



LONGLEAF SCHOOL OF THE ARTS **CHARTER SCHOOL APPLICATION**

Submitted by:

**Board of Directors
Longleaf School of the Arts**

Schools opening in the fall of 2013

Due by 12 noon Friday, April 13, 2012

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

Mailing Address:
6303 Mail Service Center
Raleigh, NC 27699-6303

**CHARTER SCHOOL
2012 Application Process
To open a charter school in the 2013-2014 school year**

TIMELINE

APPLICATION DUE DATE/TIME

APRIL 13, 2012	A complete application package must be received in the Office of Charter Schools by 12 noon on April 6, 2012. If the preliminary chartering entity is other than the State Board of Education (SBE), please contact the Office of Charter Schools for guidance.
APRIL 20, 2012	Copy of the application due to the Local LEA.
MAY 11, 2012	LEA Impact Statements due to the Office of Charter Schools
MAY, 2012	Public Charter School Advisory Committee receives applications and begins the process of reviewing applications ahead of their initial meeting.
JUNE/JULY, 2012	The Public Charter School Advisory Committee meets and discusses applications. Candidates receiving the highest ratings will receive interviews.
JULY, 2012	Charter School Advisory Committee interviews candidates and makes recommendations to SBE for preliminary charter school approval.
SEPTEMBER, 2012	SBE votes for applicants which will begin their preliminary planning year training with final approval to be granted in March of 2013.

*The Office of Charter Schools must receive the entirely complete application package no later than **12 noon on April 13, 2012**. A copy must be submitted to the LOCAL Board pursuant to G.S. 115C-238.29B(d) within 7 days.*

I. APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: Longleaf School of the Arts

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Longleaf School of the Arts

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

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

NAME OF CONTACT PERSON: Emily G. Orr

TITLE/RELATIONSHIP TO NONPROFIT: Board Member

MAILING ADDRESS: 2331 Stevens Road, Raleigh, NC 27610

PRIMARY TELEPHONE: (919) 345-4309

ALTERNATE TELEPHONE: N/A

E-MAIL ADDRESS: emily.g.orr@gmail.com

Location Proposed Charter School (LEA): Wake County

Conversion:

No:

Yes: If so, Public or Private:

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

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

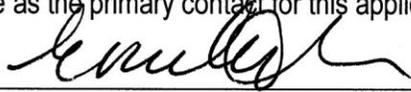
Description of Targeted Population: Longleaf School of the Arts will be a high school located in Raleigh. We expect that the unique and rigorous academic curriculum with a focus in the fine arts will attract academically oriented, highly motivated, and creative students. The founding members are committed to reaching out to Raleigh's most diverse areas.

Proposed Grades Served: 9-12 Proposed Total Enrollment: 420 by year five

Projected School Opening Year 2013 Month August

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	9-12	300		X
Second Year	9-12	330		X
Third Year	9-12	350		X
Fourth Year	9-12	420		X
Fifth Year	9-12	420		X

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



Signature

Emily G. Orr

Printed Name

Board Member

Title

10 April 2012

Date

II. TABLE OF CONTENTS FOR THE APPLICATION

Please provide a clear and precise table of contents to the proposed charter application that guides the reader through the document in correct sequence as outlined in the application provided.

	Timeline.....	2
I.	Application Cover Pages.....	3
II.	Table of Contents.....	5
III.	Mission, Purpose, and Educational Focus	7-13
	Mission.....	7
	Evidence for Need of the Proposed School.....	7
	Goals for the Proposed Charter School.....	8
	Purposes of Proposed Charter School.....	9
	Educational Focus.....	13
IV.	Governance.....	14-40
	Private Nonprofit Corporation.....	14
	Tax-Exempt Status.....	14
	Organizational Structure.....	15
	Resumes of Board Members.....	16
	Bylaws.....	23
	Conflict of Interest Policy.....	30
	Articles of Incorporation.....	34
	Admissions Policies.....	39
V.	Education Plan	41-62
	Instructional Program.....	41
	Special Education.....	53
	Student Conduct and Discipline.....	54
	Timelines	62
	Private School Conversion Info.....	62
VI.	Business Plan.....	63-82
	Projected Staff.....	63
	Qualifications Required for Individual Positions.....	65
	Enrollment and Business Plan.....	67
	Projected Enrollment 2013-14 through 2017-18.....	69
	Budget: Revenue Projections 2013-14 through 2017-18.....	71
	Budget: Expenditure Projections 2013-14 through 2017-18.....	73
	Budget: Narrative for years 2 through 5.....	75
	Budget: Capital and Assets.....	76
	Audits: Program and Financial.....	76
	Civil Liability and Insurance.....	78

Longleaf School of the Arts

Transportation Plan.....	78
Facility Description.....	79
Health and Safety Requirements.....	80
VII. LEA Impact Statement.....	83
VIII. APPENDIX A: Copy of Proposed Insurance Plan.....	85
APPENDIX B: Letters of Community Support.....	87
IX. Signature Page.....	99

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

MISSION:

The mission of the proposed charter school is as follows:

At Longleaf School of the Arts (LSA), we will open doors to entirely new educational pathways by making sure that all students are set on an appropriately challenging course. Students will benefit from highly qualified, experienced teachers and a challenging curriculum which focuses on critical thinking, the fine arts, and creativity. Upon graduation from Longleaf, students will be academically prepared for college, and will possess the valuable life skills, confidence, and personal responsibility to prepare them for the 21st century.

EVIDENCE FOR NEED OF THE PROPOSED SCHOOL:

Currently, Wake County has one arts magnet high school only. The opening of an additional arts based school will allow many of Wake County's most aspiring arts students to study alongside other developing artists. Studies have shown that students involved in the fine arts may develop better study and time management skills, are often more focused on task, seek creative responses/solutions rather than simply repeating memorized answers, and exhibit a higher level of self-discipline and self-confidence.

According to the North Carolina Department of Public Instruction, only 65.3% of last year's Wake County High School graduates were accepted into colleges in the UNC system. At Longleaf School of the Arts, our plan is to graduate at least 90% of our students, all of whom will be ready to enter North Carolina's colleges.

Research suggests that students who complete advanced courses have a better chance of being successful in college. Additional research indicates that high-ability students have unique academic, cognitive, and social needs. Many bright students need more academic challenge than they are receiving in their education, and they need more opportunities to develop their talent. The United States Department of Education website contains hundreds of research documents addressing the value of advanced courses and how such courses can benefit students. One such strategy for addressing low student achievement has been to increase the level of rigor in courses that students are taking in secondary school programs. Additional sources explain that college students who have not taken an Advanced Placement (AP) class have a only a 33% chance of completing a Bachelor's Degree. College students who have completed one AP course have a 59% chance of completing a Bachelor's Degree, and College students who have completed two or more AP courses increase to 76% their chances of attaining a Bachelor's degree.

In addition, Longleaf School of the Arts has obtained multiple letters of community support. (To view all letters, see Appendix B.)

GOALS FOR THE PROPOSED CHARTER SCHOOL:

At Longleaf School of the Arts, our primary goal is to prepare our students for college and/or the 21st century workplace.

Longleaf School of the Arts proposes to construct a secondary school model based on theories of educating the whole child, including cognitive, affective, and social dimensions. To this end, LSA will create and implement unique interdisciplinary courses in cognitive and social development. By mixing students from various areas of interest and expertise, Longleaf School of the Arts will reinforce the goal of developing students who are able to have intelligent conversations with others about various disciplines, make connections between them, and use this information to find real world applications and solutions with these skills. LSA will combine intense, student-generated content and consistent practice in mastery of a discipline. This will provide students with extensive practice in the manner of learning and doing that is most common in major universities, research facilities, and corporations around the country.

Furthermore, the focus on the fine arts will put emphasis on the creative process, not just the finished product. Each student will be required to declare a fine arts track (Music, Visual Art, Theatre, Dance) and complete the required coursework to complete that track.

LSA will encourage students to participate in a cooperative rather than a competitive manner and to develop an appreciation of one's self and one's relationship to society. To this end, each Longleaf student will participate in a minimum of ten hours of community service per school year.

GOAL	ITEM	TIME FRAME
Behavior and citizenship	Honor Code	signed upon entry to Longleaf
	Community Service	ten hours per school year
Multi-tiered curriculum	Fine Arts track	declared at end of first semester, coursework completed over four year period
	Social Development course	9th or 10th grade
	Cognitive Development course	11th or 12th grade
Summative Assessments	classwork, homework, tests	as outlined in each course and/or as required by the State of North Carolina
Formative Assessments	Portfolios	each quarterly marking period

PURPOSES OF PROPOSED CHARTER SCHOOL:

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

1) Improve student learning.

The educational theory behind this program is based on over a century of research into how students learn most effectively. Longleaf School of the Arts will focus on what students learn, as well as how they learn it. The many aspects of the curriculum include content pedagogy, the creative process, and assisting students in making connections among disciplines. The combination of intense, student-generated content, and consistent practice in mastery in academics and the fine arts will provide students with extensive practice in the manner of learning and doing that is most common in major universities, research facilities, and corporations around the country. Furthermore, the applications of the Creative Problem Solving model will mean students will graduate with an ability to see solutions beyond disciplinary boundaries, to think innovatively about aspects of a problem, and to see solutions that more traditionally educated students would not see.

LSA will seek out only the most outstanding faculty, who will carefully select coursework to meet the needs and paces of individual students, including the option of an accelerated and/or compacted curriculum. In addition, LSA will teach students to take responsibility for their educational achievement, and will assist students with organizational and study skills.

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.

The combination of individualized instruction and project-based learning at the heart of the school's curriculum will help teachers identify and serve special populations, including gifted/talented, at-risk students in need of remediation, and English Language Learners (ELL). Instructors will use pre-test data to identify students with knowledge deficits or gifts in their subject area. They will then contact the student's caregiver with the school's recommendations.

Early intervention for students with academic difficulties is one of the basic methodological components of the Longleaf School of the Arts program. The high concentration of teacher-student conferences and formative assessments mean that instructors can intervene and help a student before he or she loses too much ground. After pre-testing, students who are identified as being at risk for academic failure will be assisted through several different means of instruction. First, these students will be able to participate in an academic "boot camp" which will take place the summer before the entering term. During this time, students will meet for one-on-one instruction with LSA teachers in any of the core subjects in which students may not be ready to meet the expectations of the school's curriculum. This time may also be used for a "study skills" course, in which students may be assisted with time management, organization, and other necessary skills. During boot camp, students will not receive grades, but all work will be entered into the students' portfolios as a way to measure assessment over time.

During the regular school term, students who are not meeting academic expectations will be evaluated by school personnel who may recommend any or all of the following: differentiated instruction, peer tutoring, home visits, stakeholder meetings, individualized instruction, and 504/IEP modifications, where applicable. Where necessary, students may also take part in distance learning opportunities as offered through the North Carolina Virtual Public School, a component of the North Carolina Department of Public Instruction.

If the school population warrants, Longleaf School of the Arts will hire an ELL specialist. In any event, the school will seek to hire at least one teacher who is bilingual in Spanish and English to facilitate parent conferences and student learning for Spanish-language students. The school also intends to work with community organizations to have translators on call for speakers of languages other than English or Spanish. If the school attracts a high population of non-native speakers who need English language support and instruction, professional development foci will shift so resources can be directed to helping teachers work with ELL students. Some textbook monies will also be set aside to purchase copies of books in the students' native language(s).

Gifted and talented (GT) students will be served via a combination of differentiated classroom instruction, help in applying for special programs for GT students (e.g., Duke TIP, Summer Ventures, North Carolina Governor's School), Advanced Placement courses, and the ability to take courses at a local university, once they have fulfilled all their graduation requirements. The school plans to contract with a teacher who is a gifted education specialist to help refine curriculum for GT populations during the school year. Students who are referred for possible identification as gifted/talented will undergo Multiple Criteria Assessment (see Dixon, Meyer, & Hardy, 1986) in addition to testing requirements set forth by the state's Department of Public Instruction.

Teachers are also required to host three hours of tutoring per school week for "drop-ins," that is, students who have one or two small issues about what is being covered in class. This program, similar to office hours at universities, will provide students the opportunity to receive clarification about daily classwork, new content, and homework.

In addition to its rigorous curriculum, LSA requires that each student declare a fine arts track (Visual Art, Music, Dance, Theatre) and that the required coursework in that track be completed. All courses in the Fine Arts will be taught by experienced professionals in each field. It is the goal of the Fine Arts faculty to provide students with the best and most relevant artistic experiences.

Beyond the regular school schedule, students may take advantage of Longleaf School of the Arts's open office hours and open door policies for all students, optional home visits, free tutoring, and one-on-one instruction with LSA staff.

Each member of the Longleaf School of the Arts faculty will be required to lead a minimum of one after school seminar, club, or activity. Standard offerings will be presented, but more unique offerings will be available as dictated by the student and parent community.

Each LSA student will complete a minimum of ten community service hours per year. Community service hours will be pre-approved and sponsored by a member of the LSA staff.

3) Encourage different and innovative teaching methods.

Longleaf School of the Arts proposes to construct a secondary school model based on theories of educating the whole child, including cognitive, affective, and social dimensions. The cognitive instructional dimension includes theories of how students become masters of a discipline (content pedagogy), what is important to know (curriculum), and how we can best teach students to make connections among disciplines to solve real-world problems (general cognitive development). To this end, LSA will follow Renzulli's Schoolwide Enrichment Model (SEM) the Creative Problem Solving (CPS) model, and Mortimer Adler's Paideia model. The efficacy and reliability of these models are supported by extensive research. While all three of these methods are common in schools across the United States, there is currently no extant school in North Carolina that combines these theories of student learning into a full program for secondary students.

In addition to its unique curriculum, Longleaf School of the Arts will incorporate the following, where appropriate:

- Combined classes: this placement can allow younger students to interact academically and socially with older peers
- Curriculum Compacting: This is a strategy that respects individual differences and acknowledges the fact that some of these differences merit educational flexibility. This formula of instruction entails reduced amounts of introductory activities, drill, and practice. Instructional experiences may also be based on relatively fewer instructional objectives as compared to the general curriculum. The time gained may be used for more advanced content instruction or to participate in enrichment activities.
- Unique courses: The required interdisciplinary classes allow students to examine themselves and how they relate to others in their various communities. By mixing students from various areas of interest and expertise, Longleaf School of the Arts will reinforce the goal of developing students that are able to have intelligent conversations with others about their disciplines, make connections between them, and use this information to find real world applications and solutions with these skills.
- Peer-to-peer instruction through discussion based classrooms

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

The Longleaf School of the Arts plans to pair its teachers with teachers from the North Carolina Governor's School, a program which is based upon Mortimer Adler's Paideia Model, the Schoolwide Enrichment Model, and Creative Problem Solving Model. Governor's School instructors will mentor LSA instructors and provide assistance with implementing these models into the classroom and the curriculum at LSA.

LSA will also host a faculty art series, where the professional artists in residence (the faculty) at LSA will be able to present their work.

Where possible, Longleaf School of the Arts will provide support for teachers to attend conferences, publish, and perform. In addition, LSA plans to take advantage of the many professional development opportunities offered through the North Carolina Department of Public Instruction.

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

Longleaf School of the Arts offers a rigorous academic and fine arts curriculum to academically oriented, highly motivated, and creative students. For parents, such a curriculum can replicate and /or supplement that which many are able to access only through extracurricular, summer enrichment, or private tutoring. LSA provides such opportunities.

At Longleaf School of the Arts, we understand the value of connecting parents and community members to what is happening in the classroom. Longleaf School of the Arts pledges to work together with parents and community to implement the DPI offered toolkit, "A Guide to Effective Parent, Family, and Community Involvement in North Carolina Schools," which was developed by the Department of Public Instruction, the Superintendent's Parent Advisory Council, and school leaders from across the state. ¹

In addition, Longleaf School of the Arts will offer the following:

- Free tutoring
- Home visits
- Parent organization
- Before and after school seminars, clubs, and activities
- Required courses outside of the North Carolina standard course of study
- Fine Arts curriculum taught by professionals in each field

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.

Longleaf School of the Arts will follow all established specifications for required testing in the State of North Carolina, including mandated common core assessments, mandated essential standards assessments (as developed) and all recommendations as outlined by the Accountability and Curriculum Reform Effort (ACRE.)

Each student will retain an individual portfolio, which will contain homework, drafts, written practice, teacher feedback from conferences, tests, and grading rubrics for each class. Instructors will provide written and oral feedback on student portfolios for each of the first three marking periods. This portfolio method not only provides invaluable data about individual students' academic progress, but also emphasizes the importance of setting life goals and reflecting on past performance. The data gained each semester will be used by teachers to conduct needed remediation, adjust lesson plans and pacing guides, revise pedagogical methods if necessary, and work interdepartmentally to meet students' cognitive needs.

¹ <http://www.ncpublicschools.org/docs/parents/toolkit/guide.pdf>

EDUCATIONAL FOCUS:

Longleaf School of the Arts proposes to construct a secondary school model based on theories of educating the whole child, including cognitive, affective, and social dimensions. The educational theory behind this program is based on over a century of research into how students learn most effectively. Just as this school seeks to educate three distinct aspects of an adolescent, so does the model draw from different sources to inform these three organizational schemas.

The cognitive instructional dimension includes theories of how students become masters of a discipline (content pedagogy), what is important to know (curriculum), and how we can best teach students to make connections among disciplines to solve real-world problems (general cognitive development). To this end, LSA will follow Renzulli's Schoolwide Enrichment Model (SEM) the Creative Problem Solving (CPS) model, and Mortimer Adler's Paideia model. The efficacy and reliability of these models are supported by extensive research.

While all three of these methods are common in schools across the United States, there is currently no extant school in North Carolina that combines these theories of student learning into a full program for secondary students. The combination of intense, student-generated content (via Paideia seminars) and consistent practice in mastery of a discipline (via the SEM), will provide students with extensive practice in the manner of learning and doing that is most common in major universities, research facilities, and corporations around the country.

In addition to its unique and rigorous college-preparatory curriculum, LSA also requires that each student declare a track in the fine arts (Dance, Music, Theatre, Visual Arts) and complete a sequence of coursework in that area. LSA will offer more traditional courses in these areas, as well as more advanced coursework not found in a traditional public school setting. Fine arts at LSA will not just be an opportunity for students, but a recurring part of their overall educational experience. When students are engaged in fine arts activities, those activities provide a platform for engaging the community in the educational experience of the school, while providing the students opportunities to "give back" to the community. The Board of Directors of Longleaf is committed to hiring professional and experienced artists to lead this aspect of the LSA curriculum.

Each LSA student is also required to complete a minimum of ten community services hours per year. Faculty and staff at LSA will oversee and assist with student placement and work within the community.

IV. GOVERNANCE

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: Longleaf School of the Arts

Mailing Address: 2331 Stevens Road

City/State/Zip: Raleigh, NC 27610

Street Address: 2331 Stevens Road, Raleigh, NC 27610

Phone: (919) 345-4309

Fax: N/A

Name of registered agent and address: Emily G. Orr
2331 Stevens Road
Raleigh, NC 27610

FEDERAL TAX ID: TBD

TAX-EXEMPT STATUS (501 (c)(3)) (G.S.115C-238.29B(b)(3))

The private nonprofit listed as the responsible organization for the proposed charter school has 501 (c)(3) status:

- Yes (copy of letter from federal government attached)
 No

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

PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CMO)

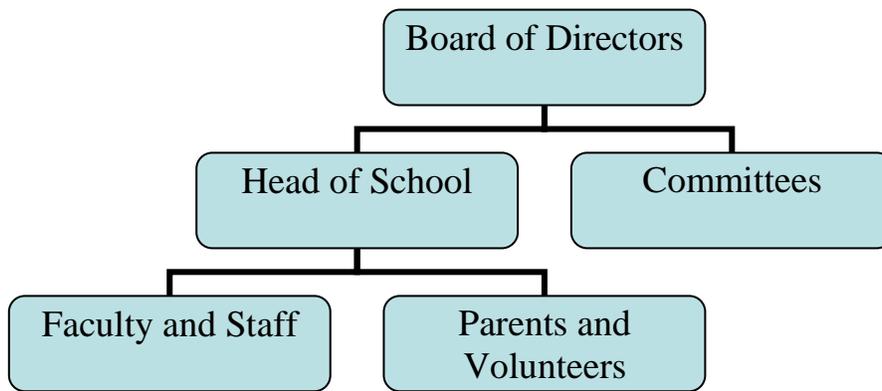
If the Charter School plans to contract for services with an “educational management organization” or “charter support organization,” please specify the name of the company, address, website, phone number, contact person, fax, and email:

Longleaf School of the Arts will not contract for services with any EMO or CMO.

ORGANIZATIONAL STRUCTURE OF PRIVATE NONPROFIT: (GS 115C-238.29B(b)(3); GS 115C-238.29E(d))
The private nonprofit corporation is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.

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

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



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

Kimberly Renee Alston
2900 Fayetteville St
Durham, North Carolina 27707
(919)824-8908

Experience:

2005-2011	Orange County Schools	School Counselor
2008-2011	Alamance Burlington Schools	School Counselor
2011-Present	Durham Public Schools	School Counselor
2006-Present	Department of Public Instruction	Governor's School Counselor
2005-Present	Hilton Durham near Duke University	Guest Service Agent

School Counselor Responsibilities

- Assists all students, individually or in groups, with developing academic, career and personal/social skills, goals and plans
- Develop and maintain a written plan for effective delivery of the school counseling program based on the NC Comprehensive School Counseling Standard Course of Study and current individual school data
- Maintains current and appropriate resources for education stakeholders
- Implement developmentally appropriate and prevention-oriented activities to meet student needs
- Develop and implement Peer Tutoring program including seeking community involvement and funding
- Accurately and appropriately interpret and utilize student data
- Collaborate with parents/guardians to assist students with educational and career planning
- Consult and collaborate effectively with parents/guardians, teachers, administrations regarding students with identified concerns and needs
- Accurately and appropriately use assessments procedures for determining and structuring individual and group counseling services
- Provide appropriate information to staff related to current and future counseling department mission and vision
- Assist teachers, parents/guardians and other stakeholders in interpreting and understanding student data
- Participate in professional development activities to improve knowledge and skills
- Use available technology resources to enhance the school counseling program
- Adhere to laws, policies and procedures, and ethical standards of the school counseling profession
- Monitor student academic performance, behavior and attendance and assist with appropriate interventions

Governor's School Counselor Responsibilities

- Assists all students, individually or in a group with personal/social skills, goals and plans
- Maintain student records
- Mentor Dormitory Counselors
- Implement and present programs related to student population and diversity
- Attendance
- Work closely with the Director

Education:

2006-2008	North Carolina Central University	Durham, NC
	Licensure Only Program	
1996-2002	North Carolina Central University	Durham, NC
	MA Ed., Agency Counseling	
	<i>Thesis: A Study of Burnout in the Hospitality Industry</i>	
	<i>Graduated Magna cum Laude</i>	
1987-1993	North Carolina Central University	Durham, NC
	B.A., Sociology.	

Achievements:

- Received Regional Award during first year of service from ARAMARK for Training and Recruitment.
- Society of Human Resource Management Member

Barry Carroll

240 Dutch Hill Rd.
Holly Springs, NC 27540
Cell: 919.608.0148
Email: bcarroll@musicarts.com

EXPERIENCE:

11/07-Present Music & Arts <i>District Educational Sales Manager</i>	Carolinas and S. Virginia
1/03-11/07 Music & Arts <i>Educational Representative</i>	Wake County, NC
8/90-12/02 Broadview Middle School <i>Director of Bands</i>	Burlington, NC
7/90-7/99 Hugh M Cummings High School <i>Director of Bands</i>	Burlington, NC
8/89-6/90 Northern Jr. High School <i>Director of Bands</i>	Roxboro, NC
6/89-3/93 Kerr's Chapel Baptist Church & 3/82-7/84 <i>Music Director</i>	Elon College, NC

EDUCATION:

May 1989 University of North Carolina B. M. Ed. with a secondary concentration in Business	Chapel Hill, NC
June 1984 Walter M. Williams High School	Burlington, NC

ACTIVITIES & INTERESTS

Music Educators National Conference
Phi Mu Alpha
North Carolina Music Educators Association Board Member
Free Lance Saxophonist
Private Music Lesson Instructor
Travel
Golf
UNC Athletics

DAVID D. DAHL

**Address: 1033 Vestavia Woods Drive
Raleigh, NC 27615**

**Telephone: Home: (919) 848-9144
Work: (919) 787-8880
Fax: (919) 325-4607
Email: dahl@manningfulton.com**

Education: Washington & Lee University, BA Economics, 1973; magna cum laude, Lee Scholar; Phi Beta Kappa; Omicron Delta Epsilon

**Bristol University, Bristol, England, graduate studies in Economics, 1974-1975;
Rotary International Fellow**

University of North Carolina School of Law, JD, 1979

Employment: Office of Chief Counsel, Internal Revenue Service, Cleveland, Ohio, 1979-1982

Manning, Fulton & Skinner, P.A., Raleigh, NC, Managing Partner, 1982-present

**Affiliations: A.E. Finley YMCA Advisory Board, American Bar Association,
North Carolina Bar Association, The Magellan Charter School,
Good Shepherd Lutheran Church**

Experience/Skills: Thirty years advising start-up, small, and midsize businesses advising with respect to organization, operation, financial and tax matters; advising non-profits with respect to organization, qualification and compliance matters; established church youth fellowship program, Cub Scout Pack, Boy Scout Troop; served for six years as initial Board Chair of The Magellan Charter School, involved in qualifying, recruiting faculty and students, mission development, budgeting, facilities, and compliance.

Elizabeth M. Holoman

2617 Countrywood Road, Raleigh, North Carolina 27615
(919) 870-7307 ▪ eholoman@holocon.net

- Summary of Qualifications: July 2000-present, University of North Carolina Chapel Hill
Clinical Associate Professor UNC School of Medicine
- Neonatal Nurse Practitioner, Board Certified
 - Department of Pediatrics, Division of Perinatal-Neonatal Medicine
 - Regional Trainer AAP Neonatal Resuscitation Program
- Education: May 1996- January 1997, Case Western Reserve University
Cleveland, Ohio
Master of Science
- Neonatal Nurse Practitioner
- Sept 1976- May 1980, San Jose State University
San Jose, California
Bachelor of Science
- Nursing
- Professional Experience: July 2000-July 2004, University of North Carolina Chapel Hill
Assistant Professor UNC School of Nursing
- Full time faculty member UNC School of Nursing
 - Master's program curriculum advisor for NNP program
 - Coordinator Neonatal Nurse Practitioner Program
 - Coordinator for Post Master's Neonatal Nurse Practitioner Program
- Patents and Publications: Mia W. Doron, MD, MTS; Kathleen A. Veness-Meehan, MD; Lewis H. Margolis, MD, MPH; Elizabeth M. Holoman, RNC, MSN, NNP; and Alan D. Stiles, MD. Delivery Room Resuscitation Decisions for Extremely Premature Infants. Pediatrics. 1998;102: 574-582
- Holoman, Elizabeth, RNC, MSN, NNP. Congenital Pulmonary Alveolar Proteinosis: A Case Study. Neonatal Intensive Care. 2002; Vol. 15 No.6: 15-18
- Professional Memberships: Phi Kappa Phi
Sigma Theta Tau
- Languages: English, French

J. MICHAEL McELREATH

103 Roger Cook Circle, Carrboro, NC 27510
michael.mcelreath@gmail.com (919) 932-5435

EDUCATION:

University of Pennsylvania, Philadelphia, PA. Ph.D., History, August, 2002
Brown University, Providence, RI. Master of Arts in Teaching, May 1991
Tulane University, New Orleans, LA. Bachelor of Arts in History, May 1989

TEACHING EXPERIENCE:

Cary Academy, 2011-12 (History Department Chair; Courses in US and World History)
Meredith College, 2006-2010
East Chapel Hill High School, 2002-2006
University of Pennsylvania, 1995-98 (*Teaching Assistant*)
Dwight-Englewood School, Englewood, NJ, 1993-95
Rutgers Preparatory School, Somerset, NJ, 1992-93
Wake Forest-Rolesville High School, Wake Forest, NC, Spring 1992
Apex Middle School, Apex, NC, Fall 1991

OTHER EXPERIENCE:

Site Director, NC Governor's School East, Meredith College, Raleigh. Summers 2007-2011
Social Science & Area III Instructor, NC Governor's School East, Summers 2004-2006
Site Director, Center for Talented Youth, Johns Hopkins University. Summer 1999
Asst. Hall Director, Louisiana School for Math, Science, and the Arts, Natchitoches, LA. 1989-90
Assistant Camp Director, Camp Arrowhead (Episcopal), Rehoboth Beach, DE. Summer 1992
Residence Counselor and Seminar Leader, New Jersey Governor's School for Public Issues,
Monmouth University, West Long Branch, NJ. Summer 1993
Program Coordinator, Camp Trinity, Salter Path, NC. Summers 1987-88

PUBLICATIONS:

McElreath, "The Cost of Opportunity: School Desegregation's Complicated Calculus in North Carolina," in Brian Daugherty and Charles Bolton, eds., *With All Deliberate Speed: Implementing Brown v. Board of Education* (University of Arkansas Press, 2008).

Reviews:

- *Choosing Equality: Essays and Narratives on the Desegregation Experience*. Edited by Robert L. Hayman, Jr. and Leland Ware, in *Journal of Southern History* (November 2010).
- *Journal of the North Carolina Association of Historians*:
Kate Masur. *An Example for All the Land: Emancipation and the Struggle Over Equality in Washington, D.C.* (April 2012) & John W. Wertheimer, *Law and Society in the South: A History of North Carolina Court Cases*, in (April 2010).

SELECTED HONORS & AWARDS

- Certified by National Board of Professional Teaching Standards, 2005.
- Selected for Teacher Seminar of the NC Center for the Advancement of Teaching, 2006.

EMILY G. ORR

2331 STEVENS ROAD, RALEIGH, NC 27610 • (919) 345-4309 • emily.g.orr@gmail.com

EDUCATION

- **Doctor of Musical Arts**, University of North Carolina at Greensboro, 2001-2005
- **Master of Music**, West Virginia University, 1998-2000
- **Teaching Certification Program**,
State University of New York College at Fredonia, 1993-1995
- **Bachelor of Music**, SUNY Fredonia, 1986-1990

TEACHING LICENSURE

- North Carolina, K-12 Music (SP 1)
- New York, K-12 Music (permanent)

TEACHING EXPERIENCE

- **North Carolina Governor's School**, Instrumental Music Instructor, 1999-present
Area Coordinator, 2009-present
- **University of North Carolina at Pembroke**, Applied Flute Instructor,
Music Education, Music Appreciation, 2005-present
- **Methodist University**, Fayetteville, NC, Applied Flute Instructor, 2009-2010
- **Lenoir-Rhyne College**, Applied Flute Instructor, 2005-2006
- **University of North Carolina at Greensboro**, Applied Flute Instructor,
Graduate Assistant, 2001-2004
- **Brocton Central School District**, Brocton, NY, Instrumental Music Instructor,
1996-1997
- **Westfield Central School**, Westfield, NY, Instrumental Music Instructor,
1995-1996

PROFESSIONAL ACTIVITIES AND AWARDS

- Co-Chair, Longview Park Community Watch, Raleigh, NC, 2011-present
- Flutist, Fayetteville Symphony Orchestra, Fayetteville, NC, 2009-present
- Private Flute Lesson Instructor, Raleigh, NC, 2004-present
- Member, Music Educators National Conference, 2000-present
- Member, National Flute Association, 1998-present
- Board Member, Raleigh Area Flute Association, Raleigh, NC, 2008-2011
- Pi Kappa Lambda (National Music Honor Society), inducted 2005
- Outstanding Teaching Award, UNCG, 2004

WETONAH R. PARKER

724 Calloway Drive
Raleigh, North Carolina 27610
(919) 828-1889
parkerw@meredith.edu

PROFESSIONAL EXPERIENCE:

Professor and Director of Teacher Education
Department of Education, Meredith College
Raleigh, North Carolina 1993 – present

Teacher, Team Leader, and Department Chairperson, Wake County Public Schools,
Raleigh, North Carolina, 1971-1985,
and Martin Middle School, Raleigh, North Carolina, 1971-1985

EDUCATION:

North Carolina State University, Raleigh, North Carolina
Ed.D., Curriculum and Instruction, Middle Grades, 1994
Education/Emphasis: Teacher Education
(Interdisciplinary Minor: Counselor Education/Psychology)

North Carolina Central University, Durham, North Carolina
M.Ed., Special Education, (Minor in Science), 1982
Graduate Study in Administration and Supervision, 1983

Ball State University, Muncie, Indiana
B.S., Biology (Minor in English), 1970
Teaching Licensure, 1971

Areas of Licensure:

Curriculum Specialist - Grades K-12
Administration - Principal Certificate
Special Education - Grades K-12
Science

PROFESSIONAL ACTIVITIES:

State Evaluation Committee (SEC), 2002-2008
National Board of Professional Teaching Standards, Vice Chair of Early Adolescence/Science Standards
Review Board, 2001-2003
Wake Education Partnership, Wake County Public Schools, Raleigh, NC, 1999-2008
Middle School Task Force II, North Carolina Department of Public Instruction, 2001-2003

PROFESSIONAL ORGANIZATION MEMBERSHIPS:

Association of Teacher Educators
American Educational Research Association
Association for Supervision and Curriculum Development
National Middle School Association
North Carolina Middle School Association
Phi Delta Kappa Education Fraternity

- 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
LONGLEAF SCHOOL OF THE ARTS**

ARTICLE I
Purposes of the Corporation

The Corporation is a nonprofit corporation organized exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended ("Code"). The Corporation's primary purpose is to establish and operate a public charter school and related programs.

ARTICLE II
Offices

1. The PRINCIPAL OFFICE of the Corporation shall be located at 2331 Stevens Road, Raleigh, Wake County, North Carolina 27610.
2. 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.
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 ("Board") may from time to time determine or as the affairs of the Corporation may require.

ARTICLE III
Membership

The Corporation shall have no members.

ARTICLE IV
Directors

1. GENERAL POWERS: The management of the Corporation shall be vested in the Board. The Board may delegate part of the management functions to an Executive Committee established by the Board pursuant to these Bylaws. Members of the Board shall serve without pay. The Board shall have the power to make and amend rules and regulations pertaining to the operation of the Corporation, and shall have the responsibility for the entire management of the affairs of the Corporation, except as may be otherwise provided in the Bylaws.
2. NUMBER, TERM: There shall be no fewer than three (3) and no more than fifteen (15) Directors. The exact number of Directors shall be established by resolution of the Board from time to time. Directors shall serve for a term of five years. Directors may be re-elected for consecutive terms.

3. ELECTION: The initial Directors may be named in the Articles of Incorporation for the Corporation; provided, however, that in the event the Articles of Incorporation do not name the initial Directors, the Incorporator(s) who filed the Articles of Incorporation for the Corporation shall name the initial Directors by a written Resolution of the Incorporator(s). New Directors shall be elected by majority vote of the Board members present at a meeting at which a quorum is present.

4. REMOVAL: Board members may be removed from office with or without cause by a vote of two-thirds (2/3) of the members of the Board at the annual meeting or a special meeting called for that purpose. If any member is so removed, a new member may be elected at the same meeting.

5. VACANCIES: A vacancy occurring on the Board may be filled by a majority of the remaining Board, though less than a quorum, or by the sole remaining Board member. Any member who shall be absent from three (3) consecutive meetings of the Board, without excuse satisfactory to the Board, shall be deemed to have resigned from the Board, and the vacancy thus created shall be immediately filled as provided herein. A Director elected to fill a vacancy shall have the same term as the Director that said Director replaces. Any Directorship to be filled by reason of an increase in the authorized number of Directors shall be filled by a majority of the remaining Directors, though less than a quorum, or by the sole remaining Director.

6. CHAIRMAN OF THE BOARD: There may be a Chairman of the Board elected by the Directors from their number at any meeting of the Board. The Chairman shall preside at all meetings of the Board and perform such other duties as may be directed by the Board.

ARTICLE V
Meetings of Board of Directors

1. ANNUAL MEETING: The annual meeting of the Board shall be held in July of each year, in the State of North Carolina.

2. REGULAR MEETINGS: At the beginning of each year the Board shall adopt a schedule setting for the date, time, place and purpose of its regular meetings, which shall be held in the State of North Carolina.

3. SPECIAL MEETINGS: Special meetings of the Board may be called by or at the request of the Chairman of the Board of the Corporation or by any two (2) Board members. Such meetings will be held in the State of North Carolina.

4. NOTICE OF MEETINGS: Other than regular meetings held according to any schedule determined by the Board, the Chairman of the Board or of the Corporation may call a regular meeting of the Board by giving at least five (5) days' advance notice thereof by any usual means of communication. The person or persons calling a special meeting of the Board shall, at least five (5) days prior to the meeting, give notice thereof by any usual means of communication. Such notice shall specify the purpose for which the meeting is called. Attendance by a Board member at a meeting shall constitute a waiver of notice of such meeting, except where a Board member attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called. Notice of all such meetings will be posted on the principal bulletin board of the Corporation, and shall be mailed, emailed, or delivered to any person who has appropriately filed a written request for such notice.

5. QUORUM: A majority of the members of the Board shall constitute a quorum for the transaction of business at any meeting of the Board.

6. VOTING: Except as otherwise provided in this Section, the act of the majority of the Board members present at a meeting at which a quorum is present shall be the act of the Board. The vote of a majority of the number of Board members fixed pursuant to these Bylaws shall be required to adopt a resolution constituting an Executive Committee. The vote of a majority of the Board members then holding office shall be required to adopt, amend, or repeal a Bylaw. Voting by proxy shall not be permitted.

7. PARTICIPATION BY TELEPHONE: Any one or more Directors may participate in a meeting of the Board of Directors by means of a conference telephone or similar communications device that allows all persons participating in the meeting to hear each other. Participation by these means shall be deemed presence in person at the meeting.

ARTICLE VI
Executive Committee and Other Committees

1. CREATION: The Board by resolution may designate two (2) or more Directors to constitute an Executive Committee, which Committee, to the extent provided in such resolution, shall have and may exercise all of the authority of the Board in the management of the Corporation, except that the Executive Committee shall not have any authority to alter or amend the Bylaws.

2. VACANCY: Any vacancy occurring in the Executive Committee shall be filled by the Directors at a regular or special meeting of the Board.

3. REMOVAL: Any member of the Executive Committee may be removed at any time with or without cause by the Board.

4. MINUTES: The Executive Committee shall keep regular minutes of its proceedings and report the same to the Board when required.

5. RESPONSIBILITY OF DIRECTORS: The designation of an Executive Committee and the delegation thereto of authority shall not operate to relieve the Board, or any member thereof, of any responsibility or liability imposed upon it or him by law. If action taken by the Executive Committee is not thereafter formally considered by the Board, a Director may dissent from such action by filing his written objection with the Secretary with reasonable promptness after learning of such action.

6. OTHER COMMITTEES: Other committees not having and exercising the authority of the Board in the management of the Corporation may be designated by a resolution adopted by a majority of the members present at a meeting at which a quorum is present. Any member thereof may be removed by the person or persons authorized to appoint such member whenever in their judgment the best interests of the Corporation shall be served by such removal.

7. TERM OF OFFICE: Each member of a committee shall continue as such until resignation or removal with or without cause by the Board, or until such member shall cease to qualify as a member thereof.

8. CHAIRMAN: One member of each committee shall be appointed chairman by the person or persons authorized to appoint the members thereof.

9. VACANCIES: Vacancies in the membership of any committee may be filled by appointment made in the same manner as provided in the case of the original appointments.

10. QUORUM: Unless otherwise provided in the resolution of the Board designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

11. RULES: Each committee may adopt rules for its own governance not inconsistent with these Bylaws or with rules adopted by the Board.

12. ADVISORY BOARD: The Board, by resolution adopted by a majority of the number of Directors then in office, may create an Advisory Board, including a Start-Up Advisory Board for the Corporation. Such Advisory Board, to the extent provided in such resolution, may advise and provide assistance to the Board regarding the management of the Corporation. The Board may designate and appoint members of any such Advisory Board for such term as the Board may specify in its discretion. The Board may dissolve any such Advisory Board at any time in its discretion.

ARTICLE VII Officers

1. NUMBER: The officers of the Corporation shall consist of a Chair, a Secretary, a Treasurer, and such Vice Chairs, Assistant Secretaries, Assistant Treasurers, and other officers as the Board may from time to time elect. Any two or more offices may be held by the same person. In no event, however, may an officer act in more than one capacity where action of two or more officers is required.

2. ELECTION AND TERM: The officers of the Corporation shall be elected by the Board. Such election may be held at any regular or special meeting of the Board. Each officer shall hold office until his death, resignation, retirement, removal, disqualification, or his successor is elected and qualifies.

3. REMOVAL: Any officer or agent elected or appointed by the Board may be removed by the Board with or without cause; but such removal shall be without prejudice to the contract rights, if any, of the person so removed.

4. CHAIR: The Chair shall be the principal Executive Officer of the Corporation, and, subject to the control of the Board, shall supervise and control the management of the Corporation in accordance with these Bylaws. The Chair shall, when present, preside at all meetings. The Chair shall sign, with any other proper officer, any deeds, mortgages, bonds, contracts, or other instruments which may be lawfully executed on behalf of the Corporation, except where required or permitted by law to be otherwise signed and executed and except where the signing and execution thereof shall be delegated by the Board to some other officer or agent; and, in general, the Chair shall perform all duties incident to the office of Chair and such other duties as may be prescribed by the Board from time to time.

5. VICE CHAIR: The Vice Chair, if any, in the order of their election, unless otherwise determined by the Board, shall, in the absence or disability of the Chair, perform the duties and exercise the powers of that office. In addition, they shall perform such other duties and have such other powers as the Board shall prescribe.

6. SECRETARY: The Secretary shall keep accurate records of the acts and proceedings of all meetings of Directors. The Secretary shall give all notices required by law and by these Bylaws. The Secretary shall have general charge of the corporate books and records and of the corporate seal, and the Secretary shall affix the corporate seal to any lawfully executed instrument requiring it. The Secretary shall sign such instruments as may require the Secretary's signature, and, in general, shall perform all duties incident to the office of Secretary and such other duties as may be assigned the Secretary from time to time by the Chair or by the Board.

7. TREASURER: The Treasurer shall have custody of all funds and securities belonging to the Corporation and shall receive, deposit or disburse the same under the direction of the Board. The Treasurer shall keep full and accurate accounts of the finances of the Corporation in books especially provided for that purpose; and the Treasurer shall cause a true statement of its assets and liabilities as of the close of each fiscal year and of the results of its operations and of changes in fund balance for such fiscal year, all in reasonable detail, to be made and filed at the registered or principal office of the Corporation within three months after the end of such fiscal year. The Treasurer shall, in general, perform all duties incident to his office and such other duties as may be assigned to him from time to time by the Chair or by the Board.

8. ASSISTANT SECRETARIES AND TREASURERS: The Assistant Secretaries and Assistant Treasurers shall, in the absence or disability of the Secretary or the Treasurer, respectively, perform the duties and exercise the powers of those offices, and they shall, in general, perform such other duties as shall be assigned to them by the Secretary or the Treasurer, respectively, or by the Chair or by the Board.

9. BOND: The Board may, by resolution, require any or all officers, agents and employees of the Corporation to give bond to the Corporation, with sufficient sureties, conditioned on the faithful performance of the duties of their respective offices or positions, and to comply with such other conditions as may from time to time be required by the Board.

ARTICLE VIII Indemnification

1. EXPENSES AND LIABILITIES: Except as provided below, to the extent and upon the terms and conditions provided by the North Carolina Business Corporation Act as it exists or may hereafter be amended, the Corporation shall indemnify any and all of its officers and Directors against liability and litigation expense, including reasonable attorneys' fees, arising out of their status as such. Said officers and Directors shall be entitled to recover from the Corporation, and the Corporation shall pay, all reasonable costs, expenses, and attorneys' fees in connection with the enforcement of rights to indemnification provided herein. Such right shall inure to the benefit of the legal representatives of any such person and shall not be exclusive of any other right to which such person may be entitled apart from the provisions of this By-Law. Such indemnification rights shall not apply for liability or litigation expense which any officer or Directors may incur (i) on account of his activities that were (at the time taken) known or believed by him to be clearly in conflict with the best interest of the Corporation or (ii) in connection with any claim that the Corporation may make against such officer or Directors unless each officer or Director ultimately shall prevail against the Corporation in respect to such claim.

The Corporation also shall have the power, in its sole discretion, to indemnify any present or former Directors, officer, employee or agent or any person (who has served or is serving (i) in such capacity at the request of the Corporation in any other corporation, partnership, joint venture, company, trust or other enterprise or (ii) as a trustee or administrator under an employee benefit plan), with respect to any liability or litigation expenses, including reasonable attorneys' fees (incurred in such capacity by any such person) to the extent and upon the terms and conditions provided by the North Carolina Business Corporation Act as it exists or may hereafter be amended.

2. ADVANCE PAYMENT OF EXPENSES: Expenses incurred by a Director, officer, employee or agent in defending a civil or criminal action, suit or proceeding may be paid by the Corporation in advance of the final disposition of such action, suit or proceeding as authorized by the Board in the specific case or as authorized or required under any charter or Bylaw provision or by any applicable resolution or contract upon receipt of an undertaking by or on behalf of the Directors, officer, employee or agent to repay such amount unless it shall ultimately be determined that such Director is entitled to be indemnified by the Corporation against such expenses.

Notwithstanding the provisions of the preceding paragraph, the Corporation shall, upon receipt of an undertaking by or on behalf of the Directors or officer involved to repay the expenses described in the second paragraph of the preceding Section 1 of ARTICLE VIII unless it shall ultimately be determined that such Director is entitled to be indemnified by the Corporation against such expenses, pay expenses incurred by such Director or officer in defending a civil or criminal action, suit or proceeding in advance of the final disposition of such action, suit or proceeding.

3. INSURANCE: The Corporation shall have the power to purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as Director, officer, employee, trustee or agent of another nonprofit corporation or trust against any liability asserted against him and incurred by him in any such capacity, or arising out of his status as such, whether or not the Corporation would have the power to indemnify him against such liability.

ARTICLE IX Contracts, Loans and Deposits

1. CONTRACTS: The Board 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.

2. LOANS: No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board. Such authority may be general or confined to specific instances. In no event shall loans be made by the Corporation to its Board members or officers.

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 and in such manner as shall from time to time be determined by resolution of the Board.

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 depository or depositories as the Board shall direct.

5. GIFTS: The Board may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the general purposes or for any special purpose of the Corporation.

ARTICLE X
Prohibited Activities

The Corporation is organized as a nonprofit corporation exclusively for charitable and educational purposes within the meaning of Code Section 501(c)(3). No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to its officers, Directors, 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 its charitable purposes. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of this Article X, 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 Code Section 501(c)(3), or the corresponding provision of any future United States internal revenue law, or (b) by a corporation the contributions to which are deductible under Code Section 170(c)(2).

ARTICLE XI
Non-Discrimination Policy

It is the policy of the Corporation not to discriminate on the basis of race, color, religious creed, national origin, ancestry, sexual orientation, disability or handicap. No person shall, on the basis of race, color, national origin, ancestry, gender, sexual orientation, disability, or handicap be denied equal access or admission to School programs, courses, extracurricular activities and employment opportunities. In addition, under section 504 of the federal Rehabilitation Act of 1973, no otherwise qualified individual, shall solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of or be subjected to discrimination under any program or activity at the School.

ARTICLE XII
North Carolina Open Meetings Law

Except as provided in G.S. 143-318.11, 143-318.14A, 143-318.15 and 143-318.18, or any similar statutes, each official meeting of the Board shall be open to the public, and any person is entitled to attend such meeting. The Corporation will comply with the North Carolina Open Meetings Law, including the giving of proper public notice of all meetings as further set forth in Article V, above, and the keeping of full and accurate minutes.

ARTICLE XIII
Conflict of Interest Policy

The Board has adopted a Conflict of Interest Policy as set forth on Attachment A, attached hereto and made a part hereof.

ARTICLE XIV
General Provisions

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

2. WAIVER OF NOTICE: Whenever any notice is required to be given to any Board member under the provisions of the North Carolina Nonprofit Corporation Act or under the provisions of the charter or Bylaws of the 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.

3. AMENDMENTS: Except as otherwise provided herein, these Bylaws may be amended or repealed and new Bylaws may be adopted by the affirmative vote of a majority of the Board members then holding office at any regular or special meeting of the Board.

The Board shall have no power to adopt a Bylaw providing for the management of the Corporation otherwise than by the Board or its Executive Committee.

4. BOOKS AND RECORDS: The Corporation shall keep correct and complete books and records of accounts and shall also keep minutes of the proceedings of its Board members and committees having any of the authority of the Board.

5. FISCAL YEAR: The fiscal year of the Corporation shall begin on the 1st day of July and end on the 30th day of June in each year.

LONGLEAF SCHOOL OF THE ARTS
CONFLICT OF INTEREST POLICY

Article I
Purpose

The purpose of the conflict of interest policy is to protect the interest of LONGLEAF SCHOOL OF THE ARTS, a North Carolina nonprofit corporation ("Corporation"), when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation 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 Corporations.

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 Corporation has a transaction or arrangement,

(b) A compensation arrangement with the Corporation or with any entity or individual with which the Corporation 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 Corporation 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 Corporation 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 Corporation'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 Corporation 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 Corporation 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 include compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI
Statements

Each director, principal officer and member of a committee with governing board delegated powers shall sign a statement that 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 Corporation 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 Corporation 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 Corporations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, an impermissible private benefit, or an excess benefit transaction.

Article VIII
Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

- A copy of the articles of incorporation, if available. If not available, must be available prior to interview by SBE, so must show that it has been applied for prior to submission of application.

ARTICLES OF INCORPORATION
OF
LONGLEAF SCHOOL OF THE ARTS
A NONPROFIT CORPORATION

The undersigned, being natural persons at least age twenty-one, and acting as incorporators to create a nonprofit corporation under North Carolina law pursuant to Chapter 55A of the General Statutes of North Carolina, entitled “Nonprofit Corporation Act,” hereby set forth:

ARTICLE I

The name of the Corporation is LONGLEAF SCHOOL OF THE ARTS.

ARTICLE II

The Corporation is a charitable corporation within the meaning of Section 55A-1-40(4) of the General Statutes of North Carolina (“G.S.N.C.”), and its duration is perpetual.

ARTICLE III

The purposes for which the Corporation is organized are:

- A. To establish and operate a North Carolina charter high school with a fine arts focus in Wake County, Raleigh, North Carolina.
- B. To accept contributions from any person or entity to assist the Corporation in carrying out its exempt purposes.
- C. To undertake: (i) any other lawful activity that qualifies as being charitable or educational under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (“Code”), and G.S.N.C. Sections 105-125 and 105-130.11(a)(3); or (ii) any other lawful activity that otherwise meets the requirements of Code Section 501(c)(3) and G.S.N.C. Sections 105-125 and 105-130.11(a)(3).

ARTICLE IV

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its directors, officers, or members, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments for lawful debts and expenditures for the exempt purposes of the Corporation.

ARTICLE V

No substantial part of the activities of the Corporation shall involve any attempt to influence legislation or to carry on propaganda, and the Corporation shall not participate in, or otherwise become in any way involved in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office.

Notwithstanding any other provisions of the Articles, the Corporation shall not carry on any activity not permitted to be carried on by: (i) a corporation exempt from Federal income tax under Code Section 501(c)(3) or the corresponding provisions of any future Federal internal revenue law, or (ii) a corporation, contributions to which are deductible under Code Section 170(c)(2) or any corresponding provision of any future Federal internal revenue law.

ARTICLE VI

In the event of dissolution, the Board of Directors shall direct that the residual assets of the Corporation will be turned over to: (i) one or more organizations that are exempt as organizations described in Code Sections 501(c)(3) and 170(c)(2) or any corresponding provisions of any future Federal internal revenue law, or (ii) the United States of America, any State, or any local government to be used exclusively for public purposes.

ARTICLE VII

The Corporation shall have no capital stock.

ARTICLE VIII

The Corporation shall not have members.

ARTICLE IX

Directors shall be elected and qualified in accordance with the Corporation's Bylaws.

ARTICLE X

The street address, mailing address, and county of the initial registered office and principal office of the Corporation are as follows:

2331 Stevens Road
Raleigh, Wake County, North Carolina 27610

and the name of the initial registered agent of the Corporation at such office is:

Emily G. Orr

ARTICLE XI

Personal liability for all directors for monetary damages arising out of an action or actions, whether by or in the right of the Corporation or otherwise, for breach of any duty as a director is eliminated except with respect to acts, omissions, liabilities and/or transactions described and defined in G.S.N.C. Section 55A-2-02(b)(i), (ii), (iii), and (iv). The indemnification provided by this Article shall not be deemed exclusive of any other rights to which directors, officers, employees or agents of the Corporation may be entitled under any law, any corporate by-law or resolution, any agreement, or any other source whatsoever.

ARTICLE XII

The name and address of the Incorporator of the Corporation is:

Emily G. Orr
2331 Stevens Road
Raleigh, North Carolina 27610

IN WITNESS WHEREOF, the Incorporators have subscribed their names and affixed their seals this
the 10th day of April, 2012.



Emily G. Orr

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

The role of the Board is to see that the mission of the school is carried out. The Board will explore, analyze, develop, implement and review policies consistent with carrying out the mission.

Among other duties and responsibilities the Board shall:

- 1) Establish an initial budget and periodically review the financial condition of the school and adopt and carry out fiscally responsible budgets to ensure the long term financial health of the school.
 - 2) Investigate and obtain for use by the school facilities and equipment sufficient for the school to carry out its mission.
 - 3) Participate, as appropriate, in hiring and retaining qualified teaching and non-teaching staff for the school.
 - 4) Participate, as appropriate, in adopting and reviewing curriculum and establishing measurable objectives for student performance.
 - 5) Provide leadership, nurture community relationships and establish effective communications among the various school stakeholders.
 - 6) Explore community service opportunities.
 - 7) Oversee compliance matters.
- Explain the decision-making processes the board will use to develop school policies.

The technical process for Board decision making is set forth in the Bylaws. The Board will review and analyze policies adopted by other schools, including charter school, to provide guidance in establishing school policies. As it considers various matters the Board will seek input, as appropriate, from the Head of school, faculty, non-teaching staff, students, parents, members of the community and such outside professionals/consultants as the Board in its discretion, deems necessary.

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

The Board will make known to parents its schedule of regular board meetings. It is anticipated that information regarding the school will be conveyed by faculty and staff on a regular basis to the students who will play an important role in keeping their parents informed about the school. The school will employ a website, email and other technology as part of its communication system. It is further anticipated that a parent organization will be formed to further communication and support of the school and its mission. The Board intends to periodically identify and reach out to community members and organizations that may be interested in the operation and mission of the school.

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

The Board of Directors will adopt and implement all state mandated means of assessment. This is one means through which the school will use to measure students' academic growth and achievement. In addition, the school will supplement the required state assessments with a longitudinal portfolio, which will serve as both a formative and a summative evaluation instrument. This portfolio method not only provides invaluable data about individual students' academic progress, but also emphasizes the importance of setting life goals and reflecting on past performance. The data gained each semester will be used by teachers to conduct needed remediation, adjust lesson plans and pacing guides, revise pedagogical methods if necessary, and work interdepartmentally to meet students' cognitive needs. The end-of-year portfolios will be used to redesign sections of courses or add courses if there is a demonstrated need. The portfolios can also be used by the guidance department to assist students in college/career planning.

In keeping with the mission of the school, the Board of Directors will actively recruit the finest teachers and teaching artists. Said teachers should have a thorough understanding of and be able to teach through the school's mission and its unique multi-faceted curriculum. Where necessary, the Board will help to provide training and mentoring for teachers.

The Board will consistently involve members of the community, parents, and community organizations to assist and support LSA students in their community service requirements.

The Board will maintain healthy finances, and will make financial decisions in the best interest of the school.

Members of the Board will support and encourage students in their creative endeavors. Students will be provided with mediums through which they can present their creative work (concerts, art shows, poetry readings, performances, etc. In the event that there is no location on the school's grounds in which such events may occur, the Board of LSA will seek help from the community to find a suitable space(s.)

The Board, faculty, and staff of LSA will actively involve parents in the education of their children. Parents will be provided with ways to encourage and support their children in the completion of school related tasks while at home. This includes the academic portion of the curriculum, as well as the fine arts portion. Where applicable, and with assistance from the school, parents will help oversee that students are putting in enough practice in the students' arts related areas.

The Board will uphold LSA's Honor Code, exemplify professional behavior, and will hold LSA community (teachers and students) to the same standards.

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

The Board has adopted a Conflict of Interest policy as part of its Bylaws. Every Board member must certify in writing that the Board member had received a copy of the policy and has read the policy. The Board will periodically review the policy and amend it if and when deemed necessary.

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

Longleaf School of the Arts will comply with all laws regarding admission to charter schools. Under laws outlined in NCGS 115C-238.29F, any child who is qualified under the laws of this State for admission to a public school is qualified for admission to a charter school. LSA shall not discriminate against any student on the basis of ethnicity, national origin, gender, sexual orientation or disability. Unless 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, sexual orientation, or ancestry. Admission to LSA will not be determined by the area in which a student lives, or by the school which he or she attends. Students need not reside in the Wake County LEA to attend Longleaf School of the Arts.

The charter school may give enrollment priority to siblings of currently enrolled students who were admitted to the charter school in a previous year and to children of Longleaf's Head of School, teachers, and teacher assistants. In addition, and only for its first year of operation, the charter school may give enrollment priority to children of the initial members of the charter school's Board of Directors, so long as (i) these children are limited to no more than ten percent (10%) of the school's total enrollment or to 20 students, whichever is less, and (ii) the charter school is not a former public or private school. If multiple birth siblings apply for admission to a charter school and a lottery is needed under G.S. 115C-238.29F(g)(6), the charter school shall enter one surname into the lottery to represent all of the multiple birth siblings. If that surname of the multiple birth siblings is selected, then all of the multiple birth siblings shall be admitted.

Application and Lottery Process:

All students who wish to be admitted to the school must submit a complete application. In order to be considered complete, an application must include, but may not be limited to: a form which indicates given name, date of birth, address of residence, parents' names and address(es), present school, grade attending, and math recommendation.

The math recommendation must be for Algebra placement (or equivalent or higher course) in the 9th grade, and must be signed by the student's most recent math teacher. For students entering in the higher grades, recommendation should come from the math teacher of the preceding grade, and should indicate placement for the entering grade (Geometry or equivalent or higher for 10th grade, Trigonometry or equivalent or higher for 11th grade, Calculus or equivalent or higher for 12th grade.)

Because Longleaf School of the Arts's curriculum requires participation in the fine arts, parents and students should apply for admission to the school with the understanding that students have an interest in the fine arts. An interest (or not) does not have any bearing on admission, but is offered as a guideline for students and parents.

Longleaf School of the Arts will begin advertising no later than the Fall of 2012 through such things as newspapers, churches, public meetings, community centers, libraries, and public service announcements. The Longleaf Board of Directors is in discussion with the Citizens Advisory Council (CAC) and other community organizations. We have already secured invitations to speak at upcoming CAC meetings, and use these opportunities to advertise the school to the community and to communicate to the public about the school and the dates for open enrollment. (See Appendix B for letters of support, including those from CAC leaders.)

Longleaf School of the Arts will begin open admission as soon as possible after final charter approval is granted (sometime in March 2013.) As applications are received, they will be processed by the administration of LSA and each complete application will be coded with a number in case of a lottery. The ending date for open enrollment will be approximately April 1st of 2013 (or other date to be determined upon final granted of the school's charter.) To be considered for the open enrollment, application must be postmarked by this April date. A mailing address will be provided on the application and all applications must be mailed. Applications submitted via the internet, in person, or in any other manner will not be considered for open enrollment. Any applications received after the date will not be considered. There are no exceptions

In its initial year, the Board of Directors plans for 165 seats in the 9th grade, and 45 in each of the upper grades (10, 11, 12.) In the event that not enough applications are received for any of the upper grades, the BOD may choose to fill additional seats in the lower grades, including 9th grade. In the event than more than 165 applications are received for the 9th grade, or more than 45 applications are received for any of the upper grades, there will be a lottery process until those seats are filled. After this time, any applications for admission to any closed grades will automatically be placed on a waiting list.

Lottery Process:

- 1) All completed applications received by the due date will be entered into the lottery, and a number will be assigned to the applicant.
- 2) The timing of the lottery will be determined in consideration of lotteries for other area charter schools, magnet schools, and private schools. In any event, the lottery will not take place later than April of 2013.

The lottery will be conducted in a public forum and be supervised by a Certified Public Accountant who is not associated with Longleaf School of the Arts.

- 3) Any students not chosen through the lottery will be placed on a waiting list.

V. EDUCATION PLAN

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

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

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

Longleaf School of the Arts proposes to construct a secondary school model based on theories of educating the whole child, including cognitive, affective, and social dimensions.

The educational theory behind this program is based on over a century of research into how students learn most effectively. Just as this school seeks to educate three distinct aspects of an adolescent, so does the model draw from different sources to inform these three organizational schemas.

The cognitive instructional dimension includes theories of how students become masters of a discipline (content pedagogy), what is important to know (curriculum), and how we can best teach students to make connections among disciplines to solve real-world problems (general cognitive development). To this end, Longleaf School of the Arts will follow Renzulli's Schoolwide Enrichment Model (SEM) (1994), the Creative Problem Solving (CPS) model (1963) and Mortimer Adler's Paideia model (2002). The efficacy and reliability of these models are supported by extensive research (e.g., Basadur, Graen, & Wakabayashi, 1990; Baum, Renzulli, & Hérbert, 1995; Betts & Neihart, 1986; Carney, 1981; Day & Matthews, 2008; Duax, 1989; Fishkin, Cramond, & Olszewski-Kubilius, 1999; Gallagher, Stepien, & Rosenthal, 1992; Gubbins, 1995; Harris, 1990; Hume & Coll, 2008; Isaksen, Puccio, & Treffinger, 1993; Markowitz, Dupr, Holt, Chen, & Wischnowski, 2008; Puccio, 1992; Renzulli & Reis, 1994; Treffinger & Isaksen, 2005; Tsai, 1999; and VanTassel-Baska & Brown, 2007).

While all three of these methods are common in schools across the United States, there is currently no extant school in North Carolina that combines these theories of student learning into a full program for secondary students. The combination of intense, student-generated content (via Paideia seminars) and consistent practice in mastery of a discipline (via the SEM), will provide students with extensive practice in the manner of learning and doing that is most common in major universities, research facilities, and corporations around the country. Furthermore, the applications of the CPS model will mean students will graduate with an ability to see solutions beyond disciplinary boundaries, to think innovatively about aspects of a problem, and to see solutions that more traditionally educated students would not.

Theorists from Carol Gilligan (1993) to Nell Noddings (2005) have written about the impact of educational environment on students' affective development (see Adams-Byers, Whitsell, & Moon, 2004; Blackburn & Erickson, 1986; L.E. Brody & Benbow, 1987; Bruch, 1984; Caplan, Henderson, & Fleming, 2002; Colangelo, 1997; Coleman, 1997; Cornell, 1990; Cornell, Callahan, & Loyd, 1991; Davis, 2006; Freeman, 1991; J. J. Gallagher & Weiss, 1979; Harris, 1990; Henderson & Ebner, 1997; Hoekman, McCormick, & Gross, 1999; Kaplan, 2004; Kerr, Colangelo, & Gaeth, 1988; Luftig & Nichols, 1990; S. M. Moon et al., 1994; NAGC, 2005; Neihart, 2007; Oram, Cornell, & Rutemiller, 1995; Parker, 1996; Parker & Mills, 1996; Rogers, 2007; Silverman, 1990; VanTassel-Baska & Brown, 2007; Wright & Leroux, 1997). Longleaf School of the Arts recognizes the vital role schools play in encouraging students to become emotionally healthy human beings. Not only is this goal worthwhile in itself, but the body of

research cited above also indicates that students whose affective development is directly addressed in a school setting tend to perform better academically. The school intends to address this need through smallest possible class sizes, teacher-student mentoring, and a required course in affective development.

Dewey's theories of democratic education [1938], William Reid's (1978) Reconceptualist pedagogy, and Eisner's seminal work *The Educational Imagination* (1994) will inform the social dimension of curricula. Research shows that it is not enough to educate students in a discipline; students must also have concrete, sustained practice in answering difficult questions (Ambrose, 2008; Apple, 1983; Banks, 2005; Bannister & Salman, 1975; Berger & Luckmann, 1966; Connelly & Enns, 1979; Cross, 1997; Cuban, 2004; Darling-Hammond, 1994; Delpit, 1995; Dewey, 1938; Freire, 1995; Greenspon, 1998; Harris, 1990; Hoekman, McCormick, & Gross, 1999; Kohn, 2004; Lee, Smerdon, Alfeld-Liro, & Brown, 2000; Lévinas, 2006; Michie, 1999; Neihart, 2007; Neumeister, 2004; Olszewski-Kubilius, 2000; Piaget, 1950; Pradl, 1996; Purpel & Ryan, 1975; Rosenblatt, 1995; Rubin, 1990; Shor & Freire, 1987; Silverman, 1983, 1990, 1995; Vygotsky, 1978; Weinstein & Fantini, 1970).

Another of our goals is to provide each student with knowledge, tools, and experience that will allow him or her to craft an explicit method of thinking through contemporary issues and resolving them to that student's satisfaction. Longleaf School of the Arts intends to address this need in multiple ways. The most explicit way is via a required course called General Cognitive Development, which is similar but not identical to the International Baccalaureate Program's Theories of Knowledge course. Additionally, after-school offerings, elective courses, a speakers' series, and dimensions of problems in the CPS model will be used to educate students in the social dimension.

- Teaching approach, class structure, curriculum design, courses of study, sample daily schedule, pillars of the school culture, and instructional methodology that align with the school's mission.

The pedagogical approaches to student learning will be informed by the most current research in the area of student learning, the NBPTS guidelines for teaching methodology, and Adler's Paideia model. In accordance with all of these sources, direct instruction will be minimized. Students will be engaged in reading and discussing primary source texts; inductive reasoning via experiments in science and mathematics; immersion in a foreign language classroom; and disciplinary mastery through solving real-world problems and presenting these solutions orally, in writing, and through quantitative means. Seminar, direct investigation (e.g., science experiments), and practical learning via real-world research will consume the majority of instructional time.

Standards of practice for teachers will include the expectation of one-on-one work with each student over a sustained time period; regular teacher-student conferences; the use of multiple formative assessments (contained in the portfolio); the use of baseline assessments and pretests; early intervention when a student fails to show adequate growth from the baseline; and consistent communication with stakeholders, including parents, students, and administrators in regards to student progress.

Curricula will be revised yearly by departments. Revisions will be based on extant student performance data, changes to the Common Core and Essential Standards, emerging research, and evaluation data from students and parents.

Courses of Study (9th-12th grades)

English I
English II
English III OR Advanced Placement Language and Composition
English IV OR Advanced Placement Literature and Composition

Foreign Language I
Foreign Language II
Honors Foreign Language III (elective)
Honors Foreign Language IV (elective)
Advanced Placement Foreign Language (elective)

US History I
US History II OR Advanced Placement US History²
Civics and Economics OR Advanced Placement Government and Politics
World History OR Advanced Placement World History
Sociology (elective)
Psychology (elective)
Advanced Placement European History (elective)

Integrated Math I or Algebra
Integrated Math II or Geometry
Integrated Math III or Trigonometry
Integrated Math IV or Calculus

Healthful Living

Fundamentals of Music
Music Ensemble (may repeat for credit)
Advanced Placement Music Theory (elective)
Improvisation (elective)
Applied Music Lessons (elective)
Music Technology (elective)
Fundamentals of Art
Advanced Art (second year elective)
Advanced Placement Studio Art (elective)
Advanced Placement Art History (elective)
Photography (elective)
Introduction to Aesthetic theory (elective)
Movement Lab I
Movement Lab II (continued next page)

² The new NC requirements state students must take either 2 years of US history (one up to 1865, one 1865-present) or a single year of AP US History

Advanced Dance Lab
Introduction to Theatre Arts
Acting

Advanced Placement Environmental Science (freshman year)
Honors Biology I (sophomore year)
Honors Chemistry I (junior year)
Advanced Placement Biology (elective; Bio I and Chem I prerequisites)
Advanced Placement Chemistry (elective; I prerequisite)

Affective Development (9th or 10th grade)
General Cognitive Development (11th or 12th grade)
Advanced Philosophy (elective; General Cognitive Development prerequisite)

Sample Schedule

The school schedule is a combination of a traditional 6 period day and a block scheduling model. Three days per week (Monday, Wednesday, and Friday), students will attend all six classes for 55 minutes. Tuesdays, students will attend their first, second, and third period classes for 85 minutes each. On Thursdays, students will attend their fourth, fifth, and sixth period classes for 85 minutes each. There will be 170 minutes per week set aside for school wide academic lectures, community partnerships, tutoring, college counseling, and volunteer work.

Monday/Wednesday/Friday Schedule

8:30-9:25: Period 1
9:30-10:25: Period 2
10:30-11:25: Period 3
11:30-noon: lunch
12:05-1:00: Period 4
1:05-2:00: Period 5
2:05-3:00: Period 6

Tuesday (T) and Thursday (R) Schedule

8:30-9:55: Period 1 (T) or 4 (R)
10:00-11:25: Period 2 (T) or 5 (R)
11:30-noon: lunch
12:05-1:30: Period 3 (T) or 6 (R)
1:35-3:00: Flex time

Pillars of School Culture

Longleaf School of the Arts is dedicated to the following ideas:

- All students, regardless of economic, social, or personal circumstance, can achieve academically when given appropriate expectations, instruction, and academic support.
- Academic rigor must go hand-in-hand with individualized instruction, consistent communication among stakeholders, and mutual respect between teachers and students.
- It is the responsibility of the school to educate the whole child. To this end, formal instruction must be presented that aids in students' academic and social-emotional development.
- Students and teachers are responsible for one another.

Instructional Methodology

The pedagogy of Longleaf School of the Arts is directly aligned with the pillars of school culture outlined above, as well as the theoretical models which form the research basis of the school. To this end, the school combines high academic expectations of students with corresponding respect for students as individual human beings.

Teachers are expected to treat students as rational actors who are capable of understanding and deserving of trust. This expectation is reinforced by minimizing direct instruction and lecturing. Collaborative learning with an emphasis on teacher-student conferencing means that teachers must consistently be aware of each student's progress towards the learning goals outlined in the Common Core standards in the specific content area. Because instruction is individualized to each student, and each teacher meets individually with each student on a daily basis, a reciprocal expectation of preparedness and responsibility for each other results. Research indicates that this individualization and resultant relationship places students in dialogue with teachers and subsequently raises students' perceptions of their own academic and social agency (Dewey, 1938; Bannister and Salmon, 1975; Binder, 2000; Baum, Renzulli, & Hébert, 1995; McNeil, 1986; Noddings, 2005; Anderson, 1985; Bakhtin, 1986).

The school's use of Adler's Paideia method and Dewey's model of democratic education also encourages teacher-student and student-student dialogue about academic texts. Students involved in Paideia seminars must hone skills in close reading, thoughtful response, and Hegelian dialectical thought that are essential to successful academic outcomes in college. These skills are also prioritized in the national Common Core standards (see, for example, the concept of the "anchor text" in the secondary English standards.) Finally, the adaptation and use of the CPS model requires students to engage in academically challenging, interdisciplinary study to solve real-world issues. The school's emphasis on individualized, collaborative, experiential learning, when combined with high standards of academic rigor, produces a pedagogy that can meet the needs of all students in terms of growth and college preparedness.

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

Longleaf School of the Arts proposes to construct a secondary school model based on theories of educating the whole child, including cognitive, affective, and social dimensions. To this end, the school's curriculum will be based on a multi-faceted curriculum, which is clearly outlined throughout this Education Plan section.

LSA strives to graduate good and thoughtful citizens. Upon acceptance to LSA, students must sign the school Honor Code, and agree to uphold it. In addition, each student at LSA will be expected to complete a minimum of ten hours of community service per year. The founding members of LSA are already in discussion with many community organizers who have agreed to support LSA in multiple ways.

Students will graduate from LSA as rational and creative thinkers. The required fine arts track will assist students in developing their creativity and will put the focus on the creative process, not the end result. Additional courses in Cognitive and Social Development will allow students to examine themselves and how they relate to others in their various communities. By mixing students from various areas of interest and expertise, Longleaf School of the Arts will reinforce the goal of developing students that are able to have intelligent conversations with others about their disciplines, make connections between them, and use this information to find real world applications and solutions with these skills.

Longleaf School of the Arts will follow all guidelines for required state assessments and will supplement the required state assessments with a longitudinal portfolio that serves as both a formative and summative evaluation instrument. Further explanation of the portfolio is found in other paragraphs in this Education Plan section.

The founding members of LSA are creating this school because it is ambitious. While all of the methods mentioned above are common in schools across the United States, there is currently no extant school in North Carolina that combines these theories of student learning into a full program for secondary students.

Curriculums similar to that of LSA have been in place for many years. One such program is the North Carolina Governor's School, which will celebrate its 50th year in 2012. This longstanding school suggests that the goals outlined in this application are attainable.

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

Any student who is qualified for admission to a North Carolina public high school is qualified for admission to Longleaf School of the Arts.

In order to be considered for admission, students must have submitted a complete application. Part of the application includes a recommended math placement. For students entering the 9th grade, there must be signed documentation from the student's most recent math teacher which indicates a minimum of Algebra I (or equivalent) as a recommendation. Students entering each higher grade must submit similar documentation for the corresponding math for that grade level.

In addition, students should apply to the school with the understanding that a Fine Arts track is required.

Upon enrollment, students will be required to complete pre-assessment. This will determine if there is a need to enter academic "boot camp," in order to meet the level of readiness to enroll in the school.

Course requirements for graduation are outlined in the table shown below.

SUBJECT AREA	CREDITS
English	4
Mathematics	4
Social Science	4
Natural Science	3
Foreign Language	2
Social Development	1
Cognitive Development	1
Fine Arts track	4
Electives	2
TOTAL:	25

- The school calendar (must provide instruction for a minimum of 185 instructional days) (*G.S.115C-238.29F(d)(1)*) and how it coincides with the tenets of the proposed mission.

JULY 2013						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY 2014						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

MARCH						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Explanation of Highlighted Dates:

August 19, 2013 - First Day of School
September 2, 2013 - Labor Day - NO SCHOOL
November 27-29, 2013 - Thanksgiving Holidays - NO SCHOOL
December 23, 2013- January 2nd, 2014 - Winter Break - NO SCHOOL
January 20, 2014 - Martin Luther King, Jr. Day - NO SCHOOL
February 17, 2014 - President's Day - NO SCHOOL
April 14-18, 2014 - Spring Break - NO SCHOOL
May 26, 2012 - Memorial Day - NO SCHOOL
June 9, 2012 - Last Day of School

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

Longleaf School of the Arts intends to supplement the required state assessments with a longitudinal portfolio that serves as both a formative and summative evaluation instrument. Students will retain homework, drafts, written practice, teacher feedback from conferences, tests, and grading rubrics for each class. These artifacts can be warehoused in each teacher's classroom or in a secure central location in the school. Each marking period, students will be required to assemble representative examples of their work, both preliminary and final, for evaluation by instructors. Students will compose a short reflection on the contents of the portfolio that requires them to self-evaluate their learning and to set goals for the next marking period.

Instructors will provide written and oral feedback on student portfolios for each of the first three marking periods. This formative assessment will provide teachers with robust data concerning each student's academic growth, current ability level, and provide a basis for early intervention for struggling students.

At the end of the year, during the final grading period, students will assemble a portfolio that demonstrates their progress and growth for the academic year across all subjects. They will also be required to write a longer reflection that

- Evaluates the utility of their courses as well as the individual's performance in each of them.
- Explains their general academic growth from the beginning to the end of the year in each class (metacognitive component).
 - Explores larger, cross-curricular understandings they have gained.
 - Sets developmentally-appropriate goals by answering a predetermined set of questions. For example, a junior might have to write about their college search and application process; freshmen might have to discuss the career options they are considering.
 - Compares the goals set in the previous year's portfolio to the progress noted for the current year (metacognitive component)

This portfolio method not only provides invaluable data about individual students' academic progress, but also emphasizes the importance of setting life goals and reflecting on past performance. The data gained each semester will be used by teachers to conduct needed remediation, adjust lesson plans and pacing guides, revise pedagogical methods if necessary, and work interdepartmentally to meet students' cognitive needs. The end-of-year portfolios will be used to redesign sections of courses or add courses if there is a demonstrated need. The portfolios can also be used by the guidance department to assist students in college/career planning.

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

The professional development program for Central Longleaf School of the Arts will become more specific once the faculty is assembled and an inventory of teachers' needs taken. In general, however, PD will focus on three specific areas:

- New teacher support and mentoring
- Implementation strategies for the Schoolwide Enrichment Model and Creative Problem Solving Model
- Adolescent development in cognitive and social-emotional domains

New teachers will be assigned a veteran teacher as a mentor. These teacher pairs will meet as necessary to review lesson plans, pacing guides, instructional methods, and classroom management strategies. New teachers will spend time observing their mentor teacher in the classroom and reflecting on their mentor's best practices. The mentor will also observe the new teacher's classroom and provide feedback on what works and what changes should be considered. Meetings will be conducted during protected time; the observations will be conducted during the observer's planning period. There is no cost associated with this component.

Professional development for the SEM and CPS models will be conducted by researchers in the field as well as teachers who have been trained in and practiced these models. The Longleaf School of the Arts board has already secured agreements from researchers and teachers to conduct these sessions pro bono.

Adolescent development will be addressed via in-house training workshops, faculty meetings dedicated to topics within this domain, and assigned reading of related journal articles. The Longleaf School of the Arts board has secured agreements from researchers in the field of adolescent development as well as practicing teachers with a research background in adolescent development to conduct workshops for no fee.

- 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.

Student performance standards for English and Mathematics will conform to the national Common Core standards. Student performance expectations in Social Studies, Science, World Languages, Health/Physical Education, Information/Technology, and Arts Education will conform to the North Carolina Essential Standards. Student performance standards in the General Cognitive Development course will be based on a modified version of the International Baccalaureate standards for Individuals and Societies in conjunction with Kasachkoff's (2004) work *Teaching Philosophy: Theoretical Reflections and Practical Suggestions*. Student performance guidelines for the course in affective development will be predicated on the American Psychological Association's (2002) *Developing Adolescents: A Resource for Professionals*.

Early intervention for students with academic difficulties is one of the basic methodological components of the Longleaf School of the Arts program. The high concentration of teacher-student conferences and formative assessment mean that instructors can intervene and help a student before he or she loses too much ground.

If a teacher sees, through individual instruction and conferences, that a student is struggling academically on a consistent basis, he or she will contact the Student Services liaison (currently, the Head of School). Student Services will request a “rundown” from all teachers of the student in question. The rundown is a questionnaire about a student's performance that may be sent and received via email. Parents may also request this “rundown” if they think their child is struggling.

Once the “rundown” data have been collected, the student, teachers, parent, and Student Services representatives will meet in a conference. A plan will be created at this conference to help the student recover lost ground. Options include a combination of peer tutoring, regular tutoring appointments with instructors, organizational help (writing down assignments, etc.), computer-assisted remediation tailored to the student's individual knowledge deficits, or referral for 504/IEP testing and placement, with subsequent modifications as dictated by the plan.

Teachers are also required to host three hours of tutoring per school week for “drop-ins,” that is, students who have one or two small issues about what is being covered in class. This program, similar to office hours at universities, will provide students the opportunity to receive clarification about daily classwork, new content, and homework help. Certain sessions of the school's flex time on Tuesdays/Thursdays will also be set aside each month for tutoring. Finally, teachers will be required to answer emails within a 48 hour period so students can ask questions from home or over the weekend.

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

Prior to the start of the school year, Longleaf will hold mandatory parent information sessions. Once the school calendar begins, LSA will engage in bi-weekly correspondence (via email) in the first semester; tapering off to monthly two-way contact after that, if warranted. The Board of Directors will form a Parent Teacher Student Association (or similar group) to facilitate communication between all parties.

Members of the Longleaf School of the Arts Board of Directors have longstanding relationships with many community organizations, including the local Citizens Advisory Council (CAC) and various branches of Raleigh City Government. (See Appendix B for letters of support, including those from these organizations.) Discussions with these organizations are already underway about how to best integrate the LSA student population with the surrounding community.

- Describe how the school will meet the needs of gifted, at-risk children, English language learners by explaining the proposed school's process for identification and service of these students.

The combination of individualized instruction and project-based learning at the heart of the school's curriculum will help teachers identify and serve special populations, including gifted/talented, at-risk students in need of remediation, and ELLs. Instructors will use pre-test data to identify students with knowledge deficits or gifts in their subject area. They will then make referrals to Student Services, who will make the appropriate request for testing. Caregivers of students (parents/guardians) can also call the school and request their child be tested for giftedness, learning disabilities, autism, or other health impairments. Student Services will be responsible for reviewing all records from students' middle schools to ensure previously identified students receive appropriate services at LSA.

Student Services will analyze progress reports and report cards for students that are failing a course, struggling in multiple courses, or who experience the "ceiling effect" of grades (a common problem with unidentified gifted students). Student Services will take these data and synthesize them across courses to determine if a child may need to be referred for testing. They will then contact the student's caregiver with the school's recommendations.

Additionally, any student failing a course will conference with Guidance so the counselor can determine if factors such as divorce, abuse, homelessness, or other life events are contributing to the student's at-risk status. Appropriate legal action (e.g., notifying Social Services in cases of suspected abuse) will be taken if necessary.

If the school population warrants, Longleaf School of the Arts will hire an ELL specialist. In any event, the school will seek to hire at least one teacher who is bilingual in Spanish and English to facilitate parent conferences and student learning for Spanish-language students. The school also intends to work with community organizations to have translators on call for speakers of languages other than English or Spanish. If the school attracts a high population of non-native speakers who need English language support and instruction, professional development foci will shift so resources can be directed to helping teachers work with ELL students. Some textbook monies will also be set aside to purchase copies of books in the students' native language(s).

Gifted and talented students will be served via a combination of differentiated classroom instruction, help in applying for special programs for GT students (e.g., Duke TIP, Summer Ventures, North Carolina Governor's School), Advanced Placement courses, and the ability to take courses at a local university once they have fulfilled all their graduation requirements. The school plans to contract with a teacher who is a gifted education specialist to help refine curriculum for GT populations during the school year. Students who are referred for possible identification as gifted/talented will undergo Multiple Criteria Assessment (see Dixon, Meyer, & Hardy, 1986) in addition to testing requirements set forth by the state's Department of Public Instruction.

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

Longleaf School of the Arts's mission—the education of the whole student across multiple dimensions—requires that students be exposed to a variety of ideas in multiple fields. To this end, all staff will be required to host at least one extra-curricular club, activity, or team during the year. Teachers will work together to create curricula for interdisciplinary after-school offerings that are unique to the school. Courses may include such topics as the impact of TED conferences, the art of novels, Victorian detective fiction, and more. Students will be encouraged to sign up for a course at the beginning of the semester. Portions of these elective courses that can stand alone can also be presented during the Flex time for all students. Students may also request specific courses, which the teachers will consider.

The arts teachers will run extra-curricular arts opportunities that aren't offered during the normal school day. Some examples might include a Graphic Design club; a Shakespearean Acting seminar; individual lessons for students who play a musical instrument; and a school literary magazine.

Depending on strength of student interest and attendance, Longleaf School of the Arts will join statewide and national extra-curricular organizations like the Wade Edwards Mock Trial Competition, the International Thespian Society, and the National Association of Student Councils. LSA will consider sports options based on demand and its ability to fund such activities.

After the first year of the school, clubs, teams, and extra-curricular courses will be driven by student requests. Students may also work with faculty members to design and implement clubs of their own creation.

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

The charter school must accept special needs children under the federal legislation *Individuals with Disabilities Education Act (IDEA)* (20 U.S.C. 1400 Et seq.) and the state legislation (G.S. 115C-106 Et seq.). The proposed school will abide by the charter school legislation, G.S. 115C-238.29F(g)(5), as stated below:

A charter school shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. Except as otherwise provided by law or the mission of the school as set out in the charter, the school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.

Longleaf School of the Arts will meet all applicable state and federal requirements including the Individuals with Disabilities Education Act (IDEA) and G.S 115C-238.29F(g)(5). Students with disabilities will be provided with programs implemented in accordance with federal and state policies and procedures. To ensure adherence to current Federal IDEA and North Carolina Exceptional Children's Program guidelines, the school will employ fully licensed Exceptional Children's teacher(s) who will be required to attend state sponsored training and meetings.

All students with disabilities eligible for special education and related services will be served in the least restrictive environment possible. A full continuum of delivery models will be available for students with disabilities, models which may include physical, occupational, and speech therapy. An Individualized Education Program (IEP) will be maintained and developed for every enrolled student eligible for receiving exceptional education services. All teachers at LSA will receive ongoing training in quality intervention, observation, screening and referral of students suspected of having disabilities in compliance with Child Find guidelines.

In the event that a child's needs are so great that they may not adequately be met within the Longleaf School, the school will work to help relocate the child to a more appropriate educational setting.

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

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

The Longleaf School of the Arts code of discipline and conduct was created in the spirit of the school's Honor Code. We are serious about the Honor Code, and every student and parent/guardian signs with the acceptance of the invitation to attend. To that end, students who breach any of its policies, or learn that another student has committed a violation of the Honor Code, are expected to immediately report the transgression to a member of the LSA faculty or staff. Students who violate the Honor Code will be subject to disciplinary action as outlined in this section. Each infraction will be evaluated on a case-by-case basis. Less serious infractions will result in clear, but less severe consequences, but persistent infractions can also lead to dismissal. A copy of the Honor Code is shown below.

LONGLEAF SCHOOL OF THE ARTS HONOR CODE (subject to change)

You become a Longleaf School of the Arts student bound by its code of honor when you arrive on campus and register. To signify your agreement and promise to live within this honor code, both you and your parent or guardian must sign below.

1. I will maintain the integrity of the Longleaf School of the Arts community and not violate the school's policies, or state or federal laws including, but not limited to, possession or use of a weapon, theft, shoplifting, vandalism, and willful or negligent destruction of property.
2. I will not possess or use tobacco, alcohol, illegal drugs, controlled substances, or drug paraphernalia.
3. I will observe the rules of common courtesy in dealing with each other, faculty and staff, and school personnel, and will continue to represent Longleaf School of the Arts with civil behavior even when off campus.
4. I will uphold principles of academic integrity, and will not engage in any type of academic dishonesty..
5. I will refrain from inappropriate sexual conduct including, but not limited to, unseemly public displays of affection.

I have read and I understand the *Honor Code*, and I agree to abide by it.

Student Signature

I understand my child has agreed to abide by the *Honor Code* and I will encourage my child to honor it.

Parent/Guardian Signature

Further policies outlined below:

BEHAVIOR

Longleaf School of the Arts strives to be a community in which each individual is treated with sensitivity and respect. Students are expected to observe the rules of common courtesy in dealing with each other, faculty and staff, and school personnel, and to continue to represent LSA with civil behavior even when off campus. LSA promotes free but respectful exchanges of ideas and will not tolerate offensive conduct and/or harassment based on race, color, creed, national origin, gender, political affiliation, or sexual orientation. Such behavior will constitute gross misconduct and will result in disciplinary action that may include suspension or expulsion.

Harassment and Bullying

Harassment and bullying are broad terms. Bullying and harassment may include, but are not limited to: aggressive and repeated incidents of unwanted behavior, pushing and shoving, intimidation, degradation, humiliation, gossiping, teasing, and spreading rumors about others (including on the internet.)

Sexual harassment encompasses any sexual attention that is unwanted, including sexual advances and/or other verbal, visual, or physical conduct of a sexual nature that is intimidating, hostile, degrading, or offensive.

Other types of harassment include racial, religious, or ethnic harassment through intimidation, humiliation, or degradation of an individual or group on the basis of race, religion, or national origin, or sexual orientation. These types of harassment include both easily identifiable acts of oral, written, or physical harassment, and more subtle forms of harassment such as graffiti, epithets, and racially offensive remarks.

Harassment and/or bullying will not be tolerated at Longleaf. Anyone who is being treated in a way in which he/she considers inappropriate should report the matter to the Head of School, Counselor, or other LSA staff member. All charges of harassment will be fully investigated. Any charge determined to be true will result in disciplinary action.

Acceptable Use Policy (copyright, downloads, etc.)

Computers: Access to computers and networks is a privilege that requires the user to act responsibly. Users must observe all relevant laws and regulations, maintain the integrity of the systems, and respect the rights of other users in an effective, ethical, moral, and legal manner. Misuse of computing, networking, or information resources may result in disciplinary action.

Students should note that the following are prohibited on all Longleaf School of the Arts computers:

- Moving or disconnecting computer hardware.
- Loading or downloading any software, including games.
- Unauthorized reproduction of copy-protected material.
- Destruction of or damage to equipment, software, or data belonging to the school or other users.
- Using printers as copiers—one copy of output should be made and taken to the copiers for the production of multiple copies.

The following are prohibited on Longleaf School of the Arts computers as well as those belonging to individual students:

- Connecting an unprotected computer (one that has not been updated with all available operating system patches and/or does not have current anti-virus software) to the network.
- Using computers or the network in any manner that violates federal, state, or local laws or statutes. This includes illegal downloading of music or other files.
- Accessing, producing, posting, sending, or displaying material that is offensive in nature. This includes obscene, discriminating, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually suggestive language or images.
- Harassment or unwanted communications to any individuals or organizations.
- Providing, assisting in, or gaining unauthorized or inappropriate access to servers, computers, or network equipment.
- Activities that interfere in any way with the ability of others to use resources effectively.
- Peer-to-peer sharing of illegally copied copyrighted material.
- Setting up servers of any kind on the LSA campus network.

Dress Code

Students are expected to dress in a manner fitting the environment. An academic environment where students are expected to be academically engaged is not the place for clothing that detracts from the desired outcome of that academic experience. Students who violate the dress code may be asked to leave school grounds until more appropriate dress is displayed. Repeated violations of the dress code may result in disciplinary action.

Dress Code Prohibitions may include, but are not limited to:

- Any clothing displaying or suggesting sex, alcohol, drugs, violent acts, or offensive logos, labels, or phrases
- Clothing that is too tight, too short, or too revealing (exposing cleavage, bra straps, lower back, navel area, underwear, etc.)
- Sleeveless shirts and/or spaghetti straps
- Clothing with excessively sized holes or holes above three inches from the knee
- Oversized clothing
- Outerwear resembling underwear
- Hats are not allowed on campus unless for the purpose of designated athletic events
- Skirts or shorts that do not extend to within 3 inches of the knee
- Pajamas, sleepwear, or loungewear

Cell Phone Policy

Cell phones and other hand-held technology are not permitted during class time. Students may use such items before and after school, and in between classes only. Hand-held technology seen during class will be confiscated and may be returned to the students after a period of three school days.

ACADEMIC INTERGRITY

The principle of academic integrity is one of the pillars of a school community and at the heart of learning. Longleaf School of the Arts strives to be an institution governed by values of academic honesty and respect for the work of others. Cheating, plagiarizing, or giving or receiving unacknowledged assistance in academic work are unacceptable behaviors in this community. As an affirmation of this principle, students may be required to sign off on an honor pledge on all tests and major papers, as well as other assignments as required by the instructor:

It is the responsibility of the student to clarify with the instructor any ambiguities about violations of the Honor Code on assignments, tests, or other coursework. LSA students found to have violated the Academic Integrity Policy will be subject to disciplinary action which may result in dismissal from the school. Specific violations are described below. This list is not comprehensive, as each case will be examined on a case-by-case basis.

Plagiarism

To plagiarize is to use the work, ideas, images, or words of someone else without giving that person credit. This may apply to a phrase, a sentence, or an entire passage or essay. Unintentional acts of plagiarism are not excusable. The topic of plagiarism will be well addressed within the Longleaf community, and instructors will make policies clear at the beginning of each course.

Other examples of academic dishonesty

Giving or receiving of help on a graded assignment is not permitted, unless assigned by an LSA instructor. Such acts are considered cheating. Specific policies regarding collaborative work, peer review, use of tutors, and editing may vary by instructor. Such policies will be outlined by the instructor and delivered to the students at the start of each course. Typically, cheating includes, but is not limited to: inappropriate collaboration, copying from another's paper, giving unauthorized assistance, consulting sources outside of those permitted for a test, assignment, or project, obtaining unauthorized advance knowledge of questions to an examination, or any means of creating false scores of any work submitted at the Longleaf School of the Arts.

All work submitted at Longleaf School of the Arts is to be solely a student's own work, unless otherwise directed by the instructor. No communication is allowed between or among students, nor are students allowed to consult books, papers, study aides, or notes. Students are prohibited from submitting any material prepared by or purchased from another person or company. All papers and materials submitted for a course must be the student's original work, unless the sources are otherwise cited, or as otherwise outlined by the instructor. Unless otherwise instructed, students may not present the same work in more than one course.

Students may not intentionally interfere with the work of others, such as by sabotaging laboratory experiments or research, giving misleading information, and destroying or disrupting class work.

Students may not sign another's name as a representative of the other person.

ATTENDANCE

At Longleaf School of the Arts, attendance is mandatory. To be considered present, a student must be attendance for at least half of the school day. In the event of an extended illness or other unforeseen circumstances in a class in which the student passes a course, but does not meet the attendance requirement, the student may appeal to the Board of Directors for a waiver.

Students are expected to be at school on time and to keep all of their commitments at school every day as long as health and family circumstances permit. The State of North Carolina has a compulsory attendance law requiring school age students to be in attendance when school is in session barring any unforeseen circumstances. Students failing to comply may be referred for truancy.

Students are expected to be in class by the time posted for that class. Students not in class at the designated time must have a signed pass in order to be admitted to class. Students who are tardy for class may face disciplinary action from the instructor according to each instructor's established classroom policies. Students who are continually tardy will be referred to the administration for disciplinary action.

Absence Documentation

When a student is absent, the school expects documentation regarding the reason for the absence within two school days. Where possible, a parent or legal guardian should notify the main office to notify them of any upcoming absences.

Excused Absences

Documentation should come from a parent, guardian, medical professional, or other party who can justify the absence. Excused absences are only issued for the following reasons with verification:

- student illness
- medical appointments
- quarantine
- death in the immediate family
- court proceedings
- religious observances
- educational opportunity outside of the Longleaf community (at the Head of School's discretion, prior approval required.) Examples of such would include participation in certain activities not offered at LSA including but not limited to school related contests, athletic events, performances, college interviews, etc.

All absences are coded as undocumented and unexcused until a note has been received. In all cases, students are responsible for making up any missed work. In a case(s) where a student is expected to be out of school for an extended and excused period of time, Longleaf School of the Arts will do its best to see that students receive free tutoring and/or home visits.

Unexcused Absences

Unexcused absences are absences for which documentation has been provided but the justification of the absence does not meet the state standards. Documentation should come from a parent, medical professional or other party who can justify the absence. Absences which will not be counted as excused include, but are not limited to: family trips, non-school related athletic events, extreme tardiness, employment responsibilities and scheduling, or early

Dismissals, etc. At Longleaf School of the Arts, we understand the importance that students are in attendance as much as possible. Students are still required to communicate non-excused absences, and are 100% responsible for completing all work missed due to absence.

Undocumented Absences

Undocumented Absences occur when a student does not present any written documentation to the main office explaining the absence or parent acknowledgement of the absence within the allotted two school days following the absence. Students with an undocumented absence are not permitted to make up any work missed during the absence including major tests or projects due on the day of the absence.

Tardies

In order for a student's attendance to be counted, the student must check in to school before 10:00 a.m. or remain at school until 3:00. Students who do not meet these criteria will be considered absent. If a student knows in advance that he or she will be tardy, the parent/guardian should notify the office as early as possible on that day. When students arrive, they must sign in at the office before going to class.

Longleaf will establish appropriate and reasonable amounts of time for students to travel between classes. Instructors have the discretion through approved and established classroom policies to handle class tardies in a manner that encourages students to be on time. Failure to arrive at class on time not only results in lost instructional for the student but also disrupts the educational environment for every other student in the classroom. In an effort to assist instructors, any referrals to the administration for excessive tardies will be handled in the manner to be determined by the Board of Directors.

Purposeful Absence to Avoid Academic Deadlines

Students may not purposefully be absent on the day an assignment is due. Likewise, students may not purposefully be absent for one class in order to complete an assignment for another class. Any absences to be considered "excused" must meet the guidelines for excused absences, as outlined in the LSA attendance policy.

Make-Up Work

Instructors have the discretion through established classroom policies to not accept work, including exams, for students whose absences have been deemed unexcused. Instructors may refuse to accept late work, or work missed during an undocumented absence. Instructors are not obligated to allow students to make up any exams or projects missed due to unexcused absences. Parents and students should familiarize themselves with each instructor's policy regarding makeup work and absences. Such policies will be outlined at the beginning of each course.

CONSEQUENCES

The following is a plan constructed by the Board of Directors, and is subject to change before the opening of the school.

In cases where there is a lack of clarity, students are expected to inquire with a teacher or administrators at Longleaf School of the Arts. Lack of clarity is not an excuse for violating any rules or policies at Longleaf School of the Arts.

Each violation of school policies is subject to consequences, as outlined in the table below. In the event of any violation, parents will be notified. Level four consequences will be assigned in the most severe circumstances only.

Inappropriate language, including swearing Abusive language Disregard of directions of a Longleaf employee Behavior disrupting the educational process Rude and/or disrespectful behavior towards a school employee Repeated violations of the dress code	Level One
Unauthorized absence from class or school Three or more tardy arrivals to class or school Repeated violation of detention offenses, skipping class leaving school grounds without permission	Level Two
Violation of Acceptable Use Policy Violation of Academic Integrity Smoking Harassment or bullying of any Longleaf Community member	Level Three
Vandalism or destruction of school property Theft Tampering with school safety equipment Possession or use of drugs or alcohol Communicating a threat to any member of the Longleaf Community Assault upon any member of the Longleaf Community Possession of an item considered to be a weapon Assault with a weapon Repeated violations of above offenses	Level Four

In the event a service detention is assigned, the student will be expected to arrange service time with the supervising member of the Longleaf staff. The student should expect to do an appropriate measure of service and/or labor at Longleaf during the agreed upon time. It is the student's responsibility to arrange service time with the supervising staff member. Service detention is considered complete when verified by the supervising staff member.

If a teacher is assaulted or injured by a student and as a result the student is long-term suspended or reassigned to alternative education services, the student shall not be returned to that teacher's classroom unless the teacher consents. (GS115C-390.7) (d)

- Level One - after school detention
- Level Two - service detention
- Level Three - in school suspension for a period of 1-3 days
- Level Four - out of school suspension or dismissal from school

Referral to Authorities

In some cases, violations on school campus also violate local, state, or federal laws. In these cases, the school administration will refer the incident to law enforcement for investigation and full prosecution.

STUDENT DETENTION, SEARCH, AND SEIZURE

In an effort to maintain order and ensure the safety of all Longleaf School of the Arts students and employees, the Board of Directors has adopted the following policy:

The administrative staff of Longleaf School of the Arts may detain and question a student under circumstances which reasonably indicate that such student has committed, is committing, or is about to commit a violation of law or of school policy. No student shall be temporarily detained longer than is reasonably necessary. In the event a student is detained, at least two members of the LSA staff will be present. If at any time after the onset of the temporary detention, a reasonable suspicion arises that the detained student is concealing or has concealed a weapon, stolen or illegal property, a controlled substance, or associated paraphernalia on his/her person or within his/her book bag, automobile, locker, or other storage space, a member of the administrative staff may search the student, his/her book bag, automobile, locker, or other storage space for the purpose of disclosing the presence of suspected property. If such a search reveals contraband that constitutes a violation of local, state, or federal law, it will be seized and turned over to law enforcement authorities.

Due Process

In the event of a level four offense resulting in long-term suspension or dismissal from the school, parent(s) of said student(s) may file a formal written appeal with the Board of Directors within a period of up to 15 days after the consequence is assigned. Board members will respond in writing within a period of 15 business days after the formal request is received. The students shall not return to school unless the appeal is resolved in favor of the student.

TIMELINES

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

Activity	Dates	Parties Involved
Initial Discussions	January 2011	Emily Orr, J. Michael McElreath (BOD)
Charter Starter Workshops at DPI at various charter organizations	February 2011, July 2011, January 2012	Emily Orr (BOD)
Initial Board Meetings	February 2012	Board at Large
Establishment of Non-profit	March 2012	David Dahl (BOD)
Meetings regarding potential facility	February-March 2012	Emily Orr, David Dahl (BOD), Jim Fletcher (commercial broker)
Walk through of potential facilities	March 2012 (ongoing)	Jim Fletcher, David Dahl (BOD), Emily Orr (BOD), prospective engineering team
Completion and submission of Application to DPI	April 2012	Board at Large
Marketing Initiatives and Public Information sessions	Fall 2012 (ongoing)	Board at Large
Hiring of Head of School and startup office staff	February 2013	Board at Large
Applications available to prospective students	March 2013	Board at Large
Lottery	April 2013	CPA outside of LSA
Mailing of acceptance letters	Late April 2013	LSA Office Staff
Hiring of teachers and additional staff	May-June 2013	Head of School, BOD
Faculty/Staff training and orientation	Late July 2013	Head of School, Assistant Head of School
Academic Boot Camp	Early August 2013	LSA faculty
First Day of School	August 2013	Students, Parents, and all LSA staff

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

- N/A

VI. BUSINESS PLAN

PROJECTED STAFF:

Provide a list of positions anticipated for the charter school; (e.g., principal or director; support staff; teachers, part-time and full-time; paraprofessionals/teaching assistants, clerical, and maintenance.)

JOB DESCRIPTION	PT/FT	#
Head of School	FT	1
Assistant Head of School	FT	1
Classroom Teachers	FT	14
EC Teacher	FT	1
Guidance	FT	1
	PT	1
NC WISE/Clerical	FT	2
Custodial	PT	1

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

The Educational Focus of the Longleaf School of the Arts was inspired by the curriculum of the North Carolina Governor's School. Many faculty and staff of the GS, all of whom are familiar with the curriculum, have agreed to mentor incoming and continuing faculty and staff of LSA. Each instructor at LSA will meet regularly with his or her Governor's School mentor(s) over a six week period each summer, while the Governor's School is in session (June and July.) The current Director of the North Carolina Governor's School East, Dr. J. Michael McElreath is a member of Longleaf's Board of Directors. Dr. McElreath will oversee the mentoring program and will assist in the evaluation of LSA staff beyond just the term of his Board membership.

Also include the following information for the proposed charter school:

- **Process to advertise for and employ members of the school**

Longleaf's Board of Directors is committed to hiring only the finest teachers and teaching artists. Many of the members of the BOD are experienced, professional, and well-connected artists and educators who, for the last couple of years, have been doing some behind-the-scenes recruiting for Longleaf. To formally advertise for the school, Longleaf's Board of Directors will utilize many organizations, including the local newspapers, regional colleges and universities, education job boards such as Teachers-Teachers, the Longleaf school's website (once developed), and the North Carolina Department of Public Instruction's Work4NC portal. Teachers at the North Carolina Governor's

School are already spreading news about the possibility of this school via solid personal and professional connections. The Raleigh Citizens Advisory Council has agreed to schedule time for Longleaf BOD members to speak at upcoming community meetings. Several professional area organizations, such as the North Carolina Symphony, The Governor's School Alumni Association, WCPE Radio, and Burning Coal Theatre have offered their support, and would be first-rate platforms for advertising. (See letters of support in Attachment B.)

- **Procedures for grievance and/or termination**

The current procedure will be that any staff member with a grievance will first discuss that grievance with the Head of School. If the grievance is not resolved through that process, the staff member shall submit a written statement clearly and fully setting forth the grievance and any proposed resolution to the Chairman of the Board within then (10) days of the discussion with the Head of School, with a copy provided to the Head of School. The Chairman will discuss the matter with the Head of School and will thereafter discuss the matter with the staff member. Depending on the nature of the grievance, the Chairman may call a meeting of the Board to discuss the grievance and the Board may decide to invite the staff member to appear before the Board.

- **Sample employment policies to be implemented by the proposed charter school**

- 1) **AT-WILL EMPLOYMENT:** Longleaf School of the Arts does not offer tenure. Employees may be terminated with or without cause.
- 2) **ATTENDANCE:** Unless otherwise outlined in the employee job description, all full-time employees are expected to attend Longleaf on all scheduled school calendar days. On all days of regular school operation, full-time Longleaf School employees are expected to arrive to the school no later 8:00 a.m. and remain on the premises until at least 3:30 p.m. Excessive tardiness and/or absenteeism may result in disciplinary action, including termination.
- 3) Before the start of the school year, the Head of School will present all part-time employees with a more detailed schedule. Procedures regarding vacation, sick days, and other types of leave will be determined by LSA's Board of Directors.
- 4) **DRUG AND ALCOHOL POLICY:** The use or possession of drugs and/or alcohol on the premises of LSA is not permitted. Employees who appear to be under the influence of drugs and/or alcohol are subject to investigation and possible disciplinary action.

LSA is a smoke-free environment. Smoking is not permitted by anyone anywhere on school grounds.

- 5) **HARASSMENT:** Harassment or bullying of any nature, whether in-person or via the internet, and whether verbal, physical, sexual, racial, or otherwise harassing or bullying will not be tolerated. Such behavior violates the School's Honor Code and is unwelcome in the LSA community. Any member of the LSA who feels that he or she has been the target of harassment should report it to the Head of School immediately. All accusations of harassment will be investigated.

- 6) **EQUAL EMPLOYMENT AND NON-DISCRIMINATION:** Equal employment and volunteer opportunities will be granted to all those who apply for Longleaf School of the Arts. LSA does not discriminate on the basis of gender, race, creed, veteran status, handicap, sexual orientation, religion, age, marital status, national origin, citizenship, disability, or financial status.
 - 7) **SALARY AND BENEFITS:** Longleaf School of the Arts strives to offer competitive salaries. The BOD plans to pay teachers as close as possible to the Wake County salary schedule.
 - 8) All faculty members are required to keep office hours and will teach and/or sponsor at least one after school club, seminar, or sport.
 - 9) All faculty and staff are expected to follow all rules and guidelines as outlined in the LSA staff handbook.
- **Description, if the proposed charter school partners with an EMO, of the relationship that will exist between the charter school employees and the management company.**

Longleaf School of the Arts will not be partnering with an Educational Management Organization.

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.

Longleaf School of the Arts is committed to recruiting and hiring the finest teachers and staff. Federal standards for Highly Qualified teachers will be followed, as well as the standards set forth by NC Law for teachers in a NC Charter school (50% licensed in grades 6-12 in the subject areas where they are teaching) as well as those set by No Child Left Behind (NCLB) legislation, which requires teachers in core subject areas to meet Highly Qualified standards. Where necessary, LSA will assist its teachers in becoming NC licensed and highly qualified.

All teachers who wish to be considered for employment at LSA must have a minimum of a four-year college degree in the field in which they teach, and must clear a criminal background check.

Each member of our teaching staff will uphold the mission of the school and will continually work to develop and implement the best possible ways in which to fulfill the mission of the school through the curriculum. Each teacher must be able to support all aspects of student learning.

Where required, teachers will implement student IEPs.

Instructors in the Fine Arts areas will also be accomplished artists, and will continue to present work to the school and community.

Additional qualifications for positions include:

Head of School

LSA's Head of School will possess a minimum of a Master's Degree, and have a minimum of three years experience in administration. The Head of School will be expected to uphold the school's mission, inspire students and faculty/staff to implement high standards of learning, build and sustain relationships with the LSA Board of Directors, parents, students, and members of the community, and other duties as outlined by the Board of Directors.

Assistant Head/Fine Arts Coordinator

LSA's Assistant Head of School will have completed a minimum of a Master's Degree in an arts related field and will have a minimum of two years experience overseeing curricular development, including overseeing employees. The Asst. of School will assist all faculty in implementing and upholding the school's mission and curriculum. The Assistant Head of School will also provide support to the Head of School and will uphold any duties outlined by the LSA Board of Directors.

Guidance Counselor

The school's guidance counselor will be filled by someone who is licensed in this area. The LSA counselor will support and encourage students and support them in endeavors including, but not limited to: academic, career, and social skills. Counselor will effectively consult and collaborate with parents, and will help to monitor student attendance and behavior.

NC WISE/Receptionist/Office Staff

These positions require a minimum of a high school diploma and a minimum of two years of secondary study in information sciences. Commensurate experience in data entry and/or clerical work may be considered in place of secondary study. The firm with which LSA has contracted for financial services has agreed to provide training (if needed) for the person appointed to the NC WISE position.

Teaching Staff

All LSA teachers must have a minimum of a four-year degree in the field in which they will be teaching at LSA. Teachers are expected to uphold and implement the mission statement and curriculum of LSA. All LSA teachers will strive to implement the best possible methods for each student, course, after-school seminar or activity, or any other aspect within the LSA community. Teachers will participate in staff development as assigned/outlined by the Head of School.

Custodial

Custodial staff should have a minimum of a high school diploma.

ENROLLMENT and BUSINESS PLAN (GS 115C.238.29F(g)(1-7))

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

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.

Longleaf School of the Arts 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, sexual orientation, or ancestry. The charter school may give enrollment priority to siblings of currently enrolled students who were admitted to the charter school in a previous year and to children of the Head of School, Assistant Head of School, teachers, and teacher assistants.

Founding members of the Longleaf School of the Arts are committed to targeting a population which reflects the diversity of Wake County. The founding board members will implement a strong campaign for LSA, including a school website, press releases, fliers, public announcements, and will enlist the cooperation of many local business, community groups, and local arts organizations, many of whom have already offered support. (See Appendix B for letters of support.) All information will be available in multiple languages as needed. With the help of these organizations and other volunteers, all written information will be distributed in a multitude of areas, including middle schools, churches, stores, parks, community centers,

LSA will hold numerous open public events in areas which will target the maximum amount of diversity, including Boys and Girls Clubs, YMCA, libraries, Community Outreach Centers, and churches. LSA also plans to visit area middle schools. If needed, Spanish translators will attend these meetings. The Board of Directors will arrange for translators in other languages, as needed.

Applications for LSA will be available in several languages and assistance will be made available to any families who require help with filling out the application. Such a notice will be stated clearly on the application.

At the conclusion of its first through its fifth years of operation, the Head of School will present to the Board of Directors an evaluation of the school's population in terms of its diversity. If it fails to reflect the targeted population, the BOD will modify its ongoing marketing strategies. LSA will hire community outreach and/or development specialists, as needed.

The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any particular level.

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years approved in the projected enrollment tables. However, in subsequent years, the school may increase its enrollment only as permitted by G.S. 115C-238.29D(d), that is, an increase of 20% per year based on the previous year's enrollment. Any increase above 20% must be approved by the State Board of Education in accordance with G.S. 115C-238D(d).

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match those on the initial cover page. In describing your budgetary assumptions, explain the analysis utilized to project these specific enrollment figures. If your budget projections are lower than anticipated, how will the school adjust this budget and what is the determined break-even point for student enrollment?

Also, in narrative format, explain how your spending priorities align with the school's mission, curricular offerings, transportation plans, and professional development needs. Be able to depict in chart format and discuss in a narrative how the school will maintain a small, contingency reserve and operate using sound fiscal practices. As you construct the budget, include any and all documentation about cash on hand, bonds, real estate, or grants as part of this application package.

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

		2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
		LEA	LEA	LEA	LEA	LEA										
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Seventh	7	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Eighth	8	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Ninth	9	<u>165</u>	—	—	<u>105</u>	—	—									
Tenth	10	<u>45</u>	—	—	<u>145</u>	—	—	<u>105</u>	—	—	<u>105</u>	—	—	<u>105</u>	—	—
Eleventh	11	<u>45</u>	—	—	<u>40</u>	—	—	<u>130</u>	—	—	<u>105</u>	—	—	<u>105</u>	—	—
Twelfth	12	<u>45</u>	—	—	<u>40</u>	—	—	<u>35</u>	—	—	<u>105</u>	—	—	<u>105</u>	—	—
LEA Totals		<u>300</u>	—	—	<u>330</u>	—	—	<u>375</u>	—	—	<u>420</u>	—	—	<u>420</u>	—	—
Overall Total Enrollment		<u>300</u>			<u>330</u>			<u>375</u>			<u>420</u>			<u>420</u>		

Budget: Revenue Projections 2013-14 through 2017-2018

INCOME: REVENUE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
--State ADM Funds	\$ <u>1,293,231</u>	\$ <u>1,422,554</u>	\$ <u>1,616,539</u>	\$ <u>1,810,523</u>	\$ <u>1,810,523</u>
--Local Per Pupil Funds	\$ <u>675,759</u>	\$ <u>743,335</u>	\$ <u>844,699</u>	\$ <u>946,063</u>	\$ <u>946,063</u>
--Federal Funds	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Grants*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Foundations*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Private Funds*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Other Funds*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
TOTAL INCOME	\$ <u>1,968,990</u>	\$ <u>2,165,889</u>	\$ <u>2,461,238</u>	\$ <u>2,756,586</u>	\$ <u>2,756,586</u>
<p>*If you are depending on these sources of funding to balance your operating budget, please provide documentation, such as signed statements from donors, foundations, etc., on the availability of these funds.</p>					

Budget (continued): Revenue Projections 2013-14 through 2017-2018

**SHOW CALCULATIONS
FOR FIGURING STATE
AND LOCAL DOLLARS
FOR THE PROPOSED
CHARTER SCHOOL**

See <http://www.ncpublicschools.org/fbs/stats/index.html>
(OR Click on: Agency Website: Division of Financial Services, Reports and Statistics, Statistical Data)

The formula for figuring these allotments can be found in the Resource Guide.

YEAR	HEAD COUNT	MULTIPLIER	TOTAL
2013-2014	300	x (\$4311) State ADM = \$ 1,293,231	\$ 1,968,990
		x (\$2253) Local = \$ 675,759	
2014-2015	330	x (\$4311) State ADM = \$ 1,422,554	\$ 2,165,889
		x (\$2253) Local = \$ 743,335	
2015-2016	375	x (\$4311) State ADM = \$ 1,616,539	\$ 2,461,238
		x (\$2253) Local = \$ 844,699	
2016-2017	420	x (\$4311) State ADM = \$ 1,810,523	\$ 2,756,586
		x (\$2253) Local = \$ 946,063	
2017-2018	420	x (\$4311) State ADM = \$ 1,810,523	\$ 2,756,586
		x (\$2253) Local = \$ 946,063	

Budget (continued): Expenditure Projections 2013-14 through 2017-2018

MAY BE AMENDED AS THE NEEDS OF THE SCHOOL DICTATES.

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<i>PERSONNEL</i>					
<i>Total # of staff and Projected Costs</i>	# 20.5 \$\$ 863,000	# 22.5 \$\$ 958,900	# 24.5 \$\$ 1,056,720	# 27.5 \$\$ 1,189,265	# 27.5 \$\$ 1,291,350
--Administrator(s)	# 2 \$ 125,000	# 2 \$ 127,500	# 2 \$ 130,050	# 2 \$ 132,750	# 2 \$ 135,305
--Clerical	# 2 \$ 56,000	# 2 \$ 56,000	# 2 \$ 56,000	# 2.5 \$ 70,000	# 2.5 \$ 70,000
--Teachers	# 14 \$ 560,000	# 16 \$ 651,200	# 18 \$ 744,225	# 20 \$ 839,110	# 20 \$ 935,890
--EC Teacher	# 1 \$ 50,000	# 1 \$ 51,000	# 1 \$ 52,020	# 1 \$ 53,060	# 1 \$ 54,060
--Librarians	# 0 \$ 0	# 0 \$ 0	# 0 \$ 0	# 0 \$ 0	# 0 \$ 0
--Guidance	# 1.5 \$ 60,000	# 1.5 \$ 61,200	# 1.5 \$ 62,425	# 2 \$ 82,445	# 2 \$ 84,095
--Teacher Assistants	# 0 \$ 0	# 0 \$ 0	# 0 \$ 0	# 0 \$ 0	# 0 \$ 0
--Custodian	# 1 \$ 12,000	# 1 \$ 12,000	# 1 \$ 12,000	# 1 \$ 12,000	# 1 \$ 12,000
--Maintenance	# 0 \$ 0	# 0 \$ 0	# 0 \$ 0	# 0 \$ 0	# 0 \$ 0
--Food Service	# 0 \$ 0	# 0 \$ 0	# 0 \$ 0	# 0 \$ 0	# 0 \$ 0
--Bus Driver	# 0 \$ 0	# 0 \$ 0	# 0 \$ 0	# 0 \$ 0	# 0 \$ 0
--Other	# 0 \$ 0	# 0 \$ 0	# 0 \$ 0	# 0 \$ 0	# 0 \$ 0
 <i>EMPLOYEE BENEFITS</i>	 <u>\$ 181,554</u>	 <u>\$ 200,616</u>	 <u>\$ 219,860</u>	 <u>\$ 247,386</u>	 <u>\$ 257,033</u>
<i>STAFF DEVELOPMENT</i>	<u>\$ 1,500</u>	<u>\$ 1,000</u>	<u>\$ 1,000</u>	<u>\$ 1,000</u>	<u>\$ 1,000</u>
<i>MATERIALS AND SUPPLIES</i>	<u>\$ 75,000</u>	<u>\$ 51,000</u>	<u>\$ 51,000</u>	<u>\$ 51,000</u>	<u>\$ 51,000</u>
<i>OFFICE AND CUSTODIAL SUPPLIES</i>	<u>\$ 23,000</u>	<u>\$ 23,000</u>	<u>\$ 23,000</u>	<u>\$ 23,000</u>	<u>\$ 23,000</u>
 <i>INSTRUCTIONAL EQUIPMENT</i>	 <u>\$ 105,000</u>	 <u>\$ 40,000</u>	 <u>\$ 38,000</u>	 <u>\$ 38,000</u>	 <u>\$ 38,000</u>
<i>OFFICE EQUIPMENT</i>	<u>\$ 25,000</u>	<u>\$ 8,000</u>	<u>\$ 8,000</u>	<u>\$ 8,000</u>	<u>\$ 8,000</u>

Budget (continued): Expenditure Projections 2013-14 through 2017-2018

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<i>TESTING MATERIALS</i>	\$ <u>8,000</u>				
<i>INSURANCE</i>	\$ <u>12,837</u>	\$ <u>12,959</u>	\$ <u>13,172</u>	\$ <u>13,357</u>	\$ <u>12,837</u>
<i>UTILITIES</i>	\$ <u>70,200</u>				
<i>RENT</i>	\$ <u>280,000</u>				
<i>MAINTENANCE & REPAIR</i>	\$ <u>25,000</u>				
<i>TRANSPORTATION</i>	\$ <u>0</u>				
<i>MARKETING</i>	\$ <u>1,500</u>	\$ <u>1,500</u>	\$ <u>1,500</u>	\$ <u>1,000</u>	\$ <u>1,000</u>
<i>FOOD/CAFETERIA SUPPLIES</i>	\$ <u>0</u>				
<i>PROFESSIONAL DEVELOPMENT</i>	\$ <u>0</u>				
<i>CONTRACTED FINANCIAL</i>	\$ <u>24,000</u>	\$ <u>26,400</u>	\$ <u>30,000</u>	\$ <u>33,600</u>	\$ <u>33,600</u>
<i>AUDIT & 990</i>	\$ <u>6,500</u>				
<i>EC SERVICES</i>	\$ <u>5,000</u>				
TOTALS	\$ 1,686,254	\$ 1,718,075	\$ 1,858,780	\$ 2,021,951	\$ 2,133,683

BUDGET NARRATIVE: *Please include additional information that showcases all assumptions for your budgetary calculations. For instance, you may start the first year with 10 teachers but plan to add 2 teachers each year. The increase may be seen in the budget; however, the specific assumptions are missing beyond the projected first year. Use this space to explain, in depth, your budget calculations for years 2 through 5.*

The budget for Longleaf School of the Arts is based upon opening with 300 students and 15 classroom teachers in its first year. However, the school can successfully open with 225 students, 11 classroom teachers, and a reduction of some additional positions from full-time to part-time. Such a change will still ensure that key positions which support the mission will be fully funded, and will not impact the nature of the curriculum or the arts aspect of the program.

Funding the fine arts portion of the curriculum is a spending priority. The founding Board members are confident that \$105,000 budgeted for the first year will provide the necessary startup equipment (including fine arts equipment) and materials for a strong arts program. In subsequent years, spending for fine arts equipment and materials will be allocated among areas to best meet the needs of the actual student population

A long-term goal of the school is to make sure that all the arts are presented in an appropriate location (auditorium, dance studio, art gallery, etc.) In the event that the facility secured does not initially provide the all such venues, the Board of Directors will make providing such venues an ongoing financial priority.

Assuming growth in enrollment as well as some attrition from year to year, LSA has allocated for two additional teachers at the start of each new school year. In year four, when the student population is anticipated to be at 420, an additional part-time clerical position has been added. It is also anticipated that in that same year, there will be a need for the previous one full-time and one part-time counselor position grow to two full-time positions.

LSA has contracted with a company to provide financial services. This company has provided the financial startup budget for this application and LSA will continue the contract with them through at least the first five years that LSA is in operation. This company will help LSA maintain a small, contingency reserve and operate using sound fiscal practices. The budget outlined above allows for a surplus each year.

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

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

ADDITIONAL NOTES:

None.

SCHOOL AUDITS:

PROGRAM AUDITS: GS 115C-238.29B(b)(6)

Describe the procedure and method for evaluating the overall effectiveness of the proposed charter school program as related to the mission of the school.

The Board of Directors of Longleaf will establish a committee to help evaluate the overall effectiveness of the organization. The BOD and this committee will use multiple tools for assessment:

1) LSA recognizes importance of North Carolina's ABCs of Public Education program and the Adequate Yearly Progress (AYP) measure.³ Therefore, LSA will implement these standards as the minimum standards for LSA student academic achievement.

2) BOD and committee will review various formative assessments as contained in each student portfolio.

³ <http://www.ncpublicschools.org/docs/accountability/reporting/abc/2010-11/backgroundpacket.pdf>

3) To help evaluate the fine arts portion of the program, an additional committee may be assigned to determine the overall quality and effectiveness of the fine arts program as measurable through performances, presentations, and other creative work.

4) Faculty, staff, and parents will have the opportunity to evaluate the program through surveys, to be administered at the end of each school year.

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.

Longleaf School of the Arts will contract with the firm below. This firm will be responsible for audits and tax preparation for LSA. The firm is GCC approved.

Petway Mills & Pearson PA
1014 N. Arendell Avenue
P.O. Box 1036
Zebulon, North Carolina 27597

PHONE: (919) 269-7405
FAX: (919) 269-8728

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

State the proposed coverage for:

Comprehensive General Liability	\$ 1,000,000
Officers and Directors/Errors and Omissions	\$ 1,000,000
Property Insurance	\$ 300,000
Motor Vehicle Liability	\$ 1,000,000

Bonding

Minimum amount: \$ 250,000

Maximum amount: \$ 250,000

Workers Compensation - State Statutory Limits

Employer's Liability	\$ 500,000/\$ 500,000/\$ 500,000
Umbrella Liability	\$ 1,000,000
Student Accident	\$ 10,000

The Board of Directors has received an estimate from Insurance People of NC, Inc., which may be found in Appendix A.

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.

The Board of Directors of Longleaf School of the Arts is committed to facilitating ways to assist students in transportation to and from the school. The school will explore carpool options. The BOD is in discussion with Raleigh City Transportation. The desired result is for the city to provide a GoPass to each student who needs one. The GoPass is free of charge and is already offered to several other schools in the community.

FACILITY (GS 115C-238.29D(c))

Describe the facility in which the school will be located. Include information on how the site is appropriate to your instructional program. Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a facility and has provided a valid Certificate of Occupancy for Educational use to The Office of Charter Schools.

Longleaf School of the Arts has had many meetings with a representative of a property owner who owns an ideal property for LSA. This property is centrally located in Wake County, is on a city bus route, and would be conducive to allowing LSA to immediately begin a vibrant performing arts program. At this time, the Board of Directors is not able to disclose any further details about the property.

Name of the facility (if known): TBD

Address: _____

City/State/Zip: _____

Description of the Facility:

Total square feet: _____

Number of Classrooms: _____

Number of Restrooms: _____

Other Rooms: _____

Auditorium: _____

Gymnasium: _____

Music Room: _____

Art Room: _____

Laboratory: _____

Ownership: Fee Simple or Lease

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

(a) Term of the Lease: _____

(b) Type of Lease: _____

(c) Rent: \$ _____ per month

Name of Landlord: _____

Address: _____

City/State/Zip: _____

Phone: _____

Fax: _____

Document inspections for the following:

(a) Fire: _____

- (b) Safety: _____
(c) Handicapped accessibility? _____

Describe how the maintenance will be provided for the facility.

The building will be maintained by an outside company to be determined by the Board of Directors. Such maintenance may include, but is not limited to: lawn care, snow removal, general grounds maintenance, preventative maintenance, and general cleaning.

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 Board of LSA is working with Jim Fletcher, of KW Commercial Reality. Mr. Fletcher has highlighted several possible properties, all of which would be suitable spaces for LSA. Mr. Fletcher has met with the BOD several times, and all parties are confident that a suitable space may be found within the budget outlined on previous pages of this application.

The above parties are also working in conjunction with JDavis Architects and Crenshaw Consultants Engineering, both companies which have been a large part of opening several area schools, including charter schools.

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

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

- Safety

Longleaf School of the Arts (LSA) is committed to providing a safe and secure learning environment for both students and staff. Criminal background checks and regular drug testing will be required for all school personnel and volunteers. Convicted sex offenders are not allowed to be on campus at any time. All visitors to the campus will be screened by the office to confirm the visitor's identity and to screen for potentially infectious diseases. An effective learning environment will be fostered by cooperation and mutual responsibility and respect between teachers, students, staff and volunteers. Each teacher will be responsible for setting guidelines for acceptable in-classroom behavior, with the understanding these will be individualized for the particular educational setting or situation. No student will be allowed to interfere with or disrupt the learning process of other students. Teachers and students are equally responsible for maintaining a high quality educational environment.

- Immunization of Students

Students, staff and volunteers attending LSA will adhere to all current Rules and Laws as required by NC General Statutes as outlined in North Carolina Statutes, Chapter 130A (Public Health Statute) and provide written documentation they have fulfilled the immunization requirements prior to enrollment. Exemptions will be limited to those outlined in the General Statutes for medical and religious reasons and will require satisfactory completion of all legal requirements for documentation of this exception and agreement of the school board. Questions can be

addressed to the NC Immunization Branch of DHHS (Department of Health and Human Services) Raleigh (919) 707-5550.

- Fire and Safety Regulations

LSA will comply with all Federal, State and Local requirements which may apply to public school facilities. The facility will be inspected prior to occupancy and at intervals as the regulation and codes may require.

- Food Inspections

LSA will comply with Federal, State and Local Health Department requirements relating to sanitation, hygiene, food storage and preparation.

- Hazardous Chemicals

LSA will comply with NC Department of Labor Standards regarding the storage of and handling of hazardous chemicals.

- Bloodborne Pathogens

LSA will prepare and provide a written plan for assessment of exposure risk for both staff and students. All staff will receive training in prevention and management of exposure to bloodborne pathogens in compliance with OSHA standards. Staff will be offered Hepatitis B vaccination prior to employment. LSA will develop a plan for emergency management of significant exposure to bloodborne pathogens.

- Diabetes care plans

Individualized diabetes care plans will be developed in consultation with the student's health care provider and parents. These plans will follow the current standards suggested by health authorities and DPI. Each student which requires a diabetes care plan must have an easily accessible and identifiable medic alert bracelet or necklace in place while on school property.

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

LSA will make information available to students and parents about the NC Safe Surrender law, and such information will be printed in the student/parent handbook.

- Providing parents and guardians with information about:

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

The following information will be provided (via student/parent handbook) each year:

The Center for Disease Control makes available and recommends a meningococcal meningitis vaccine for all those between the ages of 11 through 18. Certain higher risk populations, such as those with certain medical conditions are especially urged to get the vaccines. For more information, visit:

<http://www.cdc.gov/meningococcal/about/index.html>

Influenza (the flu) is a contagious respiratory illness caused by influenza viruses. According to the CDC, the best way to prevent the flu is by getting vaccinated each year. The vaccine will protect against the three influenza viruses that research indicates will be most common during the season. For more information, visit:

<http://www.cdc.gov/flu/index.htm>

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

The following information will be provided (via student/parent handbook) each year:

According to the Center for Disease Control, Human papillomavirus (HPV) is thought to be responsible for nearly all cervical dysplasia and cervical cancers. Cervical dysplasia refers to abnormal changes in the cells on the surface of the cervix. Although these changes are not cancer, they can lead to cancer of the cervix if not treated. The HPV vaccine works by preventing the most common types of HPV that cause cervical cancer. For more information, visit:

http://www.cdc.gov/cancer/gynecologic/basic_info/index.htm

VII. LEA IMPACT STATEMENT

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

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



Longleaf School of the Arts



SUPERINTENDENT'S OFFICE
Anthony J. Tata, *Superintendent*

CROSSROADS BUILDING 1
5625 DILLARD DRIVE
CARY, NORTH CAROLINA 27518

PHONE: 919.431.7575
FAX: 919.431.7563

April 9, 2012

Emily G. Orr
2331 Stevens Rd
Raleigh, NC 27610-1749

Dr. Orr,

I am acknowledging receipt of your Longleaf School of the Arts Charter Application, received in the WCPSS Superintendent's Office on April 10, 2012@ 3:15PM.

Please contact my office at (919) 431-7550 if you have any additional questions.

Sincerely,

A handwritten signature in black ink that reads 'Jan Macpherson'.

Jan Macpherson
Secretary to Superintendent
Wake County Public School System

VIII. APPENDICES

APPENDIX A: Insurance Estimate from Insurance People of North Carolina

Submitted by: John Ramsey
Insurance People
1920 Front St., Suite 750
Durham, NC 27705

INSURANCE PEOPLE

Below are the **estimated annual premiums** Longleaf School of the Arts

Property Premium Estimate **\$675**

Contents	\$300,000
Deductible	\$1,000
Form	Special

General Liability Premium Estimate **\$5,663**

Rating Basis:	Students	300
	Faculty	17

Limits:

Per Occurrence Limit	\$1,000,000
Annual Aggregate	\$3,000,000
Sexual Abuse & Molestation	\$1,000,000 per occurrence \$3,000,000 aggregate
Employee Benefits	\$1,000,000 per occurrence \$3,000,000 aggregate
School District & Educators Legal Liability	\$1,000,000 per occurrence \$2,000,000 aggregate
Additional Defense	\$100,000/\$50,000/\$100,000

Named insured includes the insured Organization (School Entity), it's school board, School Committee, Board of Trustees, Board of Governors or similar governing body, elected or appointed members of the Board of Education, Board of Trustees, School Directors, School Committee, Board of Governors or similar governing board, Employees, Student Teachers, School Volunteers, and students while serving in a supervised internship program sponsored by the "educational institution".

Wrongful Act to include any actual or alleged act, error, omission, misstatement, misleading statement, neglect, or breach of duty by or on behalf of the Insured Organization, including educational malpractice or failure to educate, negligent instruction, failure to supervise, inadequate or negligent academic guidance of counseling, improper or inappropriate academic placement or discipline.

Fidelity Bond Estimate		\$332
Limit	\$250,000	
Auto Premium Estimate		\$181
Hired & Non Owned Autos Only		
Limit of Liability	\$1,000,000	
Head of Class Endorsement		\$82
Workers Compensation Premium Estimate		\$3,517
Statutory State- NC		
Employers Liability	\$500/\$500/\$500	
Payroll Estimate	\$609,000	
Umbrella Premium Estimate		\$2,387
Limit of Liability	\$1,000,000	
TOTAL ESTIMATED PREMIUM		\$12,837

Student Accident Coverage \$7.00 per student

These premiums are subject to change based on Underwriter review and approval of completed applications.

Disclaimer: The abbreviated outlines of coverages used throughout this proposal are not intended to express legal opinion as to the nature of coverage. They are only visuals to a basic understanding of coverages. The policy terms, conditions, and exclusions will prevail. Please read the policy forms for specific details of coverage

APPENDIX B: Letters of Community Support



The Governor's School OF NORTH CAROLINA
ALUMNI ASSOCIATION

president@ncgsalumni.org

<http://www.ncgsalumni.org>

Jim Hart
President

204 N. Becket Street
Cary, NC 27513

March 20, 2012

To whom it may concern,

I am writing on behalf of the Longleaf School of the Arts, a new charter school being proposed for Wake County. I have reviewed materials outlining the school's focus on current educational methodologies with an arts focus, and I believe that this school could be of great benefit to Wake County families such as my own.

I am a Wake County resident and the father of three children, currently attending Cary High School, Martin Middle School, and Cary Elementary School. All three of my children show interest in the arts, and I believe all three would do well at a school such as Longleaf. My oldest daughter recently participated in All State Chorus and has been active in school theatre, and I can easily see how a school with an excellent academic curriculum paired with a quality arts program would benefit not only my children, but many children.

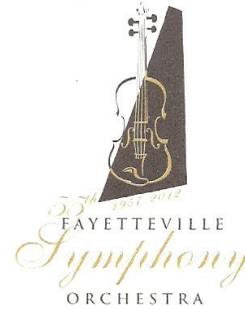
Because of my familiarity with the North Carolina Governor's School, I am familiar with some of the educators who are proposing this school, including Dr. Emily Orr who is the music education coordinator for the North Carolina Governor's School's East campus at Meredith. As a Governor's School alumnus myself, and having known and worked with GS alumni over many years, I have seen first-hand how students can develop and grow in a strong academic environment committed to modern educational methods, combined with a strong arts program. The combination of academics and arts produces well-rounded students with the ability to express themselves creatively – a key component of developing leadership skills.

That is why I think the Longleaf School will be a great benefit to Wake County. It will provide a new and challenging curriculum for arts-focused students, while maintaining academic excellence in the core subjects necessary for student achievement. I know that I am one Wake County parent who would certainly consider Longleaf School for my own children.

Sincerely,

Jim Hart
President
Governor's School of North Carolina
Alumni Association

April 4, 2012



To Whom It May Concern:

As artistic director of a regional symphony orchestra, I see first-hand the impact of a strong and robust arts offering to the schools within our state. Providing students with an environment that focuses on the arts enriches and enhances their lives and, in my opinion, is crucial for all students.

One of the major tenets of the Fayetteville Symphony Orchestra (FSO) is education. The FSO provides a multitude of school outreach programs that range from school concerts for all the 3rd graders in our county to sending our musicians to classrooms for group lessons and instrument demonstrations. It is a great joy to see how students react to our performances and our school visits. On numerous occasions, I have heard from parents who expressed to me the added value and contribution that our involvement in the schools has provided their children. Having a school that continuously focuses on the arts, but more specifically on music, is vital to all artistically inclined and talented students.

A school like the proposed Longleaf School of the Arts would be a major asset to the region and would serve to nurture and develop young talent throughout Wake County. I strongly support the creation of such a school.

Sincerely,

A handwritten signature in black ink that reads 'Fouad Fakhouri'. The signature is written in a cursive style with a long horizontal stroke at the end.

Fouad Fakhouri
Music Director & Conductor
Fayetteville Symphony Orchestra

Longleaf School of the Arts

Jacqueline R. Clare
1011 Vance Street
Raleigh, NC 27608
(919) 755-0475

April 8, 2012

Re: Longleaf School of the Arts

To Whom It May Concern:

I am excited about the prospect of a secondary school in Wake County that would integrate a Fine Arts curriculum with a rigorous college-preparatory program to challenge and support the whole child. My son attended the North Carolina Governor's School this past summer, and he came back a more curious student and more tolerant of divergent viewpoints and ways to problem-solve. He is more inquisitive, more confident in expressing his ideas, and more respectful of the ideas of others. Additionally, the work habits he developed in focusing more intensely on his music have carried over into his schoolwork this year, and I believe he is a much better student after his summer experience at Governor's School.

A school such as Longleaf School of the Arts would be one that I am sure my son would have wanted to attend and that we would have supported if it had been available when he started high school. He is graduating this year, but given the benefits we saw from his Governor's School experience, I would wholeheartedly endorse a school such as Longleaf. It would be wonderful to have a school where my son would feel supported in his Fine Arts endeavors and where he could approach learning in the same open and creative problem-solving environment that was introduced to him at Governor's School.

If you have any questions about the Governor's School experience and how I feel that it benefited my son, please do not hesitate to contact me. I believe our community would benefit tremendously from a secondary school modeled on the Governor's School experience.

Sincerely yours,

s/Jacqueline R. Clare

Jacqueline R. Clare

March 20, 2012

To Whom It May Concern;

I would like to render my voice of support for the proposed secondary level charter school, Longleaf School of the Arts, to be located in Raleigh, NC. I am pleased to know that momentum is gaining for the establishment of a school with such high standards and opportunities to enhance the Fine Arts in addition to a strong college preparatory curriculum.

I believe this proposed charter school will echo the unique experience that has been offered through the North Carolina Governor's School. Back in the late sixties, I was selected for this summer program in the field of visual art. The courses of study offered me unique opportunities to grow and develop - the likes of which I would have never received at my local high school level. I returned home after my summer at the Governor's School inspired, motivated and confident. Additionally, the exposure to other students who were there for various other artistic endeavors gave me an overall greater appreciation of the arts in general. I can honestly say that this experience was truly life changing for me.

Raleigh and the Triangle area are growing quickly, not only in population, but in an embrace of the cultural and performing arts. Raleigh consistently receives nationwide accolades for our quality of life. Regionally, we must provide more resources for those who aspire to enrich our lives with their talent for the arts if we are to keep such high rankings in overall quality of life for our residents. I believe that the Longleaf School of the Arts will be a key factor in keeping us at the top of those lists.

Sincerely,
Charlene H. Willard

City of Raleigh Community Specialist
Community Services Department

March 29, 2012

Re: *Longleaf Charter School*

To Whom It May Concern:

I am writing to express my support for the idea of charter schools and particularly the idea of a charter school centered around the arts, which I think is sorely needed in central North Carolina. I do believe that the issues that have in the past created concern about the charter school model (economic and ethnic diversity) are critically important and must be dealt with in a serious way, especially given that the arts *must* attract all people from all economic, social and ethnic groups in order to be of maximum value to the community that they serve.

Based on my conversations with a member of Longleaf's Board of Directors, I am convinced they intend to address those issues clearly and effectively in the planning for the Longleaf Charter School. I am therefore in favor of this school going forward, and would offer my assistance, advice, etc. to help in its development.

Sincerely,

Jerome Davis
Artistic Director

/jmd

*Artistic Director
Jerome Davis
Managing Director
Simmie Kastner*

Board of Directors

*Martha Cole
Olivia Griego
David Henderson
Sherida McMullan
Angela Santucci
John Sarratt, Esq.
Dr. Sevealyn Smith
Chris Thomas, Esq.
John Wall*

*Murphey School
Advisory Committee*

*Al Adams
Laura Bingham
Betsy Buford
Rep. Dan Blue
Mrs. J. M. Broughton
Gene Davis
Settle Dockery
Jennifer Fusco
Tom McGuire
Terry Milner
Greg Paul
Steve Schuster
James West
Smedes York*

**BURNING
C O A L
THEATRE
COMPANY**

28 March 2012

To Whom It May Concern,

I am writing to convey my support for Longleaf School of the Arts, the proposed charter school in Raleigh, NC. As a community advocate, parent, and a strong supporter of education, I wholeheartedly support this endeavor.

As a parent myself, I have often struggled to feed my childrens' curiosity about the world they live in and expanding their perspective beyond just their own neighborhood. We as a family often participate in community service projects to go along with the school projects, music lessons, and sports in which my children participate. Longleaf's well-rounded curriculum mirrors the values my family holds and would serve this community well.

If we want to live in an exceptional community we need to build exceptional citizens. Longleaf School of the Arts promises to do just that. I welcome this effort and look forward to its successful future.

Regards,

Mark Turner

Chair, Raleigh Citizens Advisory Council

30 March 2012

To Whom It May Concern:

Let this letter signify my support for the proposed secondary level charter school, Longleaf School of the Arts, to be located Raleigh, NC. I bring two unique perspectives that I will project onto my expectations for the impact that the Longleaf School may have on the City of Raleigh in general, and the students that may attend it in particular. In the first case I will share my views as a community organizer and in the second my opinions about the importance of the arts as a practicing scientist.

I am Co-Chair of the East Citizens Advisory Council (CAC). CACs provide an open forum for citizens of Raleigh to stay informed about City programs and services, as well as address issues that generally promote improved quality of life. Central to this mission is engaged communities with diverse interests capable of effecting change. One dimension of the community that is often poorly engaged, but contains tremendous potential, is high school aged youth. For many issues ranging from littering to speeding, this group often contains both the problem and the solution. The Longleaf School, through required community service hours for each student, will bring tremendous capacity to the community and will set a precedent that other institutions can follow. In addition, I would be remiss not to mention the positive and lifelong impact that this would have on the students themselves.

I do not do this often, but I think it's important to understand the roots of the perspective I am about to share. I attended one of the best public high schools in the country which gave me the skills to graduate valedictorian from North Carolina State University. I have practiced cutting-edge research and technology development as a biological scientist for the federal government. However, none of these accomplishments would have been possible without the arts. I took ten years of piano lessons, which instilled in me a deep appreciation for the arts. However, more importantly, I believe that direct exposure enabled my mind with the creativity, persistence, and patience to tackle and solve tremendously complex scientific problems. The Longleaf School will provide this background and opportunity for many students, even if they don't ultimately seek careers in the arts. Furthermore, I believe that the Longleaf School will improve the educational portfolio of Raleigh, complementing the world class universities and corporations that make Raleigh and the surrounding area a leader in technology and other knowledge based enterprises.

Sincerely,
/s/ Emrys Treasure
Co-Chair, Raleigh East Citizens Advisory Council
2375 Stevens Road
Raleigh, NC 27610

March 14, 2012

To whom it may concern,

It is with excitement and hope that I write this letter of support to you today. I believe that the Longleaf School of the Arts has the opportunity to fill a much-needed niche within the community by providing an environment of academic and artistic excellence for Wake County students. LSA would be a place for area students to receive an unprecedented education that utilizes a unique combination of three learning models: Renzulli's Schoolwide Enrichment Model, Creative Problem Solving, and Mortimer Adler's Paideia philosophy.

I also believe in the importance of a rigorous academic environment that incorporates specific arts education and training. The opening of Longleaf School of the Arts has the opportunity to invigorate and challenge the academically motivated, artistic students of Wake County. As an arts teacher at an academic magnet, Paideia school I have experienced first-hand how the Socratic (Paideia) seminar enhances advanced student learning and the "whole-child" development, particularly in an artistic environment.

Therefore, I fully support the newly proposed secondary school addition, Longleaf School of the Arts. As a product of the Wake County Public School System, I am grateful for the opportunities afforded to me by the county and am excited for the possibilities this new high school will bring to future students.

Sincerely,
Beth Philemon

6th -12th Grade Choral Director
Merrol Hyde Magnet School
Hendersonville, TN

Choral Music Teaching Assistant
NC Governor's School East
Raleigh, NC

Dr. Randolph Foy
Associate Director
Department of Music
Price Music Center
Box 7311
2620 Cates Drive
NC State University
Raleigh, NC 27695-7311

919.515.8279 ph
919.515.4204 fax
rfoy@ncsu.edu

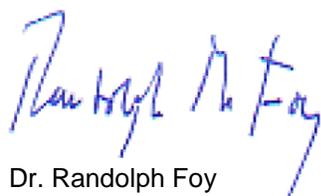
April 6, 2012

I would like to write in support for the proposed charter school, Longleaf School of the Arts, to be located in Raleigh, NC. It is encouraging to see the potential establishment of a secondary school that strongly emphasizes the arts as well as college prep as the area grows.

For decades I taught at the NC Governor's School West at Salem College as the orchestra conductor, coordinator of instrumental music, and Area I (subject area) coordinator. That school, celebrating its 50th anniversary this summer, has a curriculum based on developing not only specific content knowledge and expertise, but also bridging disciplines (general knowledge) and educating the whole student through including affective learning. It has not only worked well but has inspired countless students and faculty as a model for real education.

Currently, in NC there is no school (that exists as a regular academic year school) that is based on this broad model until the proposed Longleaf School. We know that intense study in the arts promotes innovative thinking and academic success, enough to know that study in the arts can come first as a key to developing other proficiencies and skills.

Decades of profound success with the Governor's School curriculum leads me to believe that with care, it can serve as one of the models for a new, academic-year program that continues this strength. The Longleaf School has my hearty endorsement.



Dr. Randolph Foy
Music Director, Raleigh Civic Symphony & Chamber Orchestra
(community/student orchestras of NC State)
NC State Music Department

March 29, 2012

To Whom It May Concern:

I am writing to express my enthusiastic support for the Longleaf School of the Arts. The Wake County area is starving for such a school, especially as more and more of the arts are cut from public education. It is my understanding that the academic curriculum of the Longleaf School of the Arts is loosely based on that of the Governor's School. My daughter, Emma Alex Conrad, is a sophomore majoring in Music Performance at UNC-Chapel Hill and attended Governor's School in the summer of 2009. The Governor's School experience continues to be a milestone in her education and self-development. Emma Alex learned more about the world in which we live in that short summer than she ever did in the traditional public schools. She is a very talented musician and attended Governor's School to focus on instrumental music. But the other areas of the Governor's School experience were equally as valuable to her development.

Emma Alex is a careful and conscientious student, but is not gifted or exceptional academically. She worked hard at academics, but often had difficulties with the traditional methods while a student in the Wake County Public School System. She cannot memorize easily and words on a page just don't stick. Classes in which she does excel are those that offer a holistic, real-world, active learning approach. From two years old through Kindergarten, Emma Alex attended a Montessori school. At her first report card in 1st grade, the principal wrote a note asking, "Who is Alex Conrad and where did she come from?" because her reading was off the charts! However, once in the traditional educational system, she lost her love of reading and struggles to read to this day. I believe that if they had concentrated on educating the whole child, she would have retained her gift of reading.

Requiring students to complete a sequence of coursework in the fine arts is a stroke of genius. We feel very fortunate to live in the Wake County area because there are many community opportunities for the arts. But the offerings in her schools were pitiful and limited. To participate in the school music program, we had to pay thousands of dollars for uniforms, instruments, travel expenses, and more, while kids involved in football could participate for free. We were able to spend the time and money to pursue the outside opportunities for Emma Alex as well, but many families aren't in such a position. An education in the arts benefits the student and society in so many ways. I believe you will have parents and students knocking down the doors to get in to a school with a strong and vibrant arts program paired with a rigorous curriculum.

When Emma Alex heard about the Longleaf School of the Arts, she immediately expressed disappointment that such a school wasn't around when she was in high school, but then hopefully commented that it would be an awesome place to teach one day!

Best of Luck!

Christine Conrad
113 Langdale Place, Cary NC 27513
cwconrad@nc.rr.com
919-319-1836

To whom it may concern:

As a former student of the Wake County Public School System and as a current North Carolina educator, I am pleased to provide my support for the proposed Longleaf School of the Arts. Longleaf School of the Arts's focus on the education of the whole child with an emphasis on arts education is something I believe to be both beneficial and essential as a learning alternative for the students in the Wake County Public School System.

The method of whole child education, including cognitive, affective, and social dimensions, will provide the students of Wake County with an excellent alternative to the traditional public school setting. Students will be able to engage in Paideia seminars and creative problem solving that will prepare them for not only the college classroom, but also the professional world. Students who may not be as successful in the current test-centered classroom will flourish in classes that are research and discussion based. They will also be part of a classroom setting where students are generating intense content-related questions and answering those questions through creative and cooperative teamwork.

The Longleaf School of the Arts will also provide an alternative school setting for students who excel in dance, music, theatre, and visual art and wish to advance and refine their talents. Longleaf School of the Arts will not only offer traditional courses in the aforementioned areas, but will also offer more advanced coursework that is not found in the traditional public school setting. This will provide the students of Wake County with an opportunity to hone the skills and knowledge needed to succeed in their arts' area while furthering their academic excellence.

I believe that the Longleaf School of the Arts's focus on the education of the whole child with an emphasis on arts education is both beneficial and essential as an alternative-learning environment in the Wake County Public School System. As a music educator and vocal performer, I personally would have benefitted greatly from a school like Longleaf School of the Arts. As a former student of the Wake County Public School System, I would like to see other students granted the opportunity to excel in a school environment that the Longleaf School of the Arts would provide.

Sincerely,
Susan L. Hahn

Music Teacher
Edwin A. Alderman Elementary School
4211 Chateau Drive
Greensboro, NC 27407



April 8, 2012

To Whom It May Concern:

I wish to offer my full endorsement for the Longleaf School of the Arts proposal developed by Dr. Emily Orr. I believe the synthesis of multiple evidence-based child development methodologies outlined in the proposal to be a unique and promising approach to child education. The additional requirement of fine arts coursework ensures that the education provided remains holistic, offering a creative outlet through which students may further develop their interests.

Novel approaches to child education have generally been embraced by our state, though shifting priorities mean that innovative strategies such as that of LSA are becoming increasingly rare in public education. Public schools in NC generally provide a sound education that makes a commendable effort to address the needs of a great variety of students. This is supplemented for some by opportunities to participate in fine arts and STEM enrichment programs, which may be local or statewide in scope.

Yet it can be argued that neither the public school system nor these enrichment programs can truly approach the ideal of a targeted, holistic and accessible education, owing to their necessary focus on either a great number of students (public schools) or a select few (enrichment programs). Those who do not have the capacity to participate in the latter are then subject to the constraints of the former, creating a gap in which certain students fall short of their full potential.

The Longleaf proposal will address this quite evident need by providing an educational experience that is generally accessible while taking every opportunity to build the experience for each student from the ground up. The development of the three core dimensions targeted by the school – cognitive, affective and social – lays a solid foundation for continued growth beyond secondary education. Further, the individual identification and mastery of a discipline through the School-wide Enrichment Model, coupled with student-sourced content (Paideia seminars) and integration into real-world scenarios (through Creative Problem Solving) elegantly ties curriculum into creative, yet practical, application.

Given her long engagement with the North Carolina Governor's School, I believe that Dr. Orr understands well the need to educate the whole child. We must prepare our students for a highly competitive global workforce, in which inquisitive and nuanced thinking is a prerequisite to success. That the Longleaf School of the Arts addresses this need while remaining accessible to all interested youth – a core philosophy embraced by Governor's School – only serves to strengthen my endorsement.

I thus recommend without reservation that the Longleaf School of the Arts be granted charter to pursue its pioneering and integrative approach to child education.

Sincerely,

Roice Fulton
Vice President
North Carolina Governor's School Foundation

IX. SIGNATURE PAGE

The foregoing application is submitted on behalf of Longleaf School of the Arts. 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: Emily G. Orr

Position: Board Member

Signature: 

Date: 10 April 2012

Sworn to and subscribed before me this

10th day of April, 2012.

Sarah K. Jones
Notary Public Official Seal

My commission expires: 5-6, 2015.

