental literacy and gives people across the state tools for making informed decisions about environmental challenges in North Carolina.

The development and implementation of the NC Environmental Literacy Plan will help achieve several of the goals outlined in the NC Environmental Education Plan and is specifically mentioned as a strategy for Goal 4, Objective 4.1: *Integrate environmental education into PreK-12, college and university curricula*. In addition, the NC Environmental Literacy Plan meets objectives and strategies outlined in Goals 2, 3 and 4 including:

Objective 2.2: Increase the number of students pursuing environmental careers and strive for more cultural, economic and geographical diversity among those students.

Objective 2.3: Increase awareness of and the use of environmental education professional standards for North Carolina educators.

Objective 3.1 Increase the number of leaders and organizations that provide quality environmental education across the state.

Objective 3.2: Assess and evaluate environmental education and environmental literacy in North Carolina.

Objective 3.3: Increase funding for environmental education.

Objective 4.2: Increase opportunities for preservice teachers to be trained in environmental education pedagogy and to learn appropriate outdoor teaching techniques.

Objective 4.3: Increase participation of PreK-12 educators in environmental education professional development programs.

Objective 4.4: Increase access to quality environmental education resources.

Educational Standards & Graduation Requirements

Relevant state academic content standards and content areas regarding environmental education, and courses or subjects where environmental education instruction will be integrated throughout the prekindergarten to grade 12 curriculum.

--No Child Left Inside Act of 2009

To be effective, education for environmental literacy needs to be

integrated throughout the PreK-12 curriculum in every classroom in North Carolina and include connected, sustained opportunities for students to participate in outdoor learning experiences. Indeed, the NC Standard Course of Study already includes environmental literacy concepts, standards and objectives that are infused throughout the K-12 curriculum.

The National Project for Excellence in Environmental Education, initiated by The North American Association for Environmental Education (NAAEE) has developed a set of guidelines that can be used to structure and evaluate environmental education programs. The guidelines can be viewed as national standards for environmental literacy. The NC Office of Environmental Education and Public Affairs adopted these environmental literacy standards for North Carolina in 2006. The guidelines support state and local environmental education efforts by:

- Setting expectations for performance and achievement in fourth, eighth, and twelfth grades;
- Suggesting a framework for effective and comprehensive environmental education programs and curricula;
- Demonstrating how environmental education can be used to meet standards set by the traditional disciplines and to give students opportunities to synthesize knowledge and experience across disciplines; and
- Defining the aims of environmental education.

The NAAEE *Guidelines for Learning (K-12)* are organized into four strands and provide a baseline for the knowledge and skills that students should have to be environmentally literate. The strands are:

1. Questioning, Analysis, and Interpretation Skills

Learners should be able to ask questions, speculate, and hypothesize about the world around them, seek information, and develop answers to their questions. Learners should be familiar with inquiry, master fundamental skills for gathering and organizing information, and interpret and synthesize information to develop and communicate explanations.

2. Knowledge of Environmental Processes and Systems

Learners should understand the processes and systems that comprise the environment, including human social systems and influences. That understanding is based on knowledge synthesized from across traditional disciplines and includes a base knowledge of Earth as a physical system, the living environment, humans and their societies, and the relationship between environment and society.

3. Skills for Understanding and Addressing Environmental Issues

Skills and knowledge are refined and applied in the context of real-life environmental issues where differing viewpoints about environmental problems and their potential solutions are played out. Environmental literacy includes the abilities to define, learn about, evaluate and act on environmental issues and requires that students possess skills for analyzing and investigating environmental issues and decision-making and citizenship skills.

4. Personal and Civic Responsibility

Environmentally literate citizens are willing and able to act on their own conclusions about what should be done to ensure environmental quality. Learners understand that what they do individually and in groups can make a difference.

The ELP Working Group is in agreement that these national *Guidelines for Excellence* articulate a comprehensive content and skills learning framework. Environmentally literate students, upon graduation from twelfth grade, will demonstrate proficiency in each of these strand areas, with evidence that these proficiencies were acquired, at least in part, through outdoor experiences.

Strategies to support Environmental Literacy:

The ELP Working Group recognizes that support for environmental literacy within educational standards happens on a variety of levels: the classroom, the school, the school district, and at the state level. As such, the Working Group has recommendations for supporting student environmental literacy at each of those levels.

In the classroom

1. Teachers will be encouraged to use high quality, proven EE materials, such as curricula provided by Project WILD, Project WET and Project Learning Tree, that have direct correlations to the NC PreK-12 Standard Course of Study.
2. Teachers will be encouraged to integrate content areas using the environment as the learning context for curriculum.
3. Outdoor field and service learning experiences will be integrated into the regular school curriculum at every grade level.

In the School

4. Guidance counselors and Career & Technical Education professionals will support career and college choices that emphasize environmental literacy and environmental careers
5. Schools will support extracurricular student academic and/or service-oriented environmental clubs.
6. Schools will work with partners to provide opportunities for students to participate in service learning projects and/or internships that relate to the environment and environmental issues.
7. Schools will work with partners to promote environmental competitions like Envirothon, Future Farmers of America Forestry, Science Olympiad, Blue Heron Bowl, International Earth Science Olympiad, etc.

In the School District

8. School districts will encourage the establishment of, use of and collaboration with EE centers, including Local Education Agency (LEA) owned-operated EE Centers and public/private partnerships.
9. School districts will be encouraged to establish public/private partnerships to support full-time EE coordinators in each LEA. (i.e., school district pays half, EE Center pays half of the salary of an environmental educator).

In the State

10. DPI will create an environmental literacy coordinator position in the K-12 Curriculum, Instruction and Technology division to direct implementation of the environmental literacy plan.
11. DPI will collaborate with the NC Office of Environmental Education & Public Affairs to coordinate and support PreK-12 environmental literacy efforts outside of DPI.
12. DPI will work with partners to align the K-12 NC Standard Course of Study, Common Core Standards and Foundations for Early Learning documents with the NAAEE PreK-12 Guidelines for Learning.
13. DPI will work with the NC Office of Environmental Education & Public Affairs to develop an online searchable database of all environmental education curricula that have been aligned with NC PreK-12 standards. Ensure that the database can be searched by environmental literacy guideline or by standard/objective.
14. DPI will work with partners to develop and implement a Green Schools program designed to identify, recognize and provide incentive for schools to include education for environment literacy as an integral part of the curriculum.

Ties to Current Graduation Requirements

15. One Earth and/or environmental science course is required for graduation.
16. Civics & Economics/US History/World History are required for graduation and all contain some standards and objectives tied to environmental literacy.
17. In districts that require a Graduation Project students may choose a project related to the environment.
18. In districts that require community service for graduation, students may choose to do service related to an environmental issues.

Non-formal Education Opportunities

Environmental literacy is dependent upon both formal and non-formal education opportunities that lead to an environmentally literate citizenry. Non-formal learning opportunities are those that occur outside the formal K-12 education system, often at museums, parks, nature centers or other environmental education centers. In addition to programming for formal school groups, these centers provide educational opportunities and places to explore the outdoors for adults and families with preschool aged children.

19. DPI will recognize North Carolina's network of 196 EE Centers as places to find EE

Uwharrie Charter Academy

resources, professional development, professional environmental educators, school programs, places to take students outdoors, etc.

20. EE Centers will correlate their environmental education programming to NC Standard Course of Study.

Professional Development

Strategies to support Environmental Literacy:

1. Support teacher participation in the NC Environmental Education Certification Program.
2. Provide environmental education endorsement or other incentive for teachers to complete their NC Environmental Education Certification.
3. Incorporate environmental education concepts and standards in teacher preparation programs in collaboration with teacher preparation
4. Establish EE resource consultants/coaches at the regional level.
5. Support the development of North Carolina Center for the Advancement of Teaching (NCCAT) experiences that include EE.
6. Require LEAs to provide at least one environmental education professional development opportunity each year with partner organizations.
7. Invite teacher participation in annual environmental education conferences and symposia such as the Environmental Educators of NC Conference and the NC Outdoor Classroom Symposium.
8. Ensure that non-formal educators are highly trained in science and environmental issue investigation to provide students and teachers with a high-quality, rigorous experience.
9. Provide training for non-formal educators in assessment/evaluation of EE programs.
10. Provide professional development opportunities for school administrators focusing on safety, school grounds, instructional leadership for EE, etc.

Model School Grounds & Facilities

Strategies to support Environmental Literacy:

1. Design site plans for new/renovated schools and recommendations for existing schools that encourages and supports experiential outdoor education using the following principles:
 - Use native plants in landscaping
 - Restore natural habitats and create wildlife habitats (bird blinds, bird feeders, bat boxes)
 - Provide areas for unstructured play and exploration
 - Create gardens and other natural learning areas
 - Use demonstration projects that enhance environmental quality (storm water management, erosion control)
 - Encourage physical activity and education
 - Create outdoor gathering spaces
 - Use model Green Schools program guidelines
 - Provide a maintenance plan
2. Operate school buildings in an environmentally sensitive and sustainable manner, including a focus on:
 - Energy
 - Water
 - Air quality
 - Waste
3. Require school systems to adopt most current sustainable building practices for new and existing buildings
 - Partner with city, county, state environmental management agencies
 - Develop school policies that support sustainability
 - Incorporate the maintenance of school grounds into the curriculum
 - Engage science clubs and student groups
 - Mentoring programs
4. Develop partnerships with community organizations to support school ground improvements for environmental literacy. Possible partners include:
 - PTAs
 - Local, city, state government agencies
 - Private industry
 - Environmental Education Centers
 - Non-profits (Zoo Society, Grandfather Mtn., Audubon)
5. Promote and provide funding support for implementation of outdoor classrooms on school grounds
6. Encourage participation in established programs and create new programs as appropriate that enhance outdoor learning environments for students of all ages such as UTOTES, WILD Education Sites, etc.
7. Promote instructional ties to outdoor learning areas including, but not limited to:
 - Student service learning
 - Integration across content areas
 - Safety education

Measuring Environmental Literacy

Upon graduation from a North Carolina public high school, students should be able to demonstrate at least a functional level of environmental literacy, implying that students have the ability to focus application of knowledge and skills on specific environmental issues. The ELP Working Group recognizes that there are a variety of strategies that should be investigated to measure the four main components of environmental literacy: knowledge, affect, skills, and participation. It is important to identify a wide range of potential assessments and to incorporate and emphasize authentic assessments as much as possible. It may be necessary to implement a portfolio approach using many different projects and assessments over the course of students' school careers to effectively measure their level of environmental literacy.

Strategies and Data for Measuring Environmental Literacy:

Environmental Attitudes & Behavior

1. Data from state agencies that targets environmentally responsible behaviors (recycling statistics, use of public transportation, participation in programs like the SmartCommute challenge; energy consumption rates). Establish a baseline and reassess every one to three years.
2. Student participation in Envirothon, Ocean Bowl, and other environment-related competitions on a yearly basis.
3. Student participation in science fair and graduation projects that focus on environmental topics.
4. Student participation in service learning projects that focus on environmental topics (particularly in vocational classes).
5. Enrollment and pass rates in "green technologies" vocational education classes.
6. Number of proposed college majors related to environmental fields.
7. Number of students graduating from post-secondary schools in "green" career fields.
8. EE Center visitation statewide (already tracked for DENR divisions).
9. North Carolina data from US Fish and Wildlife Service Annual Survey that measures involvement in wildlife- related outdoor activities.
10. Participation in non-formal education experiences at EE Centers that are integrated in the school curriculum.
11. Implementation of EE activities in classrooms after participation in environmental education workshops.
12. Number of classroom teachers enrolled and certified in the NC EE Certification Program.

How the state education agency will measure the environmental literacy of students. --No Child Left Inside Act of 2009

10. Participation in non-formal education experiences at EE Centers that are integrated in the school curriculum.

Uwharrie Charter Academy

13. Downloads or web site hits of activities that include experiential, field based work on the school grounds from DPI toolkits, other state agencies or LEAs.
14. Amount of time students spend outside engaging with nature as part of the school curriculum.

Environmental Knowledge/Skills

15. Pass rate for questions related to standards/objectives aligned with environmental literacy from currently required End Of Grade(EOG)/End Of Course (EOC) tests.
 - 5th grade Science EOC
 - 8th Grade Science EOG
 - Biology EOC
 - Civics/Economics EOC
 - World History EOC
 - US History EOC
16. Pass rate per goal for standards aligned with environmental literacy using DPI's Goal Summaries for school, district, and state.
17. Conduct a baseline study of environmental literacy in 6th & 8th grade, using Nationwide Environmental Literacy Assessment (NELA) instrument or Florida Environmental Literacy Survey (measures all four areas of environmental literacy). If NELA instrument is used, Phase I data can be used as a national comparison.
18. Use Roper survey (Environmental Literacy in America) to administer environmental literacy baseline assessment for high school students.
19. Use test scores from AP Environmental Science and AP Human Geography test scores (3, 4, 5's). Examine student enrollment and pass rate for these courses.

Access to Outdoor Experiences

20. Number of schools that have quality outdoor learning environments.
21. Number of schools that practice sustainability initiatives at schools such as water conservation, recycling, composting, etc.
22. Number of Green Schools/Model EE Schools identified in North Carolina and documented projects completed by students at these schools.

NC Environmental Literacy Plan Working Group Members

Members of the NC Environmental Literacy Plan Working Group represent a broad array of interests from the education and environmental communities. The following individuals representing DENR, DPI, EENC, NCAEEC, higher education, teacher education, teachers, environmental non-profits and other stakeholder groups have dedicated a significant portion of volunteer time to this effort:

Cindy W. Bennett	NC Department of Public Instruction
Kathy Bull	NC Children and Nature Coalition NC Zoo Society
Tim Gestwicki	NC Wildlife Federation
Fay Gore	NC Department of Public Instruction, Social Studies
Dana Haine	UNC-Chapel Hill Institute for the Environment
Sean Higgins	North Carolina State Parks NC DENR EE and Outreach Working Group
Shelby Laird	Environmental Educators of NC
Laurell Malone	NC Central University School of Education
Margaret Martin	NC Wildlife Resources Commission NC DENR EE and Outreach Working Group
Jesse Pope	NC Association of EE Centers Grandfather Mountain Stewardship Foundation
Lisa Rhoades	NC Science, Mathematics and Technology Education Center
Diane Silver	Environmental Educators of NC Henderson County Cooperative Extension
Peggy Sloan	NC Aquarium at Fort Fisher NC DENR EE and Outreach Working Group
Christina Sorensen	NC Association of EE Centers Harris Lake County Park
Renee Strnad	NC Project Learning Tree
Anne Taylor	Environmental Education Fund
Lisa Tolley	NC Office of Environmental Education & Public Affairs
Beverly Vance	NC Department of Public Instruction, Science
DeeDee Whitaker	Southwest Guilford High School
Marty Wiggins	NC Office of Environmental Education & Public Affairs
Andy Wood	Audubon North Carolina
Sarah Yelton	NC Office of Environmental Education & Public Affairs

VIII.B. Appendix B: Works Cited

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Anderson, Lorin W., David R. Krathwohl, and Benjamin Samuel Bloom. *A Taxonomy for Learning, Teaching, and Assessing: a Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman, 2001. Print.

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Uwharrie Charter Academy

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VIII.C. Appendix C: Resumes of Directors

The following pages contain the full resumes of the Uwharrie Charter Academy's Director of Operations and Director of Curriculum.

Heather Sands Soja
1737 Burney Rd. Asheboro, NC 27205
336- 381-2888

Position: Director of Operations, Uwharrie Charter Academy

Education:

- High Point University, Add-on Licensure in School Administration, current
- University of North Carolina at Greensboro, 2003-2005, M.Ed. in Curriculum and Instruction in Science
- University of North Carolina at Greensboro, 2001-2002, NCTEACH program, completed NC Teaching Licensure program.
- University of North Carolina at Wilmington, 1996 – 1998, B.A. in Biology
- University of North Carolina at Greensboro, 1994 – 1996 , Biology major

Certification / Licenses:

- M. Ed. in Curriculum and Instruction in Science
- 300 General Science 9 – 12 , Teaching License
- National Board Certification in Science/ Adolescence and Young Adulthood, earned 2004

Teaching Experience:

- Asheboro City Schools, Asheboro High School Zoo School, Asheboro , NC Lead teacher, science teacher – 2007 to current
- Asheboro City Schools, Asheboro High School, Asheboro NC Science teacher, 2004 – 2007
- Montgomery County Schools, West Montgomery High School, Mt. Gilead, NC Science teacher, 2000 – 2004

Educational Leadership Experience:

- NC State University, GRIDc Curriculum Development Member, High School Science Representative, 2010 - present
- Asheboro City Schools, Essential Standards Implementation Committee, High School Science Representative, 2011 - present
- Asheboro High School, Scholarship Committee member, 2010 - present
- Asheboro High School Zoo School , Artic Ambassador Committee Member for NC Zoo, 2010 - present

Uwharrie Charter Academy

- Asheboro City Schools, STEM Stars Enrichment (Golden Leaf funded program)
Coordinator, current
- AHS Zoo School Lead teacher, program director, instructor, 2006 - present
- NC Zoo Diversity Panel, panel member, current
- Gear Up Consultant, consulting and planning, current
- Randolph Electric Membership Corporation, education liaison, current
- Asheboro City Schools Energy Committee, panel member, current
- NC Zoo Senior Staff: AHS Zoo School liaison, current
- Legislative Contact for NCAE, Local NCAE liaison to NC Legislators, 2007 – present
- Consultant and conference leader for Asheboro City Schools elementary school science curriculum development and science kit training – July 2006
- Leadership conference attendee as Asheboro City Schools representative, 2005
- NBCT support group member for Asheboro City Schools 2004 – current
- School Improvement Team member West Montgomery High School – 2002 – 2004
- Closing the Gap committee member for Montgomery County Schools – 2001 – 2002

Special Presentations:

- GEARUp National Conference , Presenter (proposal accepted) , July 2011
- North Carolina Children And Nature, Conference presenter, “ Teaching Science Through Nature,” April 2011
- Asheboro High School , Summer Professional Development Presenter, Presentation: “Skype In the Classroom,” Summer 2010
- Randolph Electric Membership Corporation, presenter – March 2009 presentation on potential partnership with AHS Zoo School
- Randolph County Rotary presenter – July 2008
presentation of AHS Zoo School and innovation in education
- Leadership Randolph presenter – March 2008
presentation on innovations in teaching at the AHS Zoo School
- UNC –TV – interviewee/speaker – September 2007 presentation about AHS Zoo School
- Convocation of Asheboro City Schools, keynote speaker – August 2007 presentation as Asheboro City Schools’ Teacher of the Year
- Asheboro City Schools’ “Round Table For Beginning Teachers” conference, speaker August 2007, spoke to new teachers about enthusiasm and creativity in the classroom
- North Carolina Board of Education presenter – March 2007
spoke about curriculum development of small learning community that would become the AHS Zoo School
- National Padeia Conference, presenter – April 2004
“The Power of an Audience” presentation on using project-based learning and the influence of an outside audience to the quality of product and engagement of learner

Awards and Recognitions:

- 2011 NC PAEMST State Finalist in Science
- Asheboro City Schools’ Teacher of the Year: 2007 – 2008
- Asheboro High School’s Teacher of the Year: 2007 – 2008
- West Montgomery High School’s Teacher of the Year: 2004

Field (content) Related Experiences:

- Water quality testing in collaboration with the NC Zoo, 2007 - ongoing
- Field Botany Identification Project in collaboration with Meredith College, 2008
- Protected wetland/ upland seep study in collaboration with the NC Zoo, 2008
- Canada Geese Study in collaboration with the NC Zoo, 2008
- Puerto Rican Crested Toad Study in collaboration with the NC Zoo, 2007 - 2008
- Crime Scene Investigation research in collaboration with the Randolph County Sheriff's Department and the Asheboro Police Department, 2006 - 2008
- Box Turtle Study in collaboration with UNC-Greensboro, 2005
- Amphibian and Reptile Survey in collaboration with UNC-Greensboro, 2005
- Biotechnology training with the NC Biotechnology Center, 2005

Uwharrie Charter Academy

Rhonda Dillingham
236 S. Elm Street
Asheboro, North Carolina 27203 (336) 629-2216

Position: Director of Curriculum, Uwharrie Charter Academy

Education

- Masters of Education – August 2010 to present (currently on leave of absence), High Point University (High Point, NC).
- Bachelor of Arts – English Education, May 1996, Greensboro College (Greensboro, NC). Grade Point Average: 3.73/4.0
- Certified Dental Assistant, August 1984, Guilford Technical Community College (Jamestown, NC). Grade Point Average: 3.5/4.0

Certification/Licenses

- National Board Certification, Adolescent Literacy, January 2005.
- B.A. English Education, 2006.
- Secondary English, Licensure, 2006.

Activities

- Nominated for Environmental Educators of North Carolina Board of Directors, 2011.
- Joined of Environmental Educators of North Carolina, 2011.
- Participated in first Teacher Leadership Academy, Asheboro City Schools, July 2010-May 2011.
- Represented Asheboro High School on the Superintendent’s Advisory Council, Asheboro City Schools, August 2010-May 2011.
- Chaired Asheboro High School Leadership Team, August 2006-2007; August 2009-May 2010.
- Taught workshops on Project-Based Learning, Professional Development for 1:1 Laptop Initiative, Asheboro High School, May 2010.
- Participated in the 1:1 Laptop Initiative Committee, August 2009-May 2010.
- Shared in duties related to founding of Asheboro High School Zoo School, first zoo school on east coast, 2006.
- Sponsored first Interact Club at Asheboro High School, the high school version of the Rotary Club, 2009.
- Attended North Carolina Children and Nature Coalition Conference, 2010.
- Presented at North Carolina Children and Nature Coalition Conference, 2009.
- Teenage Republicans sponsor, Asheboro High School, 2004-present.
- Key Club sponsor, Asheboro High School, 1997-2004.

Employment

- | | |
|--------------|---|
| 2006-present | Asheboro High School Zoo School, Asheboro, NC. Teach 10 th -12 th grade English and Journalism with an emphasis on hands-on, project-based learning while utilizing the NC Zoo. |
| 1997-2006 | Asheboro High School, Asheboro, NC. Taught 9 th -11 th grade English for regular to Honors level students. |
| 1996-1997 | Central Davidson High School, Lexington, NC. First year teacher of 10 th -11 th grade English; collaborated with other 10 th grade English teachers to bring about best writing test scores in school’s history. |

Uwharrie Charter Academy

Awards and Honors

UNC-TV, featured in news story, September 2007.

PineStraw magazine, featured in story about the Asheboro High School Zoo School, October 2010.

Founding English teacher, Asheboro High School Zoo School, first Zoo School on East Coast, 2006.

First-year Teacher of the Year, Central Davidson High School, 1997. William Henry and Martha Grant Likins Award, Greensboro College, 1996. Chi Omega, Academic Honor Society, 1996.

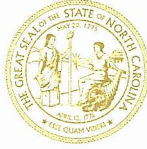
References

Dr. Judy Cheatham
c/o Reading Is Fundamental, Inc.
1255 23rd Street, NW Suite 300
Washington, DC 20037

Dr. Dustin Johnson
c/o High Point University
833 Montlieu Avenue
High Point, NC 27262

VIII.D. Appendix D: Letters of Support

The following pages contain letters of support from stakeholders in North Carolina.



North Carolina General Assembly
House of Representatives
Legislative Office Building, Room 302
Raleigh, NC 27603-5925

REPRESENTATIVE HAROLD J. BRUBAKER
SPEAKER OF THE HOUSE, 1995-1999
78TH DISTRICT

TELEPHONE: (919) 715-4946
(919) 715-4947 FAX

EMAIL: brub@ncleg.net

HOME ADDRESS: 215 BACK CREEK CHURCH ROAD
ASHEBORO, NC 27203

COMMITTEES:

APPROPRIATIONS - SENIOR CHAIRMAN
BANKING - VICE CHAIRMAN
PUBLIC UTILITIES - VICE CHAIRMAN
COMMERCE AND JOB DEVELOPMENT
COMMERCE AND JOB DEVELOPMENT
SUBCOMMITTEE ON BUSINESS AND LABOR
HEALTH AND HUMAN SERVICES
INSURANCE

April 4, 2012

Dear Board Members:

I am writing in support of the approval of the Application of the proposed Uwharrie Charter Academy to be located in Randolph County, North Carolina. The goals of Uwharrie Charter Academy will be an educational curriculum with emphasis on the student's commitment to academic success through their responsibility to daily preparedness, high quality of work, use of appropriate study skills, and work ethic.

Uwharrie Charter Academy will expose the students to practices of energy efficiency, environmental community outreach and awareness programs, and community service.

Uwharrie Charter Academy will require parental support and involvement in their student's goal of academic success.

Finally, Uwharrie Charter Academy will allow students unprecedented access to a 1,500 acre learning lab at the North Carolina Zoo located in Asheboro, North Carolina.

I am fully supportive of your approval of the Application for Uwharrie Charter Academy which will expose our students to an expanded educational opportunity.

Sincerely,

A handwritten signature in black ink, appearing to read "H. Brubaker".

Rep. Harold J. Brubaker
78th District

HJB/lhc





North Carolina Department of Commerce

Beverly Eaves Perdue, Governor

J. Keith Crisco, Secretary

April 11, 2012

Dear Board Members:

I am writing in support of the application of the Uwharrie Charter Academy to be located in Randolph County, North Carolina. The educational curriculum of the Uwharrie Charter Academy will emphasize student's commitment to academic success through their responsibility to daily preparedness, high quality of work, use of appropriate study skills, and work ethics. As a parent, grandparent and former school board member in Randolph County, I am very pleased to endorse this new educational effort. Uwharrie Charter Academy will introduce students to practices of energy efficiency, environmental community outreach and awareness programs, and community services and will require parental support and involvement in their student's goal of academic success.

Also, Uwharrie Charter Academy will allow students unprecedented access to a 1,500 acre learning lab at the North Carolina Zoo located in Asheboro, North Carolina.

I am fully supportive of your approval of the application for Uwharrie Charter Academy. Please let me know if I can answer any questions you have on this application.

Sincerely,

A handwritten signature in black ink that reads "J. Keith Crisco".

J. Keith Crisco



North Carolina Zoological Park

David M. Jones, DVM, Zoo Director

April 10, 2012

North Carolina State Board of Education
301 North Wilmington Street
Raleigh, NC 27601

To Whom It May Concern:

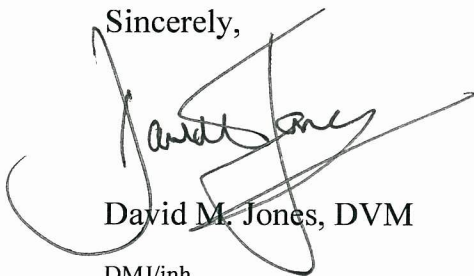
RE: The Uwharrie Charter Academy

I write in support of the establishment of the Uwharrie Charter Academy.

Having spent a significant part of my adult life working and traveling in over 100 countries around the world, it is very apparent that the need for American children to understand what is likely to happen globally during the next century is essential. We should therefore provide our children and their families with the maximum available choice in the way that they are educated and in particular give them a clear understanding of the way in which mankind is ultimately dependent for all our needs on the earth's natural systems and resources. With a population of seven billion people in the world today and with the US population expanding faster than in any other developed country, combined with the reality of the nation's economy being in crisis, the citizens of tomorrow are going to have a variety of very challenging issues as they reach decision making adulthood. It is critical that our children learn from real-life situations and connections to the real world. At the NC Zoo we are very aware that the more we can do to help in the education of all our children about the realities of the natural world and its finite resources, the more valuable this institution will be and the more valuable partnerships between ourselves and the Uwharrie Charter Academy could be.

It is clear that there is a need within Randolph County and in the surrounding counties to provide as wide a choice in education as possible. There seems to be considerable local demand for such an approach and opportunity. With that in mind, I add my support to the effort to establish the new Charter School.

Sincerely,



David M. Jones, DVM

DMJ/jnh

North Carolina Zoo *Connect your life to wildlife*



4401 Zoo Parkway • Asheboro, N.C. 27205 • 336.879.7000 • nczoo.org

Department of Environment
and Natural Resources
Beverly Eaves Perdue, Governor
Dee Freeman, Secretary

ACCREDITED BY THE
ASSOCIATION
OF ZOOS &
AQUARIUMS

VIII .E. Appendix E : Partnership between Uwharrie Charter Academy and NC Zoo

Partnership Between Uwharrie Charter Academy and the North Carolina Zoological Park

A unique aspect of Uwharrie Charter Academy’s instructional program will be its partnerships with community entities like the North Carolina Zoological Park. UCA will have a special relationship with the NC Zoo, in that students will be afforded the open access that is currently only available to Asheboro High School Zoo School students. Two of the founding members of the Asheboro High School Zoo School will be the directors of Uwharrie Charter Academy and bring with them the wealth of knowledge and rich relationships that they have developed with the staff of the NC Zoo so that teachers and students of UCA can experience engagement and enrichment in a distinctive way that differs from a traditional “field trip” or even the current AHS Zoo School practices.

Dr. David Jones has agreed to grant exclusive access to the NC Zoo and its staff to UCA’s teachers and students with the hopes that a more integrated, reciprocal learning relationship will result that could be modeled around the globe between similar entities like the zoo and their community schools. UCA’s directors will collaborate with their network of staff members to help teachers plan lessons and/or units that integrate aspects of the zoo like design and public relations, to conservation and sustainable practices. UCA will be different from the AHS Zoo School because its directors, having already established projects and relationships with key NC Zoo personnel, will be able to open doors to possible projects and realize the need to provide time for productive teacher/zoo staff collaboration that will lead to “real-life” problem-solving opportunities for individual students, small-groups, or whole classes.

SIGNATURE PAGE

The foregoing application is submitted on behalf of Uwharrie Charter Academy, Inc. The undersigned has read the application and hereby declares that the information contained in it is true and accounts to the best of his/her information and belief. The undersigned further represent that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name: Position:

Signature: _____

Date:

Title: Director of Operations/ Incorporator

Signature: _____

Title: Chairperson of Uwharrie Charter Academy Board of Directors

Sworn to and subscribed before me this

_____ day of __,

20____.

Official Seal Notary Public

My commission expires __,
20____.