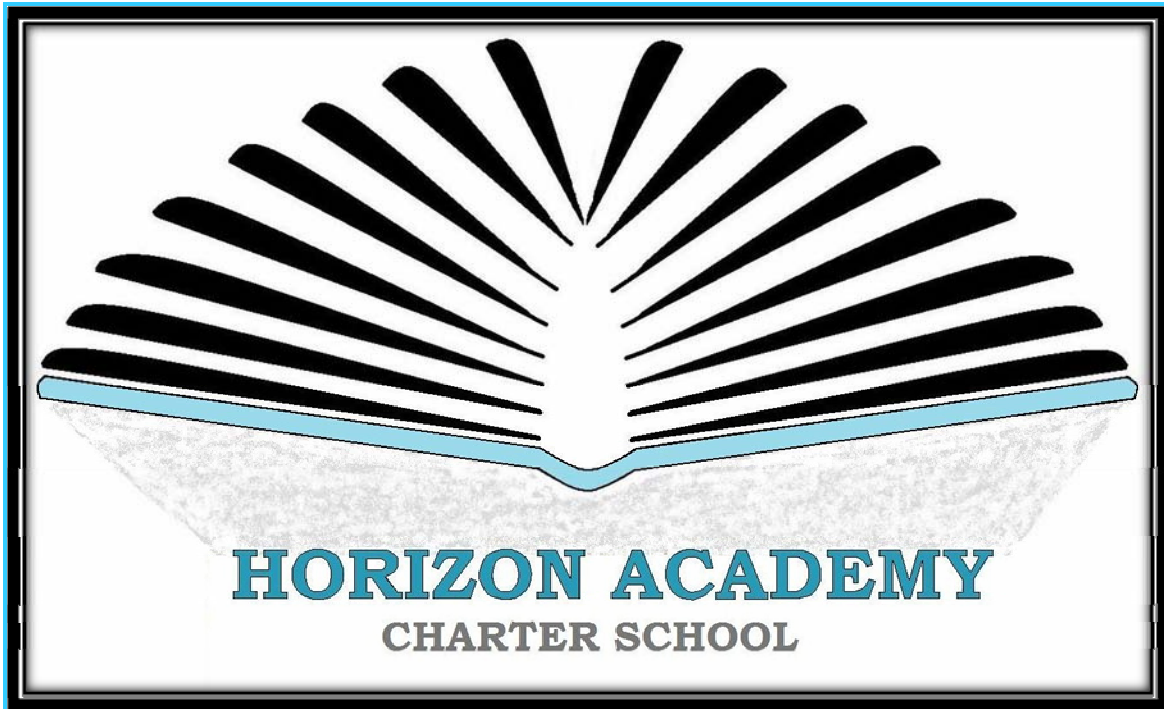


**Charter School Application**  
**2010-2011 School Year**



**Submitted By:**

**Horizon Academy Charter School's Board of Directors**

**Submitted To:**

**North Carolina State Board of Education  
North Carolina Department of Public Instruction  
Office of Charter Schools**

February 13, 2009

Sonya R. Bellson  
100 Rivers Edge Dr.  
Youngsville, NC 27596  
(919) 495-9444  
[Sbellson2001@yahoo.com](mailto:Sbellson2001@yahoo.com)

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**CHARTER SCHOOL APPLICATION SUMMARY SHEET**

Name of School: Horizon Academy Charter School  
Primary Contact: Sonya Bellson  
Telephone Number(s): (919) 495-9444  
Fax: (919) 761-1866  
E-mail Address(s): Sbellson2001@yahoo.com  
Street Address: P.O Box 986 Youngsville, NC 27596  
Local Education Agency: Franklin County Schools  
Grade Span for 2010-11: K-5  
Projected Enrollment for 2010-11: 600 students  
Targeted Population: Franklin County, Wake County, NC

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:

**BASIC INFORMATION**

Name of Proposed Charter School: Horizon Academy Charter School

Local Education Agency in Which Proposed School Will Be Located:  
Franklin County Public Schools

**PRIMARY CONTACT INFORMATION:**

Primary Contact Person: Sonya Bellson

Primary Mailing Address: P.O Box 986  
City/State/Zip: Youngsville, NC 27596

Phone: (919) 495-9444

Fax: (919) 761-1866

Email: Sbellson2001@yahoo.com

**MISSION STATEMENT**

The mission of Horizon Academy is to prepare students for all of the challenges of the future. Teachers will be empowered and supported to use creativity in instruction, character education, and classroom management. Students will become life-long learners, independent thinkers, respectful individuals, and responsible citizens. The faculty, students, and parents will achieve their best by receiving a nurturing environment, rigorous studies, pride in the community, and inspiration.

**GOVERNANCE**

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

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

Name of Private Nonprofit: Horizon Academy Charter School  
Secretary Of State ID: 0907626  
Mailing Address: P.O. Box 986  
City/State/Zip: Youngsville, NC 27596  
Street Address: To Be Determined- looking at Youngsville area  
Phone: (919) 495-9444  
Fax: (919) 761-1866

Name of registered agent and address:

Sonya R Bellson  
P.O. Box 986  
Youngsville, NC 27596

**FEDERAL TAX ID:**

**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) statutes:

- 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))

**GOVERNANCE (continued)****PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO)**

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

This relationship has not been established yet. Acadia North star and other management companies are being considered.

**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.

**ORGANIZATIONAL STRUCTURE OF GOVERNING BOARD**

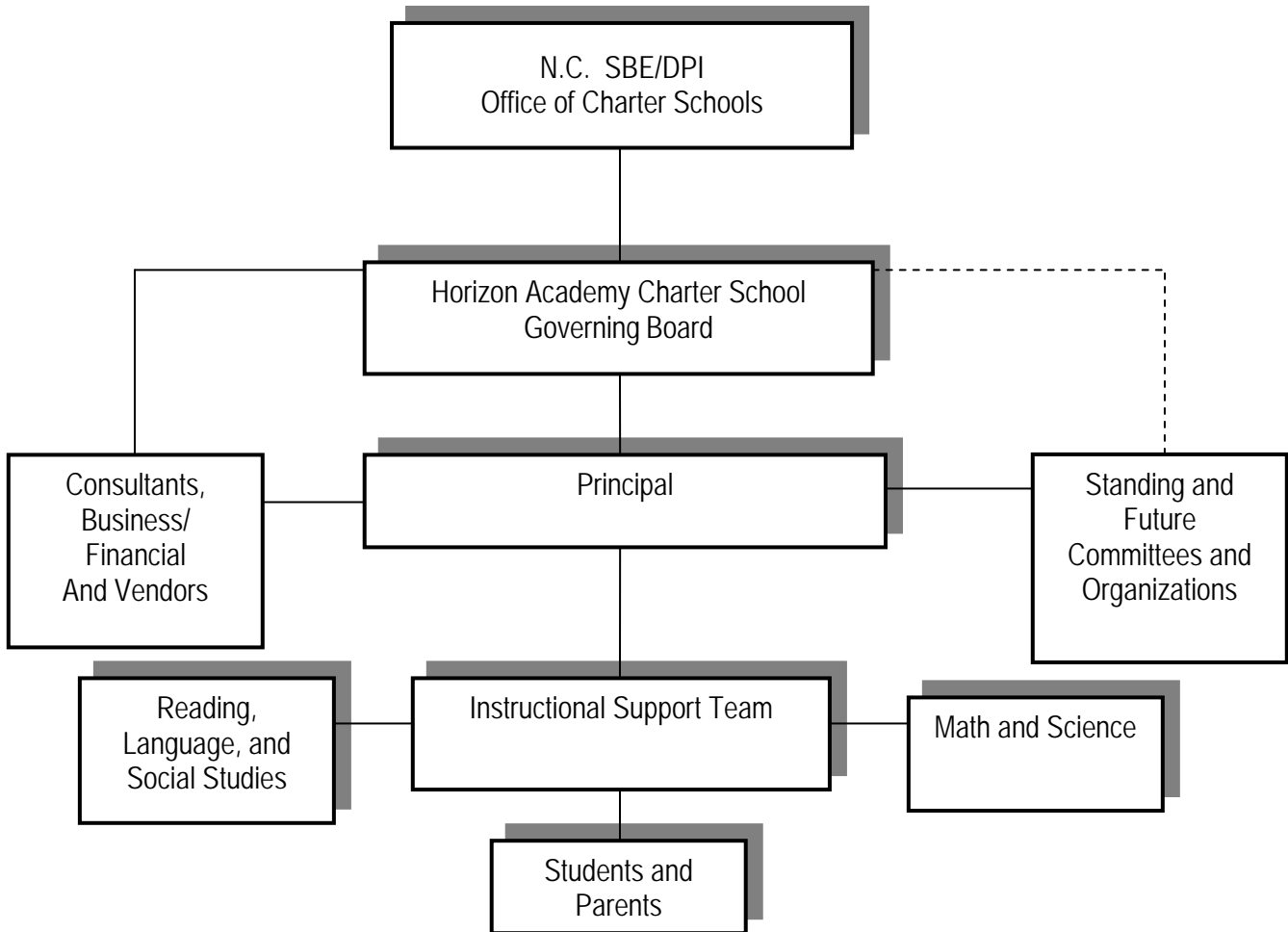
Horizon Academy will govern the charter school using a Board of Directors. The Board of Directors will consist of no less than five (5) but no more than ten (10) members. The primary focus of the Board of Directors is to establish a charter school based upon North Carolina State Law, aid in the endeavors of the school, facilitate management of the corporation, and make decisions on major issues, such as policies.

Officers of the Board of Directors shall consist of a President, Vice-President, Secretary, and Treasurer. Each Officer shall serve a term for no more than two (2) years, and no more than four (4) terms if a lifetime. The duties of each Officer shall be:

- The President shall have general charge of the corporation and the affairs of the Board of Directors. The President has the responsibility for conducting meetings and shall perform such other assigned duties by the Board of Directors.
- The Vice President, at the request of the President, or in absence or disability of the President, the Vice-President shall perform all the duties of the President and when so acting shall have all the powers of, and be subject to all the restrictions upon, the President.
- The Secretary (or designee) shall keep the minutes of the meetings of the Board of Directors and shall see that all notices are duly given in accordance with the provisions of the By-Laws or as required by the law. The Secretary shall be the custodian of the statements, books, records, reports, certificates, and other documents of the Corporation and the seal of the Corporation, and see that the seal is affixed to all documents requiring such seal. The Secretary shall perform all duties and possess all authority to the office of Secretary, and such other duties and have such other authority as may be assigned by the Board of Directors.

- The Treasurer shall have supervision over the funds, receipts, disbursements and securities of the corporation. The Treasurer shall perform such other duties and have such other authority as may be assigned or granted by the Board of Directors. The Treasurer may be required to give a bond for the faithful performance of the duties of the office in such form and amount as the Board of Directors may determine.

BOARD OF DIRECTORS ORGANIZATIONAL CHART



The Board of Directors for Horizon Academy Charter School will hire a Principal to serve as its executive with all of the aspects and on-site responsibility for school effectiveness. The title/description for this person may be, Principal, School Leader, Headmaster, Chief Administrator, subject to the person hired.

Communication to and from the Principal is to be maintained on all appropriate matters. The Principal will report directly to the Board of Directors and will be responsible for upholding the mission of Horizon

Academy by specializing in the following responsibilities:

- Provide strong academic and instructional leadership
- Guide the development, selection, evaluation, and implementation of all curriculum and instructional services and materials.
- Coordinate activities affecting the daily operation of the charter school.
- Assist in planning staff development.
- Ensure the coordination of school programs with the state and federal mandates.
- Exert a positive and professional attitude in working with staff, parents, students, and board members.
- Interpret and implement policies, rules, and regulations.
- Coordinate rules for appropriate staff and student conduct.
- Prepare school, state, federal, and district reports as necessary using NC WISE.
- Provide a strong Board of Directors to facilitate the needs of the school.
- Coordinate assessments and student progress.
- Provide encompassing support to all faculty members.
- Provide direction and assistance to the staff to improve teaching and learning.
- Facilitate communication among all stakeholders.

Administrative/clerical support will be hired to assist the Principal and ensure efficient operation of the school. These individuals will report directly to the Principal of the charter school. A Vice Principal will be added as the school grows and an assistant to the Principal is needed.

In alignment with the six purposes of the Charter Schools Act, the administrative structure will include an Instructional Support Team. A committee of experienced educators and staff members working with the Principal will serve as members to develop a school environment and curriculum which stimulates and motivates all students and teachers to reach excellence.

Instructional Support Team responsibilities will be as follows:

- selection and organization of materials
- implementation of research-based instructional strategies
- data analysis for student and school improvement
- staff development
- mentoring, coaching of teaching staff
- media services coordination
- special education services coordination
- parental involvement
- technology integration
- character education
- testing coordinator
- student assessment coordinator
- scheduling

The Instructional Support Team consists of:

Curriculum Coordinators are experienced staff members in charge of subject specific curriculum for every grade level. Example the Math Curriculum Coordinator will verify Math being taught in grades K-8 is in compliance with the goals of Horizon Academy and the NCSCS. This also makes it easier for the Team

Leaders, Principal, and Board of Directors to have specific contact persons for questions and guidance is designed for all staff and parents to be highly involved in all decisions that are made.

The Team Leader consists of experienced teachers from each grade level. Each grade K-8 will have its own Team Leader as a reference point of contact for teachers, staff members, and parents for questions or concerns.

Standing committees will be established to support the Governing Board and the head of the charter school. Examples of these standing committees are the Education Committee, Business Committee, Facility and Maintenance Committee, and Public Relations Committee. These standing committees and will serve the purpose of achieving site-based management and a keen sense of responsibility for academic achievement

Standing committees (e.g. Educational Committee, Business Committee, Facilities/Maintenance Committee and Public Relations Committee) will be organized to effectively involve and capitalize on the strengths of all its members.

## **2. Submit a list of the Board of Directors**

President, - Michael Kokkonen  
Vice President- Eric Engbers  
Secretary- Sonya Bellson  
Treasurer- Cynthia Worrell

### **Active Members**

Cristina Garner  
Mark McArn  
Lou Bellson

## **3. Submit 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.**

See Appendix A for By-Laws for Horizon Academy Board of Directors

#### 4. Submit a resume for each member of the Board of Directors.

Below is a summary of resumes (see Appendix B for formal resumes)

**Michael Kokkonen, President**

Work (919) 854-6873

[Michael.kokkonen@apollogrp.edu](mailto:Michael.kokkonen@apollogrp.edu)

Michael currently works for the University of Phoenix in their Academic Affairs Department. He is responsible for overseeing the team that deals with all academic issues for the University. These issues mainly consist of grade grievances, violations of the student code of conduct, and issues of academic dishonesty. His team researches each issue that comes in, and then determines if the issue is to be closed, if there are to be any sanctions, and if the issue needs to go to an appeals committee. He also mentors new faculty members to the University, helping to coach them to be successful in their environment and making sure they meet all professional and academic standards for the faculty. He has worked as a trainer to potential faculty members for the university, helping to ensure that candidates invited to a faculty mentorship are properly prepared for the rigors of a University environment. He has also volunteered as a basketball coach for a school basketball team, and has donated his time to junior golf programs in the area. Michael earned his Bachelor of Science/Business Management and his Master of Arts in Secondary Education from University of Phoenix. His student teaching was completed at a Willis Junior High School in Chandler, Arizona teaching 7th and 8th graders.

**Eric Engbers, Vice President**

Work (919) 570-0101

[Ericengbers@gmail.com](mailto:Ericengbers@gmail.com)

Eric is a seasoned Internet and Telecom industry executive with experience ranging from ground-level start-ups to mature publicly-traded companies. Eric joined PowerNet Global Communications (PNG), a \$100+ MM privately-held Telecommunications company, as Director of Strategic Business Development in early 2007. Prior to PNG he founded and served as Chairman of the WiMAX Global Roaming Alliance, a working group of industry leaders and prospective users of emerging WiMAX (wireless broadband Internet) technologies alongside his duties as President of RemotePipes, Inc. where he successfully architected and deployed leading Worldwide Mobile Internet Access services used by customers from small businesses to the Fortune 500 and sold by major strategic partners such as Adelphia and Charter Communications. His previous experience includes various roles with iPass, Inc. (NASDAQ: IPAS), Providian Financial (NYSE: PVN), and MyTurn.com (NASDAQ: MYTN) along with a number of strategy and business advisory roles including his current activities as Strategy Advisor to Wi-SKY Networks, LLC., a North Carolina based WiMAX start-up with patents pending to provide wireless broadband Internet access from the ground to air craft in flight. Eric graduated Magna Cum Laude, with a Bachelor of Science Degree in Agricultural Business from California Polytechnic State University, San Luis Obispo.

**Cynthia Worrell, Treasurer**

Cell (919) 594-2023

[Angel4carolina@yahoo.com](mailto:Angel4carolina@yahoo.com)

Cynthia has been in education and nursing for over 30 years. She has taught nursing for the University Phoenix for 20 years and had overseen many changes in education in your experience as a college teacher. Cynthia worked for the Scottsdale School District for over 20 years after opening an elementary school in Phoenix. She was a Board Member of both the Scottsdale Education Association and the Arizona Education Association. She has written the State tests and exiting tests for Arizona's Nursing curriculum and other subcategories of nursing. Cynthia has been and advocate for special needs children by writing the anti-bullying program and safe restraints training for teachers with mentally handicapped children. She has also implemented the crisis management program for the Scottsdale Public School District and the School District Insurance Committee. Cynthia has her MBA in Pediatrics and a deep love for children. Cynthia will make a great addition to Horizon Academy because of her knowledge and passion.

**Sonya R. Bellson, Secretary**

Cell (919) 495-9444

[Sbellson2001@yahoo.com](mailto:Sbellson2001@yahoo.com)

Sonya is a retired Real Estate Agent from the state of Arizona. She has worked in both the commercial and residential sides of Real Estate and became involved with her community as well as the Gilbert Public School District. Sonya has had the honor of being involved with running the parent teacher organizations, the school choir program, and school fundraising programs. In addition to school volunteering, Sonya has served as a volunteer for a non-profit organization called Save the Family. Sonya and her team of agents assisted the owners of Save the Family in purchasing affordable housing that could be rented to abused families in need at half the rental rates so they could get back on their feet. They also held many fundraiser programs for this organization. She assisted a fundraising program for The Phoenix Children's Hospital to help build a new cardiology wing and update the existing facilities. She is knowledgeable in community service, business management, and school assistance.

**Cristina Garner, Active Member**

Cell (919) 602-7376

[cristinagarner@nc.rr.com](mailto:cristinagarner@nc.rr.com)

Cristina Garner has an MBA in marketing, and strong leadership abilities. Cristina has been the account director for many marketing firms. She has directed national product launches, partnered with different global agencies, and strategized to meet her clients' objectives while managing a large staff under her authority. Cristina has implemented money saving techniques such as streamlining her agency's development and production process to reduce costs by 37 percent. She combines customer satisfaction with team work and business savvy. Cristina is very concerned about her community and children in our community and will make a wonderful contributor to the Board of Directors.

**Mark McArn, Active Member**  
[Mcarn@brassfield.com](mailto:Mcarn@brassfield.com)

Cell (919) 632-5374

Mark is a Commercial Real Estate Broker for Brassfield Commercial Realty since 2000. He is a member of Triangle Commercial Association of Realtors, The North Carolina Association of Realtors, and the National Association of Realtors. Mark received his Bachelor of Arts degree from the University of North Carolina at Wilmington.

In addition, Mark has a strong history of community involvement. He has served as the President for the Franklinton Recreational Park and serves on the Franklin County United Way board where he is currently the corporate fundraiser. Mark has also been appointed to serve on the Franklin County Planning Board. Mark brings his knowledge of Franklin County and its growth to the board. He cares about the future of Franklin County and its members. \* No formal resume was available.

**Lou Bellson, Active Member**  
[Lbellso@gmail.com](mailto:Lbellso@gmail.com)

Cell (919) 495-9445

Lou Bellson earned his Bachelor of Science in Management and his Master of Arts in Secondary Education from University of Phoenix. Lou has always been focused on achieving his educational credentials in order to blend with his work experience. He currently has more than 10 years of experience working for the University of Phoenix in their Enrollment Department. He is responsible for meeting growth projections that have been budgeted from prior year enrollment goals. Lou has continually met these goals year after year, and is working in a Director role overseeing 32 managers and over 400 reps. He plays an active role in the mentorship of new counselors as well as newly hired managers. Lou feels that his involvement in the training process he provides leads to a productive and positive environment. His involvements in leadership roles outside of the company have been successful as well. Lou has also been a successful quarterbacks coach at a 5A high school in Arizona. He loves being part of extracurricular activities. His role as a parent brings him rewards that keep him highly motivated everyday!

**5. Submit a copy of the articles of incorporation, if available.**  
See Appendix C.

## SUMMARY OF EDUCATIONAL MISSION

Our educational mission is to prepare our students and for the future. The school will do this by keeping families together and students in a safe environment. Parent, community, and educator involvement will be an essential component of the school. When the families and the community work together, students are motivated to succeed. Parent volunteers, fun activities, and weekly communication, are methods of forming this community bond. Horizon Academy will enrich and enlighten its student's minds by focusing on 3 techniques to enlighten its students. These techniques are:

*Knowledge-* The curriculum at Horizon Academy will be based upon the North Carolina Standard Course of Study requirements and differentiated instructional methods. Horizon Academy will comply with all State and Federal mandated testing. In addition to standard courses, the students will have weekly courses including Spanish, art, music, and physical education. Modern computer technology and software will be provided for all teachers and students to allow resources for classes. Teachers will be supported, appreciated, and encouraged to think outside the box, bringing their passion into the classrooms. Differential Instruction methods will be used to maximize the educational growth of each student.

*Attitude-* Horizon Academy will teach team work, motivation, and discipline. Students will learn team work through cooperative teaching methods used in the classrooms. Students will practice humanity, compassion, and citizenship by working together to raise funds for charities that the students will choose themselves by voting based upon grade level. Teachers will educate students on personal character using "Character Counts". Each month Horizon Academy students and teachers will focus on character trait such as citizenship, accountability, caring, fairness, integrity, respect, responsibility, and trustworthiness. We will teach our students what it means to be challenged, respectful, and accountable.

*Skills-* Horizon Academy will provide students with a life long skills and a passion for learning. Teachers will prepare students to be proactive, hard working, and compassionate members of our community. Knowledge and attitude are also life long skills.

Horizon Academy is a safe and fun learning environment that will bring out the best in our students, teachers, and families. We will nurture and inspire students to push themselves by providing a challenging curriculum that enhances traditional education, teamwork, family values, and pride in the community.

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

### MISSION

The mission of Horizon Academy is to prepare students for all of the challenges of the future. Teachers will be empowered and supported to use creativity in instruction, character education, and classroom management. Students will become life-long learners, independent thinkers, respectful individuals, and responsible citizens. The faculty, students, and parents will achieve their best by receiving a nurturing environment, rigorous studies, pride in the community, and inspiration.

### PURPOSES

#### 1. Improve Student Learning-

All students at Horizon Academy Charter will have the opportunity to experience core academic subjects through a variety of instructional methods. The variety of methods and approaches will meet many different learning styles and academic abilities, increasing student success and discipline. A dress code will be enforced requiring a simple golf shirt with the school emblem and jeans or khaki pants will be enforced. Studies have shown the use of uniforms helps to instill discipline and order.

Discipline and positive student conduct are mandatory to provide the best possible learning environment. We are a zero tolerance school which means that any student who brings weapons, alcohol, or illegal substance, or who assaults a teacher or student, can be expelled from the school in accordance with the NC General Statute 115C-391 (d).

Curriculum Coordinators will work with teachers on a variety of instructional strategies to make their planning and teaching times more productive. Curriculum mapping will allow teachers to group goals from the standard course of study in ways to maximize the available class time and to maximize these goals. Curriculum mapping, the latest technology, and a variety of instructional methods, will be designed around the needs, abilities, and interests of the students.

- Classes averaging 15 - 20 students will allow each individual student's needs to be assessed and addressed.
- Uniforms are enforced to enable discipline and unity to the school.
- The Instructional Support Team using curriculum mapping and their professional expertise, will custom design each unit for the students they serve.
- A variety of instructional methods that will engage all students.
- Goal setting, self discipline, character education, and student conduct will be reinforced daily.
- Technology and software will be used in the classrooms for teaching aids, reference material, and projects.

**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-**

Exceptional needs students will have the advantage of experiencing an innovative educational program with the regular education teacher, as well as having the resource of a special education teacher to help fulfill the mandates of the Individualized Educational Program (IEP). At risk students will be placed on Personalized Education Plan (PEP) that will also communicate with the parents on a daily basis to aid in the student's progress.

- The staff will attend conferences and training seminars in order to continuously improve methods and resources for our exceptional students.
- Continuous assessments of each at risk student and special needs student will be adhered to.
- Horizon Academy will provide a Continuous Improvement Performance Plan (CIPP) as well as a Continuous Improvement Monitoring System in compliance with North Carolina State regulations.
- Written transition plans will be used to track the students Individualized Education Program (IEP) and aid in future transitions.
- Personalized Education Plans (PEP) will be used for students at risk of academic failure.
- Licensed and Certified Exceptional Children teachers will be on staff.
- More information regarding exceptional needs students is available in Appendix D.

**3. Encourage use of different and innovative methods-**

Teachers will be required to follow the NC Standard Course of Study; however, they will be encouraged to present that curriculum in a variety of ways using Differentiated Instruction. Curriculum Coordinators will provide staff training and assistance in curriculum mapping.

- Field trips to sites supplementing the school's curriculum and focus will be taken at all grade levels. A hands-on, discovery approach will be taken in subjects wherever possible.
- Current technology and software will aid in teachers and students to work smarter not harder.
- Science at all grades will follow a lab format with students completing experiments wherever the curriculum allows.
- Instructional methods used will include:
  - a. Presentation
  - b. Demonstration
  - c. Observation
  - d. Grouping- small group discussion
  - e. Field Trips
  - f. Brainstorming
  - g. Experimenting
  - h. Categorizing Information
  - i. Problem Solving Activities
  - j. Modeling
  - k. Guided Practice
  - l. Simulation
  - m. Reflection

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

Professional development will be on-going with the ultimate goal of improving student learning. Teachers will prepare their respective curriculums be encouraged to make choices about the ideal methods and materials for students' best to understand and truly learn that curriculum. Teachers will be encouraged to seek out resources from the immediate staff, software, local community, and elsewhere as they build the learning program for their students.

Every teacher's goal is to be the teacher that makes a difference in some child's life. The major obstacles that hinder this goal are lack of time, lack of funds, lack of support, and lack of a manageable class size. Teachers at Horizon Academy will be treated as the talented professionals they are. Professional development from the school will focus on these 5 areas.

- Content Knowledge – increasing teachers' knowledge of a specific curriculum
- Instructional Strategies – methods and techniques for the presentation of information and activities. Time saving techniques for instruction planning, and needed time for grading and preparing will be provided to encourage our educators to work smarter, not harder.
- Team Building – activities to enhance the staff sense of team and unity.
- Classroom Management- Manageable classroom sizes, discipline techniques, ideas, and examples will be shared to use strategic, simple, and consistent methods.
- Instructional Coaching- Teachers will be supported using instructional coaches that train teachers to use a particular approach to teach a particular content area, or they may work to improve general instructional practices or to promote a more reflective, collaborative, and professional culture among the faculty.

Each week students will have their four specials (art, physical education, music, and Spanish) in a block. This will provide each grade level's faculty with certain times to conduct grade level planning, subject area planning and individual planning. This collaborative time is essential for enabling teachers to design new tasks for students, share materials and resources, discuss student work and progress, and work collaboratively to ensure student academic success. Teachers will provide examples of their "best practices" at faculty meetings, sharing the routines and strategies that are working in their classrooms

Subject area teams will meet to compare their subject area curriculum from grade to grade, ensuring proper emphasis is given on key concepts at each grade, as well as becoming aware of concepts which should have already been mastered and the ones which will become important in successive years. No teacher will be teaching in isolation.

Professional strategies at Horizon Academy will include the following:

- Collaborative planning time each week
- Diverse methods of instruction
- Curriculum mapping
- Extensive computer technology and software for use in lesson plans, grading, record keeping, and parent communication.
- Instructional coaching and support

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

Horizon Academy will provide students and parents with a safe, nurturing environment, building team work and citizenship by offering the following opportunities:

- Athletic opportunities have many benefits to the school community. School athletic teams encourage students to take pride in their school and bringing families together. Athletics also teach students how to self motivate, set goals, accountability, and teamwork. These are lifelong lessons that are of the highest important to reach person self growth and self worth.
- Curriculum will be used that will require students will learn to work collaboratively with their peers and have fun. They will learn how to help lead a group toward success, or they may feel the sting of disappointing a group who was relying on them.
- Students will become invested in their own learning and aware of their choices and consequences during their years at Horizon Academy. The choice may come in the option of topic or activity. Choice will be an important aspect of our students feeling ownership of their learning.
- School uniforms will be used to enable discipline and community pride. For more details see the Student Code of Conduct Handbook in Appendix E. If at anytime we are having dress code issues, revisions will be made.
- Computer technology will be used as innovative methods for teachers, students, and parents.
- Parents will be encouraged to be actively involved in volunteering and field trips as well as in offering their own expertise where it may fit the curriculum. Families will be involved, cooperative, and informed.
- A safe, disciplined, family friendly environment in which students can attend the same school for many years without being shuffled about is of the greatest importance while maintaining an education of higher standards using innovative curriculum and passionate teachers.

**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. –**

Rubrics and other alternative assessment measures will be utilized in performance-based accountability systems. Such rubrics will evaluate a broad view of student learning, as opposed to rule-based grading policies. Each new student will be given a basic assessment test in reading to determine their developmental readiness, basic skills, and other readiness indicators.

Horizon Academy will follow the North Carolina Department of Public Instruction's ABC Accountability Model. The Iowa Test of Basic Skills (ITBS) which is a comprehensive set of measures that assess student achievement from kindergarten through grade 8 will be used. All state mandated Reading, Writing, Math, and Science Assessments, and Alternate Assessments will be in compliance with The North Carolina State Board of Education and Department of Public Instruction.

Discipline and positive student conduct are mandatory to provide the best possible learning environment. We are a zero tolerance school which means that any student who brings weapons, alcohol, or illegal substance, or who assaults a teacher or student, can be expelled from the school in accordance with the NC General Statute 115C-391 (d).

## EDUCATIONAL FOCUS

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

Horizon Academy Charter School is an exciting new public charter school serving students in grades K-5 in its first year and will expand to K-8 by the year 2014. Horizon Academy will be located in Franklin County, but will be open to all North Carolina students of those grades. As a public school, Horizon Academy is tuition free. The school calendar at Horizon Academy is on the traditional calendar used by Franklin County Public Schools. This will help to keep families and friends in our community on the same schedule.

Our educational mission is to prepare students and parents for the future. The school will do this by keeping families together and students in a safe environment. Parent, community, and educator involvement will be an essential component of the school. When the families and the community work together, students are motivated to succeed. Parent volunteers, fun activities, and weekly communication, are methods of forming this community bond. Horizon Academy will enrich and enlighten its student's minds by focusing on 3 techniques to coach its students. These techniques are:

*Knowledge-* The curriculum at Horizon Academy will be based upon the North Carolina Standard Course of Study requirements and differentiated instructional methods. Horizon Academy will comply with all State and Federal mandated testing. In addition to standard courses, the students will have weekly courses including Spanish, art, music, and physical education. Modern computer technology and software will be provided for all teachers and students to allow resources for classes. Other benefits include grading, in depth research, aid in teachers instruction planning, record keeping, and parental communication. Teachers will be appreciated and encouraged to think outside the box, bringing their passion into the classrooms. Differential Instruction methods will be used to maximize the educational growth of each student.

*Attitude-* Horizon Academy will teach team work, motivation, and discipline through athletic programs offered to our students in the upper grade levels. Students will also learn team work through cooperative teaching methods used in the classrooms. Students will practice humanity, compassion, and citizenship by working together to raise funds for charities that the students will choose themselves by voting based on grade level. We will also educate our students on personal character using "Character Counts". Each month Horizon Academy students and teachers will focus on character trait such as citizenship, accountability, caring, fairness, integrity, respect, responsibility, and trustworthiness. We will teach our students what it means to be disciplined, respectful, and accountable. Discipline and positive student conduct is mandatory to provide the best possible learning environment.

*Skills-* Horizon Academy will provide students with a lifelong skills and a passion for learning. Horizon Academy will prepare our students to be proactive, hard working, and compassionate members of our community along with emotional intelligence.

Horizon Academy is a safe and fun learning environment that will bring out the best in our students, teachers, and families. We will nurture and inspire students to push themselves by providing a challenging curriculum that enhances traditional education, teamwork, family values, and pride in the community.

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

2010-11: K-5    2011-12: K-6    2012-2013: K-7    2013-2014: K-8    2014-2015: K-8

## EDUCATION PLAN

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

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

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

##### EDUCATIONAL THEORY

The educational theory Horizon Academy will be using is the Constructivism theory combined with the Differentiated Instruction Method. We believe we will create the perfect educational balance for maximum learning and understanding, enhancing the lives of our students, teachers, and families.

Constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world we live in. Constructivism focuses our attention on how people learn. Each of us generates our own mental models which we use to make sense of our experiences. Therefore, learning is simply the process of adjusting our mental models to accommodate new experiences. Under the theory of constructivism, educators focus on making connections between facts and fostering new understanding in students.

Constructivists believe that learning is affected by the context in which an idea is taught as well as by students' beliefs and attitudes. The challenge in teaching is to create experiences that engage the student and support his or her own explanation, evaluation, communication, and application needed to make sense of these experiences. The development of human intellect proceeds through adaptation and organization.

What we know about children:

- No two children are alike.
- No two children learn in the identical way.
- An enriched environment for one student is not necessarily enriched for another.
- In the classroom we should teach children to think for themselves.
- All children need to be captivated

- All children need to be nurtured and praised
- All children need discipline
- All teachers need to be invested in the curriculum

Horizon Academy will address this belief by combining the theories' of Constructivism with Differentiated Instruction methods, along with a well-planned and disciplined classroom environment. The students will learn how to learn. Differentiated Instruction transforms the student from a passive recipient of information to an active participant in the learning process.

## FOUNDATION OF THE MODEL

Knowledge, Attitude, and Skills will form the foundation of Horizon Academy. Our definition and understanding of each term here below will also be academic and personal traits that students of Horizon Academy will adhere to.

### Knowledge-

- Mastery from practice
- Retention of information
- Accuracy
- Model the skill
- Advance to the next component level

### Attitude-

- Manners
- Posture
- Study habits
- Penmanship
- Sportsmanship
- Grooming
- Pronunciation
- Punctuality
- Diligence
- Mood displays

### Skills-

- Expression
- Fluency
- Clarity
- Retention
- Study habits
- Penmanship
- Pronunciation
- Punctuality
- Diligence
- Emotional Intelligence

The term Emotional Intelligence encompasses the following five characteristics and abilities:

- Self-awareness—knowing your emotions, recognizing feelings as they occur, and discriminating between them
- Mood management—handling feelings so they're relevant to the current situation and you react appropriately
- Self-motivation—"gathering up" your feelings and directing yourself towards a goal, despite self-doubt, inertia, and impulsiveness
- Empathy—recognizing feelings in others and tuning into their verbal and nonverbal cues
- Managing relationships—handling interpersonal interaction, conflict resolution, and negotiations.

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

### INSTRUCTION METHOD

Horizon Academy will use Differentiated Instruction to meet our students' individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. At its most basic level, differentiation consists of the efforts of teachers to respond to diversity among learners in the classroom.

Differentiated Instruction will enhance our curriculum by:

- Enabling teachers to open up learning opportunities for all students by offering varied learning experiences.
- Allowing teachers to put research-based best practices into a meaningful context for learning.
- Helping teachers to understand and use assessment as a critical tool to drive instruction.
- Adding new instructional strategies to educators introducing or reinforcing techniques to help focus on the essentials of the curriculum.
- Giving administrators, teachers, and students an instructional management system to more efficiently meet the demands of high stakes testing.
- Meeting curriculum requirements in a meaningful way for achieving students' success.

Using the Differentiated Instruction method, educators can use 3 different methods to teach one lesson. For example, facts are given using Direct Instruction for delivery. Then, Cooperative Learning can be used by placing students into groups to discuss the lesson, brainstorm and use guided practice. Then, a field trip can be used for the lesson combining observation and simulation. Differentiated Instruction methods that can be used are:

- ~~Direct Instruction~~
- Observation

- Grouping- small group discussion
- Field Trips
- Brainstorming
- Experimenting
- Categorizing Information
- Problem Solving Activities
- Modeling
- Guided Practice
- Simulation
- Reflection

## CURRICULUM DESIGN

The curriculum for Horizon Academy will be based on North Carolina Curriculum Standards, ensuring preparation for the full array of our assessment program. In compliance with state and federal regulations, the school will not exclude, deny benefits or prohibit students from course offerings on the basis of sex, race, religion, color, creed or national origin.

Horizon Academy believes that curriculum must be maintained which will provide for the intellectual growth of students in kindergarten through the 8th grade. Our curriculum must give students a basic body of knowledge, attitude, and skills for living in a democracy, which acknowledges that learning experiences may vary according to individual needs. This will ensure that students have the opportunity to develop intellectual curiosity, critical thinking skills, ethical problem-solving abilities, and healthy personal habits, during their school years in a manner that they will use throughout their lifetime.

Curriculum, Instruction, and Assessment are pivotal to all instruction methods. Our teaching approach will be to challenge each student's individual learning through continuing assessments and using Differentiated Instruction. Curriculum design at Horizon Academy will consist of the NCSCS. This consists of math, reading, English, science, social studies, special needs development, gifted students academic opportunities, and English as a second language.

We will enhance our program by also teaching:

- Visual Arts
- Physical Education
- Spanish
- Music
- Computer Technology
- Business Education
- Character Counts Education
- Community Connection

Below is a sample of our curriculum design and courses of study. Assessments will be done within the first 3-6 weeks of school and will continue through out the year. Assessments will be done to evaluate individual growth and meet the student's needs, while aiding the teacher in instruction. Curriculum is broken into 2 parts being K-5 and 6-8 grades. Business Education will be added to curriculum for grades 6-8.

KINDERGARTEN- GRADE 5

<p>Mathematics</p>	<p>In compliance with the NCSCS, main areas of competency will be focused upon. Grades k-2 will have different goals than grades 3-5. The concepts shall remain the same for all groups, these are:</p> <ul style="list-style-type: none"> <li>● Number and Operations</li> <li>● Measurement</li> <li>● Geometry</li> <li>● Data Analysis and Probability</li> <li>● Algebra and Problem Solving</li> </ul> <p>Revisions to the states standard course of study are currently being made specifically in Mathematics. Horizon Academy will address this item in depth at a more appropriate time.</p>
<p>Reading and Comprehension</p>	<p>In compliance with NCSCS standards, reading will be assessed in the beginning, and at least 3 times through out the year. In grades K-2, students will demonstrate proficiency in the following areas integral to literary development:</p> <ul style="list-style-type: none"> <li>● Phonemic Awareness</li> <li>● Phonics</li> <li>● Fluency</li> <li>● Vocabulary</li> <li>● Text Comprehension</li> </ul> <p>In grades 3-5, students will continue to demonstrate proficiency in the five areas above, but they will focus more on reading to learn as they use the general reading strategies to comprehend a variety of materials.</p>
<p>English (Writing and Vocabulary)</p>	<p>English in grades K-5 will be taught using the writing process. Elements include:</p> <ul style="list-style-type: none"> <li>● Setting a purpose for writing</li> <li>● Planning</li> <li>● Writing</li> <li>● Revising</li> <li>● Editing</li> <li>● Publishing</li> </ul> <p>Six traits will be used as a common language to discuss and assess writing. These traits include:</p> <ul style="list-style-type: none"> <li>● Idea Development : Focus on a topic</li> <li>● Organization: Beginning, middle, and end</li> <li>● Voice: Shows emotion, excitement</li> <li>● Sentence Fluency: Uses complete sentences</li> </ul>

	<ul style="list-style-type: none"> <li>• Word Choice: Comprehension and meaning</li> <li>• Conventions: Spelling, Capitalization</li> </ul>
Vocabulary	<p>Students will learn a variety of strategies for solving words:</p> <ul style="list-style-type: none"> <li>• By Sound (Phonemic Strategies)</li> <li>• By Look (Visual Strategies)</li> <li>• By Meaning (Morphemic Strategies, two/to/too )</li> <li>• By Connections (Linking Strategies)</li> <li>• By Inquiry (Research Strategies)</li> <li>• Spelling Tests given at least once per week</li> <li>• Spelling patterns will often be addressed in daily shared reading lessons and interactive writing lessons.</li> <li>• Spelling will also be addressed with individual children in writing conferences.</li> </ul> <p>Vocabulary Focus:</p> <ul style="list-style-type: none"> <li>• Sort words by different short vowel word families</li> <li>• Sort pictures and words by short and long vowel sounds</li> <li>• Examine consonants</li> </ul>
Science	<p>Teachers will create lessons that provide baseline information regarding the topic or concept under study. Topics of study will follow NCSCS grade appropriate units such as, weather in grade 3 or plants and rocks in grade 2. Students will work independently or in small groups to inquire further and will be expected to learn the content standard.</p> <p>Students will have a weekly science observation time to explore the scientific process. Experiments will be done whenever possible for hands on learning.</p>
Social Studies	<p>An effective social studies program must prepare young people to live, work, compete and solve problems in our increasingly diverse nation and interdependent world.</p> <p>Teachers will build lessons based upon the NCSCS that provides baseline information regarding the topic or concept under study. Grades K-5 social studies curriculum is broken into three units. First being American history and second being in-depth country studies.</p>
Visual Arts	<p>The art education component will be based on visual arts and the North Carolina visual art curriculum standards. These are:</p> <ul style="list-style-type: none"> <li>• Understanding and Applying Media ( crayons, colored paper etc.), Techniques, and Processes</li> <li>• Using Knowledge of Structures and Functions</li> <li>• Choosing and Evaluating a Range of Subject Matter, Symbols, and Ideas</li> </ul>

	<ul style="list-style-type: none"> <li>• Understanding the Visual Arts in Relation to History and Cultures</li> <li>• Reflecting upon and Assessing the Merits of Their Work and the Work of Others</li> <li>• Making Connections between Visual Arts and Other Disciplines</li> </ul> <p>These standards will be used to teach art in a way that is fun and enjoyable for the student. Other subjects will be incorporated into the lessons when appropriate. Assessments will be done by asking if instructions were followed, correct media used basic idea and theory correct. The focus will not always be on the end product but sometimes just on the artistic process itself.</p>
Physical Education	<p>A comprehensive physical education program is designed to help each student develop health promotion behaviors. Students will develop positive attitudes toward regular physical activity and living a healthy lifestyle.</p> <p>The Physical Education program at Horizon Academy will be well rounded by educating students on:</p> <ul style="list-style-type: none"> <li>• Eating healthy, nutrition</li> <li>• Safety- personal, fire safety, and getting help in an emergency.</li> <li>• Substance abuse</li> <li>• Health related fitness- Heart rate</li> <li>• Refine movements- kicking, throwing, catching, and balance</li> <li>• Team work and collaboration</li> </ul>
Spanish	<p>Foreign Languages are introduced to elementary school age students because we know that these young learners can absorb and maintain new languages faster and easier. A table of foreign language is set for more years of learning to come.</p> <p>In grades K-5, students will achieve in foreign language those standards that have been identified for each grade level by the NCSCS.</p> <p>The curriculum model for the K-5 grade level is:</p> <ul style="list-style-type: none"> <li>• Cultural Awareness</li> <li>• Personal Communication</li> <li>• Word recognition</li> <li>• Comprehension</li> <li>• Comparisons to English</li> </ul>
Music Education	<p>Music is a natural part of a child's life and every child should be given the opportunity to explore music and the skills that it can produce. The North Carolina music curriculum standards are designed to embrace the national standards for music education.</p> <p>Studies in general, choral, and instrumental music are components of a comprehensive music program and are part of the overall school curriculum.</p> <p>The general music standards that are addressed in each grade level are:</p> <ul style="list-style-type: none"> <li>• Singing, rhythms</li> </ul>

	<ul style="list-style-type: none"> <li>• Music around the world</li> <li>• Improvising</li> <li>• Composing</li> <li>• Reading notation</li> <li>• Evaluating</li> <li>• Making connections</li> <li>• Relating to history and culture.</li> </ul> <p>Assessments for these topics would be having students write a song, or a test on music culture.</p>
<p>Computer/ Technology Studies</p>	<p>The primary goal of computer/technology studies is to develop technologically literate students. The school will use the NCSCS to organize the curriculum based upon grade levels and focus areas.</p> <p>Teachers will build lessons that provide baseline information regarding the topic or concept under study. These lessons include:</p> <ul style="list-style-type: none"> <li>• Parts of the computer and how to operate</li> <li>• Keyboard familiarity</li> <li>• Using the internet</li> <li>• Taking care of computers</li> <li>• Exploring information technologies</li> <li>• Using search strategies</li> <li>• Responsible and safe use of online resources</li> <li>• Awareness of Copyright and Fair Use Guidelines</li> <li>• Exploring the need for protection against viruses and vandalism</li> <li>• Participating in curriculum-based telecommunication projects</li> <li>• Developing word processing document using proper keyboarding techniques</li> <li>• Developing multimedia presentation citing sources</li> <li>• Developing a product using a database</li> <li>• Evaluating resources and information for accuracy and usefulness</li> <li>• Selecting and using a variety of technology tools</li> </ul>
<p>Community Connection</p>	<p>All students of Horizon Academy will support both a local charity, and nationwide charity. This is such an important education in humanity for lifelong citizenship. The structure in which these charities are admired will be divided by grade level. All students will support food drives, and giving of blankets and jackets for the homeless throughout the school year.</p> <p>A community service calendar will be created for each grade. Students will be responsible for choosing the charity through voting, planning a project, creating and displaying fliers to notify fellow peers, and sending contributions to chosen organization. Some organizations of interest are :</p> <ul style="list-style-type: none"> <li>• Items for the troops</li> <li>• School supply collections</li> <li>• Child Find of America</li> <li>• American Heart Association</li> </ul>

	<ul style="list-style-type: none"> <li>• St. Jude Children’s Research</li> <li>• Nature Conservancy</li> <li>• CARE</li> <li>• Cancer Research institute</li> </ul>
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**GRADE 6- GRADE 8**

Students start each day by going to Homeroom. Homeroom teachers will be responsible for daily emotional intelligence lessons, the pledge of allegiance, testing, and report cards.

Mathematics	<p>In compliance with the NCSCS, main areas of competency will be focused upon. Grades 6-8 concepts shall remain the same for all groups, these are:</p> <ul style="list-style-type: none"> <li>• Number and Operations</li> <li>• Measurement</li> <li>• Geometry</li> <li>• Data Analysis and Probability</li> <li>• Algebra and Problem Solving</li> </ul> <p>Revisions to the states standard course of study are currently being made specifically in Mathematics. Horizon Academy will address this item in depth at a more appropriate time. Transition year for curriculum through the State Board Of Education.</p>
English (Reading, Writing and Vocabulary)	<p>English in grades 6-8 will be taught Reading, Writing, and Vocabulary lessons. Elements include:</p> <ul style="list-style-type: none"> <li>• Setting a purpose for writing</li> <li>• Planning</li> <li>• Writing</li> <li>• Revising</li> <li>• Editing</li> <li>• Publishing</li> <li>• Group Reading</li> <li>• Comprehension Assessments</li> <li>• Vocabulary Lessons and workbooks</li> </ul>
Science	<p>Teachers will create lessons that provide baseline information regarding the topic or concept under study. Topics of study will follow NCSCS grade appropriate units. Students will work independently or in small groups to inquire further and will be expected to learn the content standard.</p> <p>Students will have a weekly science observation time to explore the scientific process. Subjects covered will be:</p> <ul style="list-style-type: none"> <li>• Planets</li> <li>• The Periodic Table</li> <li>• Energy</li> <li>• Weather</li> </ul>

	<ul style="list-style-type: none"> <li>• Human Body</li> <li>• Atomic Structure</li> </ul>
<p>Social Studies</p>	<p>Social studies units of study will be developed using the NCSCS as one of many resources. Teachers will build lessons that provide baseline information regarding the topic or concept under study and then will have children work independently or in small groups.</p> <p>Grades 6-8 social studies curriculum is broken into three units: one of American history and two in-depth country studies.</p>
<p>Visual Arts</p>	<p>The art education component will be based on visual arts and the North Carolina visual art curriculum standards. These are:</p> <ul style="list-style-type: none"> <li>• Understanding and Applying Media</li> <li>• Techniques, and Processes</li> <li>• Using Knowledge of Structures and Functions</li> <li>• Choosing and Evaluating a Range of Subject Matter, Symbols, and Ideas</li> <li>• Understanding the Visual Arts in Relation to History and Cultures</li> <li>• Reflecting upon and Assessing the Merits of Their Work and the Work of Others</li> <li>• Making Connections between Visual Arts and Other Disciplines</li> </ul> <p>These standards will be used to teach art in a way that is fun and enjoyable for the student. Assessments will be done by asking if instructions were followed, correct media used basic idea and theory correct. The focus will not always be on the end product but sometimes just on the artistic process itself.</p>
<p>Music Education</p>	<p>Music is a natural part of a child's life and every child should be given the opportunity to explore music and the skills that it can produce. The North Carolina music curriculum standards are designed to embrace the national standards for music education.</p> <p>Studies in general, choral, and instrumental music are components of a comprehensive music program and are part of the overall school curriculum.</p> <p>The general music standards that are addressed in each grade level are:</p> <ul style="list-style-type: none"> <li>• Singing, rhythms</li> <li>• Music around the world</li> <li>• Improvising</li> <li>• Composing</li> <li>• Reading notation</li> <li>• Evaluating</li> <li>• Making connections</li> <li>• Relating to history and culture.</li> </ul> <p>Assessments for these topics would be having students write a song, or a test</p>

	<p>on music culture.</p>
<p>Physical Education</p>	<p>A comprehensive physical education program is designed to help each student develop health promotion behaviors. Students will develop positive attitudes toward regular physical activity and living a healthy lifestyle.</p> <p>The Physical Education program at Horizon Academy will be well rounded by educating students on:</p> <ul style="list-style-type: none"> <li>• Eating healthy</li> <li>• Safety- personal, fire safety, and getting help in an emergency.</li> <li>• Substance abuse</li> <li>• Health related fitness- Heart rate</li> <li>• Refine movements- kicking, throwing, catching, and balance</li> <li>• Team work skills</li> <li>• Completes Tasks</li> </ul>
<p>Spanish</p>	<p>In grades 6-58 students will achieve in foreign language those standards that have been identified for each grade level by the State Board of Education. Curriculum model for this grade level is:</p> <ul style="list-style-type: none"> <li>• Cultural Awareness</li> <li>• Personal Communication</li> <li>• Conversations with peers</li> <li>• Comprehension</li> <li>• Comparisons to English</li> <li>• Oral and Written interaction in higher grade levels</li> <li>• Composes</li> </ul>
<p>Computer/ Technology Studies</p>	<p>The primary goal of computer/technology studies is to develop technologically literate students. The school will use the NCSCS to organize the curriculum based upon grade levels and focus areas. Students will attend computer class once a week. Teachers will build lessons that provide baseline information regarding the topic or concept under study.</p> <p>Grades 6-8 Studies:</p> <ul style="list-style-type: none"> <li>• Using databases</li> <li>• Using spreadsheets</li> <li>• Responsible and safe use of online resources</li> <li>• Locating information on the Internet</li> <li>• Developing word processing documents</li> <li>• Participating in curriculum-based telecommunication projects</li> <li>• Developing word processing document using proper keyboarding techniques</li> <li>• Developing multimedia presentation citing sources</li> <li>• Developing a product using a database</li> <li>• Evaluating resources and information for accuracy and usefulness</li> <li>• Selecting and using a variety of technology tools.</li> </ul>

<p>Business Education</p>	<p>All middle school age students of Horizon Academy will take one year of Business Education. Students will learn necessary skills to become successful in life along with an early start at these skills for maximum mastery. Necessary skills are :</p> <ul style="list-style-type: none"> <li>• Typing</li> <li>• Interviewing</li> <li>• Resumes</li> <li>• Types of Businesses</li> <li>• Taxes</li> <li>• Managing Personal Finances</li> <li>• Credit scores and the importance of excellent credit</li> </ul>
<p>Community Connection</p>	<p>All students of Horizon Academy will support both a local charity, and nationwide charity. This is such an important education in humanity for lifelong citizenship. The structure in which these charities are admired will be divided by grade level. All students will support food drives, and giving of blankets and jackets for the homeless throughout the school year. A community service calendar will be created for each grade. Students will be responsible for choosing the charity through voting, planning a project, creating and displaying fliers to notify fellow peers, and sending contributions to chosen organization. Some organizations of interest are :</p> <ul style="list-style-type: none"> <li>• Items for the troops</li> <li>• School supply collections</li> <li>• Child Find of America</li> <li>• American Heart Association</li> <li>• St. Jude Children’s Research</li> <li>• Nature Conservancy</li> <li>• CARE</li> <li>• Cancer Research Institute</li> </ul>

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

**EXCEPTIONAL NEEDS INSTRUCTION METHODS**

Children with disabilities will have equal access to all subjects including physical education. If a child with a disability cannot participate in the regular physical education program, individualized instruction in physical education designed to meet the unique needs of the child shall be provided. Physical education may include:

- Movement education
- Motor development

- Modified physical education is appropriate for a child who can participate in the general physical education program with accommodations or modifications. These modifications can include changing rules, equipment, time limits, etc.
- Adapted physical education (also called specially designed or special physical education) is instruction in physical education that is designed on an individual basis specifically to meet the needs of a child with a disability.

Exceptional needs students will have the advantage of experiencing an innovative educational program with the regular education teacher, as well as having the resource of a special education teacher to help fulfill the mandates of that IEP. Students with academic gifts will experience the same innovative curriculum as the rest of the student body plus opportunities for enhancement. Our goal is to teach the children in the least restrictive environment and an inclusion setting. The regular classroom teacher, in conjunction with the special education teacher, and gifted teacher, will specifically address each student's abilities and broaden the curriculum accordingly. Gifted students will be provided opportunities to reach their full potential through differentiated instruction and our challenging program. Horizon Academy will strive in its opening year to prepare for this program. We are planning to have 2 licensed Exceptional Children teachers and 2 assistants. Additional contracted professional will be on an as needed basis.

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

- Extended time on assignments
- Individual pull-out instruction
- Classroom collaboration with special needs teacher and gifted teacher
- Small group instruction
- Differentiated assignments
- Enrichment activities

This may also include a discussion concerning what the student wants for his or her future, what needs or challenges are perceived as barriers to reaching student goals, and what accommodations and supports will aid the student's efforts. Annual goals, short term objectives, statement of interagency responsibilities, statement of participation in state and district-wide tests and a list of special education and related services to be provided will be a part of the IEP. Some of these possible services to be secured may include speech, assistive technology, transition services, mental health, and vocational rehabilitation. Such services will be obtained by Horizon Academy through qualified local providers and all services will be paid for (if any) by Horizon Academy. Assistive technology and transition services will be met in accordance with federally mandated laws, Section 504, IDEA, and ADA.

Exceptional needs students will have the advantage of experiencing an innovative educational program with the regular education teacher, as well as having the resource of a special education teacher to help fulfill the mandates of the Individualized Educational Program (IEP). At risk students will be placed on Personalized Education Plan (PEP) that will also communicate with the parents on a daily basis to aid in the student's progress.

Horizon Academy will use the following methods for exceptional needs students:

- The staff will attend conferences and training seminars in order to continuously improve methods and resources for our exceptional students.
- Continuous assessments of each at risk student and special needs student will be adhered to.

- Horizon Academy will provide a Continuous Improvement Performance Plan (CIPP) as well as a Continuous Improvement Monitoring System in compliance with North Carolina State regulations.
- Written transition plans will be used to track the students Individualized Education Program (IEP) and aid in future transitions.
- Personalized Education Plans (PEP) will be used for students at risk of academic failure.
- Licensed and Certified Exceptional Children teachers will be on staff.
- Horizon Academy will use research based methods of instruction and re teaching.
- State and Federal guidelines around IEPs will be followed.
- IEP services will be a team decision based on the students need.
- Alternate Assessment options will be available based upon specific criteria.

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

ENTRANCE- Any North Carolina resident between the ages of 5 and 21 is eligible to attend a North Carolina public charter school. Horizon Academy cannot discriminate because of ethnicity, religion, gender, disability, national origin. To enroll in Kindergarten, children must be 5 years of age on or before October 1<sup>st</sup>. Should the charter school have nominal openings; a lottery procedure will be done publicly to pick applicants for openings. See Admissions Policy on page 41.

#### **RETAINING-**

Students of Horizon Academy that do not obtain a percentage grade of 70% or higher will be retained to repeat the grade over. These students will first be monitored using a Personalized Education Plan (P.E.P). These students must first be categorized as at risk students and parents of these students are notified. Students are then given the opportunity to correct lessons and get personalized help to persevere where they need help.

#### **PROMOTING-**

Students retaining a percentage grade of 71% and higher will be promoted to the next grade level. In addition, students retaining a grade percentage of 90% or higher per semester will be placed on Honor Roll, and given congratulatory certificates.

#### **EXIT REQUIREMENTS**

Students of Horizon Academy will be required to complete all core courses with a passing grade as well as participating in the North Carolina ABC Accountability testing and any required federal programs to exit the school program. All 8<sup>th</sup> grade students must pass Academic Achievement Standards in order to move on to the 9<sup>th</sup> grade. A student that needs to withdraw from Horizon Academy because of a move or other reason must do so with written consent using the "exit form" provided by the school.

A student can be required to withdrawal and enroll in another public school if, in the opinion of the Principal, there has been sufficient violation of the Student Code of Conduct.

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

SCHOOL CALENDAR

The school year will consist of 184 days. The Director of the School or his/her designee, in consultation with the staff, and taking into account the Franklin County Public Schools Traditional Year calendar, will prepare the school calendar. The calendar will set forth days of attendance for students; days of in-service and organizational meetings for teachers; holidays and vacation periods. The Director of the School will present the proposed calendar to the board for information in the spring of each year. A sample of the 2010-2011 traditional calendar school year is provided.

SAMPLE CALENDAR

2010 - 2011 School Year	
Aug.16	Teachers return
Aug. 23	School Starts
Sept. 6	Labor Day, No School
Sept.15	Professional Learning Day, Noon Dismissal
Oct. 14	Grading Day, Early Dismissal
Oct. 14-15	Parent/Teacher Conferences- Noon Dismissal
Nov. 10	Professional Learning Day, Noon Dismissal
Nov. 11	Veteran's Day, No School
Nov. 24-26	Thanksgiving Break, No School
Dec. 8	Professional Learning Day, Noon Dismissal
Dec. 22- Jan. 3	Winter Break, No School
Jan. 14	End of Semester, Grading Day
Jan. 17	Martin Luther King Jr. Day, No School
Feb. 9	Professional Learning Day, Noon Dismissal
Feb. 25	Teacher work, No School
March 16	Professional Learning Day, Noon Dismissal
April 4-10	Spring Break, No School
April 20	Professional Learning Day, Noon Dismissal
May 11	Professional Learning Day, Noon Dismissal
May 30	Memorial Day, No School

June 8	Last Day of School, Grading Day
June 9-11	Reserved for Inclement Weather Make Up Days
June 11	Teachers Last Day
June 11- Aug. 15	Summer Break
1st Semester: 81 Days 2nd Semester 103 Days Total: 184 Days	

2011- 2012 School Year	
Aug. 15	All Teachers Return
Aug. 22	First Day of School
Sept. 5	Labor Day, Holiday No School

BELL SCHEDULE

Drop Off	School Begins	School Ends
8:15 a.m.	8:30 a.m.	3:30 p.m.
Early Release Days let out at 12:15 p.m.		

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

The following table describes the concise description of the school's plan for evaluating student progress toward accomplishing standards at each grade level. The list includes state mandated assessments as well as other optional assessments that may be utilized.

Grade Level	Assessments	Administer Timeline
Kindergarten	<ul style="list-style-type: none"> <li>-Iowa Test of Basic Skills (ITBS)</li> <li>-North Carolina School Readiness</li> <li>-Portfolio Assessment</li> <li>-Teacher Observation (anecdotal notes, conference notes)</li> <li>-Teacher Assessment (Tests, projects, rubrics, etc)</li> <li>-Student, teacher, parent surveys</li> <li>-End of Course Testing (EOC)</li> </ul>	<ul style="list-style-type: none"> <li>Beginning of year</li> <li>Beginning of year</li> <li>Ongoing</li> <li>Ongoing</li> <li>Ongoing</li> <li>Ongoing</li> <li>End of year</li> </ul>
1st Grade	<ul style="list-style-type: none"> <li>-Iowa Test of Basic Skills (ITBS)</li> <li>-North Carolina School Readiness</li> <li>-Teacher Assessments (Tests, projects, rubrics, etc)</li> <li>-Teacher Observations (anecdotal notes, conference notes)</li> <li>-Student, teacher, parent surveys</li> <li>-End of Course Testing (EOC)</li> </ul>	<ul style="list-style-type: none"> <li>Beginning of year</li> <li>Beginning of year</li> <li>Ongoing</li> <li>Ongoing</li> <li>Ongoing</li> <li>Ongoing</li> <li>End of year</li> </ul>
2nd Grade	<ul style="list-style-type: none"> <li>- Iowa Test of Basic Skills (ITBS)</li> <li>- Cognitive Abilities Test (CoGat)</li> <li>-Teacher Assessment (Tests, projects, rubrics, etc.)</li> <li>-Teacher Observations (anecdotal notes, conference notes)</li> <li>-Student, parent, teacher surveys</li> <li>-End of Course Testing (EOC)</li> </ul>	<ul style="list-style-type: none"> <li>Beginning of year</li> <li>Beginning of year</li> <li>Ongoing</li> <li>Ongoing</li> <li>Ongoing</li> <li>End of year</li> </ul>
3rd Grade	<ul style="list-style-type: none"> <li>- Iowa Test of Basic Skills (ITBS)</li> <li>-Cognitive Abilities Test (CoGat)</li> <li>-NC Pretest</li> <li>-Teacher Assessments (Tests, projects, rubrics, etc)</li> <li>-Teacher Observations (anecdotal notes, conference notes)</li> <li>-Student, Parent, teacher surveys</li> <li>-End of Course Testing (EOC)</li> <li>-End of Grade (EOG) Math &amp; Reading</li> </ul>	<ul style="list-style-type: none"> <li>Beginning of year</li> <li>Beginning of year</li> <li>Beginning of year</li> <li>Ongoing</li> <li>Ongoing</li> <li>Ongoing</li> <li>End of year</li> <li>End of year</li> </ul>
4th Grade	<ul style="list-style-type: none"> <li>- Iowa Test of Basic Skills (ITBS)</li> <li>-Cognitive Abilities Test (CoGat)</li> <li>-Portfolio Assessment</li> <li>-Teacher Assessment (Tests, projects, rubrics, etc)</li> <li>-Teacher Observations (anecdotal notes,</li> </ul>	<ul style="list-style-type: none"> <li>Beginning of year</li> <li>Beginning of year</li> <li>Ongoing</li> <li>Ongoing</li> <li>Ongoing</li> </ul>

	<p>conference notes)                      -Student, teacher, parent surveys                      - NC Writing Assessment                      -End of Course Testing (EOC)                      -End of Grade (EOG) Math &amp; Reading</p>	<p>Ongoing                      End of year                      End of year                      End of year</p>
5th Grade	<p>- Iowa Test of Basic Skills (ITBS)                      -Cognitive Abilities Test (CoGat)                      -Teacher Assessments (Tests, projects, rubrics)                      -Teacher Observations (anecdotal notes, conference notes)                      -Parent, teacher, student surveys                      -End of Course Testing (EOC)                      - End of Grade (EOG) Science                      -End of Grade (EOG) Math &amp; Reading</p>	<p>Beginning of year                      Beginning of year                      Ongoing                        Ongoing                        Ongoing                      End of year                      End of year                      End of year</p>
6th Grade	<p>- Iowa Test of Basic Skills (ITBS)                      -Cognitive Abilities Test (CoGat)                      -Career Interest Survey                      -Teacher Assessment (Tests, rubrics, project, etc)                      -Teacher Observations (anecdotal notes, conference notes)                      -Student, Parent, Teacher surveys                      -End of Course Testing (EOC)                      -End of Grade (EOG) Math &amp; Reading</p>	<p>Beginning of year                      Beginning of year                      Ongoing                      Ongoing                        Ongoing                        Ongoing                      End of year                      End of year</p>
7th Grade	<p>- Iowa Test of Basic Skills (ITBS)                      -Cognitive Abilities Test (CoGat)                      -Teacher Assessments (tests, projects, and rubrics)                      -Teacher Observations (anecdotal records, conference notes)                      -Parent, Teacher, Student Surveys                      - NC Writing Assessment                      -End of Course Testing (EOC)                      -End of Grade (EOG) Math &amp; Reading</p>	<p>Beginning of year                      Beginning of year                      Ongoing                        Ongoing                        Ongoing                      End of year                      End of year                      End of year</p>
8th Grade	<p>- Iowa Test of Basic Skills (ITBS)                      -Cognitive Abilities Test (CoGat)                      -Teacher Assessments (Tests, Projects, Rubrics, etc.)                      -Teacher Observations (anecdotal records, conference notes)                      -Parent, Teacher, Student Surveys</p>	<p>Beginning of year                      Beginning of year                      Ongoing                        Ongoing                        Ongoing</p>

	<ul style="list-style-type: none"> <li>- North Carolina Competency Test</li> <li>-End of Course Testing (EOC)</li> <li>- End of Grade (EOG) Science</li> <li>-End of Grade (EOG) Math &amp; Reading</li> <li>-Computer Skills Proficiency</li> </ul>	<ul style="list-style-type: none"> <li>End of year</li> <li>End of year</li> <li>End of year</li> <li>End of year</li> <li>End of year</li> </ul>
<p>*Note- WIDA (W-APT), ACCESS for ELLs, NCCLAS, NCEXTEND1, and NCEXTEND2 will be given at the beginning of year for these special students.</p>		

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

Student achievement goals for Horizon Academy are Knowledge, Attitude, and Skills. In the beginning of each year assessments are given. The methods for evaluating this program will be as varied as differentiated instruction itself. Assessment methods used will be students produced works of writing, science experiments, on going spelling, reading, and math tests, group participation, and other means of assessment as chosen by our school community. Ongoing assessments are made throughout the school year to demonstrate the each student’s growth and skills attained.

- IOWA Test of Basic Skills (ITBS)
- Cognitive Abilities Test (CoGats)
- NC ABC’s of Accountability- End of Course and End of Grade testing
- Teacher Assessments (Tests, Projects, Rubrics, etc.)
- Teacher Observations (anecdotal records, conference notes)
- Parent, Teacher, Student Surveys
- North Carolina Competency Test for 8<sup>th</sup> grade

To assess specific knowledge goals tests are given in the beginning, middle (ongoing), and end of year school year. These are in addition to the goals other rubrics and assessments such as the Horizon Academy will use as resources to guide students toward a rich understanding of curriculum. Students will understand that they must become the future they want to see in the world.

**ASSESSING EXCEPTIONAL NEEDS**

Students with an Individualized Education Plan (IEP) will be provided a full-inclusion program with the input of the special education teacher. All efforts will be made to fulfill the mandates of the IEP within this least restrictive setting. For optimal assessment, specific criteria eligibility testing will be available. Assessment programs may include:

- NCEXTEND1
- NCEXTEND2 EOG
- North Carolina Checklist of Academic Standards (NCCLAS)

## SPECIAL EDUCATION

Special Education consists of 3 main categories. These categories are, Exceptional Children, Academically and Intellectually Gifted (AIG), and English as a Second Language (ESL). Exceptional Children can be describes as students with both children with disabilities and academically and intellectually gifted students (AIG).

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) has very distinct laws in order for parents and students rights with disabilities. Students must be evaluated initially with mandatory parent's written consent. For each student in need of the (IEP) Individualized Educational Plan process, detailed records must be kept for future review.

Disability means a child as having:

- Autism
- deaf-blindness
- deafness
- developmental delay (applicable only to children ages three through seven)
- hearing impairment
- intellectual disability
- multiple disabilities
- orthopedic impairment
- other health impairment
- serious emotional disability,
- specific learning disability
- speech or language impairment
- traumatic brain injury
- visually impaired

The State of North Carolina requires screenings and evaluations before determining a diagnosis and eligibility. These evaluations are:

- Serious Emotional Disability (SED or ED) - 2 research-based evaluations to address behavioral/emotional skill and documentation of the results including progress monitoring documentation to be shared with the parents and IEP team.
- Intellectual Disability (ID) - When there is no previous diagnosis of an intellectual disability, 2 research-based evaluations to address academic and/or functional skills. Documentation of the results of the including progress monitoring documentation.
- Other Health Impairment (OHI) - 2 research-based evaluations to address academic and/or behavioral skill and documentation of the results, including progress monitoring documentation.
- Specific Learning Disability (SLD)- 2 research-based evaluations to address academic skill and documentation of the results, including progress monitoring documentation
- Traumatic Brain Injury- (TBI)- 2 research-based evaluations to address behavioral skill and documentation of the results, including progress monitoring documentation, research-based interventions, and the doctors plan, must be used and the results documented.
- Communication Evaluation- shall be conducted by a speech/language pathologist. This evaluation includes assessment of the student's expressive language skills, receptive language skills and pragmatics or social language use.

- Education Evaluation- A comprehensive educational evaluation conducted by a certified psychologist, special educator, or other trained professional.

Evaluations and reevaluations are conducted regularly and detailed records are kept for the State, parents, and IEP Team/ special needs educators. The identification process for exceptional children will include the response to intervention (RTI) method. This will lower identification rates and will be based upon RTI and not lack of schooling. The IEP team must determine that the assessment accurately reflects the discrepancy between achievement and ability, state in writing, the assessment procedures used, the assessment results, and whether a large discrepancy in the student's performance is present.

#### ACADEMICALLY AND INTELLECTUALLY GIFTED STUDENTS (AIG)

Horizon Academy will recognize these students through appropriate testing and assessment. Intelligence tests such as the Stanford-Binet and the Wechsler Intelligence Scale for Children (WISC) are often used to identify gifted individuals. The identification process for academically gifted students will include the response to intervention (RTI) method. The IEP team must state in writing the assessment procedures used, the assessment results, and whether a large discrepancy in the student's performance is present.

In collaboration with the AIG educators, teachers, and parents, Horizon Academy will:

- Develop a set of recommendations for K-8 teachers
- Provide strategies for use in the classroom
- Provide a rigorous academic curriculum
- Individual pull-out instruction
- Small group instruction
- Differentiated assignments
- Enrichment activities
- Support gifted students social and academic needs

#### PERSONALIZED EDUCATION PLANS (PEP)

Effective December 1, 2001 legislation (G.S. 115C-105.41) requires a school to develop a personalized education plan for any student that is not performing at grade level. We will seek out the identification of academically at-risk students can be based on a student's grades, observations, state assessments, and other factors. PEP's must include focused interventions and performance benchmarks for each student.

#### ENGLISH AS SECOND LANGUAGE STUDENTS (ESL)

The State of North Carolina requires that any student listing a language other than English on the Home Language Survey (HLS) be given an English language proficiency test. The State of North Carolina uses the WIDA ACCESS Proficiency Test (W-APT), to identify Limited English Proficient (LEP) students by assessing English proficiency in listening, speaking, reading, and writing skills. All LEP students will be re-assessed annually on the ACCESS Proficiency Test (W-APT).

Teachers of LEP, ESL students provide a variety of specialized services until students demonstrate listening, speaking, reading, and writing proficiency in English that is sufficient to allow them to succeed academically in the regular classroom. Instruction is provided in English by teachers using the WIDA Standards.

Once a student tests and it is determined they need services, ESL students are eligible for the following:

- Exceptional Children's Program
- Academically and Intellectually Gifted Program
- Title I
- Alternate Assessments

## **ADMISSIONS POLICY**

Any North Carolina student that is qualified for admission to Horizon Academy. Horizon Academy admits all children regardless of race, ethnic background, or religious preference. The open enrollment period for each year's new class will be held at a date to be determined.

All students intending to reenroll for the next year will be given the opportunity to do so by filling out a "Letter of Intent" to reenroll. This letter will be sent home prior to the end of the second quarter of school. If a parent fails to return the Letter of Intent by the given due date, they will not be guaranteed a seat and must reapply for enrollment. If, by the close of the open enrollment period, there are still openings available in a grade, students will be admitted on a first come, first served basis. Applications received after open enrollment will be noted with the time and date received, and the students become eligible for admission in the order received until all currently available openings are filled. Applications will be accepted after classes begin. Students of faculty member and Kindergartners with siblings that are students of Horizon Academy have priority. Transfer of incoming new students after January will be accepted on a case by case basis.

### **Lottery Procedures:**

If the number of applications received during this period exceeds the available number of openings;

- Students are not required to live in Wake County to apply.
- No application will be denied based on academic performance or special needs.
- Will be placed on an index card.
- Each name on the index card will be verified against the application for accuracy.
- The individual index card will be placed in a box.
- All index cards placed in the box will be shuffled.
- An individual will randomly select index cards from the box.
- The name of the student will be announced and assigned a lottery number. This number will be recorded on the index card and the application. This information will also be recorded on a ledger.
- This process will continue until all index cards have been drawn and recorded.
- The names drawn in lottery number order equaling the enrollment openings will be placed on the class roster.
- The remaining names will be placed on a waiting list in their lottery order number.
- The above lottery process will be repeated for all grade levels.
- Class rosters for each grade level will not be finalized until the lottery process for K thru 8th grades is complete.

After the lottery is completed 20 additional applications will be set aside on to a waiting list in the event of an opening for that school year comes available. The lottery process will begin again the next January. Depending on the amount of applications received, these guidelines may need to be amended to better serve the families.

New students of Horizon Academy will be required to provide evidence of the successful completion of the previous school year in the form of a fourth quarter report card, attendance records, and documentation of

EOG scores if applicable. A birth certificate and a current immunization record will also be required. Students and families will be required to sign and return the contract page of the "Student Code of Conduct" found in the Student-Parent Handbook verifying their commitment to uphold the standards of Horizon Academy.

**STUDENT CONDUCT AND DISCIPLINE**

**BEHAVIOR POLICY**

Horizon Academy will take a positive approach to all matters of conduct and behavior. Students will need to be well-informed about the expectations at our school and at our school events. Students will be expected to be polite to one another, respectful to our faculty and staff, and all guests in our building. Students will be ambassadors for our school whenever they travel outside our building and will be expected to represent our school with dignity and class.

**DISRUPTIVE BEHAVIORS**

In the event that student behaviors are disruptive to our learning environment, Horizon Academy has adopted a description of violations defined as Class 1, 2, or 3 violations.

Violation Class	Disruptive Action	Disciplinary Action
Class 1	Cutting class Use of cell phone Chronic dress code violations Disrespect to teachers Refusal to work Rude Noises Chronic lack of supplies Littering Inappropriate affection	Parent conference or Lunch detention or Suspension 1-3 days
Class 2	Inappropriate language Altering notes Altering report cards Throwing objects Teasing/ Bullying Cheating on tests Spitting on another Graffiti Vandalism Sexual Offenses Theft of school property Lighter possession Lying to teacher Leaving without permission	Parent Conference and Suspension 4-7 days

<p>Class 3</p>	<p>Possession of:                  Drugs                  Medications                  Tobacco                  Alcohol                  Weapons</p> <p>Gang Activity:                  Trespassing                  Assault                  Fighting                  Resembles knives or guns                  Repeated Class 1 &amp; 2 offenses</p>	<p>Expulsion from school,                  Police are called</p>
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**DRESS CODE**

The staff at Horizon Academy wishes to foster a productive and safe learning environment. Research indicates that standard school uniforms improve student perceptions of school climate, improves self esteem, reduces conduct programs, reduces peer sexual harassment, and helps to identify strangers on campus. Therefore, the following school dress code will be required. Parents will be required to bring appropriate clothing to school if dress code is not met in order for students to attend classes.

UNDERGARMENTS (CAMISOLES, BOXERS, ETC) MUST NOT BE VISIBLE WHEN STUDENTS ARE ON CAMPUS OR AT SCHOOL SPONSORED EVENTS. NO BANDANAS, TANK TOPS, OR GANG COLORS WILL BE PERMITTED.

Shirts, Sweaters, Sweatshirts, Jackets

- Shirts must be Horizon Academy golf shirts, long sleeves are also available.
- No spaghetti straps or tank tops are allowed.
- Sweatshirts must be Horizon Academy spirit shirts.
- Any jackets can be worn.

Pants, Shorts, Skirts, Dresses

- Skirts, shorts should not extend more than 3 inches above the knee.
- Shorts should not extend lower than the knee.
- Belts should be worn to prevent "sagging " pants.
- Dresses will be permitted only at school dances (grades 6-8).

Shoes

- Shoes should have heels not higher than 1 ½ inches.
- Tennis shoes must be worn to P.E.
- Sandals are allowed.

## EMPLOYEE QUALIFICATIONS

- Principal – Current North Carolina Teaching Certificate
- Curriculum Coordinators – Current North Carolina Teaching Certificate
- All Teachers will have at least one of the following:
  - a. Current NC Teaching certificate for subject and grade being taught.
  - b. Current teaching certificate for a grade up to 2 years above or below the grade being taught.
  - c. Current Out of State teaching certificate seeking NC certificate.
  - d. Expired NC teaching certificate seeking re-certification.
  - e. Business / Community personnel with expertise in a specific field.
  - f. 4 year college graduate with a degree outside of education.
- School Nurse- current Registered Nursing license for North Carolina and experience with children.
- Secretary – organizational and personal skills appropriate for this environment.
- Exceptional Needs Program Instructor-One key need for teacher assistants is behavioral training; they need structured training in how to manage behavior problems, especially in special education classrooms. Teachers must have expertise and either the M.ed. or M.A.T degree.

Our goal is for at least 80% of the faculty at Horizon Academy to be “Highly Qualified” and hold current North Carolina teaching certificates.

## PROFESSIONAL CODE OF CONDUCT

All employees of Horizon Academy will be expected to conduct themselves in a professional manner when representing the school. Professional dress will be required at all school and school functions. Employees will act as positive role models to all students. Employees will act as members of the school community and support it as such.

- New teachers will have mentors for the first year that will assist the new teacher with lessons, classroom management, and parent interaction.
- Teachers will be coached on how to deal with parents. They will be encouraged to motivate parents and work together as a team.

## CRIMINAL BACKGROUND CHECKS

All prospective employees will be required to submit at least three references of professional ability and personal character. Fingerprints will be submitted for a criminal background check through the North Carolina Department of Justice’s Criminal History Records. All information obtained through such background check will be made available to the Board of Directors exclusively.

No prospective employee will be hired if such background check reveals a criminal history that indicates the individual poses a potential threat to the safety of students or personnel or the integrity of the school community.

## APPLICATION PROCESS

All prospective employees will be required to submit the following:

- W-4
- Personal application
- Resume
- Three letters of reference
- College transcripts
- Two sets of fingerprints
- Current teaching credentials (faculty positions)
- Two valid forms of identification

**BUSINESS PLAN**  
**PROJECTED STAFF**

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
1 Principal 1 Asst Principal 1 Secretary 1 Financial Officer 1 Full time School Nurse-R.N. 1 Technology Asst. 1 Librarian 1 Math Teacher/ CC 1 Science Teacher/ CC 1 Language Teacher/ CC 1 Social Studies Teacher/ CC 25 Full-time Classroom Teachers 5 Full-time Teachers Asst. 2 Full-time Exceptional Needs teachers 1 Spanish teacher 1 Art teacher 1 Music Teacher 1 Physical Education teacher 1 Computer Technology teacher	Add 1 Business Education teacher Add 1 Math teacher Add 1 Language teacher Add 1 Science teacher Add 1 Social Studies teacher Add 1 Business Education teacher Add 1 Art teacher Add 1 Spanish teacher Add 1 Music teacher	Add 8 Full-time teachers Add 1 Assistant Physical Education teacher	Add 8 Full- time teachers	No Additions
Total Staff = 48 Teachers= 41	Total Staff=58 Teachers= 51	Total Staff=67 Teachers= 60	Total staff=75 Teachers= 68	Total staff=75 Teachers= 68
Note- Curriculum Coordinators will be an additional job given to Lead Teachers to save on staffing.				

Budget: Projected Enrollment 2010-11 through 2014-2015

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

NAME OF PROPOSED CHARTER SCHOOL

HORIZON ACADMEY

List LEA #1 – Franklin County

List LEA #2 – Wake County

List LEA #3 – N/A

GRADES	2010-2011			2011-2012			2012-2013			2013-2014			2014-2015		
	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA2	LEA3	LEA 1	LEA2	LEA3	LEA 1	LEA 2	LEA 3
Kindergarten <b>K</b>	<u>70</u>	<u>30</u>	<u>0</u>	<u>70</u>	<u>30</u>	<u>0</u>	<u>70</u>	<u>30</u>	<u>0</u>	<u>70</u>	<u>30</u>	<u>0</u>	<u>70</u>	<u>30</u>	<u>0</u>
First <b>1</b>	<u>70</u>	<u>30</u>	<u>0</u>	<u>70</u>	<u>30</u>	<u>0</u>	<u>70</u>	<u>30</u>	<u>0</u>	<u>70</u>	<u>30</u>	<u>0</u>	<u>70</u>	<u>30</u>	<u>0</u>
Second <b>2</b>	<u>70</u>	<u>30</u>	<u>0</u>	<u>70</u>	<u>30</u>	<u>0</u>	<u>70</u>	<u>30</u>	<u>0</u>	<u>70</u>	<u>30</u>	<u>0</u>	<u>70</u>	<u>30</u>	<u>0</u>
Third <b>3</b>	<u>70</u>	<u>30</u>	<u>0</u>	<u>70</u>	<u>30</u>	<u>0</u>	<u>70</u>	<u>30</u>	<u>0</u>	<u>70</u>	<u>30</u>	<u>0</u>	<u>70</u>	<u>30</u>	<u>0</u>
Fourth <b>4</b>	<u>70</u>	<u>30</u>	<u>0</u>	<u>70</u>	<u>30</u>	<u>0</u>	<u>70</u>	<u>30</u>	<u>0</u>	<u>70</u>	<u>30</u>	<u>0</u>	<u>70</u>	<u>30</u>	<u>0</u>
Fifth <b>5</b>	<u>70</u>	<u>30</u>	<u>0</u>	<u>70</u>	<u>30</u>	<u>0</u>	<u>70</u>	<u>30</u>	<u>0</u>	<u>70</u>	<u>30</u>	<u>0</u>	<u>70</u>	<u>30</u>	<u>0</u>
Sixth <b>6</b>	<u>0</u>	<u>0</u>	<u>0</u>	<u>70</u>	<u>30</u>	<u>0</u>	<u>70</u>	<u>30</u>	<u>0</u>	<u>70</u>	<u>30</u>	<u>0</u>	<u>70</u>	<u>30</u>	<u>0</u>

Budget: Projected Enrollment 2010-11 through 2014-2015 (continued)

Grades	2010-2011			2011-2012			2012-2013			2013-2014			2014-2015		
	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
Seventh <b>7</b>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>70</u>	<u>30</u>	<u>0</u>	<u>70</u>	<u>30</u>	<u>0</u>	<u>70</u>	<u>30</u>	<u>0</u>
Eighth <b>8</b>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>70</u>	<u>30</u>	<u>0</u>	<u>70</u>	<u>30</u>	<u>0</u>
Ninth <b>9</b>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Tenth <b>10</b>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Eleventh <b>11</b>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Twelfth <b>12</b>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<b>LEA TOTALS</b>	<u>420</u>	<u>180</u>	<u>0</u>	<u>490</u>	<u>210</u>	<u>0</u>	<u>560</u>	<u>240</u>	<u>0</u>	<u>630</u>	<u>270</u>	<u>0</u>	<u>630</u>	<u>270</u>	<u>0</u>

Budget: Revenue Projections 2010-11 through 2014-2015

--State ADM Funds	<u>\$2,736,582.00</u>	<u>\$ 3,192,679.00</u>	<u>\$3,648,776.00</u>	<u>\$4,104,873.00</u>	<u>\$4,104,873.00</u>
--Local Per Pupil Funds	<u>\$970,185.80</u>	<u>\$ 1,131,895.10</u>	<u>\$1,293,594.40</u>	<u>\$1,455,293.70</u>	<u>\$ 1,455,293.70</u>
--Federal Funds	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
--Grants*	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
--Foundations*	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
--Private Funds*	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
--Other Funds*	<u>\$201,048.60</u>	<u>\$234,556.70</u>	<u>\$268,064.80</u>	<u>\$301,572.90</u>	<u>\$301,572.90</u>
	<u>\$3,908,826.40</u>	<u>\$4,559,130.80</u>	<u>\$5,210,435.20</u>	<u>\$5,861,739.60</u>	<u>\$5,861,739.60</u>
TOTAL INCOME					
<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: Revenue Projections 2010-11through 2014-2015 (continued)

<p>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</p>	<p>See <a href="http://www.ncpublicschools.org/fbs/stats/index.html">http://www.ncpublicschools.org/fbs/stats/index.html</a>                  (OR Click on: Agency Website: Division of Financial Services, Reports and Statistics, Statistical Data)</p> <p><i>The formula for figuring these allotments can be found in the Resource Guide.</i></p> <p><u>FRANKLIN COUNTY</u></p> <p>Year 1: 2010-2011                  State - \$4,587.34 X 420 = \$ 1,926,682.80                  Local - \$1,344.62 X 420 = \$ 564,740.40                  EC - \$3,350.81 X 42 = \$ 140,734.02                  Total <span style="float: right;">\$ 2,632,157.22</span></p> <p>Year 2: 2011-2012                  State - \$4,587.34 X 490 = \$ 2,247,796.60                  Local - \$1,344.62 X 490 = \$ 658,863.80                  EC - \$3,350.81 X 49 = \$ 164,189.69                  Total <span style="float: right;">\$ 3,070,850.09</span></p> <p>Year 3: 2012-2013                  State - \$4,587.34 X 560 = \$ 2,568,910.40                  Local - \$1,344.62 X 560 = \$ 752,987.20                  EC - \$3,350.81 X 56 = \$ 187,645.36                  Total <span style="float: right;">\$ 3,509,542.96</span></p> <p>Year 4: 2013-2014                  State - \$4,587.34 X 630 = \$ 2,890,024.20                  Local - \$1,344.62 X 630 = \$ 847,110.60                  EC - \$3,350.81 X 63 = \$ 211,101.03                  Total <span style="float: right;">\$ 3,948,235.83</span></p>
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WAKE COUNTY

Year 1: 2010-2011

State - \$4,499.44 X 180 = \$ 809,899.20

Local - \$2,252.53 X 180 = \$ 405,455.40

EC - \$3,350.81 X 18 = \$ 60,314.58

Total \$ 1,275,669.18

Year 2: 2011-2012

State - \$4,499.44 X 210 = \$ 944,882.40

Local - \$2,252.53 X 210 = \$ 473,031.30

EC - \$3,350.81 X 21 = \$ 70,367.01

Total \$ 1,488,280.71

Year 3: 2012-2013

State - \$4,499.44 X 240 = \$ 1,079,865.60

Local - \$2,252.53 X 240 = \$ 540,607.20

EC - \$3,350.81 X 24 = \$ 80,419.44

Total \$ 1,700,892.24

Year 4: 2013-2014

State - \$4,499.44 X 270 = \$ 1,214,848.80

Local - \$2,252.53 X 270 = \$ 608,183.10

EC - \$3,350.81 X 27 = \$ 90,471.87

Total \$ 1,913,503.77

**Budget: Expenditure Projections 2010-11through 2014-2015**

MAY AMEND AS THE NEEDS OF THE SCHOOL DICTATES.

BUDGET EXPENDITURE PROJECTIONS	2010-2011	2011-2011	2012-2013	2013-2014	2014-2015
GS 115C-238.B(b)(5)					
<i>PERSONNEL</i>					
Total # staff <u>48-75</u>	\$ <u>1,954,400</u>	\$ <u>2,393,300</u>	\$ <u>2,869,800</u>	\$ <u>3,335,100</u>	\$ <u>3,335,100</u>
--Administrator(s) # <u>2</u>	\$ <u>95,000</u>	\$ <u>98,300</u>	\$ <u>103,000</u>	\$ <u>107,300</u>	\$ <u>107,300</u>
--Clerical # <u>2</u>	\$ <u>68,400</u>	\$ <u>75,600</u>	\$ <u>79,400</u>	\$ <u>80,000</u>	\$ <u>80,000</u>
--Teachers # <u>41-68</u>	\$ <u>1,517,000</u>	\$ <u>1,938,000</u>	\$ <u>2,400,000</u>	\$ <u>2,856,000</u>	\$ <u>2,856,000</u>
--Librarians # <u>1</u>	\$ <u>25,000</u>	\$ <u>25,500</u>	\$ <u>26,000</u>	\$ <u>26,500</u>	\$ <u>26,500</u>
--Guidance # <u>0</u>	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>
--Teacher Assistants # <u>5</u>	\$ <u>100,000</u>	\$ <u>100,000</u>	\$ <u>100,000</u>	\$ <u>100,000</u>	\$ <u>100,000</u>
--Custodian # <u>0</u>	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>
--Maintenance # <u>0</u>	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>
--Food Service # <u>0</u>	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>
--Bus Driver # <u>0</u>	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>
--Other					
Nurse Full-Time # <u>1</u>	\$ <u>38,400</u>	\$ <u>42,000</u>	\$ <u>44,400</u>	\$ <u>45,000</u>	\$ <u>45,000</u>
Technology Asst. # <u>1</u>	\$ <u>35,000</u>	\$ <u>36,300</u>	\$ <u>37,500</u>	\$ <u>39,000</u>	\$ <u>39,000</u>
E.C. Teachers # <u>2</u>	\$ <u>75,700</u>	\$ <u>77,600</u>	\$ <u>79,500</u>	\$ <u>81,300</u>	\$ <u>81,300</u>
<i>EMPLOYEE BENEFITS</i>	\$ <u>542,932</u>	\$ <u>660,961</u>	\$ <u>779,819</u>	\$ <u>891,940</u>	\$ <u>891,940</u>
<i>STAFF DEVELOPMENT</i>	\$ <u>30,000</u>	\$ <u>25,000</u>	\$ <u>30,000</u>	\$ <u>30,000</u>	\$ <u>30,000</u>
<i>MATERIALS AND SUPPLIES</i>	\$ <u>300,000</u>	\$ <u>300,000</u>	\$ <u>300,000</u>	\$ <u>250,000</u>	\$ <u>250,000</u>
<i>OFFICE SUPPLIES</i>	\$ <u>60,000</u>	\$ <u>45,000</u>	\$ <u>40,000</u>	\$ <u>40,000</u>	\$ <u>40,000</u>
<i>INSTRUCTIONAL EQUIPMENT</i>	\$ <u>206,868</u>	\$ <u>218,761</u>	\$ <u>215,681</u>	\$ <u>207,687</u>	\$ <u>207,687</u>
<i>OFFICE EQUIPMENT</i>	\$ <u>35,000</u>	\$ <u>25,000</u>	\$ <u>20,000</u>	\$ <u>30,000</u>	\$ <u>30,000</u>

Budget: Expenditure Projections 2010-11through 2014-2015 (continued)MAY AMEND AS THE NEEDS OF THE SCHOOL DICTATES.

BUDGET EXPENDITURE PROJECTIONS	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
<i>TESTING MATERIALS</i>	<u>\$ 7,500</u>	<u>\$ 8,000</u>	<u>\$ 10,000</u>	<u>\$ 10,000</u>	<u>\$ 10,000</u>
<i>INSURANCE</i>	<u>\$ 50,000</u>	<u>\$ 50,000</u>	<u>\$ 60,000</u>	<u>\$ 70,000</u>	<u>\$ 70,000</u>
<i>UTILITIES</i>	<u>\$ 40,000</u>	<u>\$ 40,000</u>	<u>\$ 50,000</u>	<u>\$ 65,000</u>	<u>\$ 65,000</u>
<i>RENT</i>	<u>\$ 550,000</u>	<u>\$ 550,000</u>	<u>\$ 550,000</u>	<u>\$ 550,000</u>	<u>\$ 550,000</u>
<i>MAINTENANCE &amp; REPAIR</i>	<u>\$ 14,000</u>	<u>\$ 14,000</u>	<u>\$ 15,000</u>	<u>\$ 30,000</u>	<u>\$ 30,000</u>
<i>TRANSPORTATION</i>	<u>\$ 10,000</u>	<u>\$ 10,000</u>	<u>\$ 10,000</u>	<u>\$ 15,000</u>	<u>\$ 15,000</u>
<i>MARKETING</i>	<u>\$ 5,000</u>	<u>\$ 5,000</u>	<u>\$ 5,000</u>	<u>\$ 5,000</u>	<u>\$ 5,000</u>
<i>FOOD/CAFETERIA SUPPLIES</i>	<u>\$ 2,500</u>	<u>\$ 3,000</u>	<u>\$ 4,500</u>	<u>\$ 4,500</u>	<u>\$ 4,500</u>
<i>CONTRACT MAINTENANCE</i>	<u>\$ 100,000</u>	<u>\$ 200,000</u>	<u>\$ 250,000</u>	<u>\$ 240,000</u>	<u>\$ 240,000</u>
<b>TOTALS</b>	<u>\$ 3,908,200</u>	<u>\$ 4,510,500</u>	<u>\$ 5,209,800</u>	<u>\$ 5,859,727</u>	<u>\$ 5,859,727</u>

**WORKING CAPITAL/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**

**ADDITIONAL NOTES:**

NONE

**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 procedure for evaluating the overall effectiveness as related to the mission of the school will consist of many parts. These procedures are:

- The Board of Directors for Horizon Academy will review End of Grade EOG test scores and adjust the teaching focus as necessary. The Curriculum Coordinators will be assessed by the Board of Directors to assess the school's overall performance as related to its goals and educational plans.
- Families will be given a survey to complete anonymously at the end of each school year. This survey will address the school climate, academic program, methodology, communication between school and home, and overall family satisfaction.
- An Education Committee will be established by the Board of Directors to assess the school's overall performance as related to its goals and educational plans.
- Faculty members will complete a similar survey about the school year to be addressed in planning meetings in preparation for the coming school year.
- Student Performance on Standardized Tests

- Analysis of Curriculum

Horizon Academy will report on the following:

- Student Performance in the Classrooms as Related to the School's Goals
- Analysis of Special Education Program
- Analysis of Data from Family Surveys
- Analysis of Data from Teacher Surveys
- Evaluation of IEP Students' Progress

Assessments of overall effectiveness will be based from teacher, student, and parent morale and on teacher and student retention.

**FINANCIAL AUDITS: GS 115C-238.29F (f) (1)**

**Describe the procedure and method for conducting an independent financial audit for the proposed charter school. Give the name of the firm that will conduct the audit. Include the complete mailing address, telephone number and fax number.**

In accordance with the general statute, the school will adhere to reporting requirements established by the State Board of Education in the Uniform Education Reporting System by reporting at least annually to the State Board of Education via the Department of Public Instruction.

At the conclusion of each fiscal year, Horizon Academy's Board of Directors will engage an independent auditor to conduct the annual audit of the school's finances, practices, and records. The Board will interview a minimum of three auditing firms before selecting the financial auditor. The Board of Directors will select a licensed North Carolina CPA, approved by the Local Government Commission (LGC), in conjunction with auditing standards to conduct financial audits for charter schools. The purpose of the audit is to demonstrate compliance with state law for a non-profit corporation. The audit will be conducted in a timely manner as required by the LGC. The audit will verify the accuracy of the school's financial actions throughout the year, attendance and enrollment, accounting practices and financial statements. The audit will also review the school's internal protocol.

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

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

**SAFETY**

- Uniform dress code for students will identify persons who do not belong on campus
- Visitor sign-in, looking into new technology for this and identification badges will identify school guests.
- Small class sizes will ensure faculty familiarity with enrolled students.
- Full Time Nurse located near front office.
- On campus video surveillance cameras will be placed in strategic locations
- Fire and hurricane safety will be addressed with students.

### WEATHER EMERGENCY

If weather conditions threaten the safety of the school or transportation to or from school, the following policies will be followed:

- State guidelines for regular fire drills and tornado drills will be followed to ensure all staff and students are prepared to handle such emergencies safely.
- Based on information from appropriate sources, the Principal, or designee, will determine any necessary schedule changes due to weather or emergency circumstances. Such schedule changes or closings will be made known on TV Channel 5 and other media as soon as possible. Horizon Academy reserves the right to differ in these decisions from those of Franklin County Public Schools.
- In case of a delayed opening, Horizon Academy will still dismiss on a normal schedule.
- In case of an early release, the Principal and sufficient staff will remain at the school until all students have been picked up by a caregiver.

### MAJOR CRISIS EVENT

In case of a major crisis event during the regular school day or at a school function, all faculty members not directly in charge of students will immediately report to the office and function as the crisis team. Examples of a major crisis may include, but are not limited to, missing student, weapon on campus, unwanted intruder, and bomb threat.

- At the first sign of such crisis, the front office is to be notified and will determine whether 911 should be called.
- All faculty members will be informed of the situation and given further directions.
- Parents of involved students will be notified using the student information card.
- Principal or designee will search the school grounds when appropriate.
- The school will fully cooperate with local law enforcement to determine further steps needed.
- An incident report will be completed and put on file.
- A plan for assisting physically disabled students will be created on

### IMMUNIZATION OF STUDENTS

Student Immunizations are required up to date and on file in accordance with North Carolina General Statute G.S. 130A-1:

- Proof of Tetanus-diphtheria vaccine
- 2 MMR vaccinations or Proof of 1 Mumps vaccination
- Proof of 2 Rubella vaccinations, and Proof of 1 Rubella vaccination

- Polio Series.
- The record of these immunizations must be signed by a health care professional or have the stamp of a clinic or health department.

Horizon Academy will have at least one certified school nurse full time on the school campus. Children needing medications will be directed to the nurse. This policy covers over-the-counter medication as well as prescription drugs.

#### FIRE AND SAFETY REGULATIONS

Horizon Academy will be in full compliance with applicable federal, state, and local fire and safety regulations. We will submit to inspections by officials as required by law.

- Fire lanes will be clear at all times as well as exits, hallways, landings, and stairs.
- Combustible materials needed for cleaning, scientific experimentation, or art will be properly stored and maintained.
- Violations will be reported to the Principal.
- The Principal will visually inspect all areas of the building bi-monthly for the purposes of keeping the building safe from fire hazards.
- Monthly fire drills will be completed as required by law.

#### FOOD INSPECTIONS

Decisions will be made between hiring an outside catering company or using food delivery services. In house food service will not be available. The catering company or food delivery will be accountable for food safety. Meals offered will be healthy and well rounded. Parents will have the option of paying for these meals or having their child bring a lunch from home.

- Food brought on to campus will be stored in proper containers away from chemicals.
- Surfaces used for dining will be cleaned with approved materials. Such materials will be stored and disposed of properly.

#### HAZARDOUS CHEMICALS

Horizon Academy will follow the guidelines as issued by OSHA. The school will undergo all necessary inspections, and follow all guidelines. Some examples of our methods are:

##### IF OUTSIDE:

- Move all students and staff away from the spill area
- Contact the school administration
- Administration should contact emergency services (911)

##### IF INSIDE:

- Avoid contact with the spill
- Evacuate the building or classroom if necessary
- Contact the school administration
- Administration should contact emergency services (911)
- Administration should locate Material Safety Data Sheets if the spill is known and have available for emergency responders.

All OSHA documents, including Material Safety Data Sheets and record keeping will be kept in the Nurses office and the Nurse will be in charge of recording any and all incidents. A member of the Horizon Academy team will be chosen to take the 3 day OSHA course required to become a designated trainer to our school staff.

#### BLOODBORNE PATHOGENS

The school will meet all requirements per the State and OSHA guidelines. All staff members will be educated and trained on how to cope with a blood borne emergency. An example of these methods is:

- Determination of employee exposure
- Implementation of various methods of exposure control, including:
  - Personal protective equipment
  - Housekeeping
- Hepatitis B vaccination
- Post-exposure evaluation and follow-up
- Communication of hazards to employees and training
- Recordkeeping
- Procedures for evaluating circumstances surrounding exposure incidents

#### 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	Replacement Cost
Motor Vehicle Liability per occurrence	\$1,000,000

#### Bonding

Minimum amount: \$250,000  
Maximum amount: \$1,000,000

Other:  
None

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

**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.**

To help with the issues of transportation our PTA members or a parent volunteer will be in charge of getting a carpool list put together for the families needing help. Should we have a student or students that need more assistance we will use Lucas Transportation or other modes of transportation for a limited time until a carpool family is arranged for future transportation. Funds will be reserved in the budget for such issues.

Our special needs students will be given access to a free and appropriate public education and related educational services – including transportation. North Carolina General Statutes (laws) regarding school transportation are found in Article 17 of Chapter 115C, sections 239-262. These policies are requirements and have the full effect of law. Franklin County Schools will also be contacted as the Local Education Agency for ideas and advice. As mandated, our students with special needs will be provided transportation as necessary. The student's IEP (Individualized Education Plan) will specify any special circumstances (equipment, supervision, vehicle type, etc.) that will be provided to meet the student's needs. Horizon Academy will on occasion work with a third party transportation service for field trips or other issues that may arise.

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

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

The goal of Horizon Academy is to find available land in the area of Franklin County. Our ideal location would be near the intersection of Capital Blvd US HWY1 and Bert Winston or HWY 98 near HWY 96. Either of these intersections would ensure easy accessibility to a wide area of Franklin County. We hope such a convenient location would allow easier transportation for working families and allow a cross-section of Franklin County to be represented in our school population.

It is the intention of the board to have a building built for the school on donated land and to lease the building until it could be purchased. The facilities shall be a two part plan. The first building shall be for grades K-5. This building will be constructed from plans already used on previous schools saving architecture time. Construction would begin immediately after State Board of Educations approval as to keep any delays from occurring. The second building for grades 6-8 will begin construction as soon as the first building is completed.

Horizon Academy will have a few back up plans such as to purchase the location and have manufactured buildings placed onsite to use for one to two years while construction of permanent structure can be completed. The second back up plan is to renovate an older building to meet the schools needs. However this makes the future plans to grow the Middle School in the same location more difficult. However, it can

be done. The third option is to identify another vacant building or shopping center space large enough to accommodate the school.

Name of the facility (if known): TBD

Address: TBD

City/State/Zip: UNKNOWN

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.**

Horizon Academy will hire sources for inside custodial work and exterior landscaping maintenance, and building repairs on an as needed basis. This will save money on salary, health insurance, and other benefits.

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

Horizon Academy will have a few back up plans such as to purchase the location and have manufactured buildings placed onsite to use for one to two years while construction of permanent structure can be completed. The second back up plan is to renovate an older building to meet the schools needs. However this makes the future plans to grow the Middle School in the same location more difficult. However, it can be done. The third option is to identify another vacant building or shopping center space large enough to accommodate the school.

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

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

The method of which Horizon Academy will market itself to the public will be that in which many kinds of strategies will be put into action.

Examples of our proposed techniques are:

- Contact with community organizations that promote the interest of children such as schools and daycares, athletic facilities, and churches.
- Advertisements in local family based magazines such as "Carolina Living" and "Family Fun".
- Billboards placed strategically along US Hwy 1.
- Meetings held at a local facility to educate the public of the schools mission and future impact.
- [www.thehorizonacademy.org](http://www.thehorizonacademy.org) will be used as a resource to inform the public of future meetings and processes of the school.
- Advertisements in local newspapers such as "The News and Observer", "The Daily Dispatch", "The Wake Weekly", and "The Triangle Tribune".
- Word of mouth, neighbor to neighbor.
- Submit public relations articles for local newspaper.
- Education job fairs at local universities to recruit teachers.
- Contact North Carolina Teaching Fellows program directors to e-mail information to senior education students.

**LEA IMPACT STATEMENT**

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

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

**APPENDICES (OPTIONAL)**

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

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**Appendix A**  
**Horizon Academy Charter School By-Laws**

## HORIZON ACADEMY CHARTER SCHOOL BY-LAWS

### ARTICLE I

#### SECTION 1: Name

The name of the non-profit corporation is Horizon Academy Charter School (the Corporation), duly authorized under the statutes of the State of North Carolina.

#### SECTION 2: Principal Office

The principal office of the Corporation is located in the City of Youngsville, in Franklin County, in the State of North Carolina. The street address of the initial registered office of the Corporation is P.O. Box 986, Youngsville, North Carolina, 27596 and the name of the initial registered agent at such address is Sonya R. Bellson.

### ARTICLE II Purposes

#### SECTION 1: Purposes

The purpose of Horizon Academy Charter School (the Corporation) is to establish a charter school under North Carolina Charter School Statutes and to pursue related educational endeavors.

### ARTICLE III Board of Directors

#### SECTION 1: Powers

The activities, affairs and business of the Corporation shall be conducted by or under the direction of the Board of Directors.

#### Section 2: Number, Qualifications, Election, and Tenure

- a) The number of members constituting the Board of Directors shall be between five (5) and ten (10) members.
- b) A person needs to be at least eighteen (18) years old to be qualified as a Director. Paid employees of the Corporation may serve on the Board of Directors only as Non-Voting Members.
- c) Any qualified person seeking to become a Director of the Board will submit an application including a resume and explanation of why he/she is seeking membership to the Board. When a vacancy or vacancies occur, either by death, resignation, and removal from office, end of term, tenure limit, and/or for any other reason the remaining Board Members will review the applications submitted and elect the applicant(s) seeking to become members of the Horizon Academy Board of Directors. The Board Members may conduct interviews with the perspective Board Candidates.
- d) Each Executive Member shall hold office for a period of two (2) years. Each Active Member shall hold office for a period of three (3) years.
- e) The terms of each person appointed or elected to a two-year (2) term shall serve more than three (3) consecutive terms or more than four (4) terms over that person's lifetime. However, each Director shall continue in office until the successor in that office shall have been duly appointed or until the current

Director shall resign or become disqualified or until that Director shall have been removed. The terms of each person appointed or elected to a three-year (3) term shall serve no more than two (2) consecutive terms or more than three (3) terms over that persons lifetime.

### Section 3: Duties

a) Board Members shall perform any and all duties imposed on them collectively and individually by law, the Articles of Incorporation or by these By-Laws. Members shall stand in a fiduciary relation to the corporation and shall discharge the duties of the respective positions in good faith, and with that diligence and care which reasonably prudent men and women would exercise in similar circumstances and like positions.

b) Members shall appoint, remove, and employ the President of the Board of the Corporation.

c) Members shall meet at such times and places as required by these By-Laws. The Board will consider a member with four consecutive un-excused absences from regular meetings as having resigned.

### Section 4: Regular Meetings

Regular meetings shall be held at least six times per year unless otherwise designated by the President of the Board of Directors, by written call of a majority of its members, or by resolution of the Board. A regular annual meeting of the Board of Directors shall be held during the month of June each year.

### Section 5: Substitute Regular Meetings

If any regular meeting shall not be held as designated in section 4, above, a substitute meeting may be called by the President or by two or more of the Members. This meeting may be designated as a regular meeting.

### Section 6: Special Meetings

The persons authorized to call Special Meetings of the Board are the President or at least two Members. All Board Members must be notified not less than four (4) days in advance of the place and time of a Special Board Meeting, such notice to be made pursuant to Section 7, below.

### Section 7: Notice of Meetings

Notice of any regular meeting, including the Annual Meeting of the Board of Directors shall be given to the Board Members at least seven (7) days prior thereto. Notice of any special meeting of the Board of Directors shall be given at least four (4) days prior thereto. All notices shall be in writing delivered personally or sent by mail, telegram or fax to the address of each Member as shown on the records of the Corporation.

### Section 8: Quorum

The presence of a majority of the members of the Board of Directors at a meeting duly assembled shall constitute a quorum for the transaction of business. If less than a quorum is present at the time and place of any meeting the Directors present may adjourn the meeting until a quorum shall be present.

### Section 9: Voting

Except as otherwise expressly provided by statute or by these By-Laws, the action of a majority of the Board Members present at a meeting in which there is a quorum shall be the action of the Board of Directors. A Member who is present at a meeting where there is an action on corporate matters shall be

presumed to have agreed to the action taken; unless a contrary vote is recorded or otherwise entered into the minutes of the meeting.

#### Section 10: Resignation of Board Members

A Member may resign at any time by giving notice in writing to the President or Secretary of the Corporation. Such resignation shall take effect at the time specified, or if no time is specified, at the time such resignation is received by the President or Secretary.

#### Section 11: Vacancies

If a vacancy should occur in the Board of Directors by death, resignation, disqualification, or otherwise, the remaining Board Members may continue to conduct the Corporation's business. The vacancy may be filled as provided in Section 2c of this Article III. If a vacancy is not filled within sixty (60) days, such vacancy may be filled by the vote of less than a quorum, or by the sole remaining Member if there is only one Member remaining, even though such majority is less than a quorum. A Member who is chosen in this manner shall hold office for the unexpired portion of the term of the person whom the newly elected Board Member succeeds.

#### Section 12: Compensation

Board Members shall serve without compensation for their services to the Board. However, a person who is a Member may receive compensation for serving in another capacity in the Charter School for which there should be reasonable compensation, e.g., compensation as a substitute teacher for a short period of time.

#### Section 13: Member's Adverse Interest

If any Board Member has an adverse interest in a corporate transaction, such Member must make full disclosure to the Board of the adverse interest as soon as such Member knows, or should know of its existence. Upon full disclosure, the Board may approve the transaction only by a good faith vote of a majority of the disinterested Members present, regardless of being less than a quorum.

#### Section 14: Certain Member Liability

A Member shall be subject to the liabilities imposed by law upon Members. In addition, all Members who vote for or assent to any distribution of assets of the Corporation contrary to any lawful restrictions in the Non-profit Corporation Act of the State of North Carolina, the corporate Charter, or the By-Laws, shall be jointly and severally liable to the Corporation for the amount of such distribution. Furthermore, such liabilities shall not exceed the debts, obligations and liabilities existing at the time of the vote or assent where the Member relied and acted in good faith on financial statements of the Corporation to be correct and to be based on generally accepted principles of sound accounting practice by the President, Vice President, or the Treasurer, or certified by an independent public accountant or firm of such accountants to fairly reflect the financial condition of the Corporation.

### ARTICLE IV Officers

#### Section 1: Designation of Officers

The officers of the Board of Directors of this Corporation shall include the: President, Vice President, Secretary, and Treasurer. The Members may designate and fill other corporate officers as needed. Any

two offices or more may be held by one person, except the offices of President, Vice President, Secretary, and Treasurer. No officer shall sign or execute any document in more than one capacity.

#### Section 2: Election, Term of Office and Qualifications

Each officer shall be elected by the Board of Directors at the Annual Meeting. These officers shall hold office during the fiscal year after their election. Other officers, as needed, may be appointed in accordance with the provisions of Section 3 of this article and may be elected by the Board at the Annual Meeting.

#### Section 3: Subordinate Officers and Agents

The Board of Directors may appoint other officers or agents (i.e. President /Chief Executive Officer), each of whom shall hold office for such period, have such authority, and perform such duties as the Board of Directors may determine. The Board of Directors may delegate to any officer or agent the authority to appoint any subordinate officer or agent and to prescribe the respective authorities or duties.

#### Section 4: Duties

Officers shall stand in a fiduciary relation to the Corporation and shall discharge the duties of their respective positions in good faith, and with that diligence and care which reasonably prudent men and women would exercise in similar circumstances and like positions.

#### Section 5: Removal

The officers specifically designated in Section I of this Article IV may be removed either with or without cause, by vote of the majority of the Board of Directors present at any regular meeting; or at a special meeting of the Board called for that purpose. The officers appointed in accordance with the provisions of Section 3 of this Article may be removed, either with or without cause, by the Board of Directors, by a majority vote of the Members present at any meeting. The removal of any person from office shall be done without prejudice to the contract rights, if any, of the person so removed.

#### Section 6: Resignations

Any officer may resign at any time by giving written notice to the Board of Directors or to the President or Secretary of the Corporation. Or, if that officer was appointed by an officer or agent in accordance with Section 3 of this Article, by giving written notice to the appointing officer or agent.

#### Section 7: Vacancies

A vacancy in any office because of death, resignation, removal or disqualification, or any other cause, shall be filled for the unexpired portion of the term of such office in the manner prescribed by these By-Laws for regular appointments or elections to such offices.

#### Section 8: President

The President shall have general charge of the corporation and the affairs of the Board of Directors. The President has the responsibility for conducting meetings and shall perform such other assigned duties by the Board of Directors.

Section 9: Vice-President

At the request of the President, or in absence or disability of the President, the Vice-President shall perform all the duties of the President and when so acting shall have all the powers of, and be subject to all the restrictions upon, the President.

Section 10: Secretary

The Secretary (or designee) shall keep the minutes of the meetings of the Board of Directors and shall see that all notices are duly given in accordance with the provisions of these By-Laws or as required by the law. The Secretary shall be the custodian of the statements, books, records, reports, certificates, and other documents of the Corporation and the seal of the Corporation, and see that the seal is affixed to all documents requiring such seal. The Secretary shall perform all duties and possess all authority to the office of Secretary, and such other duties and have such other authority as may be assigned by the Board of Directors.

Section 11: Treasurer

The Treasurer shall have supervision over the funds, receipts, disbursements and securities of the corporation. The Treasurer shall perform such other duties and have such other authority as may be assigned or granted by the Board of Directors. The Treasurer may be required to give a bond for the faithful performance of the duties of the office in such form and amount as the Board of Directors may determine.

Section 12: Duties of Officers may be delegated

In case of absence of any officer of the corporation or for any other reason that the Board may deem sufficient, the Board may delegate authority of duties of such officer to any other officer or to any Member provided a majority of the entire Board of Directors concurs therein.

Section 13: Committees

Standing Committees will serve the purpose of achieving site based management and a keen sense of responsibility for academic achievement. Committees such as, Educational Committee, Business Committee, Facilities/ Maintenance Committee and Public Relations Committee will be organized to effectively involve and capitalize on the strengths of all its members.

ARTICLE V Procedures and Restrictions

Section 1: Contracts

Except as otherwise provided in these By-Laws, the Board of Directors may authorize any officer or agent to enter into any contract or to execute or deliver any instrument on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 2: Loans

No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name, unless and except as authorized by the Board of Directors. Any

officer or agent of the Corporation thereunto so authorized may affect loans or advances for the Corporation and for such loans and advances may make, execute, and deliver promissory notes, bonds, or other evidences of indebtedness of the Corporation.

### Section 3: Deposits

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks or trust companies or with such bankers or other depositories as the Board of Directors may select, or as may be selected by any officer or agent of the Corporation to whom such power may from time to time be given by the Board of Directors.

### Section 4: Checks, Drafts.

All notes, drafts, acceptances, checks and endorsements or other evidences of indebtedness shall be signed by the President or Vice-President and by the Secretary or the Treasurer, or in such other manner as the Board of Directors may determine. Endorsements for deposit to the credit of the Corporation in any of its duly authorized depositories will be made by the Principal or Treasurer or by any officer or agent who may be designated by resolution of the Board of Directors in such manner as such resolution may provide.

### Section 5: Gifts

The Board of Directors may accept on behalf of the Corporation any contribution; gift, bequest, or devise for the general purposes or for any special or educational purposes of Horizon Academy.

## ARTICLE VI General Provisions

### Section 1: Corporate Seal

The corporate seal shall be in such form as shall be approved by the Board of Directors.

### Section 2: Fiscal Year

The fiscal year of the corporation shall begin July 1<sup>st</sup> – and end on June 30<sup>th</sup>.

### Section 3: Amendments to By-Laws

These By-Laws may be altered, amended, or repealed, and new By-Laws may be adopted at any regular or special meeting upon a two-thirds vote of the Members then in office; provided however, that notice shall be given of the intention to alter, amend, or repeal or to adopt new By-Laws at such meeting at least seven (7) days prior to such meeting in writing delivered personally or sent by mail, telegram or fax to the address of each Member as shown on the records of the Corporation.

### Section 4: Books and Records

The Corporation shall keep correct and complete books and records of accounts and shall keep minutes of the proceedings of its Board of Directors.

### Section 5: Officer and Member Indemnification

The Corporation shall indemnify any Member officer or former Member or officer of the Corporation or any person who may have served at its request as a Member or officer of another corporation, partnership, joint venture, trust, or other enterprise against liabilities and reasonable litigation expenses, including

attorneys' fees, incurred by the Member in connection with any action, suit or proceeding in which that Member is made or threatened to be made a party by reason of being or having been such Member or officer, except in relation to matters as to which the Member shall be adjudged in such action, suit or proceeding to have acted in bad faith or to have been liable or guilty by reason of willful misconduct in the performance of duty. The indemnification authorized by this Section 5 (a) shall be in addition to that permitted by General Statutes Sections 55A-17.2 or 55--17.3 or North Carolina General Statutes or as authorized in these By-Laws.

The corporation may purchase and maintain insurance on behalf of any person who is or was a Member, officer, employee or agent of the corporation or is or was serving at the request of the corporation as a Member, officer, employee, or agent of the corporation, partnership, joint venture, trust, or other enterprise against any liability asserted against and incurred by the person in such capacity, or arising out of the officer's status as such, whether or not the corporation would have the power to indemnify that officer against such liability.

Expenses incurred by a Member, 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 of Directors in the specific case upon receipt of an undertaking by or on behalf of the Member, officer, employee or agent to repay such amount unless it shall be ultimately be determined that the person is entitled to be indemnified by the corporation as authorized in Section 55A-17.2 or 55A-17.3 of North Carolina General Statutes or as authorized in these By-Laws.

#### Section 6: Conflict of Interest

No Member, officer, or employee of the corporation shall obtain any direct or indirect economic stake in any entity participating in the programs of the corporation, and the corporation shall not employ any individual who serves as a Member or officer of such an entity, or an individual who owns a stake in any such entity. It is the policy of the corporation that no Member, officer, or employee of the corporation shall receive any personal or private benefit resulting from the activities of the Corporation or from the receipt by the Corporation of funds from the State of North Carolina or from any other source, apart from reasonable compensation for services rendered and reimbursement for reasonable expenses incurred in the conduct of the business of the Corporation. In furtherance of this policy, the Board of Directors shall have the power to make such rules and regulations concerning conflicts of interest as it deems appropriate from time to time.

#### Section 7: Gender

The Board of Directors will not discriminate any Members based upon gender, religion, ethnicity, or age.

#### Section 8: Prohibited Activities

The Corporation shall comply with 501(c)(3) prohibitions against substantial lobbying and involvement in political campaigns for public candidates. No part of the net earnings of the corporation shall inure to the benefit of or be distributable to, its members, officers, or other private persons.

Notwithstanding any other provisions of these articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporations exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or (b) by a corporation, contributions to which are deductible under Section 17Q(c)(2) of the Code.

Section 9: Disposal of Assets

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the Corporation as directed pursuant to North Carolina General Statutes and the Articles of Incorporation.

The undersigned Officers certify the foregoing By-Laws have been adopted as the revised By-Laws of the Corporation, in accordance with the requirement of the Corporation Law.

Dated: February 12, 2009

\_\_\_\_\_  
President, Michael Kokkonen

\_\_\_\_\_  
Vice President, Eric Engbers

\_\_\_\_\_  
Treasurer, Cynthia Worrell

\_\_\_\_\_  
Secretary, Sonya Bellson

\_\_\_\_\_  
Active Member, Cristina Garner

\_\_\_\_\_  
Active Member, Mark McArn

\_\_\_\_\_  
Active Member, Lou Bellson

## Appendix B

### Resumes for Board of Directors

1068 Silverleaf Drive  
Youngsville, NC 27596

**Michael Kokkonen**

919-283-0754  
michaelkokkonen@gmail.com

**Qualification Summary:** 8 years progressive experience in the adult higher education field in the specific area of distance learning via online, 3 years of which have included teaching first-term students online. Masters degree prepared with 5 years in Academic Affairs dealing with faculty, students, and administration in an adult distance learning environment. Additional online experience including facilitating undergraduate online courses beyond first-term, facilitating faculty workshops, creating training materials, training newly hired faculty members, working with curriculum in new course development and course refinement, working in all areas of governance including coaching and mentoring new faculty members while they taught their first online course.

### **Online Teaching Experience**

#### **First Term/Entry Point Students**

3 Years teaching undergraduate entry point courses for first term students. Specific course topics included time management skills for distance learners, goal setting and life management, fundamentals of APA formatting, basics of plagiarism and how to avoid it, academic online research, utilizing online university library, participating and interacting with fellow students in the online environment, working with teams in the online environment, ethics and academic honesty, using PowerPoint for presentations, and writing a guide for student success throughout their online education.

### **Management Courses**

Approved for all Business Management content area courses. Specific courses taught include sports management and business management courses for students beyond their first term.

### **Distance Learning Experience**

#### **Academic Affairs**

Applied student feedback from mid-course and end-of-course surveys and provided to curriculum team for review and course refinement as needed. Provided curriculum team with faculty course feedback for additional review and updating of course materials. Moderated faculty discussion and answered questions and interacted with faculty as needed. Processed governance issues in the specific areas of reporting, as well as setting and enforcing student and faculty guidelines. Approved faculty members to teach various content areas.

### **Management and Leadership**

Experience managing team responsible for handling and processing all classroom academic issues in the online environment for the university. First manager of the team to have 4 consecutive quarters of 100% on-time completion rate, despite an overall workload that tripled from the previous year.

### **Human Resources**

Conducted candidate search and qualifications evaluation. Experience includes interviewing both internal and external candidates, creating written job descriptions, and coordinating candidate hiring and promotion processes through HR. Performed employee performance reviews, including documenting employee reviews and performance.

### **Customer Service**

Extensive experience dealing with both internal and external customers on a variety of issues. Dealt with escalated student and faculty issues, and was assigned to specifically diffuse escalated classroom issues from moving into legal action.

### **Marketing**

Developed marketing and sales plan for startup technology company. Brought in first customers for the company, developed a prospecting lead base for the sales department. Developed marketing and sales materials including information packets and PowerPoint presentations.

### **Computer Skills**

Excellent knowledge of general computer and internet-based programs. Comfortable with both Macintosh and Windows-based Microsoft products, including (but not limited to) Word, Excel, Visio, Outlook, PowerPoint, and FrontPage.

### **Employment Summary**

Apollo Group, inc.- University of Phoenix

Feb.2001-Present

Full Time Research Faculty

- Taught entry-point and lower-division level management courses
- Developed faculty training materials for training workshops
- Worked on escalated student and faculty classroom issues
- Approved faculty for specific content areas

Instructional Specialist

- Taught workshops for new faculty members
- Coached and mentored new faculty members throughout their first online course
- Ensured compliance for faculty members both in and outside of the online classroom

Academic Issues Manager

- Managed team responsible for processing all classroom issues filed for the university
- Responsible for producing quarterly reports summarizing performance for executive team
- Developed new processes for handling and documenting all academic issues

Advisor

- Enrolled and retained more than 400 students
- As a team lead was responsible for helping to manage a team of 16 recruiters
- Trained and mentored new recruiters through their probation period of 90 days

AVI International

Sep. 2000 – Jan. 2001

Director of Marketing

- Created all marketing and sales materials for startup technology company
- Created prospecting database for sales department

- Brought in all customers for the company during my tenure

Insight Direct

July 2000 - Sept. 2000

Account Executive

- Phone based outside sales position of computer products
- Created new prospecting system for all sales staff
- Created process outlines and documentation for prospecting for sales staff

TransWorld Systems

July 1999 – July 2000

Sales

- 100% Commission-based outside sales position selling collection services to businesses
- Created sales presentations for potential clients as well as marketing materials
- Business-to-business cold calling to generate new leads

**Education**

Bachelor of Science in Business Management- University of Phoenix

Master of Arts in Education – University of Phoenix

Eric Engbers  
 110 Rivers Edge Dr., Youngsville, NC 27596  
 919.556.7316 Home / 919.634.0314 Mobile  
[ericengbers@gmail.com](mailto:ericengbers@gmail.com)

Summary

Results Oriented Technology Executive with proven ability to deliver value through strong strategic leadership, execution, team building and individual contribution.

Most recently developed and executed an “intrapreneurial” plan co-founding a wholesale division within an established retail-focused telecom company. This full spectrum effort spanned initial brand/identity creation, product definition and development, sales and sales management, vendor management, and sales / network operations management. The result was a high-growth path organization, with strong Domestic and International long distance product offerings, which achieved a run rate of nearly \$15 MM in less than one year from initial product readiness, producing comfortable contribution margin while maintaining growth.

Areas of Expertise

- Sales / Business Development
- Vendor Management
- Technical and Operations Management
- Strategy and Product Leadership
- Complex Deal and Contract Negotiations

Experience

PowerNet Global Communications 2006-2008  
*Vice President*, PNG Carrier Services

***Created and successfully executed a multi-year plan co-founding a new wholesale division within an established retail telecom company, producing nearly \$15 MM in annualized revenue within one year of product readiness.***

Responsible for the full spectrum of activities associated with the Domestic and International Carrier Services along with management of over 30 direct and indirect reports supporting multiple business units.

- Direct Carrier Sales and Account Management (Domestic and International)
- Led Domestic and International Carrier Relations
- Product Strategy, Definition and Management
- Responsible for Sales Operations / Back-office Integration
- Managed Rate and Code Administration, Routing and Offer Management
- Class 4 and Class 5 Network Engineering and NOC

PowerNet Global Communications

*Director – Strategic Business Development, Corporate Development (2006)*  
***Analyzed core capabilities and executed sales efforts to allow for additional monetization of assets and resources resulting in \$1MM in Gross Margin in year one.***

Development of successful Wholesale Toll Free Dial-up Internet Access offering.

Provided significant cost savings along several lines of business via vendor reselection and renegotiation.

Late stage negotiations of several M&A transactions.

WiMAX Global Roaming Alliance 2005-2006

*Co-Founder and Chairman*

***Established working group of industry leaders and prospective users of emerging WiMAX technologies encouraging open roaming and ubiquity.***

Effort focused at capturing mindshare and propelling thought leadership to encourage availability of services and alignment with efforts at RemotePipes.

Recruited and led speaking panels of industry CEO's and other leaders at numerous leading WiMAX industry events.

RemotePipes, Inc. 2001-2006

*President*

***Conceptualized and implemented business model transformation from facilities based dial-up ISP to Global Internet Access service provider.***

Responsible for entry into new line of business while maintaining established legacy revenue for start-up technology company.

Provided comprehensive organizational leadership and day-to-day management.

Architected software platform and offering which serviced Fortune 500 customers and secured major brand distribution.

Sole responsibility for development of the global Internet access network.

- Secured complete set of vendors for 40,000+ location >150 country dial-up footprint and 15,000+ location >30 country Wi-Fi footprint.

Core role in closing strategic distribution channel partnerships including; Verizon, Adelphia, Shaw, Rogers, Charter, and more.

Direct customer wins included the Tribune Company, Motorola, NOAA Fisheries and 150+ SME customers from various verticals, along with 25,000+ total non-SMB seats.

RemotePipes, Inc.

*Vice President, Business Development (2001)*

***Responsible for development of strategic business relationships and creation of new revenue by leveraging core capabilities and method-***

***patented VPN and IP services technologies in new markets/opportunities.***

Cumulative efforts resulted in over 500% increase in overall wholesale usage in 12-18 months with negligible margin impact and minimal added SG&A expense, propelling this start-up company to several consecutive quarters of profitability.

Created wholesale services team with direct sales, reseller and agent channels.

Managed business, technical and marketing integration with new partners.

MyTurn.com, Inc.

2000-2001

*Director, Internet Operations*

***Managed consumer-focused ISP and corporate Internet operations for Internet appliance manufacturer.***

Selected, evaluated, negotiated and managed all supplier relationships/SLA's to provide redundant network coverage across a key nationwide retailer's footprint as prerequisite for critical distribution relationship.

iPass, Inc.

1999-2000

*Senior Network Quality Analyst*

Core team member in global vendor relations group.

Owned >80 vendor relationships in Europe, the Americas and key global providers.

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**Education**

Bachelor of Science, Agricultural Business  
*California Polytechnic State University, San Luis Obispo*  
***Magna Cum Laude***

Continuing Training:

Karass Effective Negotiating - 2000

Karass Advanced Effective Negotiating - 2001

The New Solution Selling – 2004

## Cynthia Worrell BSN, MSN, SNC, CLNC, RCF

### EXPERIENCE

November 2008 - Arizona State University  
Wrote questions for Health Care Course tract test banks for State testing and reviewed existing tests.

1990–Present University of Phoenix Phoenix, AZ

*Instructor*

Instructor for a Pediatric Clinical Didactic program.

Wrote and reconstructed, developed, and implemented three courses for School Nurse Certification 2003 from general goals to specific teaching activities and curriculum planning. Taught the courses for 9 years.

Wrote and implemented two courses for the School Nurse Certification Program level 2. Revised and updated three course curriculums.

Currently teaching in a variety of departments: Education, Electives, School Nursing, Nursing, Psychology, and Introduction Courses, in both undergraduate and graduate levels.

Faculty Member of the Year 1992.

Teach courses in Curriculum Construction, Communication, Marketing and Cultural Diversity for teachers and nurses.

Taught courses at the Southwest Institute for Healing Arts for one year.

Worked as a massage therapist part time 1 year 3-5 massage per week.

1986–Present Scottsdale Unified School District Scottsdale, AZ

*School Nurse Clinical Community Nurse*

Delegate at Large of the Phoenix Valley and Legislative Committee  
Chairperson for 2002-2004 for the School Nurses Organization of Arizona, affiliate of the National Association of School Nurses.

Served on the Executive Board as Secretary of the Scottsdale Education Association, affiliate of the National Education Association, from 1991-1999, 2003-2006.

Delegate to the Arizona Education Association Annual Conferences and Leadership Conferences every year 1991-1998, 2004-2005.

Served on School District Insurance Committee 1995-1998.

Constructed procedure and curriculum then implemented Crisis Management Program for the school.

Precept Nursing students from Scottsdale Community College, University of Phoenix and ASU.

Professional Certified School Nurse #SNO238 since 1990.

1989 Opened a new school – ordered supplies, staff, revised policies & procedures, wrote Anti bullying program and safe restraints training of teachers for the mentally handicapped children. Currently teaching various health topics to faculty and children.

1962-1966      Montclair Community Hospital      Montclair, CA  
*Lab Assistant*

Prepared Slides for tests  
Set up centrifuge and separators for specimens  
Helped draw blood with difficult patients.  
Processed and prepared specimens

## EDUCATION

1992-1999 Was a doctoral candidate in Health Services at Walden University in Minnesota. Only needed one class and completion of the dissertation for graduation.

1980-1983      Arizona State University      Tempe, AZ  
☞ MSN in Pediatrics with emphasis in Adult Education.

- ☞ Graduated Cum Laude.
- ☞ Received Community College Arizona Adult Teaching Certificate #6578 in 1983.

1973-1977      Arizona State University      Tempe, AZ  
☞ BS in Nursing

- ☞ Graduated Cum Laude and gave Commencement Speech for the class.
- ☞ President of Pinning Committee

Allstate Foundation Scholarship recipient.

ADDITIONAL ED

Certified Legal Nurse Consultant 1998 to present  
Attend yearly conferences for renewal and updates.

Holistic Nursing 1996- present  
Holistic Nurse Certified through the Holistic Nurses Association

Special training in color therapy, Therapeutic Touch, Reiki Master Teacher,  
Aromatherapy, adult and Infant massage.

Studied General Law 1988-1989 at Newport University, Law Department

Six Holistic Health courses taken at Harvard Medical School with Dr. Benson  
from 3/1997 -1/03. Included Mind Body Health and Spiritual Healing

Walden University - 1994-2004 Lacking one class for a doctorate in Health  
Services (Left because parents died and had to handle estate).

Quality Assurance Training

Marketing Training

Courses in Politics of Nursing and Nursing Administration

Life time Licensed Community College Instructor in Arizona

CPR & First certification current.

GENERAL  
INTERESTS

Member Sigma Theta Tau Beta, Epsilon Chapter

Member Arizona State Chapter Action for Healthy Kids

Member American Association of University Women

Honorary member of Integrated Medicine in 1996 to present

Included in Who's Who in Medicine and Healthcare 1996 to present

Included in Who's Who in American Nursing 1986 to present

Included in Who's Who in America 1986 to present

Included in Who's Who in Professional Management 1997 to present

Speaker at State Nursing Conferences on Legal Issues and Health care.  
1980, 1989, 1991, 1992, 1994, 1996, 1998, 2001, 2003

Member Space Nursing

Editor, writer and publisher of a Quarterly Newsletter 1990-1999.

Authored two articles on NGT method of consensus in *Nurse Networking*.

## RESEARCH

Master Thesis –

*Effect of an Education Program on Self-Esteem of Adolescents with Idiopathic Scoliosis*. 1983

Participant of Saybrook (San Francisco) Sausalito Consciousness Research

Laboratory Distance Healing Study on Patients with HIV.1997-1998

Participant in American Holistic Nurses Association Certificate Program in Holistic Nursing survey on how the Certificate Program affected the lives of the participating nurses 1998.

Participant in a study by the U.S. Department of Education Office of Educational research and Improvement on Graduate studies, choices and educational needs 1996.

Research on Effectiveness of Classroom Programs on Hazards of Smoking on Fifth Grade Students – Grant from the Tobacco Prevention Program to decrease numbers of students choosing to smoke 1994-1995

Doctoral Dissertation – *Attitudes of Arizona RN's toward Complimentary Health Care Techniques*. Two survey design – 1996 and 2003 for comparison and correlation.

Case Study Research on Health *School Nurses incorporating Complimentary Care Techniques into Practice* 1995.

School Nurses Organization of Arizona – Education Needs Research of School Nurses in Arizona – One Shot Survey Design 2002.

American Holistic Nurses' Association – Review proposals for research for the Research Committee. 2003 to present

Teach Research Techniques, Analysis, Process, Results Analysis UOP

ongoing medical and nursing research projects.

## REFERENCES

HORIZON ACADEMY CHARTER SCHOOL

Micki Hurley BA, RN	Nancy Knoblock RN
11117 W. Olive Dr.	18146 N. 113 <sup>th</sup> Ave
Avondale, AZ 85323	Surprise, AZ 85374
623-877-4067	623-583-2365

Andrea Kaufman	Al and Maryann Savino
13680 E. Paradise	5839 E. Sentinel Rock Rd
Scottsdale, AZ 85260	Cave Creek, AZ 85331
480-451-1611	480-595-5432

Walt Chantler, Principal	Michael Hillis. His Grace
9181 E. Redfield	2727 E. University #148
Scottsdale, AZ 85260	Tempe, AZ 85281
480-484-4000	480-649-0901

Email [Angel4carolina@yahoo.com](mailto:Angel4carolina@yahoo.com)  
60 Holstein Lane. Youngsville, North Carolina 27596  
Home (919) 435-7685 Cell (919) 594-2023

**Sonya R. Bellson**  
100 Rivers Edge Dr.  
Youngsville, NC 27596

(919) 495-9444  
[Sbellson2001@yahoo.com](mailto:Sbellson2001@yahoo.com)

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### *Experience*

**Eclipse Development**, Phoenix, AZ March 2003- Present  
Real Estate Salesperson

- Self employed agent, utilized my organizational skills to work efficiently and effectively.
- Grew referral base yearly by applying new marketing strategies and memorable customer service.
- Received great reviews based on company and customer satisfaction surveys.

**Keller Williams**, Mesa, AZ September 2001-March 2003  
Real Estate Buyers Agent

- Held role of Accredited Buyer Agent on high producing Real Estate Sales team.
- Continually met monthly, quarterly, and yearly quotas.
- Advanced Contract Coordinator after continually exceeding standards.
- Set record in agency of 50 agents for most home sales in one month.
- Contributed to Save the Family and held fundraisers for foundation.
- Purchased affordable housing for Save the Family to provide for families in troubling times.

**New Home Concepts**, Tempe, AZ May 2000-September 2001  
Real Estate Salesperson

- Held role of salesperson in largest Real Estate office location for company in Arizona.
- Set record for most home closings in one month.
- Grew referral base by giving memorable customer service.
- Advised clients on credit maintenance, lending options, and creative strategies.

**Hancock Communities**, Tempe, AZ August 1999-May 2000  
Sales Coordinator

- Input new sales contracts as they came into the corporate office from the model homes agents.
- Started homes through construction, Title, options, amendments, and closing with Lenders.
- Advised sales agents on contract problems and delays.
- Contributed to fundraising methods and coordinating for new cardiology wing at Phoenix Children's Hospital.

### *Skills*

- Computer knowledge, internet, power point, MLS, excel, word, windows, office, etc.
- Excellent communication and leadership skills.
- Team oriented and self motivated with an eye for detail.
- Genuine care and concern for communities well being, willing to help where ever possible.

*Education*

- Arizona Real Estate License, May 2000- Present  
Phoenix, AZ
- Designated Accredited Buyer Representative, 2001- Present

*References*

Kathleen Winn, Owner  
Eclipse Development  
(602) 315-3141

Mari Stoffer, Owner  
Previous owner of Keller Williams now C.A.R.E  
(602) 885-3755

Donna Talley  
Smith Debnam Law Firm  
(919) 250-2123

Rebecca White  
Realty Executives  
(623) 979-4100

\*New Home Concepts and Hancock Communities have since both been sold to larger companies.

**Cristina Garner**

125 Rivers Edge Drive  
Youngsville, NC 27596

919.602.1376  
cristinagarner@nc.rr.com

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**Experience**

**Ogilvy & Mather, Durham, NC**

August 2008-Present

Account Director

- Responsible for overall management and growth of major accounts in the retail digital product and travel and tourism segments
- Drive strategic recommendations to achieve client business objectives; manage the team responsible for tactical execution
- Partner with global agencies and client organizations to leverage established programs, resources and best practices to maximize efficiencies
- Direct national retail product launches
- Identify business opportunities to grow client portfolio revenue as well as new account development
- Maximize account profitability by managing resource allocation, staffing plans and project workflow
- Manage senior level client relationships

**SMITH, Raleigh, NC**

Account Director

April 2007-August 2008

- Led the strategic and tactical development of integrated marketing programs for major Southeast travel destinations including Hilton Head Island and Pinehurst as well as several local accounts
- Evaluated and redirected campaigns through results analysis and market research to achieve client objectives

**BBDO Detroit, Troy, MI**

Account Director

August 2002-January 2005

- Led the team responsible for strategizing, planning and executing brand marketing to support the Chrysler Group's retail sales efforts in Europe, the Middle East, Asia Pacific and Latin America
- Partnered with global marketing teams to establish initiatives aimed at driving sales through local distribution channels
- Developed and managed business plans for multi-million dollar account
- Managed client relationships at the central, regional and local levels
- Developed strategies to meet country objectives while supporting global brand positioning
- Initiated and launched a program redesign, streamlining development and production processes to reduce costs by 37 percent
- Conducted annual competitive research
- Responsible for internal and external executive management reviews
- Managed account supervisors

Account Supervisor May 1998-August 2002

- Accountable for the day-to-day program management of over 160 marketing deliverables annually to 39 countries in 24 languages
- Managed agency teams and program activity to consistently achieve project, timing and financial goals
- Managed multi-million dollar budget including forecasting and estimating
- Coordinated with U.S. and international agency teams and external partners to leverage efficiencies and increase program scope by 43 percent within a defined budget
- Developed annual client-to-client communication and solicitation plans
- Trained 22 international agency teams on program processes and scope annually
- Managed account executive team

**National Tech Team, Inc.,** Southfield, MI

Program Manager September 1997-May 1998

- Managed the operations of a technical support team for 28 corporate accounts including AAA, Ameritech, Amgen, Federal Mogul and Mobil
- Directed the launch of new projects into the support infrastructure
- Analyzed daily operating statistics and reports to determine trends and ensure operating efficiency

Senior Team Leader May 1996-September 1997

- Managed the day-to-day operations of a technical support team for Chrysler's dealership body and regional zone offices, supporting over 5000 sites
- Launched hotline for new client application including hiring staff and developing team infrastructure
- Managed support staff of thirty-two including off-site contract employees
- Awarded Creative Solutions award for process improvement initiatives

**Ross Roy Communications, Inc.,** Bloomfield Hills, MI

Assistant Account Executive March 1995-April 1996

- Coordinated logistics for the nationwide launch of a sales & marketing interactive training program for the Chrysler Group, involving 4800 sites
- Managed the production of interactive software from concept to distribution, integrating audio, video, animation and text onto disc
- Developed and implemented support staff training and procedures for hardware and software program elements
- Prepared and reconciled project budgets

Account Administrator April 1994-March 1995

- Routed program materials through appropriate agency channels while meeting timing objectives
- Maintained program records, timelines and reports
- Assisted account team with client presentations and requests

Education

Oakland University, Rochester Hills, MI

M.B.A.-Marketing Concentration

B.A.-Communications Arts; Minor-Business

August 2000

December 1993



**Appendix C**  
**Articles of Incorporation**



# NORTH CAROLINA

## Department of The Secretary of State

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To all whom these presents shall come, Greetings:

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

### ARTICLES OF INCORPORATION

OF

### HORIZON ACADEMY

the original of which was filed in this office on the 10th day of April, 2007.



IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 10th day of April, 2007

*Elaine F. Marshall*  
Secretary of State

Document Id: C20070580061  
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Date Filed: 4/10/2007 12:33:00 PM  
Elaine F. Marshall  
North Carolina Secretary of State  
C200705800619

State of North Carolina  
Department of the Secretary of State

ARTICLES OF INCORPORATION  
NONPROFIT CORPORATION


Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

- 1. The name of the corporation is: Horizon Academy
- 2. \_\_\_\_\_ (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).
- 3. The street address and county of the initial registered office of the corporation is:  
 Number and Street 100 River's Edge Dr.  
 City, State, Zip Code Youngsville, NC 27596 County Franklin
- 4. The mailing address *if different from the street address* of the initial registered office is:  
 P.O. Box 986 Youngsville, NC 27596
- 5. The name of the initial registered agent is:  
 Sonya Bellson, President
- 6. The name and address of each incorporator is as follows: See Attached

- 
- 7. (Check either a or b below.)  
 a.  The corporation will have members.  
 b.  The corporation will not have members.
  - 8. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.
  - 9. Any other provisions which the corporation elects to include are attached.
  - 10. The street address and county of the principal office of the corporation is:  
 Number and Street 100 River's Edge Dr.  
 City, State, Zip Code Youngsville, NC 27596 County Franklin
  - 11. The mailing address *if different from the street address* of the principal office is:
-

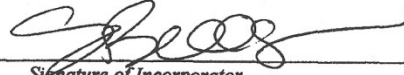
**#8 Distribution of assets upon dissolution for Horizon Academy:**

**The distribution of assets from Horizon Academy will be donated to a non- profit school or organization of choice at time of dissolution.**

  
\_\_\_\_\_  
**Sonya Bellson, President  
Horizon Academy**

12. These articles will be effective upon filing, unless a later time and/or date is specified: \_\_\_\_\_

This is the 25th day of February, 2007.



*Signature of Incorporator*

SONYA BELVISIN, PRESIDENT

*Type or print Incorporator's name and title, if any*

NOTES:

1. Filing fee is \$60. This document must be filed with the Secretary of State.

Revised January 2000

Form N-01

CORPORATIONS DIVISION

P. O. BOX 29622

RALEIGH, NC 27626-0622

## Appendix D

### Teaching Children with Autism Research

## Teaching Children with Autism

There is a growing epidemic of children being diagnosed with Autism in the United States. Because of this rapid growth, teachers of today's classroom need training to aid these exceptional needs students along side the special education program directors. Autism affects 1 in 150 children in the United States, far more than previously believed. In New Jersey, the rate is around 1 in 95. Nearly 120,000 school-age children nationwide were classified with ASD in 2002. Although it is known that ASD is the result of some abnormality in brain development, little is known about what causes ASD.

### What is Autism?

Autism Spectrum Disorders (ASDs) should be diagnosed by a medical professional with support from physical, occupational and speech therapists. Autism is diagnosed by characteristics. These characteristics can encompass all of these traits or simply two of them. They are:

- impaired communication- gazed eyes, body gestures, lack of verbal abilities
- impaired social interaction- does not seek to have fun or share enjoyment with others
- delays in development- delays in speech, normal tasks, and social interaction
- preoccupation of objects- ability to play with the same object for hours and tune out environment with intense focus
- inflexibility to routines- the inability to function with any changes
- repetitive mannerisms- hand flapping, finger twisting, or other movements
- unusual sensory perceptions- some children cannot feel pain, or enjoy the sensation of pain
- as the child becomes a teenager, autism can trigger depression, anxiety, and epilepsy

Alongside of Autism, you have Aspergers Syndrome (AS). Aspergers is also an autism spectrum disorder. The difference in Aspergers Syndrome versus autism is the level of social and behavioral issues. Aspergers Syndrome is usually compared to high functioning autism. Diagnosing this difference can be extremely difficult. Although not mentioned in standard diagnostic criteria, physical clumsiness and atypical use of language are frequently reported. Most individuals with AS can improve over time, but difficulties with communication, social adjustment and independent living continue into adulthood. Some researchers and people with AS have advocated a shift in attitudes toward the view that AS is a difference, rather than a disability that must be treated or cured. Both of these spectrum disorders, Autism and Aspergers Syndrome fall under the category of Persuasive Developmental Disorders (PDD).

Public schools, including charter schools, are required to provide autism education, and most children with autism do attend public schools. There are great advantages to a public education for children with autism. Because of the Individuals with Disabilities Education Act (IDEA), and Free and Appropriate Public Education (FAPE), in the least restrictive environment, there's much more to a public education than academics. Exceptional Needs children must receive the right supports to be at least moderately successful in as typical of a setting as they can handle. Each autistic child in public school must have an Individualized Educational Plan (IEP). In the IEP the parents and the educators lay out the individual child's goals, special needs, and benchmarks to measure progress.

Children with autism are most likely to get an adequate education based on someone else's vision of what adequate looks like. In some cases, what looks at first like an adequate educational program really isn't.

Parents are increasingly demanding more intensive, expensive services that offer the best chance to rescue their child from a lifetime of disability. Frequently, educators will see the problems and make changes based on the child's individual needs. Every child with autism is different, and every parent with an autistic child has a different vision of what their child needs. This means that it's extremely difficult to set up a single, solid autism program that suits the entire autism population. Depending on the child's needs and abilities, an autistic child will probably wind up in one or another of these settings:

- Typical public school classroom without special support (mainstreaming)
- Typical public school classroom with support (inclusion)
- Part-time typical classroom, part-time special needs classroom setting
- General special needs class
- Specialized public autism class with some inclusion or mainstreaming
- Specialized public autism class without inclusion or mainstreaming

### **Educating Options**

Some schools have set up an Applied Behavioral Analysis (ABA) program for their autistic students at great expense only to be sued by parents who are uncomfortable with ABA and prefer developmental therapies. ABA uses reinforcements in structured environments to encourage learning. Teachers break skills, from the simple to the complex, into small, measurable tasks that students repeatedly practice. When a child performs a target task he gets a reward. If a child instead slams that book onto the floor, she gets a prompt. The teacher might point to the book and nudge the kid's hand downward. Some schools have created autism classrooms complete with sensory integration sensory integration facilities, only to have parents object because they would prefer to have their child mainstreamed into a typical classroom.

Mainstreaming generally describes a setting in which a special needs or autistic child is part of a typical classroom with minimal extra support. Some accommodations may be in place, but in general the child is expected to behave appropriately in a large group, attend to a teacher, and do work at or near grade level. It may be especially tough for children who are non-verbal, very anxious, or likely to act out when under stress. A child with huge sensory and behavioral issues is never going to do well in a mainstream setting. In those fairly extreme cases when a child cannot fit into the traditional classroom, it's often possible to make a case for change.

Inclusion is the idea that autistic children are included in classrooms with typical children -- but they may have significant supports in order to be successful. Some support options include an aide, adapted curriculum, special social groups and more. Many parents prefer inclusion as a compromise between a special needs classroom and unsupported mainstreaming. Inclusion can be a terrific option in the right setting. There are a few potential down sides to inclusion. For example, autistic children in a typical classroom may suffer from bullying and teasing. If the child has a 1:1 aide, the teacher may see the autistic child as "taken care of," and focus their attention on other students. If the child has an adapted curriculum, it may actually be taught to him by the aide and not the trained, credentialed teacher.

Another option for educating autistic children is autistic support classrooms. Autistic support classrooms have several great advantages: they are usually very small classes, with a high adult to child ratio. They offer supports, such as visual teaching tools, which are specifically selected for autistic students. And they may also include intensive speech and social skills training in their curricula. In addition, children in autistic support classrooms, like those in special education classrooms, are usually included in general school activities such as assemblies, recess, and so forth. The down side of an autistic support classroom is that they tend to be quite segregated from the rest of the school. Children in these classes often spend all or most of the day with other autistic children. In addition, with so much attention paid to building social skills, these classrooms may neglect your child's academic strengths and abilities.

Parents and teachers need to assess autistic students to see what educational environment will best be suitable for their child. While the IEP describes the educational program for each special needs student, the truth is that a child's physical placement, teacher(s) and therapists will define their school experience. The definition of a good educational program depends upon the needs of the individual child. While there are certain elements that are likely to be positive for any child with autism, the bottom line is all about each child's individual strengths and challenges, and whether they "click" with their teachers, peers, and setting. Different families may also have specific preferences regarding therapeutic and teaching approaches, which vary greatly from school to school. Some questions to consider as you begin to analyze the autistic child are:

- Is the autistic child verbal and engaged?
- How are he/she academic skills?
- Can they handle large groups?
- Do they do well with a lot of sensory input?
- Do they have difficulties with focus?
- Has he/she had a tough time in typical classrooms in the past?
- What kinds of programs can your school offer?
- How well do local programs fit this child's needs and abilities?
- Are there local private or charter options that make logistical sense for your student?

### **Curriculum Ideas**

Developmental models are based on use of developmental theory regarding the fundamental nature of ASDs and design approaches to address the challenges. The Denver model is based largely on remediating ability deficits in emotion sharing, social perception by using play, interpersonal relationships, and activities, and symbolic thought to teach the power of communication. This program has shifted from a center-based treatment to service delivery in homes and inclusive school environments. Several studies have demonstrated improvements in cognitive, motor, play, and social skills beyond what would be expected.

The use of alternative communication modalities, including gestures, sign language, and picture communication programs, often is effective in enhancing communication. The Picture Exchange Communication System (PECS) is used widely. The PECS method incorporates ABA and developmental-pragmatic principles, and the child is taught to initiate a picture request and persist with the communication until the partner responds. Some nonverbal people with ASDs may benefit from the use of voice-output

communication aids, but published evidence for these aids is scant. Introduction of augmentative and alternative communication systems to nonverbal children with ASDs does not keep them from learning to talk, and there is some evidence that they may be more stimulated to learn speech if they already understand something about symbolic communication.

A social skills curriculum should target responding to the social overtures of other children and adults, initiating social behavior, minimizing stereotyped behavior while using flexible and varied responses, and self-managing new and established skills. Social skills groups, social stories, visual cueing, social games, video modeling, scripts, peer-mediated techniques, and play and leisure curricula are supported primarily by descriptive and anecdotal literature, but the quantity and quality of research is increasing.

Sensory integration (SI) therapy often is used alone or as part of a broader program of occupational therapy for children with ASDs. The goal of SI therapy is not to teach specific skills or behaviors but to remediate deficits in neurologic processing and integration of sensory information. Sensory integration allows the child to interact with the environment in a more adaptive fashion. Unusual sensory responses are common in children with ASDs, but there is not good evidence that these symptoms differentiate ASDs from other developmental disorders, and the efficacy of SI therapy has not been demonstrated objectively. "Sensory" activities may be helpful as part of an overall program that uses desired sensory experiences to calm the child, reinforce a desired behavior, or help with transitions between activities.

When children with ASDs move beyond preschool and early elementary programs, educational intervention continues to involve assessment of existing skills, formulation of individualized goals and objectives, selection and implementation of appropriate intervention strategies and supports, assessment of progress, and adaptation of teaching strategies as necessary to enable students to acquire target skills. The focus on achieving social communication competence, emotional and behavioral regulation, and functional adaptive skills necessary for independence continues.

Some great examples of new techniques that were found by doing this research was the Autism Curriculum Encyclopedia (ACE) which is a software based system along the with core skills assessment. ACE contains over 900 customizable lesson plans and keeps records for IEPs and parents.

Another example is TEACCH (Training and Education of Autistic and Related Communication Handicapped Children) is a special education program that is tailored to the autistic child's individual needs based on general guidelines. Building on the fact that autistic children are often visual learners, TEACCH brings visual clarity to the learning process in order to build receptiveness, understanding, organization and independence. The child is guided through a clear sequence of activities and thus aided to become more organized.

Autism Inspiration is a diverse autism website for teachers covering everything from newly diagnosed children to offering curriculum, lessons, activities, motor development skills, organizing classrooms, social development, sensory skills, and much more. Critical elements to any successful educational program for autistic students are:

- Teachers (whether a special education teacher or a typical classroom teacher) should have both training and experience in working with autistic children.

- Teachers should have both implicit and explicit support from the school administration. They should be able to access resources, training and materials as needed.
- Teachers should be able (based on her abilities and resources, and on the school's policies) to modify program and curriculum to your child's needs and strengths based on your child's IEP (Individualized Educational Program).
- Various different teaching styles should be in use in the classroom.
- Other teachers, including gym, library and other specials teachers, should be able to access resources and supports as they work with an autistic child.
- You should see evidence that learners are challenged and supported both academically and socially.
- Supportive therapies, such as speech, physical and occupational therapy, should all be available on site and free of additional charge.
- Communication with parents weekly if not daily depending on the IEP and student's needs.
- Precise record keeping, for lesson planning, assessments, evaluations, and aiding student towards graduation.

### **Advocates**

The Autism Society of North Carolina has advocates located statewide and offers family support and training, information, and the opportunity to connect with other families that are going through the same challenges. The YMCA, local Parks and Recreation departments often have programs for children with special needs. Some other foundations educating communities about autism are:

- Autism Speaks
- Autism Society of America
- National Autism Association
- Generation Rescue
- Medigenesis
- Safe Minds
- Mindd Foundation
- Talk About Curing Autism
- American Academy of Pediatrics (AAP)
- The Autism Research Institute (ARI)
- Unlocking Autism
- Schafer Autism Report

### **Conclusion**

The future of education and Autism is unknown in what it holds for our children, teachers, and the community. Through exploration of new techniques and utilizing as many resources as possible we can only hope to make a difference by learning from our autistic students while we teach them. There is no theory or plan that will work for each autistic student. Families of children with an ASD face many significant challenges, and long-term support services are usually required. Special education costs for a child with an ASD are over \$8,000 per year, with some specially structured programs costing about \$30,000 per year, and care in a residential school costs \$80,000 - \$100,000 per year. As an education environment, we will simply need learn and grow through educating ourselves as much as we can. Educational programs should be individualized to address the specific impairments and needed supports while capitalizing on the child's assets rather than being based on a particular diagnostic label. The focus on achieving social

communication competence, emotional and behavioral regulation, and functional adaptive skills necessary for independence continues. Educational programs should be individualized to address the specific impairments and needed supports while capitalizing on the child's assets rather than being based on a particular diagnostic label. Teachers, families, and autistic students will need to "roll with it" as a team, and continue to try new and innovative techniques.

Some great ideas that were used from teachers have been things like allowing autistic students to have "busy toys" at their desk to occupy their hands, or permission to go to the office if they became too emotionally overwhelmed, and other simple things that did not require extra effort on the teacher's part. The side effect of these open ideas was a classroom of young people who felt empowered and have displayed increased sense of responsibility over the course of the school year. There are many different levels of autism that create different and unique challenges to educating. When we open our hearts and are willing to expand our thinking to work together for the benefit of all involved, the special student, the teacher, parents, staff, and the other children in the class, truly benefit. There is no cure for ASD, but early and intensive education can help children develop many important skills and some medications may reduce symptoms of the disorders.

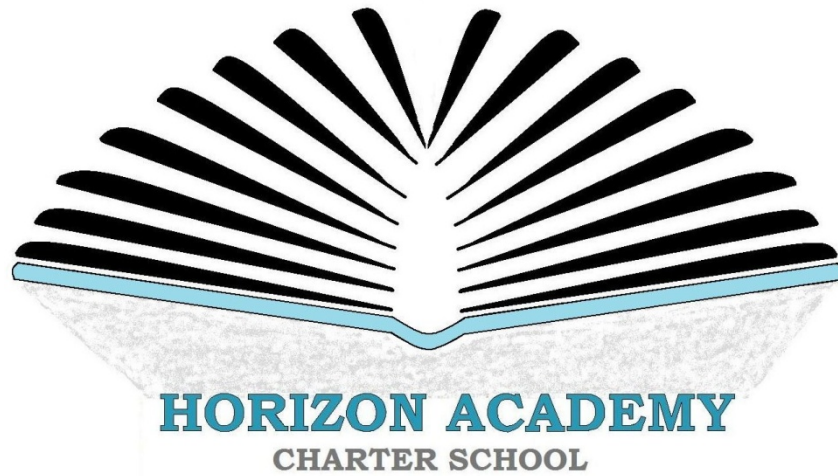
## References

- Gerlach, E.- (2003) Future Horizons; Autism Treatment Guide  
Kluth, P.- (2003) Brooks Publishing Company; You're Going To Love This Kid!  
Notbohm, E.- (2006) Future Horizons; Ten Things Your Student with Autism Wishes You Knew  
Sicile-Kira, C.- (2004) Perigee Trade; Autism Spectrum Disorders: the Complete Guide

## Appendix E

### Student Code of Conduct Handbook

**DRAFT ONLY**



## 2010-2011

The Student Code of Conduct Handbook is designed to acquaint you with policies and expectations of the school as well as give you information that will be beneficial to you throughout the school year. Please use the material as your guide to a successful year.

The Board of Directors, Principal, Faculty, and Staff approach each year with excitement and vitality. We look forward to a rewarding school year!

The mission of Horizon Academy is to prepare students for all of the challenges of the future. Teachers will be empowered and supported to use creativity in instruction, character education, and classroom management. Students will become life-long learners, independent thinkers, respectful individuals, and responsible citizens. The faculty, students, and parents will achieve their best by receiving a nurturing environment, rigorous studies, pride in the community, and inspiration.

*Knowledge, Attitude, and Skills*

GENERAL INFORMATION

Bell Schedule

The school day at Horizon Academy is from 8:30 to 3:30. Students may enter the building no earlier than 8:15. All students must be picked up no later than 4:00. See Car Pool information for further instruction.

Late Drop Off / Late Pick Up

All children are to be dropped off for school between 8:15 and 8:30. After 8:30 parents must walk students into the office to receive a tardy pass from the secretary. Recurrent tardiness will be referred to the Board of Directors for assistance.

All children are expected to be picked up on time. The school does understand that emergencies arise and will deal with them on an individual basis. If a parent knows he/she is going to be late, he/she should call the school office. Recurrent late pick-ups will be referred to the Board of Directors for assistance.

School Calendar

2010 - 2011 School Year	
Aug.16	Teachers return
Aug. 23	School Starts
Sept. 6	Labor Day, No School
Sept.15	Professional Learning Day, Noon Dismissal
Oct. 14	Grading Day, Early Dismissal
Oct. 14-15	Parent/Teacher Conferences- Noon Dismissal
Nov. 10	Professional Learning Day, Noon Dismissal
Nov. 11	Veteran's Day, No School
Nov. 24-26	Thanksgiving Break, No School
Dec. 8	Professional Learning Day, Noon Dismissal
Dec. 22- Jan. 3	Winter Break, No School
Jan. 14	End of Semester, Grading Day
Jan. 17	Martin Luther King Jr. Day, No School
Feb. 9	Professional Learning Day, Noon Dismissal
Feb. 25	Teacher work, No School
March 16	Professional Learning Day, Noon Dismissal

April 4-10	Spring Break, No School
April 20	Professional Learning Day, Noon Dismissal
May 11	Professional Learning Day, Noon Dismissal
May 30	Memorial Day, No School
June 8	Last Day of School, Grading Day
June 9-11	Reserved for Inclement Weather Make Up Days
June 11	Teachers Last Day
June 11- Aug. 15	Summer Break
1st Semester: 81 Days 2nd Semester 103 Days Total: 184 Days	

2011- 2012 School Year	
Aug. 15	All Teachers Return
Aug. 22	First Day of School
Sept. 5	Labor Day, Holiday No School

Lunch Information

Lunch will be eaten in the school cafeteria. Parent volunteers will watch the cafeteria during their 20 minutes of lunch and 25 minutes of recess immediately following lunch. Lunches will be provided by a catering company with a name not yet determined at this time. All students will need to bring lunch money or a healthy lunch from home. Milk will also be available to purchase. All students may bring a water bottle and healthy snack for snack times.

Any family who feels they qualify for free or reduced lunch should bring a healthy lunch from home.

Lost and Found

Items that are found will be turned in to the office. Students may search the lost and found for items they are missing before and after school or with a note from the classroom teacher during the school day.

## DRESS CODE

The staff at Horizon Academy wishes to foster a productive and safe learning environment. Research indicates that standard school uniforms improve student perceptions of school climate, improves self esteem, reduces conduct programs, reduces peer sexual harassment, and helps to identify strangers on campus. Therefore, the following school dress code will be required. Parents will be required to bring appropriate clothing to school if dress code is not met in order for students to attend classes.

UNDERGARMENTS (CAMISOLES, BOXERS, ETC) MUST NOT BE VISIBLE WHEN STUDENTS ARE ON CAMPUS OR AT SCHOOL SPONSORED EVENTS. NO BANDANAS, TANK TOPS, OR GANG COLORS WILL BE PERMITTED.

### Shirts, Sweaters, Sweatshirts, Jackets

- Shirts must be Horizon Academy golf shirts, long sleeves are also available.
- No spaghetti straps or tank tops are allowed.
- Sweatshirts must be Horizon Academy spirit shirts.
- Any jackets can be worn.

### Pants, Shorts, Skirts, Dresses

- Skirts, shorts should not extend more than 3 inches above the knee.
- Shorts should not extend lower than the knee.
- Belts should be worn to prevent "sagging " pants.
- Dresses will be permitted only at school dances (grades 6-8).

### Shoes

- Shoes should have heels not higher than 1 ½ inches.
- Tennis shoes must be worn to P.E.
- Sandals are allowed.

## SCHOOL PROCEDURES

### Inclement Weather Procedures

Horizon Academy will not necessarily follow the Franklin County Public Schools decision during inclement weather. In case of severe weather, watch WRAL-TV channel 5 to obtain information on Horizon Academy delays and closings. There will not be an announcement on WRAL-TV channel 5 if we are open on a regular schedule.

### Attendance

Regular school attendance is paramount for student success. Frequent absences will have a negative impact on a student's ability to master the Standard Course of Study for that school year.

For that reason, the following policy has been adopted for absences. Students may be absent for the following EXCUSED reasons.

1. Illness or injury
2. Quarantine
3. Religious observation
4. Death in the immediate family
5. Medical or dental appointment (with a note from the doctor)

ON THE DAY OF THE ABSENCES, A PARENT MUST CALL THE SCHOOL AND LEAVE A MESSAGE STATING THE REASON FOR THE ABSENCE. Upon the third consecutive day of absence, the school has the right to call the parents to find out what is happening with this student.

### Conferences

Parent-teacher conferences are a very important contact between home and school. Should parents wish to schedule a conference with a teacher, they should send a note to the teacher, call the school and leave a message for the teacher on their voice mail or use the school's e-mail system. Please do not drop in during the school day for a conference, especially since teachers have student responsibilities during this time. Each teacher will schedule regular parent-teacher conferences during the first and third marking periods.

## PROTOCOL FOR COMMUNICATION

In a continuing effort to increase effective communication between parents, teachers and administrators, we ask that everyone use the following procedure.

Contact the classroom teacher for the following:

- Student progress
- Classroom management/discipline
- Field trips
- Grades
- Projects and Assignments
- Conferences
- Curriculum questions
- Attendance

Any question not answered by the classroom teacher may be directed to the administrator.

Contact the school office for the following:

- School schedule
- Volunteer program
- Lunch program
- Student records

### Dissemination of Information Concerning Students

In accordance with Family Educational Rights and Privacy Act (FERPA), The Horizon Academy will not develop nor maintain a directory of student-related information for distribution to educational, occupational,

or military recruiters. Parents/guardians must request, in writing, the release of student record information to such agencies on a case-by-case basis.

Visitors and Volunteers

All persons not on the faculty or enrolled as a current student at Horizon Academy must report to the office, state a purpose for entering the building, and wear a visitor's badge each time they visit the building. While this requirement may seem inconvenient for our frequent volunteers, it is important for maintaining the security of our students and facility.

After School Program

An after school care program will be offered to our hard working families until 6:00 p.m. located in the cafeteria. Only full-time aftercare is available (no drop-ins). Aftercare is not held on half-days, teachers' workdays, school holidays, or summer vacation.

All monthly Aftercare payments are made via electronic funds transfer to Horizon Academy on the 5th of each month.

1st Child	2nd Child	3rd Child	4th Child
\$190.00/month	\$150.00/month	\$115.00/month	\$115.00/month

Custody Concerns

A student may be picked up from school by a parent or by the persons designated on the locator card. Any other person must be verified by the prime custodial parent (i.e., the parent with whom the child resides). If one parent is not allowed to pick up the child, the school must have a signed court order (restraining order) in our possession in order to prevent it.

Emergency Plan

In the unlikely event of an emergency affecting our school population, a class-by-class phone tree will be activated. Each room parent will be responsible for contacting the other families in the class. To make this plan effective, please notify the school if your home, work, or cell numbers change during the school year.

## GOOD HEALTH

### Illness

Regular school attendance is expected. However, if a student is ill he/she should not attend school. Please keep a student home in the morning if any of the following symptoms are present. A school Nurse will be available at all times. Students will also be sent home for any of the following symptoms:

1. a fever of 100 or higher
2. vomiting or diarrhea
3. there is evidence of a severe head cold, persistent cough, or sore throat
4. there is evidence of a suspicious rash or other contagious condition (i.e. pink eye, head lice)

\*Students must be symptom free for 24 hours before returning to school.

The school must be notified is a student has a contagious condition such as, but not limited to, chicken pox, head lice, or pink eye.

### Medication

If a student's health requires medication, medication should be administered by a parent before or after school. If prescribed medication must be administered during the school day, it must be sent to school in a sealed, original container labeled with the following information.

1. the student's name and grade
2. the name of the medication
3. the amount of the medication to be taken
4. the time the child is to take the medication

Note: A physician's note may be required!

The school nurse is the only person that has the authority to administer any medication to a student during school hours.

### Immunizations

A record of current immunizations is required by law for all students within 30 days of enrollment at Horizon Academy. Failure to present this record will result in the student's suspension until the record is presented to the school. If you have any questions regarding these immunizations please contact your pediatrician or family physician.

## CURRICULUM

### Curriculum

All teachers at Horizon Academy Charter School follow the North Carolina Standard Course of Study which can be viewed through the N.C. Department of Public Instruction web site at [www.ncpublicschols.org](http://www.ncpublicschols.org). Our teachers take every opportunity to enrich the learning experience for the students.

Field Trips

Field trips are an integral part of Horizon Academy's dynamic curriculum. Advance notice will be given with information about itinerary, cost, meals, chaperones, instructions for the administration of medications, as well as packing lists. Every attempt is made to minimize the cost of these field trips for our families. Our per-student costs are always based on the total number of students in each grade level.

Horizon Academy policy is to honor our commitments to each field trip destination. Therefore, we are unable to issue full refunds if a student is unable to attend due to illness or disciplinary action. It is also Horizons policy to make field trips possible for every student regardless of financial circumstances. Please contact the school secretary or your child's teacher if you have any questions.

Weekly Folders

All students will bring a weekly communications folder home on Friday. This folder will be a prime source of communication between the school and home communities. This folder may on any given week contain completed student work, school or community fliers, class newsletters, or more. It is expected that all contents will be reviewed by the family and then removed from the folder. The empty folder should be returned to school each Monday.

GRADING

Progress Reports and Report Cards

Students will be issued progress reports and report cards four times a year. Their purpose is to update parents and students on the student's progress through the grading period. Report cards will be issued at the end of each grading period, providing a summation of the student's work for that grading period. Progress reports will be sent home in the midpoint of each grading period.

Grading

Students at Horizon Academy will be graded on academic accomplishments following the given scale.

<i>Content</i>	<i>Effort</i>	<i>Conduct</i>
A 90-100	4- Above and Beyond	S- Satisfactory
B 80-89	3 - Meets Expectations	N- Needs Improvement
C 70-79	2- Needs Assistance	U- unsatisfactory
D 60-69	1- Not Meeting Expectations	
Below 60= failing		

State Testing Information

- The North Carolina Grade 3 Pretest is given within the first three weeks of school and measures the knowledge and skills specified in grade 2 that are necessary for students to be successful in grade 3. The pretest assesses the student's knowledge in the areas of reading comprehension and mathematics. Scores are used to determine growth in grade 3 for ABC reports.
- North Carolina End-of-Grade (EOG) Tests (grades 3-8) are administered at the end of the school year to test mastery of grade-level knowledge and skills. Students are tested annually in reading

and mathematics. Scores are included in school ABC reports and Student Accountability Standards.

- North Carolina Writing Test (grades 4, 7 and 10) are administered to test mastery of grade-level knowledge and skills in writing. Scores are included in school ABC reports and Student Accountability Standards.

### Testing Schedule

A schedule of state and local testing will be distributed early in the school year. Copies of this schedule will also be available in the office.

### Special Education

The Individual with Disabilities Education Act (IDEA) ensures that children with a disability who are eligible and in need of special education receive a free appropriate public education. IDEA mandates that eligible students receive individualized instruction specifically designed to meet the unique needs of the learner. Federal and state procedures mandate that services be provided in the least restrictive environment. This means that a child must be placed in the regular education setting which the child would attend if he or she did not have a disability, unless the nature or the severity of the disability makes it impossible for the child to progress, even with the use of supplementary services.

### Academically and Intellectually Gifted Education (AIG)

The purpose of the Academically and Intellectually Gifted (AIG) program is to provide an appropriately challenging educational program for students who perform or show potential for performing, at remarkably high levels of accomplishment when compared to others of their age, experience or environment. The AIG program is not intended to be enrichment, nor is it intended to address all multiple intelligences. Only students whose needs cannot be met through instruction in the regular level program are eligible for gifted services. Straight A's alone do not determine a need for gifted services.

## PARENT INVOLVEMENT

### P.A.C.K. Parents And Children using Kindness

All families are encouraged to join our P.A. C.K .Family memberships cost \$10.00. Fees go toward funding classroom activities. Members of pack will help plan family fun activities and help the parent committees.

### Parent Committees

Parent volunteers are the key to success at a small school like Horizon Academy. Parents are needed to serve in many ways, including the following:

Car Pool Assistance

Copy Room

Lunch / Recess Coverage

Marketing / Publicity

Fundraising

Book Fair, School Merchandise

School Beautification

Corporate Partners

Library

Special Lunches

Hospitality

Competitions

RECOGNITION

Horizon Academy will focus on good character traits for all students. Knowledge, Attitude, and Skills are the primary focus. For this we will praise our students for having perfect attendance (attitude and skills) and also for being on the honor roll (knowledge) all year long.

We will plan special parties for these students near the end of each school year to celebrate their accomplishments. Each month a very class will be nominated by their teacher based on the character counts teachings. Students must exhibit the months chosen character traits to a high level through practice and or charity work. This class will have the opportunity to help with the morning announcements, have a pizza party, and have their class photo placed on the office wall.

BEHAVIOR POLICY

Horizon Academy will take a positive approach to all matters of conduct and behavior. Students need to be well-informed about the expectations of our school and at our school events. Students will be expected to be polite to one another, respectful to our faculty and staff, and all guests in our building. Students will be ambassadors for our school whenever they travel outside our building and will be expected to represent our school with dignity and class.

Students will be expected to use polite table manners during lunch and snacks. At all times, students should make behavior choices which will support their learning and the learning of others. Time will be spent at each grade level teaching specific behavior expectations at that grade. As this information is passed along to our families, we hope you will encourage and support such behaviors outside of school, also.

DISRUPTIVE BEHAVIORS

In the event that student behaviors are disruptive to our learning environment, Horizon Academy has adopted a description of violations defined as Class 1, 2, or 3 violations.

Violation Class	Disruptive Action	Disciplinary Action
Class 1	Cutting class Use of cell phone Chronic dress code violations Disrespect to teachers Refusal to work Rude Noises Chronic lack of supplies Littering Inappropriate affection	Parent conference or Lunch detention or Suspension 1-3 days

<p>Class 2</p>	<p>Inappropriate language                  Altering notes                  Altering report cards                  Throwing objects                  Teasing/ Bullying                  Cheating on tests                  Spitting on another                  Graffiti                  Vandalism                  Sexual Offenses                  Theft of school property                  Lighter possession                  Lying to teacher                  Leaving without permission</p>	<p>Parent Conference and                  Suspension 4-7 days</p>
<p>Class 3</p>	<p>Possession of:                  Drugs                  Medications                  Tobacco                  Alcohol                  Weapons</p> <p>Gang Activity:                  Trespassing                  Assault                  Fighting                  Resembles knives or guns                  Repeated Class 1 &amp; 2 offenses</p>	<p>Expulsion from school,                  Police are called</p>

Search

The staff at Horizon Academy reserves the right to search a student's belongings if an imminent danger to the student or others is suspected. At the time of the search, only the student and involved personnel will be present so as to maintain the student's privacy. Parents of any involved students will be notified as soon as possible if such action is required.

PARENT/STUDENT CONTRACT

We the undersigned having read the Student Code of Conduct Handbook, agree to abide by the guidelines therein. Furthermore, we agree to support the decisions made by the Board of Directors and Principal as they, in good faith, maintain and promote the school in the best interest of all involved parties. We understand that our concerns may be addressed at the monthly Board of Directors meeting which are open to the public.

Name

Signature

Student:

\_\_\_\_\_

\_\_\_\_\_

Parent/Guardian:

\_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

**SIGNATURE PAGE**

The foregoing application is submitted on behalf of Horizon Academy Charter School. 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 and other applicable laws.

Print/Type Name: Sonya Bellson

Position: Originator of Horizon Academy Charter School

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

Date:

20\_\_\_\_.

—

Official Seal

20\_\_\_\_.

Sworn to and subscribed before me this

\_\_\_\_\_ day of \_\_\_\_\_,

\_\_\_\_\_

Notary Public

My commission expires \_\_\_\_\_,

CHECKLIST FOR COMPLETION

**Required Content**

- Title/Cover Page
- Table of Contents
- Charter School Application Summary Sheet
- Basic Information
- Governance
- Mission
- Education Plan
- Business Plan
- LEA Impact Statement
- Appendices
- Signature Page

**Format & Duplication**

- Do not skip or leave blank any section. Present in order.
- Do not use "same as the school district."
- Type single pages font recommended Times, New Times Roman, or Arial Narrow 12 pt.
- Use white letter-sized paper. (8.5 x 11)
- Put additional documentation in Appendices and number each document.
- Do not use binders, staples, tabs, etc. Use a binder clip or rubber band.
- Number all pages consecutively.
- Identify proposed school by name at the top of all pages.

**Mailing & Submission**

- Obtain original Board Chair signatures on copies submitted.
- Submit the original to Office of Charter Schools.
- Include an electronic version on CD using MS Word for Windows-PC Version
- Keep one extra copy for the school's file.
- Submit directly to the Office of Charter Schools.
- Submit by signature receipt mail or hand delivery.
- Obtained a receipt signature (if hand delivered).
- Mail/deliver application to be received prior to deadline: 5:00pm, February 13, 2009.
- Copy to LEA within seven days of submission to OCS (February 20, 2009).