

Oxford Preparatory School CHARTER SCHOOL APPLICATION

Opening in the fall of 2013

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

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

I. APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: Oxford Preparatory School

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Oxford Preparatory School

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

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

NAME OF CONTACT PERSON: Andrew Swanner

TITLE/RELATIONSHIP TO NONPROFIT: Ex-Officio Board Member

MAILING ADDRESS: 6041 Landis Rd. Oxford, NC 27565

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E-MAIL ADDRESS: swannerab@oxfordprep.org

Location Proposed Charter School (LEA): Granville County

Conversion:

No:

Yes: If so, Public or Private:

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

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

Description of Targeted Population:

Oxford Preparatory School (OPS) will target students that reflect the diversity of the surrounding communities in terms of ethnicity, gender, and socioeconomic status. OPS will seek out students who want to participate in a challenging college preparatory curriculum that also incorporates an appreciation of the arts and service to the community. OPS will graduate well-rounded students who will be competitive for admissions and prepared to achieve success at the college or university of their choice.

Proposed Grades Served: K - 12

Proposed Total Enrollment: 853 (Year 8)

Projected School Opening Year 2013 Month August

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	9	68		X
Second Year	9 - 10	116		X
Third Year	8 - 11	236		X
Fourth Year	7 - 12	356		X
Fifth Year	7 - 12	391		X
Sixth Year (2018 - 2019)	6 - 12	457		X
Seventh Year (2019 - 2020)	5 - 12	523		X
Eighth Year (2020 - 2021)	K - 12	853		X

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

Signature

__Andrew Swanner_____
Printed Name

Ex-Officio Board Member

Title

11/8/18

Date

II. TABLE OF CONTENTS FOR THE APPLICATION

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

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

MISSION:

The mission of the proposed charter school is as follows:

Oxford Preparatory School's purpose is to graduate future leaders who have completed a rigorous curriculum, performed community service, and developed an appreciation of the arts in preparation for the challenges of the college of their choice. With support from our diverse community, we will cultivate intellectual curiosity in well-rounded students by engaging in critical thinking and experiential learning.

EVIDENCE FOR NEED OF THE PROPOSED SCHOOL:

Describe the community relationships forged in the preparation of the charter application. Provide information detailing how the community and parents have been involved in the formation of the proposed mission statement. Evidence of surveys, dates, times, and locations of public meetings discussing this proposed charter school can be used to demonstrate the level of public interest.

The 2010 Census Data reveals the percent of persons aged 25+ that are high school graduates in Granville County is 79.9% and Vance County is 72.6% compared to 83.6% in North Carolina. However there is even greater disparity in the percent of persons aged 25+ that have a bachelor's degree or higher in Granville (13.8%) and in Vance (10.7%) compared to 26.1% in North Carolina¹. Access to meaningful four-year college degrees, and even graduate degrees, will be the most significant way to revitalize and develop this rural community from its agricultural and manufacturing past.

The NC Report 2010 – 2011 data shows some concerning data on the status of high school education in Granville and Vance Counties. The graduation rates for Granville (67.3%) and Vance (67.5%) are not only well below the state average of 77.9%, but in the bottom 10 LEA's in the state. In addition, students in Granville and Vance Counties take challenging college level classes at much lower rates. 5% of students in North Carolina were enrolled in Advanced College Prep Courses (AP, Community College, University) compared to only 3% in Granville and 2% in Vance.²

Just as concerning, are the SAT results for students in Granville and Vance Counties. Not only do students in Granville and Vance Counties participate at lower rates (58% and 47% respectively), but the average scores are well below the North Carolina Average of 1003 (Critical Reading and Math) with the Granville

¹ US Census Bureau, *2010 Census*, <http://quickfacts.census.gov/qfd/states/37/37181.html> (April 2012)

² NCDPI, *NC School Report Cards*, <http://www.ncreportcards.org/src/> (March 2012)

average at 936 and Vance average at 866,³ while the 2010 average for freshmen students entering the University of North Carolina system was 1085.

Local high school options for highly motivated students planning to seek entry into the most competitive colleges are currently severely limited. Many parents and students with goals of attending a four year college/university are choosing from a number of options outside of the traditional public schools (private schools, charter schools out of the area, and North Carolina School of Science and Math) because they have come to distrust the rigor of the offerings within Granville and Vance counties. This “brain drain” has resulted in a culture of lowered expectations and a decrease in academic offerings for students that need or desire to be challenged. Most students, whether capable or not, choose not to seek out rigorous courses and instead settle for “good enough” to pass. Consequently, those students who continue to maintain a desire for challenging academics and college level study (including Advanced Placement classes) often have only the option of taking those classes online without the benefit of the debate and discussion that is possible in a face-to-face environment.

Meetings that included educators, parents, and community members have been held to receive community input, garner local support, and designate potential board members. Meeting dates were January 19th, February 2, February 16, and March 1. By March 1, 8 board members plus one ex-officio member had been selected. This board continued to meet publicly to develop the application on March 15, March 29, and April 5.

Marketed public community information meetings were held on March 12 at the Richard H. Thornton Library in Oxford, March 19 at H. Leslie Perry Library in Henderson, and March 20 at the South Branch Library in Creedmoor. In these sessions, information was provided to parents and community members about the development of the charter application. In turn, those in attendance provided feedback on features of the school, and the board was able to further gauge interest from potential parents. It is important to note that much support is coming from parents of students at the high-performing Vance Charter School (K – 8) in Henderson, NC. These parents already understand the expectations that stem from a rigorous curriculum as well as the parental involvement necessary for a charter school to be successful. A selection of the forms collected in the interest meetings are attached in the addendum of this application.

GOALS FOR THE PROPOSED CHARTER SCHOOL:

A description of the student achievement goals for the school’s educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals. These goals should include specific and measurable performance objectives over time. A timeline should be included to highlight how the school proposes to meet its objectives.

There are a number of factors considered by college admissions officers including student academic records and achievements, standardized test scores, extracurricular activities, recommendations and

³ NCDPI, *SAT Report*, <http://www.dpi.state.nc.us/docs/accountability/reporting/sat/2011/satreport2011.pdf> (March 2012)

essays. The weight each school gives to each element differs, but most officers agree that the high school record is the most important factor in their decision. By year 4, Oxford Prep will graduate students whose records and standardized test scores exceed those of students in the surrounding high schools.

1. Year 1 –

a. 9th graders

- i. At least 80% of all students proficient on the Integrated I Math EOC.
- ii. Completion of at least 15 approved community service hours.
- iii. Oxford Prep Scholars will score 90% proficient or higher on the Biology EOC.
- iv. Oxford Prep Scholars will complete an AP exam in AP US Government & Politics with at least 50% (The national average, with only .5% exams taken by 9th graders) of students making a 3 or higher on the exam.

2. Year 2 –

a. 9th graders

- i. At least 82% of all students proficient on the Integrated I Math EOC.
- ii. Completion of at least 15 approved community service hours.
- iii. Oxford Prep Scholars will score 92% proficient or higher on the Biology EOC.
- iv. Oxford Prep Scholars will complete an AP exam in AP US Government & Politics with at least 52% of students making a 3 or higher on the exam.

b. 10th graders

- i. At least 80% of all students proficient on the English II EOC
- ii. ALL students will complete PSAT testing with at least 32% scoring above 100.
- iii. Completion of at least 15 additional community service hours (total of 30)
- iv. Oxford Prep Scholars will complete AP exam in Environmental Science with at least 52% scoring 3 or higher (national average, even though only 3.8% tested are in the 10th grade)

3. Year 3 –

a. 9th graders

- i. At least 84% of all students proficient on the Integrated I Math EOC.
- ii. Completion of at least 15 approved community service hours.
- iii. Oxford Prep Scholars will score 94% proficient or higher on the Biology EOC.
- iv. Oxford Prep Scholars will complete an AP exam in AP US Government & Politics with at least 54% of students making a 3 or higher on the exam.

b. 10th graders

- i. At least 84% of all students proficient on the English II exam
- ii. ALL students to complete PSAT testing with at least 34% scoring above 100.
- iii. Completion of at least 15 additional community service hours (total of 30)
- iv. Oxford Prep Scholars will complete AP exam in AP Environmental Science with at least 56% scoring 3 or higher

c. 11th graders

- i. ALL students to complete ACT with no less than 75% demonstrating college readiness (composite score of 22 or higher)
- ii. Oxford Prep Scholars will complete AP exam in AP English Language with at least 60% of students scoring 3 or higher
- iii. Completion of at least 15 additional community service hours (total 45)

4. Year 4
 - a. 9th graders
 - i. At least 86% of all students proficient on the Integrated I Math EOC.
 - ii. Completion of at least 15 approved community service hours.
 - iii. Oxford Prep Scholars will score 95% proficient or higher on the Biology EOC.
 - iv. Oxford Prep Scholars will complete an AP exam in AP US Government & Politics with at least 56% of students making a 3 or higher on the exam.
 - b. 10th graders
 - i. At least 86% of all students proficient on the English II exam
 - ii. ALL students to complete PSAT testing with at least 36% scoring above 100.
 - iii. Completion of at least 15 additional community service hours (total of 30)
 - iv. Oxford Prep Scholars will complete AP exam in AP Environmental Science with at least 56% scoring 3 or higher
 - c. 11th graders
 - i. ALL students to complete ACT with no less than 75% demonstrating college readiness (composite score of 22 or higher)
 - ii. Oxford Prep Scholars will complete AP exam in AP English Language with at 60% students scoring 3 or higher
 - iii. Completion of at least 15 additional community service hours (total 45)
 - d. 12th graders
 - i. ALL students will have taken the SAT by Senior Year with SAT Average > 1000 (Critical Reading/Math)
 - ii. ALL students to have completed 1 AP or dual enrollment courses
 - iii. ALL students to have completed minimum of 60 community service hours
 - iv. ALL students to complete Senior Seminar that blends the college application process, arts project, service, and philosophy
 - v. Oxford Prep Scholars to complete a minimum of 5 AP classes
 - vi. 100% of graduating seniors will gain admission to 4 year college/university

Oxford Preparatory School Purposes

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

Through a study of and visits to successful charter schools in North Carolina and other college preparatory high schools outside of North Carolina, OPS has been designed as a school of choice for students in the surrounding community who want a challenging curriculum that will prepare them to gain admission and have success at the college/university of their choice.

Improve student learning:

Oxford Preparatory School's goal is to challenge and develop students in a way that is not being done now. We wish to develop nimble, creative thinkers who can work well with others. OPS will create a structure and school culture where students will seek out challenging college level classes

as early as the 8th grade. According to research completed by ACT, success in middle has a critical impact on the potential college path a student is able to pursue. "Eighth grade is a critical defining point for students in the college and career planning process," said Cynthia B. Schmeiser, president and chief operating officer of ACT's Education Division. "If students are not on target for college and career readiness by the time they reach this point, the impact may be nearly irreversible." In recognition of the importance of challenging coursework in middle school, Oxford Preparatory School seeks to provide a non-traditional educational setting that spans from 7th to 12 grades. The focus on critical thinking, writing, and problem solving that these courses will require will not only lead to growth on EOC and AP exams, but also on college entrance exams such as the ACT and SAT.

1. **Face to face delivery:** Academic courses will be delivered through face-to-face instruction where students are organized in cohorts focused on a curriculum designed to challenge them at an appropriate level while always moving toward the goal of preparing them for gaining college admission.
2. **Critical thinking through Debate and Socratic Questioning:** Teachers will employ Socratic Questioning and facilitate in-class debates to increase student understanding through inquiry to deepen students' abilities to think critically.
3. **Analysis and Problem solving through Exploration Projects:** Problem solving will be grounded in real life experiences and student exploration projects where each learner must analyze situations, create potential solutions and validate his thinking through assessing the project outcomes.
4. **Synthesis through Writing:** Through the writing process students become better skilled in synthesizing their learning. Writing is also a critical communications component in higher education and in the workplace beyond. In order to extend students' knowledge in each area of study, the curriculum includes required formal research papers in every strand.
5. **Preparation for the 21st Century through Technology Rich Projects:** Students today live in and face a world fully entrenched in technology. To aid students in their ability to use technology for growing in understanding, developing new ideas and learning to appreciate diverse perspectives a variety of technologies will be used across the curriculum. Students may work with students from other parts of the country and across the world using Skype or other communication tools. Students may present their learning in the form of vlogs, blogs, podcasts, etc.

Through this school culture of high expectations and through a college preparatory curriculum, we expect to see positive peer effects, or a "spread effect." This will not only further develop the most gifted students, but also create an environment for other students, who may have struggled or lost interest in a traditional school, to take on challenges and not fear negative peer pressure to underachieve.

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;

OPS is specifically designed to offer expanded learning experiences for students who are academically gifted and/or who aspire to earn a four-year college degree. These students are often taken for granted in traditional high schools because of the notion of some that they are guaranteed to have success and require no extra development. Some have even labeled college bound students as the “easiest to educate.” Indeed these students place no additional demands on educators if the goal is merely proficiency and graduation. However, OPS wants to challenge these students beyond the traditional measures of proficiency and drive them to excel. We understand that these students have a great deal of potential. In the spirit of Article 9B G.S. 115C-150.5 we understand “Academically gifted or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular education program.” The federal *No Child Left Behind Act of 2001* doesn’t specifically measure the effectiveness of services for AIG students; therefore local LEA’s have largely ignored it, especially in grades 9 – 12.

Therefore we have created additional expectations for **ALL** students at OPS: completion of at least one AP or dual enrollment class by graduation, completion of 3 credits in foreign language, completion of 60 hours of community service, and completion of a senior seminar as a capstone class for graduation.

Also, we have redesigned what many schools call “Honors” with our “Scholars” program. Not only will students in this program complete the above, but they will also take at least 5 Advanced Placement classes (with scores of 3 or higher on the respective exams) across the core curriculum by graduation, beginning in the ninth grade. This innovative program of study will prepare students for selective colleges and universities in and outside of North Carolina. This will be an accelerated course of study and will be the first of its kind in this community.

Encourage the use of different and innovative teaching methods

Oxford Preparatory School instruction will focus on developing each and every student’s ability to critically think, problem solve, synthesize their knowledge, use a multiplicity of views, and demonstrate their learning beyond a traditional multiple choice assessment. Students will be able to accelerate their learning through self-directed enrichment, which could potentially lead to subject acceleration.

Writing will not only be a focus in English classes, but across the core curriculum. Students will create a research project and paper at least once in each of the four core departments. This is one, of a number ways that teachers will develop and assess student learning through a project-based approach.

Students will not only be expected to demonstrate their learning through written and project-based assessments but also through spoken dialogue. All students will be involved in debate style lessons

necessitating their ability to research, apply, and present information. Teachers will be trained in and will use Socratic questioning to further assess understanding and then guide students into new paths of deeper exploration.

Higher levels of learning include diverse and/or multiple perspectives about the issues or problems presented. To ensure that students are able to incorporate a multiplicity of perspectives, teachers will facilitate discussions and debates in the classroom where students can give input, analyze, and problem solve across the curriculum. Instructors will also develop group cooperative projects and online collaboration (both synchronous and asynchronous) to further enhance students' abilities to assess and incorporate new information from a variety of sources. This approach confirms that student learning and performance is measured in many ways, which will develop well-rounded students.

Oxford Preparatory School will operate on a unique schedule that allows for 8 classes over the course of a full year, but also allows for 90 minutes classes that are conducive to labs and projects that typically could only be achieved through a Block Schedule (Detailed under Education Plan). Using a yearlong approach enables a continuity of learning and the ability to explore topics to a depth beyond mere rote learning and memorization.

Finally, OPS understands that integration of 1 to 1 technology (each student has a Web-connected device) is the future of education. While there are budget constraints in the opening of a charter school, OPS plans (noted in the budget) to have 1 to 1 in place by year 3. Until that time, a BYOD (Bring Your Own Device) plan will be developed and implemented.

Create new professional opportunities for teachers:

including the opportunities to be responsible for the learning program at the school site;

OPS will seek to recruit, develop, and retain high quality teachers that are committed to the school's mission of preparing students to have success at the college/university of their choice. A strict focus will be placed on creating and facilitating professional development that reflects the schools mission, is worthwhile and meaningful to the teachers, and will have a direct impact in increasing student achievement. These efforts will balance the needs of expanding the knowledge and skills of experienced teachers and supporting and building the toolkit of beginning teachers. In this small school setting, the school's executive director and founding teacher leaders will develop and facilitate the initial PD offerings.

Anticipated student outcomes:

- Continuous progress based on ability and performance
- Accelerated student performance
- Incorporation of multiplicity of views and perspectives
- Development of independence and self direction
- Increased use of technology for research and multi-media presentations
- Increased participation in state and national tests and competitions (AMA Math 12, Model UN, Moot

Court, Quiz Bowl/Academic Team, etc.)

All teachers who teach an Advanced Placement class will be certified through a College Board approved course specific summer institute. Furthermore, any teachers who teach a class that leads into an AP class (core teachers who are not AP certified) will undergo Pre-AP training that will equip them “with the strategies and tools they need to engage their students in active, high-level learning, thereby ensuring that every high school student develops the skills, habits of mind, and concepts they need to succeed in college.”⁴

The following opportunities will be provided for teachers and administrators:

- Increased knowledge of cognitive and social emotional needs of gifted students through AIG certification program
- Increased knowledge and use of program options and strategies for teaching college bound students through ongoing Professional Learning Communities within the school and professional working groups such as the Davidson Institute and Duke TIP outside of the school
- Increased knowledge of effective use of Socratic Seminar and Inquiry Based Learning.
- Summer courses in partnership with NCSSM for new methods to teach research and application level content
- Training in Alternative assessment procedures and processes (recognizing individual differences)
- Training in use of multiple technologies for student engagement
- Any further offerings will be grown from teacher input, student performance data, and statewide initiatives.

Provide parents and students with expanded choices

in the types of educational opportunities that are available within the public school system;

OPS will be a unique option for students and families in the surrounding area, with the sole focus of challenging and developing well-rounded students to gain admission and have success at the college or university of their choice. As of now, there is not a tuition-free option in the area outside of traditional public school systems. This has forced families and students to seek out more rigorous educational opportunities outside of the Granville/Vance County area (Raleigh Charter and surrounding charter schools, NCSSM, and various private and boarding schools). According to the 2010 Census data, the median household income in Oxford, NC is \$34,287, with 20% living below the poverty level. The median household income in neighboring Henderson, NC is \$26,164, with 33.3% living below the poverty level. Therefore, students within these households who have the talent and drive to prepare for college may not have those outside options available to them. It is very important that these students and families have an option within their community that will prepare them to gain admission to a four-year college/university. OPS believes that access to a

⁴ <http://professionals.collegeboard.com/k-12/prepare/pre-ap>

meaningful four-year college degrees is the most important way to rebuild the local economy and community.

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.

With graduation requirements that exceed all schools in the area, we have set an expectation that students will work toward obtaining competitive skills in order to gain college admission. This acquisition of skills will be measured through not only traditional proficiency and growth on NC End of Course Exams, but also by obtaining college credit through Advance Placement Exams. Through these challenging classes, it is expected that the average SAT and ACT scores of students at OPS to exceed those of the local LEA's. High standards and goals have been set (refer to "Goals of Proposed Charter School") that exceed all the current surrounding schools.

We believe that academic excellence must be coupled with growing students that are committed to service in the surrounding community. Through these efforts (60 hours of service by graduation) we hope that OPS graduates will be well-rounded, reflective, and continue to serve and inspire others to do the same in the community in the future. In addition, all students will complete an Arts Project as part of their Senior Seminar class.

EDUCATIONAL FOCUS:

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

Oxford Preparatory School (OPS) is an independent public charter school that is designed to mold students into future leaders through completion of a rigorous curriculum while focusing on community service and developing an appreciation of the arts. In order to prepare each student for attending the college of his or her choice, OPS will cultivate intellectual curiosity by engaging students in critical thinking and experiential learning. The school is committed to serving the surrounding communities of Granville and Vance Counties and to reflect the area's diversity in terms of gender, socioeconomic status, and ethnicity.

OPS has not only set the goal of 100% graduation but will also provide every student with the necessary skills to gain admission to a four-year college/university. Because the most significant way to rebuild and revitalize the local community is to increase access to meaningful four-year college degrees, a challenging curriculum has been created that will develop a student's ability to critically think, write, and demonstrate what they have learned beyond traditional standardized testing. In order to graduate, all students will be required to earn four credits across each core subject (Math, English, Social Studies, and Science), three credits in the same foreign language, take at least one college level class (AP or Dual Enrollment), and have completed at least sixty service hours in the local community. Upon achieving these obligations, students will have demonstrated the expectations for many colleges/universities in North Carolina.

Traditional "Honors" classes will be replaced with "Scholars" classes. In the ninth grade, students in the innovative Scholars Program will take their first of at least five Advanced Placement (AP) classes. Students that successfully complete this program can potentially earn up to a year's worth of college credits and have the best chance to gain admission to the most selective colleges/universities within and outside of North Carolina.

Finally, robust electives centered about the Arts will support the core curriculum. While many schools are limiting the funding for fine arts programs, OPS looks to develop all students' appreciation in the visual and performing arts. As OPS grows, classes will be offered in visual arts, band, drama, music appreciation, art history, and others based on demand. By combining a rigorous college preparatory curriculum, service to the community, and an emphasis on the Arts, OPS employs a unique approach to education that focuses on graduating well-rounded students who will someday become the future leaders of this community and beyond.

IV. GOVERNANCE

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

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

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

Name of Private Nonprofit: Oxford Preparatory School

Mailing Address: PO Box 281, Oxford, NC 27565

City/State/Zip: Oxford, NC 27565

Street Address: 126 Main St., Oxford, NC 27565

Phone: (252)432-4377

Fax: (919)603-4198

Name of registered agent and address: Andrew Swanner

FEDERAL TAX ID: In the process of filing

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

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

- Yes (copy of letter from federal government attached)
 No – We are in the Process of Filing.

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

PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CMO)

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

- Please include a copy of the proposed management agreement of the specified EMO and explain how the contract will be in the best educational and financial interests of the charter school. **N/A**
- What other EMO/CMOs were pursued and why did the applicant select this particular one? Please include information regarding other management fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school. **N/A**
- Provide and discuss performance and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the proposed population of students **N/A**
- Describe how the governance structure will be affected; if at all, by the EMO/CMO and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO. An organizational chart showing the lines of authority should be included. **N/A**
- Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO; and if necessary, terminate the contract without significant obstacles. **N/A**

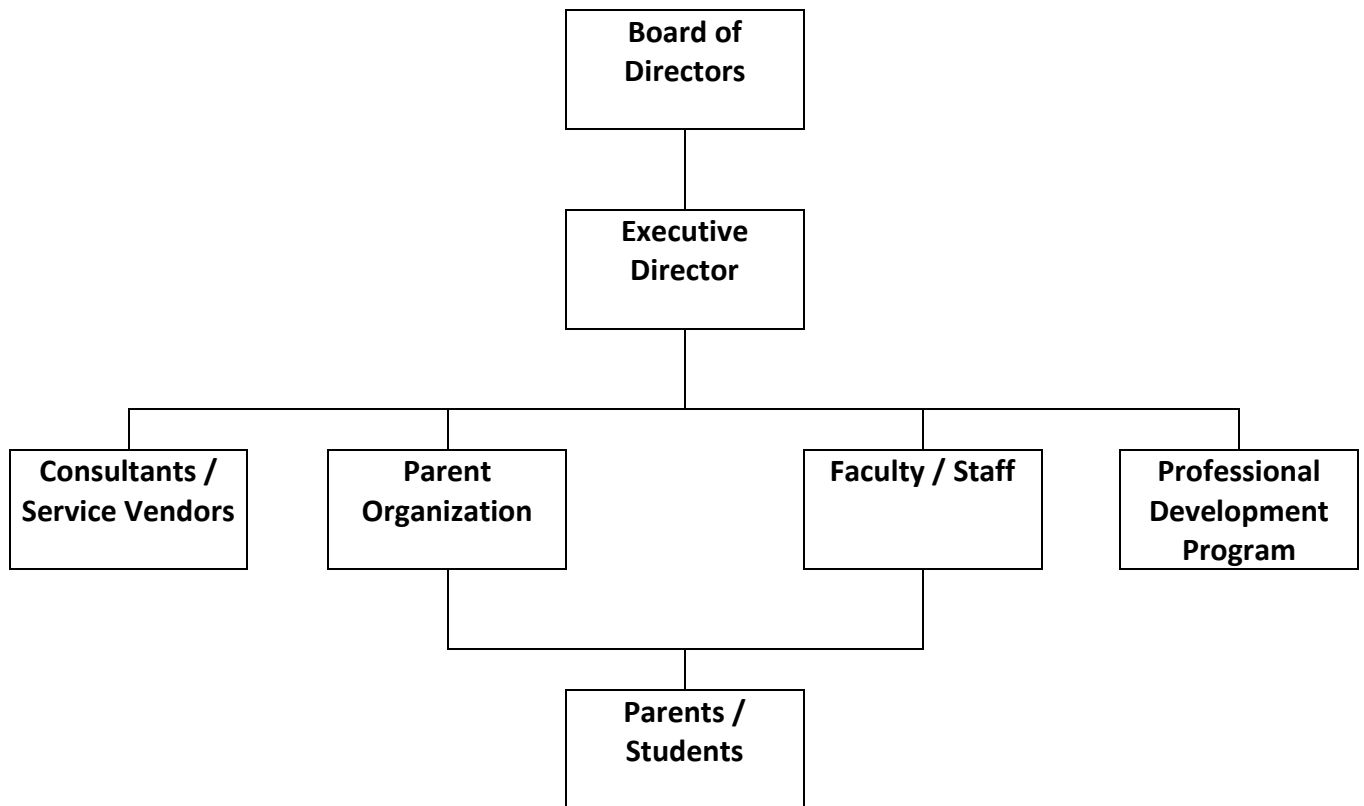
ORGANIZATIONAL STRUCTURE OF PRIVATE NONPROFIT:

(GS 115C-238.29B(b)(3); GS 115C-238.29E(d))

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

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

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



Founding Board Members

- Each founding board member must submit, in this section of the application, a one-page resume highlighting his or her experiences over the past ten or more years.
(Note: There are 9 Board Members plus Andrew Swanner as an Ex-Officio Member)

Curriculum Vitae

Erik A. Bentsen

School of Education
University of North Carolina – Chapel Hill

103 Meadow Heights
Oxford, NC 27565

Home: (252) 213-3711
Fax: (919) 963-9381
E-mail: bentsen@live.unc.edu
bentsenea@gcs.k12.nc.us
e.a.bentsen@gmail.com

EDUCATION

Ph.D. in Education (2006–current)
– Educational Psychology, Measurement, and Evaluation Strand
– Concentration: Special Education
University of North Carolina – Chapel Hill
Advisor: Karen Erickson

M.A.T. in Special Education (2000–2004)
– Behaviorally/Emotionally Disabled
North Carolina Central University
Advisor: Ellen Bacon

Honors: Summa Cum Laude
B.A. in Psychology (1993–1997)
University of North Carolina – Chapel Hill

LICENSURES AND CERTIFICATIONS

- North Carolina Teaching License - Special Education; B/ED (K-12) [88085]
~~Special Education General Curriculum [88091]~~
- Therapeutic Crisis Intervention (De-escalation and Physical Restraint) – Cornell University
- Youth Assessment and Screening Instrument (YASI)
- North Carolina Initial Licensure Program for Teachers - Mentor
- NC DPI Exceptional Children Division Comprehensive Exceptional Children Accountability System (CECAS)

UNIVERSITY TEACHING

EDEC 5690 Initial Practicum in Special Education
- North Carolina Central University
EDU 4950 Classroom and Student Management – Online course
- North Carolina Central University
EDUC 861 Foundations of Special Education (Teaching Assistant)
- University of North Carolina, Chapel Hill
EDUC 698 Math and Content Area Methods: Special Education, General Curriculum (Hybrid)
- University of North Carolina, Chapel Hill
EDUC 532 Effective Teaching: Understanding Students (Hybrid)
- University of North Carolina, Chapel Hill

PROFESSIONAL EXPERIENCE

Behavior Support Liaison, 2010-current
Education Administrator, 2001- 2006
Special Education Teacher, 1998-2003
Senior Counselor/Teacher, 1997-1999

Granville County Schools Oxford, NC
EYA, Inc. – Camp E-Ten-Etu, Kerr Lake, NC
EYA, Inc. – Camp E-Ten-EtuKerr Lake, NC Kerr Lake, NC
EYA, Inc. – Camp E-Ten-EtuKerr Lake, NC Kerr Lake, NC

MARGARET BLANCHARD

236 Saddletree Road | Oxford, NC 27565 | 919-339-9051 | mcbrealtor@nc.rr.com

OBJECTIVE

To acquire a challenging and rewarding position where my skills and experience are leveraged to the success of the organization and achieve personal/professional growth in the process.

SKILLS PROFILE

- Friendly and Outgoing
- Strong Work Ethic
- High level of Integrity

EMPLOYMENT HISTORY

Coordinator of Lay Ministries, Oxford United Methodist Church 6/1/2010 – present
Oxford, NC

- Schedule Worship Leaders
- Coordinate and Supervise Volunteer Chairs
- Supervise Children's Chapel
- Director of Mustard Seed Academy, after school program

Real Estate Broker, CENTURY 21 Hancock Properties
Oxford, NC

7/1/2008 - present

- Sales agent for Oxford Park Subdivision
- Assist clients with selling and buying properties
- Responsible for overseeing all file transactions for office
- Responsible for closing out transactions for office

Real Estate Broker, Prudential Select Properties
Henderson, NC

5/1/2006 — 6/30/2008

- New agent to area, worked to market myself and sell properties

Sales Real Estate Agent, Home Team Realty
Seaford, DE

1/1/2005 — 12/30/2005

- Top selling Rookie agent

Child Care Manager, North Beach Health Club
North Cape May, NJ

6/1/1999 — 6/15/2002

- Ensured all shifts were covered
- Responsible for up to 15 children during shift

ACTIVITIES

- Oxford United Methodist Women Executive Board President
- Oxford United Methodist Women Deborah Circle founding member
- Member of North Carolina Association of Realtors
- Kerr Lake Board of Realtors, Vice President
- Very active participant in all of my children's activities

EDUCATION

George Mason University, Bachelor of Arts, Mathematics
Fairfax, VA

1993

CHARLES W. BURWELL

PO Box 952 · Oxford, North Carolina 27565 · (252)430-6553 · revcburwell@gmail.com

EXPERIENCE

AMERICAL CORPORATION

Helpdesk Administrator/PC Support

March 1998 – October 2011

Primary Helpdesk Administrator for a multi-site corporation.

Microsoft Exchange administration and troubleshooting in a multi-site environment.

Primary administration of Microsoft Exchange Server to include all adds, moves and changes. Administration and support of a Microsoft Exchange environment in order to meet and maintain appropriate service levels. Setup user archiving and handled all troubleshooting of client Exchange issues. Setup and implemented user mailbox quotas.

Implemented and managed user migrations from Microsoft Exchange to Lotus Notes/Domino email system.

Administered adds, moves and changes for Lotus Notes/Domino for approximately 50 users following company downsizing to include troubleshooting user issues. Handled all client installs

Administrator of Cisco VOIP phone system of 40+ users doing adds moves and changes for users.

MAYVILLE METAL PRODUCTS

Production Facilitator

June 1996 – March 1998

IAMS PET FOOD

Production Supervisor

June 1991 – March 1996

TECHNICAL SKILLS

PC troubleshooting and support in Windows environment.

Microsoft Active Directory; adding new users and setting existing domain privileges and security. Microsoft 2000 & 2003 Server.

Administered Cisco VOIP phone system to include all adds, moves and changes for approximately 100 users. Setup initial client access and phone extension as well as voicemail account setup and activation. Administered bar coding and computerized tracking systems

NT Server Administration, backup and configuration.

EDUCATION

J.F. WEBB HIGH SCHOOL - Graduated June 1981

VANCE-GRANVILLE COMMUNITY COLLEGE

A.A.S., Information Systems - Graduated August 1998

LIFE CHRISTIAN UNIVERSITY

BA Theological Studies - Graduated June 2009

MA Theological Studies - Graduated June 2010

VOLUNTEER WORK

AAU Basketball Coach for boys 14 and under, 1995 – 1996

Volunteer Tutor – Wilton Elementary School, 1996 – 1997

PASTORAL EXPERIENCE

Soul City First Baptist Church – Senior Pastor 2001 - 2006

Big Ruin Creek Baptist Church – Senior Pastor 2006 - present

Everett Byrd

Everett Byrd spent 34 years with Southern California Gas Company, the largest investor owned natural gas utility in the country. Mr. Byrd held key positions as part of the senior management team, including Director of Personnel, Director of Customer Contact and General Manager of an operating division serving a customer base of over a half million customers.

As Director of Customer Contact, he was responsible for three call centers, forty (40) branch offices in a 23,000 square mile service territory, and a State funded \$28 million direct assistance program for low income customers. His call centers answered 9 million calls annually, serving 4.7 million customers in a 24 hour, 7 day per week operation. Over one thousand employees were in this organization and their activities were reportable to and scrutinized by the California State Public Utilities Commission.

As Director of Personnel, Mr. Byrd was responsible for all personnel activities within the company of ten thousand employees. His activities included recruiting, hiring, employment law, EEO issues and terminations. He managed two significant organizational changes and reductions in force. He also managed the personnel side of the merger between ENOVA (San Diego Gas and Electric) and Pacific Enterprises (So. California Gas Co.). The merger was successful in the eyes of employees, the general public and governmental agencies involved in the approval process.

Mr. Byrd holds a degree in Liberal Studies from The University of the State of New York in Albany. He holds or has held memberships and affiliations in the American Gas Association, American Association of Blacks in Energy, American Society of Training and Development, Granville County Community Foundation, NAACP Granville County and the Oxford Lions Club.

He resides in Oxford with his wife Molly.

CURRICULUM VITAE

MARTIN TYLER DEAL, M.D.
221 Main Street
Oxford, NC 27565
(919) 939-6859

EDUCATION

- M.D. University of Oklahoma College of Medicine
Oklahoma City, Oklahoma
August, 1990 to June, 1994
- B.S. University of Oklahoma
Norman, Oklahoma
Major: Microbiology
August, 1985 to December, 1988

RESIDENCY

Internal Medicine
Mayo Graduate School of Medicine
Rochester, Minnesota
July, 1994 to June, 1997

BOARD CERTIFICATION

Internal Medicine 1997 (Recertified 2007)
Hospice and Palliative Medicine 2003

RECENT PROFESSIONAL EXPERIENCE

Chief of Medicine
Maria Parham Medical Center
November, 2006 to November, 2007

Medical Director
Hospital Medicine Program
Maria Parham Medical Center
Eagle Hospital Physicians
February, 2009 to present

SELECTED COMMITTEE WORK

Credentials Committee
Medical Executive Committee
Medical Staff Quality Improvement
Medical Advisory Committee
Pneumonia/Heart Failure Committee
Monthly Hospitalist Staff meetings
Monthly Hospitalist Program Operations meetings

253 Little Mill Rd
Henderson, NC 27537
252-425-3865

Shawn Ray Spence shwnspnc@yahoo.com

Certifications

- Basic Law Enforcement Certification, Vance Granville Community College (8/99)
- General Instructors Certification, Vance Granville Community College (06/07)
- Intermediate Law Enforcement Certificate, North Carolina Training and Standards Commission (07/07)
- Advanced Law Enforcement Certificate, North Carolina Training and Standards Commission (11/08)

Education

- Basic Training & "A" School U.S. Coast Guard Port Securityman/Marine Safety Officer (07/98)
- Associate Degree in Criminal Justice, Vance Granville Community College (07/07)
- Bachelor's Degree in Criminal Justice, Mount Olive College RTP (08/09)
- West Point Leadership Program WPLP, Methodist University (02/12)

Teaching Experience

- Instructor for the N.C. Community College System (2007-2012)
- Instructor for the International Narcotics Interdiction Agency (INIA) (08/07)
- Instructor for the International Association of Chiefs of Police (IACP) (2007-2010)
- Owner of Drug Interdiction and Criminal Enforcement Training Systems LLC (D.I.C.E.) (06/07)
- Trained more than 1500 Federal, State and Local Law Enforcement Officer in more than 18 states in the area of Criminal Interdiction and Identifying False Compartments

Work History

- Police Officer, Henderson Police Department (1999-2010)
- K-9 Handler, Henderson Police Department (2000-2010)
- Inter-Agency Drug Enforcement Unit, Henderson Police Department (2002-2004)
- Highway Traffic Safety Unit, Henderson Police Department (2004-2010)
- Sergeant Highway Traffic Safety Unit, Henderson Police Department (2008-2010)
- Sergeant Aggressive Criminal Enforcement Unit, Granville County Sheriff's Office (2010-Present)

andrewstock

206 Oxford Park Blvd.
Oxford, NC 27565
(252) 432-4377
aswanne1@coastal.edu

Andrew Bryan Swanner

Certifications N. C. SP2 (8/08) Certification in High School Social Studies
AP US Government & Politics Certified – (7/11 UNCC)

Education B.A. 2004, Sociology
Coastal Carolina University
Conway, South Carolina

M.A.T. 2005, Secondary Education (Social Studies)
Coastal Carolina University
Conway, South Carolina

Teaching Experience Professional Experience
JF Webb High School, Fall 2006 – Present
Granville County Schools, North Carolina

- World History, Civics and Economics, AP US Govt. Teacher
- 77% of students in AP US Govt. scored a 3 or higher (2010 & 2011) compared to 60% statewide
- One of 12 Civics & Economics Teachers in NC developing the new Measures of Student Learning assessments
- JV Boys Basketball Coach 2006 - 2011
- Social Studies Department Chair, Fall 2009 – Fall 2011
- Member of JFW School Improvement Team 2010 – 2011
- Plans, manages budget (\$30,000), and leads cross-curriculum field trips to New York City and Washington, D.C., Fall 2006 – Present
- Leads students, parents, and teachers on international trips to Costa Rica (04/2011) and Italy & Greece (04/13)

Henderson Middle School, Fall 2005 – Spring 2006
Vance County Public Schools, North Carolina

- 7th Grade Social Studies Teacher
- Assistant Baseball Coach

Student Teaching
Semester internship at St. James High School, Spring 2005
Horry County Public Schools, South Carolina

- Government & Economics, Sociology, and Psychology Teacher

Professional Development Mike Rutherford Artisan Teacher Training 2011 - 2012
Attended week-long Apple Master Training, June 2009
Attended “Integrating Technology in the Social Studies Classroom”, 2007 – 2008
Attended Montpelier Weekend Seminar on the Bill of Rights, March 2011

JIN TREACY

121 Military St.
Oxford, NC 27565
919.693.7004 (mobile)
ms.girlscout@gmail.com

Education

M.B.A. in Marketing & Finance, Pennsylvania State University, PA. 1994. G.P.A. 3.92
B.A. in Economics, State University of New York at Buffalo, NY. 1985.

Career Highlights / Qualifications

Assistant Vice President at Citicorp, New York, New York 1985-1991
Chief of Staff for a technology department with \$80 million annual operating budget and 140 staff members.
Financial controller for Financial Institutions Group division. Department financial analyst for an operations group.

ARIS Corporation (Subsidiary of Provident Mutual Co., PA), State College, PA. 1994-1996
Manager of Asset Management Company. Supervised 12 case management personnel.

Civic/Volunteer Experience:

Board Member of Vance Charter School, Henderson, NC
Chair of Principal Search Committee at Vance Charter School, Henderson, NC
Treasurer of Vance Charter School, Athletic Booster Club
PTO Vice President at West Oxford Elementary School, Oxford, NC
PTO Treasurer at C.G. Credle Elementary School, Oxford, NC
Classroom Volunteer, 1999 – 2012.
Producer, “Sound of Music” and “Aladdin” for Granville Little Theatre, Oxford, NC.
Successfully wrote an equipment grant to U.S. Lacrosse organization to start a boys’ lacrosse team at Vance Charter School in 2011.
Advisor on the Vance Charter School Yearbook 2011-2012.
Planned and organized 8th graders’ trip to New York City for Vance Charter School, 2012.
Lector at St. James Church, Henderson, NC

Employment:

- Self Employed Business Owner
 - Design, Create, Manufacturing and Sales, over four years.
 - Commissioned Jewelry Sales to Galleries and Stores in Raleigh, NC area.

Volunteer:

Vance Charter School, Henderson, NC

- Co-Founded and actively serve on the Booster Club Board.
 - Served as Secretary, and current member
 - Active in fund raising
- Assist in the Physical Education Department.
 - Classes, Sporting Events, Photos, Student Athletes, Statistician
- Classroom field trips
 - Facilitate, Fund raising, Communication, Chaperone

Community

- Summer Soccer Camps.
 - Planned, Facilitate, Fundraising, Managing, Coordinate
- Oxford Soccer Club, NC
 - Served as President, Secretary and At Large Position

Continuing Education:

- Studied under Mary Ann Scheer and Lillian Jones, both renowned Metalsmiths, Raleigh, NC

Education:

- State University of NY, Brockport, NY
 - Communications
- A.A.S. from Cazenovia College, NY
 - Advertising Design and Commercial Illustration.

BYLAWS

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

BYLAWS OF OXFORD PREPARATORY SCHOOL, INC.

ARTICLE I PURPOSES OF THE CORPORATION

1.1 Purposes. The Corporation is organized exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, namely to maintain and operate a preparatory high school and its programs; and generally to engage in any lawful act or activity for which nonprofit and tax-exempt corporations may be organized under Chapter 55A of the North Carolina General Statutes and Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provisions of any future state or federal laws.

ARTICLE II OFFICES

2.1 Principal Office. The principal office of the Corporation shall be located in Oxford, North Carolina or such other place as is designated by the Board of Directors.

2.2 Registered Office. The registered office of the Corporation required by law to be maintained in the State of North Carolina may be, but need not be, identical within the principal office.

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

ARTICLE III MEMBERSHIP

3.1 Members. The Corporation shall not have members.

ARTICLE IV DIRECTORS

4.1 General Powers. All corporate powers shall be exercised by or under the authority of, and the business and affairs of the Corporation shall be managed by, the Board of Directors or by such committees as the Board of Directors may establish pursuant to these Bylaws.

4.2 Number, Term and Qualification. The number of directors of the Corporation shall be not less than seven (7) nor more than eleven (11) as may be fixed or changed from time to time, within the minimum and maximum, by the Board of Directors. Each director shall hold office until the next meeting of the Board of Directors following the director's election or upon his death, resignation, retirement, removal, disqualification or his successor is elected and qualifies. Directors must be residents of the State of North Carolina. The School Director shall be an ex-officio member of the Board of Directors, but shall not be entitled to vote.

4.3 Election of Directors. The directors shall be elected by the Board of Directors.

4.4 Removal. A majority of the directors in office may remove, with or without cause, any director elected by the Board of Directors.

4.5 Vacancies. A vacancy occurring in the Board of Directors, including, without limitation, a vacancy created by an increase in the authorized number of directors, may be filled by the Board of Directors or if the directors remaining in office constitute less than a quorum of the directors, they may fill the vacancy by the affirmative vote of a majority of all remaining directors or by the sole remaining director. A director elected to fill a vacancy shall be elected for the unexpired term of his predecessor in office.

4.6 Compensation. The Board of Directors shall not be compensated for their services as such, but may be reimbursed for reasonable costs and expenses incurred in connection with such services.

4.7 Executive and Other Committees.

- (a) The Board of Directors, by resolution adopted by a majority of the number of directors then in office, may designate from among its members an Executive Committee and one or more other committees, each consisting of two or more directors and each of which, to the extent authorized by law or provided in the resolution, shall have and may exercise all of the authority of the Board of Directors, except no such committee shall have authority as to the following matters: (1) the authorization of distributions; (2) the dissolution, merger or consolidation of the Corporation; or the sale, lease or exchange of all or substantially all of the property of the Corporation; (3) the designation of any such committee or the filling of vacancies in the Board of Directors or in any such committee; and (4) the adoption or repeal of the Bylaws or the amendment of the Bylaws or the Articles of Incorporation.
- (b) Any resolutions adopted or other action taken by any such committee within the scope of the authority delegated to it by the Board of Directors shall be deemed for all purposes to be adopted or taken by the Board of Directors. The designation of any committee and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any member thereof, of any responsibility or liability imposed upon it or him by law.
- (c) Regular meetings of any such committee may be held without notice at such time and place as such committee may fix from time to time by resolution. Special meetings of any such committee may be called by any member thereof upon not less than one day's notice

stating the place, date and hour of such meeting, which notice may be written, oral or delivered by electronic mail and if mailed, shall be deemed to be delivered when deposited in the United States Mail addressed to any member of the committee at his business address. Any member of any committee may in a signed writing waive notice of any meeting and no notice of any meeting need be given to any member thereof who attends in person. The notice of a meeting of any committee need not state the business proposed to be transacted at the meeting.

- (d) A majority of the members of any such committee shall constitute a quorum for the transaction of business at any meeting thereof and actions of such committee must be authorized by the affirmative vote of a majority of the members of such committee.
- (e) Any member of any such committee may be removed at any time with or without cause by resolution adopted by a majority of the Board of Directors.
- (f) Any such committee shall elect a presiding officer from among its members and may fix its own rules of procedure which shall not be inconsistent with these Bylaws. It shall keep regular minutes of its proceedings and report the same to the Board of Directors for its information at the meeting thereof held next after the proceedings shall have been taken.

ARTICLE V OFFICERS

5.1 Number. The officers of the Corporation shall consist of a Chairman, a Vice-Chairman, a Secretary, a Treasurer, a School Director and other officers as the Board of Directors may see necessary. The School Director shall be an ex-officio member of the Board of Directors, but shall not have a vote. Any two or more offices, other than that of Chair and Secretary, may be held by the same person. In no event, however, may an officer act in more than one capacity where action of two or more officers is required. The duties of the officers shall be those prescribed by these Bylaws and any additional duties as the Board of Directors may from time to time assign.

5.2 Election. The officers of the Corporation shall be elected from among the Board of Directors. Such election may be held at any regular or special meeting (or annual meeting) of the Board of Directors. Each officer shall hold office for three years or until his death, resignation, retirement, removal, disqualification, or his successor is elected and qualifies, except that the initial 9 Directors shall serve staggered terms in order to establish a rotation of directors as follows: three directors shall serve a one year term; three directors shall serve a two year term; and three directors shall serve a three year term.

5.3. Term. The Chair may serve no more than two consecutive three-year terms. Trustees elected to the other officer positions may serve no more than five consecutive one-year terms. Former officers, after a break in service of one year, may be elected to another term as an officer.

5.4 Removal. Any officers or agent appointed by the Board of Directors may be removed by the Board with or without cause; but such removal shall be without prejudice to the contract rights, if any, of the person so removed.

5.5 Vacancies. A vacancy among the officers of the corporation because of death, resignation, removal, disqualification, or any other cause may be filled for the unexpired portion of the term by the Board of Directors.

5.6 Compensation. Board members and officers of the corporation shall not receive compensation.

5.7 Chairman. The Chairman shall be the chief executive officer of the Corporation and, subject to the control of the Board of Directors, shall supervise and control the management of the Corporation in accordance with these Bylaws. He shall sign, with any other proper officer, any deeds, mortgages, bonds, contracts, or other instruments which may be lawfully executed on behalf of the Corporation, except where required or permitted by law to be otherwise signed and executed and except where the signing and execution thereof shall be delegated by the Board of Directors to some other officer or agent; and, in general, he shall perform all duties incident to the office of Chair and such other duties as may be prescribed by the Board of Directors from time to time.

5.8 Vice-Chairman. The Vice-Chairman, unless otherwise determined by the Board of Directors, shall, in the absence or disability of the Chairman, perform the duties and exercise the powers of that office. In addition, he shall perform such other duties and have such other powers as the Chairman or the Board of Directors shall prescribe.

5.9 School Director. The School Director shall be selected by the Board of Directors and shall be the chief administrative officer of the corporation and shall in general supervise and control all of the operational and educational affairs of the corporation, including recruiting and supervision of teachers, school curriculum, student admission standards, general supervision of students, financial matters, building and grounds, fund raising, liaison with the parent body, and such other duties as may be prescribed by the Board of Directors. The School Director shall be an ex-officio member of the Board of Directors, but shall not have a vote.

5.10 Secretary. The Secretary shall keep accurate records of the acts and proceedings of all meetings of directors and committees. He shall give all notices required by law and by these Bylaws. He shall have general charge of the corporate books and records and of the corporate seal, and he shall affix the corporate seal to any lawfully executed instrument requiring it. He shall sign such instruments as may require his signature, and, in general, attest the signature or certify the incumbency or signature of any other officer of the Corporation and shall perform all duties incident to the office of Secretary and such other duties as may be assigned him from time to time by the Chairman or by the Board of Directors.

5.11 Treasurer. The Treasurer shall have custody of all funds belonging to the Corporation and shall receive, deposit or disburse the same under the direction of the Board of Directors. He shall keep full and accurate accounts of the finances of the Corporation in books especially provided for that purpose, which may be consolidated or combined statements of the Corporation and one or more of its subsidiaries as appropriate, that include a balance sheet as of the end of the fiscal year, and income statement for that

year, and a statement of cash flows for the year unless that information appears elsewhere in the financial statements. If financial statements are prepared for the Corporation on the basis of generally accepted accounting principles, the annual financial statements must also be prepared on that basis. The Treasurer shall, in general, perform all duties incident to his office and such other duties as may be assigned to him from time to time by the Chair or by the board of Directors.

5.12 Assistant Secretaries and Assistant Treasurers. The Assistant Secretaries and Assistant Treasurers shall, in the absence or disability of the Secretary or the Treasurer, perform the respective duties and exercise the respective powers of those offices, and they shall, in general, perform such other duties as shall be assigned to them by the Secretary or the Treasurer, respectively, or by the Chair or by the Board of Directors.

5.13 Controller and Assistant Controller. The Controller, if one has been appointed, shall have charge of the accounting affairs of the Corporation and shall have such other powers and perform such other duties as the Board of Directors shall designate. Each Assistant Controller shall have such powers and perform such duties as may be assigned by the Board of Directors, and the Assistant Controllers shall exercise the powers of the Controller during that officer's absence or inability to act.

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

ARTICLE VI MEETINGS OF DIRECTORS

6.1 North Carolina Open Meetings Law. Except as provided in N.C.G.S. "143-318.11, 143-318.14A and 143-318.18, each official meeting of the Board of Directors shall be open to the public, and any person is entitled to attend such a meeting. The Corporation shall comply with Article 33C of Chapter 143 of the North Carolina General Statutes as presently enacted, and as the same may hereafter be amended from time to time.

For purposes of these Bylaws, the term "official meeting" shall mean any regular meeting, special meeting, emergency meeting or any meeting, assembly, or gathering together at any time or place or the simultaneous communication by teleconference telephone or other electronic means of a majority of the members of the Board of Directors for the purpose of conducting hearings, participating in deliberations, or voting upon or otherwise transacting the corporate business within the jurisdiction, real or apparent, of the Board. However, a social meeting or other informal assembly or gathering together of the members of the Board does not constitute an official meeting unless called or held to evade the spirit and purpose of Article 33C of Chapter 143 of the North Carolina General Statutes.

6.2 Regular Meetings. A regular meeting of the Board of Directors shall be held at such time and place as the Board of Directors shall determine. All meetings of the Board of Directors, and Notice of said

meetings, shall comply with Article 33C of Chapter 143 of the North Carolina General Statutes as presently enacted, and as the same may hereafter be amended from time to time.

If the Board establishes a schedule of regular meetings, the Corporation shall cause a current copy of that schedule, showing the time and place of regular meetings, be kept on file with the Secretary of the Corporation, and shall also post the schedule of regular meetings, showing the time and place of regular meetings, on the Corporation's website. If the Board changes its schedule of regular meetings, it shall cause the revised schedule, showing the time and place of regular meetings, to be filed with the Secretary of the Corporation, and shall also post the revised schedule, showing the time and place of regular meetings, on the Corporation's website.

6.3 Special Meetings. A special meeting of the Board of Directors may be called by or at the request of the Chairman of the Board (if one has been duly elected), the Vice-Chairman or by twenty percent (20%) of the directors then in office. All special meetings of the Board of Directors, and Notice of said special meetings, shall comply with Article 33C of Chapter 143 of the North Carolina General Statutes as presently enacted, and as the same may hereafter be amended from time to time.

6.4 Notice of Meetings. Notwithstanding any other provision in these Bylaws, Notice of all meetings of the Board of Directors shall comply with the requirements of Article 33C of Chapter 143 of the North Carolina General Statutes as presently enacted, and as the same may hereafter be amended from time to time.

6.5 Quorum. Unless otherwise required by law, a majority of the directors in office immediately before the meeting shall constitute a quorum for the transaction of business at any meeting of the Board of Directors.

6.6 Manner of Acting.

- (a) Except as otherwise provided in this paragraph, the affirmative vote of a majority of the directors then in office shall be the act of the Board of Directors, unless a greater number is required by law, the Articles of Incorporation or a Bylaw adopted by the members.
- (b) A director who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless his contrary vote is recorded or his dissent is otherwise entered in the minutes of the meeting or unless he shall file his written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting. Such right of dissent shall not apply to a director who voted in favor of such action.
- (c) The vote of a majority of the directors then in office shall be required to adopt a resolution constituting an Executive Committee or other committee of the Board of Directors, to

adopt, amend or repeal a Bylaw or to adopt a resolution dissolving the Corporation without action by the members in circumstances authorized by law.

- (d) All issues relating to personnel matters, including, but not limited to, hiring, termination, compensation and discipline of the School Director or employees of the Corporation shall require a 2/3 majority vote of the Directors then in office.

6.7 Attendance by Telephone. Any one or more directors or members of a committee may participate in a meeting of the Board of Directors or committee by means of a conference telephone or similar communications device which allows all persons participating in the meeting to hear each other simultaneously, and such participation in the meeting shall be deemed presence in person at such meeting.

ARTICLE VII CONFLICT OF INTEREST POLICY

7.1 Purpose. The purpose of the conflict of interest policy is to protect the interest of the Corporation when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

7.2 Definition.

- (a) **Interested Person.** Interested Person is defined as any director, principal officer, or member of a committee with governing board delegated powers, board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
- (b) **Financial Interest.** A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - i. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement.
 - ii. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
 - iii. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Section 3 of this Policy, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

7.3 Procedures.

(a) Duty to Disclose.

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

(b) Determining Whether a Conflict of Interest Exists.

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

(c) Procedures for Addressing the Conflict of Interest.

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

(d) Violations of the Conflict of Interest Policy.

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

7.4 Records of Proceeding. The minutes of the governing board and all committees with boards delegated powers shall contain:

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

7.5 Compensation.

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

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

- (a) Has received a copy of the conflicts of interest policy,

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

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

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

7.8 Use of Outside Experts. When conducting the periodic reviews as provided for in this Article, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibilities for ensuring periodic reviews are conducted.

ARTICLE VIII CONTRACTS, LOANS AND DEPOSITS

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

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

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

8.4 Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such depository or depositories as the Boards of Directors shall direct.

**ARTICLE IX
INDEMNIFICATION AND REIMBURSEMENT
OF DIRECTORS AND OFFICERS**

9.1 Indemnification for Expenses and Liabilities.

- (a) Any person who at any time serves or has served: (1) as a director, officer, employee or agent of the Corporation, (2) at the request of the Corporation as a director, officer, partner, trustee, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust, or other enterprise, or (3) at the request of the Corporation as a trustee or administrator under an employee benefit plan, shall have a right to be indemnified by the Corporation to the fullest extent from time to time permitted by law against Liability and Expenses in any Proceeding (including without limitation a Proceeding brought by or on behalf of the Corporation itself) arising out of his status as such or activities in any of the foregoing capacities or results from him being called as a witness at a time when he has not been made a named defendant or respondent to any Proceeding.
- (b) The Board of Directors of the Corporation shall take all such action as may be necessary and appropriate to authorize the Corporation to pay the indemnification required by this provision, including, without limitation, to the extent needed, making good faith evaluation of the manner in which the claimant for indemnity acted and of the reasonable amount of indemnity due him. Such determination shall be made by (1) the Board of Directors by a majority vote of a quorum consisting of Directors who were not parties to such action, suit or proceeding, or (2) if such quorum is not obtainable, or even if obtainable, if a quorum of disinterested Directors so directs, by independent legal counsel in a written opinion.
- (c) Any person who at any time serves or has served in any of the aforesaid capacities for or on behalf of the Corporation shall be deemed to be doing or to have done so in reliance upon, and as consideration for, the rights provided for herein. Any repeal or modification of these indemnification provisions shall not affect any rights or obligations existing at the time of such repeal or modification. The rights provided for herein shall inure to the benefit of the legal representatives of any such person and shall not be exclusive of any other rights to which such person may be entitled apart from this provision.
- (d) The rights granted herein shall not be limited by the provisions contained in Sections 55A-8-51 through 55A-8-56 of the North Carolina Nonprofit Corporation Act or any successor to such statutes.

9.2 Advance Payment of Expenses. The Corporation shall (upon receipt of an undertaking by or on behalf of the director, officer, employee or agent involved to repay the Expenses described herein unless it shall ultimately be determined that he is entitled to be indemnified by the Corporation against such Expenses) pay Expenses incurred by such director, officer, employee or agent in defending a Proceeding

or appearing as a witness at a time when he has not been named as a defendant or a respondent with respect thereto in advance of the final disposition of such Proceeding.

9.3 Insurance. The Corporation shall have the power to purchase and maintain insurance on behalf of any person who is or was a director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, partner, trustee, employee or agent of another domestic or foreign corporation, partnership, joint venture, trust or other enterprise or as a trustee or administrator under an employee benefit plan against any liability asserted against him and incurred by him in any such capacity, or arising out of his status as such, whether or not the Corporation would have the power to indemnify him or her against such liability.

9.4 Definitions. The following terms as used in these Articles shall have the following meanings. A Proceeding@ means any threatened, pending or completed action, suit, or proceeding and any appeal therein (and any inquiry or investigation that could lead to such action, suit, or proceeding), whether civil, criminal, administrative, investigative or arbitral and whether formal or informal. "Expenses" means expenses of every kind, including counsel fees. "Liability" means the obligation to pay a judgment, settlement, penalty, fine (including an excise tax assessed with respect to an employee benefit plan), reasonable expenses incurred with respect to a Proceeding and all reasonable expenses incurred in enforcing the indemnification rights provided herein. "director," "officer," "employee" and "agent" include the estate or personal representative of a director, officer, employee or agent. "Corporation" shall include any domestic or foreign predecessor of this Corporation in a merger or other transaction in which the Predecessor's existence ceases upon consummation of the transaction.

ARTICLE X GENERAL PROVISIONS

10.1 Distributions. Except as authorized or permitted by the North Carolina Nonprofit Corporation Act, the Corporation shall not make any distributions to its directors, officers or to other entities.

10.2 Seal. The corporate seal shall have the name of the Corporation inscribed thereon and shall be in such form of as may be approved from time to time by the Board of Directors. Such seal may be an impression or stamp and may be used by the officers of the Corporation by causing it, or a facsimile thereof, to be impressed or affixed or in any other manner reproduced. In addition to any form of seal adopted by the Board of Directors, the officers of the Corporation may use as the corporate seal a seal in the form of a circle containing the name of the Corporation and the state of its incorporation (or an abbreviation thereof) on the circumference and the word "Seal" in the center.

10.3 Fiscal Year. The fiscal year of the corporation shall begin on the 1st day of July and end on the last day of June in each year. As such, all of the Corporation's financial records shall be maintained according to Generally Accepted Accounting Principles (GAAP) on a July 1 through June 30 fiscal year basis.

10.4 Waiver of Notice. Whenever any notice whatever is required to be given under the provisions of '55A-2-02 of the General Statutes of the State of North Carolina or under the provisions of the by-laws of the

corporation, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

10.5 Corporate Records. Any records maintained by the Corporation in the regular course of its business, including its books of account and minute books, may be kept on or be in the form of punch cards, magnetic tape, photographs, microphotographs or any other information storage device; provided that the records so kept can be converted into clearly legible form within a reasonable time. The Corporation shall so convert any records so kept upon the request of any person entitled to inspect the same. The Corporation shall maintain at its principal office the following records: (1) Articles of the Incorporation or Restated Articles of Incorporation and all amendments thereto; (2) Bylaws or Restated Bylaws and all amendments thereto; (3) resolutions by the Board of Directors relating to the number or classification of directors; (4) minutes of all meetings or action taken without a meeting for the past three years; (5) a list of names and business or home addresses of its current directors and officers; and (6) the Corporation's most recent annual report filed with the North Carolina Secretary of State.

10.6 Bylaw Amendments. Subject to such approval as may be required in the Articles of Incorporation by any person or persons other than the Board of Directors, and to the extent permitted by law, these Bylaws may be amended by the affirmative vote of a majority of the directors in office at the time of the meeting to consider such amendment, at any regular or special meeting at which a quorum is present, upon five (5) days' written notice of the meeting, which notice shall state that the purpose of the meeting is to consider a proposed amendment to the Bylaws and which shall contain a copy of the proposed amendment or state the nature of the proposed amendment.

10.7 Amendments to Articles of Incorporation. Subject to such approval as may be required in the Articles of Incorporation by any person or persons other than the Board of Directors, and to the extent permitted by law, these Articles of Incorporation may be amended by the affirmative vote of a majority of the directors in office at the time of the meeting to consider such amendment, at any regular or special meeting at which a quorum is present, upon five (5) days' written notice of the meeting, which notice shall state that the purpose of the meeting is to consider a proposed amendment to the Articles of Incorporation and which shall contain a copy of proposed amendment or state the nature of the proposed amendment.

ARTICLE XI DISSOLUTION

11.1 Authorization of Dissolution. Dissolution of the Corporation shall be authorized by approval of a plan of dissolution providing for the distribution of all assets of the Corporation and the payment of all liabilities and obligations of the Corporation in accordance with applicable law, by a vote of a majority of the Directors then in office.

11.2 Meeting Notice. The person or persons calling a special meeting of the Board of Directors to consider a plan of dissolution shall, not less than five (5) days before the meeting, give notice thereof either personally or by telephone, telegraph, teletype or other form of wire or wireless communication or by facsimile transmission, mail or private carrier or by any other means permitted by law. Notice shall be provided to members entitled to vote thereon in accordance with the notice provisions of these Bylaws.

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Such notices to directors and members shall state that the purpose (or one of the purposes) of the meetings is to consider dissolution of the Corporation and shall contain or be accompanied by a copy of summary of the plan of dissolution.

11.3 Distribution of Assets. Upon dissolution of the School, the property remaining after providing for the debts and obligations of the School shall be distributed to the Granville County Schools system.

ARTICLE XII NON-DISCRIMINATION POLICY

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

The above Bylaws were duly adopted by the Board of Directors of the Corporation by action taken, effective February 15, 2013.

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

ARTICLES OF INCORPORATION

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

ARTICLE I

The name of the corporation shall be:

OXFORD PREPARATORY SCHOOL, INC.

ARTICLE II

The corporation is organized exclusively for charitable purposes within the meaning of Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 or the corresponding provisions of any future United States Internal Revenue laws (the "Code") and is a "charitable or religious corporation" within the meaning of Section 55A-1-40(4) of the North Carolina General Statutes.

ARTICLE III

The specific purpose for which the corporation is organized is to promote the creation and implementation of educational programs, and to engage in any other lawful act or activity for which corporations may be organized under Chapter 55A of the General Statutes of North Carolina so long as the corporation does not engage in any activity or activities not in furtherance of one or more tax exempt purposes as contemplated in Section 501(c)(3) of the Code.

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ARTICLE IV

The corporation is not organized and shall not be operated for pecuniary gain or profit. No part of the property or net earnings of the corporation shall inure to the benefit of or be distributable to its directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III hereof. The corporation shall not carry on propaganda, or otherwise attempt to influence legislation to such extent as would result in loss of its exemption from federal income tax under Section 501(c)(3) of the Code, and the corporation shall not participate in, or intervene in (including publication or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code (or the corresponding provision of any future United States Internal Revenue Law).

ARTICLE V

The corporation shall not have members.

ARTICLE VI

The principal office of the corporation is:

126 Main Street
Oxford, North Carolina 27565

The mailing address and county of the initial registered office of the corporation in North Carolina is:

P.O. Box 281
Oxford, North Carolina 27565
Granville County

ARTICLE VII

The name of the registered agent at the address of the registered office is:

Andrew Swanner.

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ARTICLE VIII

The powers of the corporation shall be exercised by a Board of Directors of not less than seven (7) nor more than eleven (11) persons. The number, method of election, qualifications, term of office, powers, authority, and duties of the directors, the time and place of their meetings, and such other provisions with respect to them as are not inconsistent with the expressed provisions of these Articles shall be as specified by the Bylaws.

The number of directors constituting the initial Board of Directors shall be nine (9), and the names and addresses of the initial directors who are to act as directors until the selection of their successors are:

Erik Bentsen
103 Meadow Heights
Oxford, NC 27565

Margaret Blanchard
236 Saddletree Rd.
Oxford, NC 27565

Charles Burwell
P.O. Box 952
Oxford, NC 27565

Everett Byrd
6127 Wild Cherry Ln.
Oxford, NC 27565

Marty Deal
221 Main St.
Oxford, NC 27565

Shawn Spence
253 Little Mill Rd.
Henderson, NC 27537

Drew Stock
409 Oxford Park Blvd.
Oxford, NC 27565

Jin Treacy
121 Military St.
Oxford, NC 27565

Julie Yacos
4678 Fielding Knott Rd.
Oxford, NC 27565

No director shall have personal liability arising out of an action, whether by or in the right of the corporation or otherwise, for monetary damages for breach of any duty as a director; provided, however, that the foregoing shall not limit or eliminate the personal liability of a director with respect to (i) any acts or omissions that the directors at the time of the breach knew or believed were clearly in conflict with the best interests of the corporation, (ii) any liability of such director(s) arising under Sections 55A-8-32 or 55A-A-8-33 of the General Statutes of North Carolina in connection with any loan guaranty or other form of security made or provided by the corporation to or for the benefit of any of the directors or officers of the corporation, other than loans, guaranties or other forms of security made to full-time employees of the corporation who are also directors or officers of the corporation by action of the board of directors in accordance with the provisions of Section 55-A-8-31(a)(1) of the General Statutes of North Carolina, (iii) any transaction from which such director derived an improper personal financial benefit (other than reasonable compensation or other reasonable incidental benefit for or on account of such director's services as a director, trustee, officer, employee, independent contractor, attorney or consultant of the corporation), or (iv) any acts or omissions occurring prior to the effectiveness of this Article.

Furthermore, notwithstanding the foregoing provisions, in the event that Section 55A-2-02 or any other provision of the North Carolina General Statutes is amended or enacted to permit further limitation or

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elimination of the personal liability of the directors, the personal liability of the corporation's directors shall be limited or eliminated to the fullest extent permitted by the applicable law.

This Article shall not affect a provision permitted under the North Carolina General Statutes in the articles of incorporation, bylaws, or contract or resolution of the corporation indemnifying or agreeing to indemnify a director against personal liability. Any repeal or modification of this Article shall not adversely affect any limitation hereunder on the personal liability of the director with respect to acts or omissions occurring prior to such repeal or modification.

ARTICLE IX

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provisions for the payment of all of the liabilities and obligations of the corporation, dispose of all of the assets of the corporation (if any) as follows:

- (A) Assets held by the corporation upon condition requiring return, transfer or conveyance, which condition occurs by reason of the dissolution, shall be returned, transferred or conveyed in accordance with such requirements; and
- (B) All other assets shall be transferred or conveyed to the United States, a state, or such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes as shall at the time qualify as an organization or organizations exempt under Section 501(c)(3) of the Code, as the Board of Directors in its discretion determines, subject to the provisions of the Bylaws of the corporation and applicable law.

ARTICLE X

These Articles of Incorporation may not be amended to an extent that would prevent the corporation from qualifying as an exempt organization under Section 501(c)(3) of the Code.

ARTICLE XI

The name and address of the incorporator is:

Andrew Swanner
206 Oxford Park Blvd.
Oxford, North Carolina 27565

This the 4th day of April, 2012.

Andrew Swanner
Incorporator

Oxford Preparatory School

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

Board Operations

Roles and Responsibilities

The Board of Directors will ensure that Oxford Preparatory School meets statutory and regulatory requirements as outlined in the NC Statute. Further, the Board will ensure the school is academically successful, fulfills its role as a full-service community school, is a viable organization, and remains faithful to the terms of its charter. Members of the OPS Board of Directors will exercise their duty of care, loyalty, avoidance of conflict of interest, and will complete disclosure forms as required for compliance with effective governance. The specific duties of the Board of Directors are outlined in the By-Laws. The Board will elect officers, mentor new board members, provide a periodic review of the By-laws and complete a board self-evaluation.

The Board of Directors will be reflective of and consistent with the school's mission for a number of reasons, namely:

- Members will be chosen based on their commitment to the values and mission of the school;
- Board members will undergo an extensive orientation program and continued training with support from NCDPI, to ensure both their familiarity with the school's vision and program and their ability to ensure compliance with all necessary regulations governing charter schools;
- Meetings will be held at the school, and board members will be encouraged to take other opportunities to visit the school and participate, as appropriate, in assemblies and school events;
- All current board members have had extensive experience working with local organizations that serve children and/or working within the communities we hope to serve. Similar members will be chosen in the future;
- Board members will consistently be provided with information about the programs of the school and the success of the school, which will serve to keep them appropriately informed and closely tied to the mission.

The future board leaders and other officers will be nominated by the current board members, as noted by the Board by-laws following input from the entire Board and discussions with the candidates. The entire Board will vote on the nominations and new directors will be determined by majority vote.

The Board's Finance/Personnel Committee will complete the annual evaluation of the Executive Director. The committee will include the Chairman of the Board and two other board members selected by the Board. The Executive Director will be invited to give input and provide evidence to support the achievement of goals set forth by the Board. Data from a wide variety of sources may be included in this process (e.g. student outcomes, staff and parent/guardian surveys, financial performance, fundraising, etc.)

The Board will be responsible for governance and the Executive Director will be responsible for management. These processes will be distinguished from each other based on the best practices outlined in the Charter School Statutes and in keeping with accepted best practices for non-profit organizations and charter schools. As a rule, if an action sets a goal, states an expectation, or clarifies a direction for the organization as a whole, then it is governance and responsibility rests with the Board. If an action is a way to accomplish a goal or carries out an activity, then it rests with the administration.

The Board sets the goals for curriculum, but implementation issues, such as the choice of specific materials, evaluation of the curriculum, and supervision of curriculum delivery reside with the Executive Director. Also, the Board establishes personnel policies, provides guidance through the budgeting process with regard to compensation, and is responsible for hiring and evaluating the Executive Director. Other personnel issues reside with the Executive Director. The Finance

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Committee of the Board will set the preliminary budget for the year, in consultation with the Executive Director. Final approval of the budget rests with the Board. Managing and reporting the approved budget is the responsibility of the Executive Director and his or her delegates. Finally, the Board sets goals to inform vendor selection, but the actual selection and management of vendor relationships would be the responsibility of the Executive Director.

The Executive Director and lead teacher will be non-voting, ex-officio members of the Board. Other members of the staff may, at the invitation of the Director or the Board, be asked to attend or present at meetings, but will not be ex officio members. The Chairman of the Board will serve for successive one-year terms. If a new chairman is to be elected, the process for succession described above and outlined in our by-laws will be followed. The Chairman of the Board will organize and preside over all board meetings, will be responsible for choosing chairs of board committees, and will be responsible for clear, effective, consistent communication with all board members. The Chairman of the Board will sit on the finance committee, the evaluation committee for the Executive Director, and as an ex officio member of all other committees. The Chairman of the Board will be consistently available to the Executive Director for consultation on school matters and will be the sole public spokesperson for the Board.

Development of School Policies

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

Board members, the Executive Director, or other stakeholders may propose new or revised policies to the Chairman of the Board. The Chairman, in consultation with others as needed, will assign the policy to an existing or specially created committee where it will be discussed and refined. The Board secretary, attorney(s) on the Board, and outside counsel, reviews the draft as needed. The Executive Director extensively reviews new policies to ensure they fit with the implementable vision and operations for the school. This exchange between the Board policy team and school leadership is key to the successful governance and management of the school. The Board will determine policies that support core values and principles of the school's vision, while the school leadership will ensure policies can be implemented and have the impact the Board envisions. A recommendation will be made and the policy will be brought to the full Board for discussion and approval. Board members will be provided with written material prior to a meeting in which a policy is to be discussed in order to have the opportunity to seek further information before the meeting.

Parental and Community Involvement

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

Of the nine founding board members, three are parents of potential students in the first freshman class. Two additional members are parents of potential students in the future. The remaining board members are a mixture of working professionals and community leaders, therefore creating a great balance of knowledge and direction for the charter. Because board meetings will be open to the public, parents and community members will be encouraged to attend. Furthermore, all parents will be expected to serve the school in a way that meets their schedule and skills. This consistent level of parental involvement will lend a great deal of input that will be managed by a formal parent organization. Any initiatives driven by the parents will be facilitated through this organization, which will also work closely with the school's Executive Director.

In addition, the school will actively seek input from staff, parents/guardians, and the community on proposed policies. Depending on the age of the students and the policy being considered, input will be sought from students as well. Families will be surveyed each year and when appropriate for other specific decisions, family feedback will be solicited through individual communication, focus groups, the annual surveys, and/or parent /guardian meetings. Also staff input will be sought through a variety of communication vehicles. The school will have many partnerships with community organizations as part of its community service mission.

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Goals and Objectives

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

Goal 1: Measure the academic progress of students

Objective 1: Students will achieve proficiency goals set on EOCs.

Objective 2: Students will achieve growth on EOCs.

Objective 2: Students in AP classes will achieve level 3 or higher at the rates set in the goals section.

Objective 3: Students will demonstrate learning, writing and critical thinking skills through a variety of experiential and self-directed projects.

Goal 2: Implement a service program where students and parents are actively involved

Objective 1: Students will serve at least 15 hours in the community each year.

Objective 2: Parents will be actively involved in the school community.

Goal 3: Create a curriculum and school culture that is centered about preparation for college.

Objective 1: Establish relationships with college admissions departments in and outside of North Carolina for students and staff beginning in the students’ freshman year.

Objective 2: Facilitate programs that educate students about the college admissions process and requirements.

Objective 3. In senior seminars work directly with students to write and submit competitive college application.

Objective 4: Measure the progress of OPS students in college admissions.

Objective 5: 100% of students will gain admission to a 4-year college.

Conflict of Interest

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

All board members will abide by OPS By-Laws Article VII “Conflict of Interest Policy.” A public employee or board member must be careful to avoid conflicts of interest. It will be the responsibility of each board member to disclose any possible conflicts prior to taking a seat upon the board. The board will address potential conflicts through discussion and then a majority vote. Annual statements and periodic reviews will be completed in order to maintain compliance. Should it be discovered that a board member has a conflict previously undisclosed, they will be removed from the board.

ADMISSIONS POLICY

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

Provide a description of the policies and the procedures for admitting students to the proposed charter school, including specific details of the enrollment lottery plan, statutorily allowed preferences, a plan to develop clear procedures for withdrawals and transfers, as well as subsequent marketing strategies to reach all demographic groups.

Admission to the school shall be by formal written application. Students who do not reside in North

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Carolina are not eligible for admissions. Preferences will be given for children of the school's principal, teachers, and teacher assistants and siblings of current students, as well as children of board members for the first year of operation. Applications will be available online, at the school, and by mail. As per Charter Law, OPS shall not discriminate against any student on the basis of ethnicity, national origin, gender, sexual orientation, or disability. OPS may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C-391 until the period of suspension or expulsion has expired.

There will be a maximum of 100 students per grade level. It is possible that more students will apply than there are available openings. If this situation occurs, the school will admit students through a blind lottery. Each application will be numbered in the order it is received and the numbers will then be pooled per grade level. At a public meeting, the numbers will be randomly pulled until all spaces in each grade level are filled. The remaining students will be placed on a waiting list in the order of their application number's removal.

Oxford Preparatory School defines "children of the school's principal, teachers, and teacher assistants" as any birth or adoptive child or any child for whom the teacher, executive director, or teacher assistant maintains sole guardianship and custody pursuant to a court order. Guardianship must be obtained prior to admission and continue for the full school year. Those requesting preference based on guardianship must provide an affidavit that the principal, teacher, or teacher assistant provides the primary financial support of the child and that the child resides full-time with the executive director, teacher, or teacher assistant. If multiple birth siblings apply for admission and a lottery is needed under G.S. 115C-238.29F(g)(6), OPS shall enter one surname into the lottery to represent all of the multiple birth siblings. If that surname of the multiple birth siblings is selected, then all of the multiple birth siblings shall be admitted.

After the first year, a new application must be submitted for all students who are not currently enrolled at Oxford Preparatory School. This includes siblings of enrolled students, all incoming 9th grade students, including siblings of currently enrolled OPS students, and any student who is on the wait list from the previous year's lottery. If multiple siblings have applied and one sibling receives notice from the school administration that they have received a place for the next school year, the other siblings remain in the order on the wait list at which they have been drawn for that school year. However the following year, if the sibling submits a new application they will be considered a sibling preference and the position will be determined by the current year's selection for grades 10th through 12th.

Process for withdrawals or transfers:

Students/families requesting transfer to another educational institution will be processed immediately upon written request to the Executive Director, and records will be sent to the transferring institution as soon as possible and/or within 48 hours after administration has validated that all accounts have been cleared.

Marketing efforts to reach all demographic groups:

Leading up to and during the enrollment period, all efforts will be made to educate the surrounding community about OPS's mission and the educational opportunities it will provide. Through traditional marketing efforts, including local newspapers and radio, and through events in the surrounding community, OPS will encourage all members of the surrounding community to apply.

V. EDUCATION PLAN

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

INSTRUCTIONAL PROGRAM:

(G.S. 115C-238.29F (d))

Provide a detailed description of the overall instructional program, including the following:
Educational theory, foundation of the model, and proposed innovative offerings.

In the words of Plato, “The direction in which education starts a man will determine his future life.” Oxford Prep seeks to ensure that students are well prepared for entry to the college of their choice and have formed the habits that will enable their success in any future endeavors they may choose. The culture of the school, rigor of the curriculum, and graduation requirements enable each graduate to have a background reflecting characteristics sought by most colleges. We seek to develop memory and analytical abilities like most conventional schools as well as two other types of abilities deemed important for success: creative abilities and practical abilities.

Most standardized testing is targeted toward assessing students’ memory and analytical abilities. We will prepare our students to exceed both the state and national means for standardized tests.

Graduation requirements for OPS mirror the suggested requirements for entry into most of the schools of The UNC System. The graduation requirements of OPS exceed those currently in existence in the schools in Granville and Vance counties. These requirements include exceptional academic requirements, including 3 credits in one foreign language and a full four years of both math and science. At OPS we also recognize the importance of the development of creative and practical skills. Consequently, our graduation requirements also incorporate a minimum community service and a fine arts requirement.

All students will participate in a college bound academic track unless selected for the OPS Scholars program. Minimum graduating requirements for all students will be:

- 4 math credits – the lowest level to be Integrated Math 1. (Any remedial math course the student requires to be successful in Common Core Math 1 will not count as a credit to the math graduation requirement. It may be used to fulfill an elective requirement.)
- 4 English credits
- 4 Social Studies (Civics & Economics, American History I & II, World History)
- 4 Science courses (to include the lab courses of biology, chemistry or physics, and earth and environmental)
- 3 Foreign Language courses
- 8 additional electives (For a total of 27 credits)
- At least 1 Advanced Placement or Dual Enrollment college level courses in the area of their choice

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- 60 hours of community service - to be approved by advisor. (15 hours a school year)(This requirement can be fulfilled through structured flex day projects and at the students leisure i.e. volunteer service at Granville Medical Center, working with Habitat for Humanity, participating in church mission projects, etc.)
- Fine Arts project - to be approved by advisor. (This requirement can be fulfilled through a fine arts course, through working with community theater groups, dance, music, foreign travel, etc.)

Scholars Program

Students who have already completed Algebra 1/8th grade Integrated Math 1 and have scored in the top 65%tile on EOG scores in Grades 6 – 8 on both math and language arts will be considered for the Oxford Prep Scholars Program. The Oxford Prep Scholars program is a more academically rigorous program in which students will begin taking Advanced Placement courses their freshman year. To remain in the Scholars Program, students must continue to make acceptable progress on all coursework. Oxford Prep Scholars must fulfill all graduation requirements PLUS

1. Complete a minimum of 5 AP classes which will begin in the freshman year and to include:
 - a. AP US Government & Politics (9th grade)
 - b. AP Environmental Science (10th grade)
 - c. AP English Language (11th grade)
 - d. AP Calculus AB (12th grade)
 - e. One additional AP class of their choice
2. Students must take the AP Exam in all of these classes to graduate with the designation of an Oxford Prep Scholar.

Oxford Preparatory School will draw upon all proven best practices for engaging students and facilitating their education so that they can successfully complete the rigorous curriculum set out by the school. We will challenge students and teachers to never accept anything but the best from themselves and from each other. Each employee, parent, board member and student will work together, knowing that for a student to complete a highly rigorous and competitive curriculum all members must be fully invested in their success. All members of Oxford Preparatory School will embrace a culture of high achievement, believing that mediocrity is not enough.

Teachers will approach each classroom with an expectation of excellence from each student while recognizing that each student learns differently. Much of the focus will be upon using debate and Socratic dialogue to deepen students' understanding of concepts, but the delivery will also blend lectures, workshop style opportunities, case studies and experiential learning to address the spectrum of learning styles. Writing will be an integral part of each curriculum strand to further develop a student's understanding of the topic and his ability to communicate that understanding to others.

Student cohorts will be established based upon need and future plans. Academic classes will center about these cohorts and will average no more than 25 students each. With the teacher will acting as a facilitator/coach and the students working as dedicated academic "athletes" we expect each student to be able to successfully navigate the college bound course set as the primary goal of Oxford Preparatory School.

The curriculum and the supporting daily schedule have been designed to provide students with a competitive high school resume upon graduation from Oxford Preparatory School. By requiring four courses each in the core areas of math, science, history and language arts plus three years of foreign language, Oxford Preparatory School seniors will possess a solid academic foundation acceptable at even the most competitive colleges in North Carolina. To further build the competitiveness of their high school record, not only are all students expected to experience a minimum of one

Oxford Preparatory School

college level class prior to graduation, they are also expected to use their energy and knowledge in giving back to the community as well as challenge themselves to stretch their imaginations through the arts requirement.

Students will attend 8 classes per year for a full year. This will allow in-depth study of complex concepts and exploration beyond the basic requirements of the North Carolina Standard Course of Study. A yearlong course of study also allows students to maintain a constant level of knowledge in each of their courses and become better equipped to take AP exams, which are offered only in May of each year. By working with a student all year, teachers will also be able to discover and address any learning difficulties that potentially could hamper his ability to complete the graduation requirements of Oxford Preparatory School.

WEEKLY SCHEDULE

Anchor Monday			Purple Tuesday & Thursday			Orange Wednesday & Friday		
Period	Start	End	Period	Start	End	Period	Start	End
1	8:30	9:15	1	8:30	10:00	5	8:30	10:00
2	9:20	10:05	Break	10:00	10:15	Break	10:00	10:15
3	10:10	10:55	2	10:15	11:45	6	10:15	11:45
4	11:00	11:45	Lunch	11:45	12:20	Lunch	11:45	12:20
Lunch	11:45	12:20	3	12:20	1:50	7	12:20	1:50
5	12:20	1:05	Break	1:50	2:05	Break	1:50	2:05
6	1:10	1:55	4	2:05	3:35	8	2:05	3:35
7	2:00	2:45						
8	2:50	3:35						

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GOALS

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

The academic program of Oxford Preparatory School is designed to foster critical thinking, intellectual rigor, persistence, strong communication skills, and social skills such as cooperation, responsibility, and open-mindedness – all leading to 4-year college acceptance for our students. Data demonstrates that Granville and Vance Counties trail far behind both state and national averages in graduation rates, college readiness, depth of knowledge beyond the basic curriculum, and successful participation in college level course work. (Note: See Evidence for Need of Proposed School) Simply put, Oxford Preparatory School is committed to exceeding each of these baselines by having 100% of its graduates accepted into a 4-year college. We will ensure this goal is met by gaining higher rates of EOC proficiency in all subject areas than the students in surrounding schools and also by meeting expected to high growth. Students will also be exposed to a college environment as early as freshman year via AP coursework – much earlier and at a faster pace than most other schools. By the time students complete their graduation requirements, ALL will have participated in a college level course that is either Advanced Placement or dual-enrollment. In addition to preparing students for college academically, we will also provide the opportunity to enhance their high school resumes with the required 60 hours of community service and the arts project. As a small school where everyone is focused on the single goal of college admission, we will be able to work with each student to make certain that they maintain positive forward traction in their ability to successfully compete for college admissions.

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PROPOSED SCHOOL CALENDAR

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

2013-2014 Calendar - 185 Days

19-23: Mandatory Workdays 26: First Day Students	AUGUST '13	SEPTEMBER '13	2: Labor Day Holiday 10: Early Release/Staff Dev.																																																																																											
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ASSESSMENTS and EVALUATION

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

Oxford Preparatory School requires that every student complete at least one Advanced Placement Course or Dual Enrollment class during their high school career. In order to receive weighted credit for the AP course, students are required to take the national AP test. Through the analysis of AP scores, we will be better able to adjust our teaching so that every student can achieve at least a score of 3, for which many colleges give credit. It is expected that if less than 50% of students receive a 3 on any AP exam, the content and methodology being used in the classroom would need to be evaluated for effectiveness and completeness. Students in the Scholars program are expected to complete no less than 5 Advanced Placement courses and to take the respective exams. Those Scholars who do not take the required AP exams will not receive Scholars designation on their diplomas or their transcripts sent to colleges. All students will be required to take the SAT at least once during their high school career.

Professional Development Needs

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

Because such an emphasis is being placed on a rigorous college track curriculum heavily focused on students achieving at least a 3 on AP exams, teachers in every content area will need to be extremely familiar with the content of the AP courses and the expectations of the exams. Despite the fact that any teacher certified in their area is considered to be qualified to teach AP classes, Oxford Preparatory School expects more. For teachers hired with no previous AP experience, attendance at no less than one College Board sponsored summer workshop in their area of focus will be required within the first 3 years at Oxford Preparatory School. Teachers who will not be teaching AP courses but will have responsibilities for classes that lead to AP coursework will be required to take the Pre-AP training course. These courses average \$575 each. It is expected that there will be a need for no more than 1 teacher per year to attend these courses. As part of each teacher's yearly professional development plan, they will also be required to read and evaluate no less than 3 resources in their content area as provided by College Board. Veteran AP teachers will also be encouraged to become AP test readers.

Competitive, college bound students need the challenging curriculum not often presented in many traditional public schools. In this region, challenges are being delivered across the curriculum for students at the North Carolina School of Science and Math. Demand for the type of challenging content offered at NCSSM far outweighs its capacity. Knowing this, NCSSM offers teacher workshops at a nominal cost of \$25 each in many areas – both content and cognitive. NCSSM also has available many live streamed (and archived) programs addressing content, content delivery, assessments and working with highly motivated high school students. Oxford Preparatory School will fully take advantage of these resources in growing an extremely knowledgeable staff capable of delivering an enviable curriculum that results in the type of students sought out by colleges.

In the 21st century environment students, businesses and institutions of higher learning all expect a technically adept student. This implies that teachers have the ability to work with technology for curriculum delivery, assessment, research and presentation. Many technology companies, such as Siemens, offer on-line coursework in these areas.

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Low Performance Interventions

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

Parent contact will be made for any students who are not meeting the expected growth by the end of the first 9 weeks (at the completion of 25% of the course). At that point, teacher, parent, and student input will be used to develop a plan to help that student meet their goal. Interventions used could include, but not limited to, before/after school remediation, teacher created notes, student performance contracts, peer tutoring, and retesting for proficiency. Students, teachers, and parents will all be expected to work together to achieve the expected targets.

Parental and Community Involvement

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

Parent and Community participation and support will be essential for OPS to have success. An increased level of parental involvement in the school community will lead to a dramatic increase in students’ academic and social/emotional growth. Therefore, OPS will require parents to commit service time to the school. 8 hours per quarter (16 per semester, 32 per year) are expected per family. The goal is for parents/family members to do their volunteering incrementally, as each quarter occurs, versus doing them all at once at the end of the year. Parents can complete this time in many ways, at many times. This could include, but is not limited to...

- Improving and Maintaining the Facilities (Painting, Carpentry, Disinfecting tables and chairs, Cleaning microwaves, Assembling furniture)
- Assisting Teachers & Staff (Making copies, Assisting with lunch, Assisting in the office, Organizing classrooms, Proctoring a test, Tutoring a student)
- Substitute teaching
- Chaperoning field trips
- Helping with fundraisers
- Carpooling
- Buying supplies (\$15 = 1 hr)

Gifted, At-Risk and English Language Learners

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

Oxford Preparatory School is specifically designed to challenge students that are not simply gifted students, but a diverse group of students who want to go to a four-year college or university. With the innovative Scholars Program, students who are in need of acceleration will take their first Advanced Placement class in the ninth grade. This program of study will develop and challenge students through college level coursework in a way that is currently not being offered in the area. Through these AP classes, where student learning is assessed through nationally normed tests, students will have the opportunity to build the critical thinking and time management skills and credentials to allow them opportunity to gain admission to selective colleges and universities in and outside of North Carolina.

The North Carolina State Board of Education policy GCS-K-000 (16 NCAC 6D.0106) requires a Home Language Survey (HLS) be administered to all students upon initial enrollment. The HLS will be used to help determine if the student is a language minority student. Any student declaring a native language other than English will be tested using

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the standards of World Class Instructional Design and Assessment (WIDA). WIDA is used to identify English proficiency in LEP students in 27 states, including NC. If the LEP student's need is significant enough, the school will provide English as a Second Language (ESL) instruction. Literacy support in content areas for all LEP students in the areas of linguistic complexity, content vocabulary, vocabulary usage, and language control will be provided. Training for all instructors in how to support LEP students will also be a key element of the literacy support provided by the school.

Extra-Curricular Activities Plan

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

Athletics will be offered on a limited basis the first year (Men's and Women's JV Soccer), but as the student body and demand grows OPS plans to offer Men's Lacrosse, Women's Volleyball, Men's Baseball, Women's Softball, Men's and Women's Cross Country. To make this happen, partnerships will be established to use existing county and city facilities in addition to the soccer field that will be used on sight. Parents may fulfill volunteer obligations by participating in coaching staffs, field maintenance, uniform and supply maintenance, and ticket and concession sales.

Students will be able to participate in clubs that support the core including, but not limited to: Beta Club, National Honor Society, Debate Team, Moot Court Team, Academic Team, Drama Club, Band, Math and Engineering competitions, etc. Oxford Preparatory School requires 60 hours of community service by graduation. Engaging with businesses and charitable organizations in the surrounding community and beyond will serve to expose our students to learning opportunities not found within the boundaries of school building. The fine arts project requirement will provide students insights into new and creative ways of thinking, help develop talents in areas other than simple academics, and challenge students to participate in enriching cultural experiences that they might not otherwise undertake. These offerings will help OPS meet the goal of developing "well-rounded students" in the mission statement.

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

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

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

Provide a clear and thorough explanation of the procedures the proposed charter will follow to insure compliance of the above laws. As part of this section, the plan should include how you will identify and meet the needs of your projected students (at-risk, gifted/talented, English language learners, and students with disabilities) in a manner that aligns with the overall curriculum, instructional approach, and mission.

Special Education Plan

Educational Focus:

Oxford Preparatory School will develop and foster a challenging educational academic path to establish future leaders through a rigorous and multifaceted curriculum and community service. Engaging in critical thinking and experiential learning in an inclusive environment that recognizes individual student needs and meets these needs through these students' strengths will prepare these future leaders for the college of their choice.

Compliance with Federal and State regulations for serving students with exceptionalities.

Instructional and related services for students with exceptionalities are designed to provide all students with a free and appropriate public education (FAPE) in the least restrictive environment (LRE). To ensure that the needs of students with exceptionalities are met, individualized educational programs (IEPs) will be developed with familial and student input and followed by the entire faculty and staff.

Eligibility

Oxford Preparatory School will ensure that each student's potential is achieved by matching instruction and support to his or her unique needs. For students that have been identified as having a disability, instructional and related services will be provided according to their individualized educational programs (IEPs). For students that demonstrate difficulties but have not been identified as having a disability, a screening and referral system will be in place that will identify their needs and strengths in order to maximize their potential.

Screening. For students that demonstrate difficulties that adversely affect their educational performance, an instructional consultation team will be convened to examine their needs. This team will be made up of the student's teachers and a special education teacher that will examine the student's presenting problems, how pervasive these problems are, and examine evidence-based interventions that can be used in the classroom setting. If these interventions address the student's needs, then the interventions will be sustained. If these interventions do not completely meet the student's needs, then the team will document the student's response to the interventions and apply other evidence-based interventions.

Should this second round of intervention fail to bring about the desired responses, as defined by the team, student, and family, then the student will receive more targeted interventions that are both evidence-based and set for more of a small group setting. Following this, with parental permission, a student would be referred to a multidisciplinary team.

Referral and assessment. The multidisciplinary team, which will include members of the instructional consultation team but will mandate parental involvement, would examine the results of the interventions in order to

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determine what assessment would be appropriate for the student. These assessments will be comprehensive in that they will span all areas of concern. All assessments administered to the student will be nondiscriminatory, in that it will be reliable, valid and free from all racial, cultural, or linguistic bias.

Determination and service. If, upon review of the assessment data, the multidisciplinary team determines that the student has a disability and that the disability negatively affects the student's academic performance, the student will be identified as having a disability and an individualized educational program (IEP) will be developed. The student's IEP will be developed within 60 days of the first meeting of the student's multidisciplinary team. The IEP will describe the instructional services that will be provided to the student by Oxford Preparatory School. The IEP will be used to ensure that the student works with his or her peers without disabilities toward the rigorous goals of Oxford Preparatory School, to the maximum extent reasonable. Additionally, all IEPs will include a transitional component that is evident in every goal developed, geared toward post schooling success, and consistently monitored to ensure student success.

Special Education Instruction

In order to ensure the success of students with exceptionalities at Oxford Preparatory School, the faculty and staff will be prepared to work with all students in an inclusive setting. To do this, the faculty will be well trained in the development and evaluation of IEP goals. They will also be thoroughly knowledgeable on the accommodations and modifications necessary to help each student be successful and as an independent learner who is preparing to enter a four-year college after graduation.

In each classroom, teachers will consistently differentiate instruction to the individual needs of all students and will collaborate with one another in order to provide the best instruction as dictated by students' individual needs. Teachers will demonstrate differentiated instruction by assessing students needs and strengths and providing a means by which any student could demonstrate mastery of a lesson or a topic. Collaboration will take place between faculty members through professional development and cooperative lesson plan development outside of the classroom. Collaboration between professional educators and differentiated instruction within each classroom will ensure that instruction of the highest quality is being provided to all students, regardless of exceptionality status or area.

Related Services

In order for students with exceptionalities to benefit from special education services and the high quality instruction provided at Oxford Preparatory School, the necessary corrective and supportive services will be provided to students without cost to them. These services will include but not be limited to physical and occupational therapy, counseling, psychological, speech/language pathology and audiology, and school nurse services. The nondiscriminatory assessment process will identify these needs and the IEP team will both ensure that the services are being provided consistently and in accordance with the student's identified needs and goals.

Rights and protections of students with exceptionalities

The rights and protections for students with exceptionalities are clearly outlined in federal and state law and center around the opportunity for the active participation of each student's family. Families will be invited to be actively involved in all aspects of the special education process, including the multidisciplinary referral and assessment team. If the family of the student chooses to not participate in this aspect of the process, their input will be sought and their permission to assess and serve will be ensured. If these requests for permission, attendance, and input are not met, the families have the right to seek mediation or due process to ensure that the needs of their children are being appropriately met.

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In order to ensure that the families of each student are informed and active members of a nondiscriminatory and/or IEP team, a copy of the ***Procedural Safeguards: Handbook on Parents' Rights*** will be provided at the point of initial referral. Additionally, this will be provided at every annual evaluation of a student's IEP, at the three year reevaluation of the student's needs and services, if a parent files a process of due process, or upon request.

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

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

Oxford Preparatory School Student Handbook

Draft Student Handbook

Mission Statement

Letter from the Executive Director of the School

General Information

School Hours

In an effort to make the most out of each school day and maximize learning opportunities, our school day will run from 8:30 - 3:35.

Monday's schedule will have eight short classes during the school day, while the Tuesday/Thursday and Wednesday/Friday schedules will split the eight classes taken on Monday. This schedule will provide opportunities for our students to complete their community service and develop an appreciation of the arts in a structured environment.

Attendance

In order for students to achieve the most growth each year, it is imperative that they are in school as much as possible. In a rigorous college preparatory school, being in attendance is an integral part of completing the curriculum.

Absences will be viewed in two areas, excused and unexcused. Examples of excused absences are illness, recognized religious holiday or a serious illness in the immediate family. Unexcused absences include, but are not limited to, family trips, non-school related athletic events or extreme tardiness. The Executive Director of the School approves any exceptions. Any student with more than 8 absences in a class will need to receive a waiver approved by the administration in order receive credit for the class.

Tardiness

In order for student's attendance to be counted for the school day, they must check in to school before 11:30 a.m., or remain at school until 1:00 p.m. If these criteria are not met, the student will be considered absent. If a student knows in advance that they will be tardy (doctor/dentist appointment, etc.), they should notify the office before the start of the school day. When

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students arrive, they must sign in at the office before going to class. Any student who is not in the classroom by the time the late bell rings will be counted tardy.

Early Pick-Up

If a student must leave school early for something unavoidable, they must provide a written request, with the reason for leaving, from a parent or guardian. This request must be given to the office the morning of the early dismissal. In any case of absence or tardiness, the student is responsible for missed work assignments.

Student Management

Dress Code

To be developed by the Executive Director of the School and the founding faculty.

Honor Code

Students must take responsibility for their behavior and choices, including those of academic honesty. The Honor Code states,

“As a student at Oxford Preparatory School (OPS) I pledge my support to the Honor Code and promise not to lie, cheat or steal. I also promise not to hurt or demean another member of our community, OPS and our family.”

Students will be required to attest to the Honor Code at the beginning of each school year.

Some examples of behavior that violates the school Honor Code are:

- Lying and forgery
- Plagiarism and cheating
- Stealing
- Bullying, including actions or words that hurt others or are considered disrespectful

In any case where there is a lack of clarity, it is a student's responsibility to check with their teacher or proper authority. Lack of clarity should never serve as an excuse for violating the school Honor Code. Any Honor Code violations will be sent to the Executive Director of the School for action.

Academic Standing

Students are expected to maintain a 2.0 GPA or higher. If at any time a student's GPA drops below a 2.0, teachers will help a student to re-prioritize academic goals as well as provide assistance needed to raise their GPA. It will begin with a parent/guardian meeting, so all parties are aware of the situation.

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Exceptional Students (EC) who are receiving modifications in their learning programs are expected to progress in their high school courses in a manner that will enable them to successfully complete the established Oxford Preparatory School curriculum that leads to college acceptance. For EC students having difficulty, the steps listed in the above paragraph will be followed in addition to looking at further needs for EC modifications.

Our goal is a 100% graduation rate and 100% 4-year college acceptance.

Detention

After school and lunch detention is held as needed. Detention is supervised by the teachers or school administration. It is assigned at the discretion of teachers for classroom misbehavior, incomplete or missing homework, disrespect or other repeated behavior or academic issues.

Short-Term Suspension

Suspension is assigned in order to help correct recurrent behavior problems that distract students from the goals of academic and personal growth. Some recurring behavioral problems that might warrant short-term suspension are:

- Leaving school property without permission
- Skipping classes
- Disrespect to teachers, staff and others
- Classroom behavior that interferes with learning
- Use of, or possession of, alcohol or tobacco
- Bullying, intimidation, harassment or physical harm or threat thereof

Long-Term Suspension

Long-term suspension (possibly for the remainder of the academic school year) is only used in severe circumstances. A 'manifestation determination' must be made before long-term suspension for EC students. Parents must be notified in writing of the cause for long-term suspension, and have 30 days to appeal in writing to the Board of Directors of OPS. The Board of Directors must respond to any request for appeal within 15 days of receipt. It will be up to the Board of Directors whether the student will receive a long-term suspension and will be readmitted that year or the next year. Parent/Guardian may provide the Board of Directors with evidence of growth and the ability of the student to rejoin OPS.

Expulsion

Expulsion is only used in rare occasions that involve egregious violations to OPS. It is a necessary option in order to preserve the safety of the student body as a whole. Expulsion may be immediate without warning, depending on the violation. The following are examples (but not the only examples) of acts that constitute immediate grounds for expulsion:

Oxford Preparatory School

- Commission of a felony
- Possession or use of any dangerous weapon or object
- Assault of another student or teacher
- Extortion or intimidation of another student or teacher
- Possession of drugs or narcotics
- Destruction or defacing of property
- Repeated or egregious defiance to school staff
- Repeated suspensions

Parents must receive written notification of the expulsion from the Executive Director of the School. They have 30 days to appeal in writing to the Board of Directors. A 'manifestation determination' must be made before expulsion for EC students. The Board of Directors must respond to any request for appeal within 15 days of receipt. Parent/Guardian may present to the Board of Directors evidence of growth and the ability of the student to rejoin OPS.

Searches

When conducting searches of student property, the Executive Director of the School or his designee may seize any illegal or unauthorized items that may pose a threat to the student body or staff. Such items include, but are not limited to:

- Contraband
- Controlled substances or intoxicants
- Dangerous weapons
- Explosives
- Firearms
- Flammable materials
- Poisons
- Stolen property

If any of these items are confiscated, law enforcement will be immediately notified. All confiscated items will be turned over to law enforcement. The parent/guardian will be notified by the Executive Director of the School regarding the confiscation and the involvement of law enforcement.

Oxford Preparatory School

TIMELINES

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

Category	Action	Target Date	Contributors
Application	Charter Application submitted to NCDPI	April 13 2012	Bradsher and Swanner
Marketing	Marketing Plan Updated, Website Development Begins	May-12	Burwell and Treacy
Facility	Identify Engineer to develop plans for facility	Jun-12	Blanchard, Deal, Swanner, Yacos
Grants	Begin Applying for Grants	Jun-12	Bentsen and Spence
Finance	Begin Fundraising Efforts	Jun-12	Byrd and Stock
Personnel	Retain Attorney and CPA	Jul-12	Swanner
Curriculum	Continue Curriculum Design and Implementation	Jul-12	Bradsher and Swanner
Marketing	Website goes live and continue to develop marketing materials	Jul-12	Burwell and Treacy
Finance	Apply for USDA backed loan through approved lender	Aug-12	Byrd and Swanner
Training	Begin board workshops and training with support from NCDPI	Sep-12	OPS Board of Directors
Facility	Finalize detailed plans for building renovation	Oct-12	Blanchard, Deal, Swanner, Yacos
Personnel	Begin recruitment for Executive Director of the school	Nov-12	OPS Board of Directors
Personnel	Offer made to Executive Director of the school	Jan-13	OPS Board of Directors

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Personnel	Begin recruitment for faculty and staff	Jan-13	Executive Director, Byrd, Swanner
Students	Applications released for students	Feb-13	Burwell and Treacy
Marketing	Public information sessions begin for parents and students	Feb-13	Bradsher, Executive Director, Swanner, Treacy
Personnel	Offer made to faculty and staff	Mar-13	Executive Director and OPS Board of Directors
Facility	Begin construction on facility renovation	Mar-13	Blanchard, Deal, Swanner, Yacos
Students	Public student lottery held	March 31 2013	Executive Director and OPS Board of Directors
Personnel	Initial Staff Development	Jul-13	Executive Director, Faculty, and Staff
Facility	Facility is ready to move in	July 15 2013	Blanchard, Deal, Swanner, Yacos
Students	Orientation Camp	August 1 2013	Executive Director, Faculty, and Staff

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

- Provide a detailed description of the existing private school's financial status. N/A
- Describe the rationale for converting from a private entity to a public school. Include information regarding how the proposed charter school will be nonsectarian in nature and will be open for all students (not just those currently attending the private school). N/A
- Depict and analyze the current enrollment trends of the school over the past three academic years. N/A
- Document and expound upon evidence that the existing private school is successful in student achievement. Base this explanation upon academic data available through summative assessments. N/A
- Explain the proposed charter school's expected staff turnover due to the statutory requirements for teacher licensure and highly qualified status. N/A

Oxford Preparatory School

VI. Business Plan

PROJECTED STAFF:

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

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<i>Total # of staff and Projected Costs</i>	<u>#8.5</u>	<u>#16</u>	<u>#22.5</u>	<u>#30.5</u>	<u>#30.5</u>
--Administrator(s)	<u>#1</u>	<u>#1</u>	<u>#1.5</u>	<u>#1.5</u>	<u>#1.5</u>
--Clerical	<u>#1</u>	<u>#1</u>	<u>#1</u>	<u>#2</u>	<u>#2</u>
--Teachers	<u>#6</u>	<u>#11</u>	<u>#17</u>	<u>#22</u>	<u>#22</u>
--Librarians	<u>#0</u>	<u>#0</u>	<u>#0</u>	<u>#0</u>	<u>#0</u>
--Guidance	<u>#0</u>	<u>#1</u>	<u>#1</u>	<u>#2</u>	<u>#2</u>
--Teacher Assistants	<u>#0</u>	<u>#0</u>	<u>#0</u>	<u>#0</u>	<u>#0</u>
--Custodian	<u>#.5</u>	<u>#.5</u>	<u>#1</u>	<u>#1</u>	<u>#1</u>
--Maintenance	<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>
--Bus Driver					
--Other	<u>#0</u>	<u>#1</u>	<u>#1</u>	<u>#1</u>	<u>#1</u>
IT	<u>#0</u>	<u>#0</u>	<u>#1</u>	<u>#1</u>	<u>#1</u>
21 st Century Media	<u>#(2)</u>	<u>#(4)</u>	<u>#(6)</u>	<u>#(8)</u>	<u>#(8)</u>
Coaches (supplement)	<u>#0</u>	<u>#0</u>	<u>#(1)</u>	<u>#(1)</u>	<u>#(1)</u>
AD (supplement)					

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

Staff Recruitment and Support

Also include the following information for the proposed charter school:

- Process to advertise for and employ members of the school
- Procedures for grievance and/or termination
- Sample employment policies to be implemented by the proposed charter school
- Description, if the proposed charter school partners with an EMO, of the relationship that will exist between the charter school employees and the management company

Oxford Preparatory School was conceived by a highly qualified educator already skilled at preparing students for AP exams. At this time, that educator, Andrew Swanner, functions as the lead contact for Oxford Preparatory School. During the development of this application, other qualified educators have been actively involved. Discussions have also been held among interested personnel who seek to teach in a college preparatory environment. Recruitment for the Executive Director will begin in November and formal events for staff recruitment will begin in January. Once established, beyond traditional interview practices Oxford Preparatory School will require potential new teachers to demonstrate their teaching methods and their ability to fit with the school culture by teaching a live class.

Advertising for future positions will be through the DPI website, Oxford Preparatory School, and the Charter Schools website.

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Oxford Preparatory School will use the North Carolina Teachers evaluation tool and follow that process. This requires teachers to create a bi-yearly professional development plan, undergo twice yearly in-classroom observations, and complete an end-of-the-year reflection. Observations are normally completed by the Director. When areas of weakness are identified, the director and the teacher will work together to develop a roadmap for improvement.

The Executive Director of the School's performance is reviewed after six months of employment by the Board of Directors. Subsequent reviews will be made in a twelve to eighteen month timeframe. The Chairperson of the Board is responsible for meeting with the Executive Director of the School to review and present written documentation of his/her performance. The written documentation will become part of the Executive Director of the School's personnel file.

Oxford Preparatory School Employee Handbook

Governing Standards

Personnel Policies:

1. Voluntary At-Will Employment

All employment at Oxford Preparatory School is “at-will.” This means employees may be terminated from employment with or without cause, and employees are free to leave the employment of Oxford Preparatory School with or without cause.

2. Equal Employment Opportunity and Non-Discrimination Policy

Oxford Preparatory School believes in promoting diversity within its staff and Board of Directors. As such, it is the policy of Oxford Preparatory School to grant equal employment opportunities to all qualified persons without regard to race, creed, religion, national origin, gender, age, disability, marital status, sexual orientation or veteran status. The Oxford Preparatory School also seeks to do business with organizations that encourage equal employment opportunities.

3. Sexual Harassment and Other Offensive Behavior

Oxford Preparatory School is committed to a workplace environment free of sexual harassment and any offensive behavior. Improper conduct, either in the workplace or between employees after hours, is inappropriate and will not be tolerated. This conduct includes, but is not limited to:

- Expressed or implied requests for sexual favors as a condition of employment;
- Unwelcome physical contact;
- Harassment or other behavior, such as telling of sexually explicit jokes, improper suggestions, graphic or descriptive comments or discussions about an individual’s body or physical appearance, degrading verbal comments, offensive sexual flirtation and intimidation;
- Offensive behavior directed at a person’s race, color, religion, sex, age, national or ethnic origin, disability, sexual orientation, or marital status.

Oxford Preparatory School’s policy on sexual harassment and other offensive behavior applies to its staff members, Board of Directors, donors and volunteers.

Any complaints of harassment should be referred immediately to the Head Administrator of the School. If the complaint involves the Executive Director of the School, the complaint should be immediately referred to the Chairperson of the Board of Directors.

4. Drug, Alcohol and Smoke Free workplace

The unlawful use, possession, or distribution of a controlled substance is prohibited in Oxford Preparatory School’s workplace or on its property. Oxford Preparatory School is a Smoke-Free Facility. Smoking or use of any tobacco products is strictly prohibited on school property:

- In the building
- On the grounds
- In school vehicles
- In the presence of students

Oxford Preparatory School

An exception will be alcohol consumed in moderation at sanctioned events during non-school hours with the approval of the Executive Director of the School. Any abuse of this policy should be immediately reported to the Executive Director of the School.

5. Hours of Work, Attendance and Punctuality

Work hours will be established by the Executive Director of the School to meet the mission statement of Oxford Preparatory School.

Attendance is a key factor in job performance. Punctuality and regular attendance is a condition of employment. Excessive absences (whether excused or unexcused) and tardiness are grounds for discipline, up to and including termination.

An employee who is absent from work for three consecutive days without notification to his or her supervisor or the Executive Director of the School will be considered to have voluntarily terminated his or her employment.

6. Position Descriptions and Salary Administration

Each position will have a written job description. The Executive Director of the School has the discretion to modify job descriptions or make assignments to meet the needs of Oxford Preparatory School.

Paychecks are distributed on the last workday of the month. If a check distribution day falls on a holiday, employees will receive their paychecks on the workday immediately preceding the holiday.

7. Leave Benefits

When hired, regular full-time employees (32 hours or more per week) earn 1 day of annual leave/sick day benefits per month to a maximum of 12 days. Employees may carryover up to 10 days of annual leave/sick day benefits into a new fiscal year to maximum of 45 days. Part-time employees will not earn annual benefits. The value of accrued annual leave/sick day benefits will not be paid to an employee upon their departure from Oxford Preparatory School.

Vacation requests must be submitted to the Executive Director of the School or his/her designee at least two weeks in advance of the requested date. The leave must be pre-approved by the Executive Director of the School before the vacation can be taken.

Personal Time Off

Regular Full-time teachers and staff receive four (4) days of personal time off per year. This will be expanded to six (6) where death is imminent or death occurs to a member of the employee's immediate family (spouse, parent, sibling, child, or step relative at the same level). Personal Time Off (PTO) days are not rolled over. Part-time employees are not eligible for PTO days.

Holidays

Regular full-time employees receive nine (9) paid holidays and three (3) break weeks per calendar year. Oxford Preparatory School recognizes and honors diverse cultures and traditions. The paid holidays are as follows:

- Christmas and New Year's break
- Martin Luther King Jr. Birthday
- Memorial Day

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- Spring Break
- Fourth of July
- Labor Day
- Thanksgiving Day, the preceding Wednesday and the ensuing Friday

Parental and Family Leave

Regular full-time employees may use up to three (3) months leave for maternity, paternity and/or adoption absence. This time may also be used to care for an ill member of one's immediate family (spouse, parent, sibling, child, or step relative at the same level). Regular full-time employees have the option of using accrued annual leave/sick day benefits and vacation benefits during this period. Insurance benefits, if any, may be impacted during leaves of thirty (30) days or more. Parental/Family leave must be approved by the Executive Director of the School with a minimum of sixty (60) days advance notice. Under special circumstances the Executive Director of the School can waive the requirement for a sixty (60) advanced notice.

Retirement Plan

Oxford Preparatory School participates in the State of North Carolina retirement program.

Oxford Preparatory School participates in the State of North Carolina Health Care Plan. Oxford Preparatory School pays 100% of the premium for individual coverage. If you would like to add family coverage, the additional amount will be deducted from your paycheck.

Additional insurance coverage is available for purchase through the school's benefits plan.

8. Performance Evaluations

Oxford Preparatory School will use the North Carolina Teachers evaluation tool and follow that process. This requires teachers to create a bi-yearly professional development plan, undergo twice yearly in-classroom observations, and complete an end-of-the-year reflection. Observations are normally completed by the Director. When areas of weakness are identified, the director and the teacher will work together to develop a roadmap for improvement.

The Executive Director of the School's performance is reviewed after six months of employment by the Board of Directors. Subsequent reviews will be made in a twelve to eighteen month timeframe. The Chairperson of the Board is responsible for meeting with the Executive Director of the School to review and present written documentation of his/her performance. The written documentation will become part of the Executive Director of the School's personnel file.

Employee Receipt and Acceptance

I hereby acknowledge receipt of the "Employee Handbook of Oxford Preparatory School." I understand that it is my responsibility to read and know its contents. I also understand and agree that the Handbook is not an employment contract and that Oxford Preparatory School is an "at-will" employer as defined in this document.

I have read, understand and agree to all of the above.

Signature: _____
Print Name: _____
Date: _____

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QUALIFICATIONS REQUIRED FOR INDIVIDUAL POSITIONS:

(G.S.115C-238.29F(e))

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

Qualifications Required For Individual Positions

Teaching Positions

At Oxford Preparatory School (OPS) we believe having a dedicated and well qualified teaching staff is paramount to the success of our students and school. The Federal standards for Highly Qualified teachers will be followed. A Baccalaureate degree or higher and proven experience and aptitude in the subject(s) being taught are a must. At OPS we will hire teachers with the following rubric:

- Kind, caring individuals
- Smart, well educated in their field
- Ability to instruct
- Entrepreneurial focus to their teaching
- Willingness to work as part of a team

Teachers will be required to teach a sample lesson in front of the hiring panel (in actual classroom during 1st year and beyond). In addition, all teachers will be licensed in the subject areas they are teaching, as well as meet the requirements set forth in the No Child Left Behind legislation.

The responsibilities of our teaching staff will include, but are not limited to:

- Delivery of the specific course content
- Orienting students to their coursework
- Communicating coursework and school requirements
- Be accessible to students and parents
- Augment coursework with enrichment opportunities
- Grade student progress
- Participate in State testing
- Maintain a shared view of OPS's mission
- Support all aspects of student learning

Executive Director of the School

The Executive Director of the School (Administrator) will be required to have a proven track record of success in school and/or business management. The Administrator will focus on the internal management of the school and, as a leader, must be able to do the following:

Oxford Preparatory School

- Maintain every aspect of the school mission
- Inspire students and staff to consistently meet high expectations
- Build a strong school environment by having an open and sustaining relationship between parents, students, faculty, staff, Board of Directors, community leaders and volunteers
- Have the ability to create partnerships with business, local colleges and professionals to enrich the school's curriculum
- Be an effective educator, keen to implement OPS's innovative teaching methodologies
- Have an active role in planning and setting curriculum standards
- Recruiting talented teachers, developing their teaching skills and retaining their service
- Effectively evaluate the performance of teachers and other staff members
- Oversee the daily operations of the school including, but not limited to, management of school financial affairs, organization, policy and procedure, and personnel management

Administrative Assistant/Clerical Support

The administrative assistant will handle all administrative tasks that support the school and the administrator. These duties may include, but are not limited to, maintaining student information, scheduling, maintaining office equipment and supplies, secretarial duties and interaction with teachers and other staff members. The position also requires a working knowledge of the school's financial programs and requires on-going communication with the contractor for the school's financial record keeping and reporting. This position requires someone with a thorough education or experience performing administrative tasks as described above. This position requires knowledge of or willingness to be trained in use of NC Wise. The ideal candidate will possess both education and experience.

Counselor

The counselor will guide the students in all areas of their curriculum and graduation requirements. The counselor will guide students in all aspects of college admission as well as being responsible for all State testing requirements. The person in this position will be proficient in counseling, interest and aptitude testing, and setting realistic, but stretching academic and career goals. The counselor will maintain and operate an up to date career and college information center. The counselor will interface with colleges and universities in the state and nation. Some travel may be required. He/she will have a working knowledge of majors, admission requirements, entrance exams, financial aid and other programs for students to apply at the college or university of their choice.

This position requires the counselor to interface with students, parents and teachers. The candidate must have a strong desire to help students, inspire respect, trust and confidence. Education and training requirements may include a Master's degree or appropriate licenses.

I.T. Specialist

The Information Technology (IT) Specialist will be responsible for the day to day technical support needs of the school, which may include on-site and remote and remote desktop support, user setup and staff training, installation, maintenance and repair of computer hardware, software and networks. This position also includes making recommendation about future planning and development of resources, maintaining inventory of technology hardware, software and other resources. The IT specialists will be responsible for developing critical timelines for hardware replacement and software upgrades. The security of all systems will be the responsibility of the IT Specialists. This

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position requires a professional with both education and work experience in all of the areas outlined in this description of the position. The IT Specialist must be proficient or immediately become proficient, with the ability to train the appropriate personnel, in the ISIS accounting system for cash flow and check processing.

21st Century Media Specialists

This position will require providing outreach for teachers outside of standard curriculum needs, such coordinating logistics for Flex days and coordinating relationships outside of school. This position will also require research into and procuring of different online methodologies teachers can use in their instruction and curriculum needs. A background in community outreach, library science and/or media technologies would all be important in this position.

Athletic Director

The Athletic Director will coordinate all athletic activities and associated personnel. An effective director will be able to oversee all aspects of high school athletic programs. The director must have an understanding of legal requirements and state law governing high school athletic programs. He/she will provide leadership, guidance and direction for sports programs, including scheduling, team travel and purchasing and equipment maintenance. The director will prepare budgets, hire coaches and be responsible for facility management. The candidate must possess good planning and organizational skills, public relations skills and be an effective oral and written communicator.

Criminal background checks of all personnel are required by law and will be conducted on all applicants for board, faculty, staff, administrative and volunteer positions.

Oxford Preparatory School

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

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

Marketing to potential students and parents is vital to the survival of a charter school. Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school State Statute regarding admissions GS 115C.238.29F(g) (1-7) carefully.

Describe how the board will market the school to all populations (including various community ethnic groups, teachers and other employees, and the general public) to ensure that the school fully complies with the State Statute to mirror the diversity of the local education agency.

Marketing Plan

Oxford Preparatory School is committed to open and regular communication with all stakeholders and the public at large, according to the applicable local, state and federal laws. Using a variety of communication methods to make sure all entities have access to information, OPS will maintain a marketing plan that promotes diversity in enrollment and openly invites attendees from the surrounding community. The targeted population will be students from Granville and Vance counties, and these demographics will be given public access to all school-related information. Students and families requiring ESL support will receive translation assistance via marketing material created to honor those needs.

Registration will be publically announced through a variety of means and will be open to all students who can legally attend public school by state law, without discrimination of ethnicity, national origin, gender or disability. To ensure all populations are informed, the school will employ various means of communication including an up-to-date website, the use of social media, and non-electronic communication through local printed media, newsletters and brochures, and speaking engagements with the public. Regional churches and other faith-based organizations will also be resources for public relations, as they provide pre-established unions of ethics-conscious citizens. All targeted populations, therefore, will have public access to knowledge about school regulations, admission process, and procedures.

1. Exposure through local newspapers:
 - A. The Oxford Ledger – Oxford, NC
 - B. The Daily Dispatch – Henderson, NC
 - C. The Creedmoor – Butner News – Creedmoor, NC

2. Direct Contact with City/Town Councils
 - A. Oxford, NC City Commission
 - B. Henderson, NC City Council
 - C. Stovall, NC Town Commission
 - D. Stem, NC Town Commission
 - E. Creedmoor, NC City Commission
 - F. Butner, NC City Commission

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3. Online/Social media
 - A. Website
 - B. Facebook page
 - C. Twitter Feed
4. Promotional and Information Brochure – Widespread distribution through businesses, Chamber of Commerce, Downtown Development organizations, libraries in Oxford, Creedmoor and Henderson
5. Radio
 - A. 98.3 FM WLUS Oxford, NC (Country)
 - B. 1450 AM WIZS Henderson, NC (Talk)
6. Dr. Drew Stock — Board Member, fluent in Spanish, will become the contact with the Hispanic community
7. Interactive Speaking engagements
 - A. Local community civic groups
 - B. Local Churches and Faith Based Organizations

Oxford Preparatory School

Enrollment Projections

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

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

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

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

Oxford Preparatory School is beginning with a targeted head count of 100 in a single grade to allow for sufficient revenue to initiate a rigorous curriculum that prepares future leaders to be ready to accept the challenges of the college of their choice. Great demand will come from the Vance Charter Middle School, which has a current enrollment of 66 students in the 7th grade. This year alone Vance Charter had 4-5 applicants per open seat. Growth at Oxford Preparatory School is planned for one grade per year, with a class membership of 100. Once capacity of 400 students is reached, we anticipate being able to offer the extra benefits traditionally found in public high schools such as band, chorus, and a wider sports variety.

It is expected that key coordination roles, such as athletics and extensive IT, will be supplied by parent and/or community volunteers until the school reaches a headcount and revenue level sufficient to support bringing full-time staff positions for sufficient revenue to fund these roles. Should actual enrollment not meet projections, action will be taken to ensure personnel and materials match needs. It is anticipated that an enrollment of no less than 80 students would allow for effective operations to begin.

OPS has a small contingency reserve. We expect this number to grow as we pursue grants and financial support from the local business community. We have a marketing expert on the OPS board who is in charge of this effort.

**PROJECTED ENROLLMENT
2013-14 through 2017-2018**

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY COME

List LEA #1 – Granville County

List LEA #2 – Vance County

List LEA #3 – _____

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

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

		2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
		LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
Seventh	7	—	—	—	—	—	—	—	—	—	15	25	—	15	25	—
Eighth	8	—	—	—	—	—	—	15	25	—	15	25	—	15	25	—
Ninth	9	70	30	—	70	30	—	30	50	—	30	50	—	30	50	—
Tenth	10	—	—	—	70	30	—	25	46	—	30	50	—	30	50	—
Eleventh	11	—	—	—	—	—	—	15	30	—	25	46	—	30	50	—
Twelfth	12	—	—	—	—	—	—	—	—	—	15	30	—	25	46	—
LEA Totals		70	30	—	140	60	—	85	151	—	130	226	—	145	246	—
Overall Total Enrollment		100			200			236			356			391		

Oxford Preparatory School

Budget: Revenue Projections 2013-14 through 2017-2018

INCOME: REVENUE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
--State ADM Funds	<u>\$501,248.00</u>	<u>\$1,002,496.00</u>	<u>\$1,503,744.00</u>	<u>\$2,004,992.00</u>	<u>\$2,004,992.00</u>
--Local Per Pupil Funds	<u>\$137,340.00</u>	<u>\$ 274,680.00</u>	<u>\$ 412,020.00</u>	<u>\$ 549,360.00</u>	<u>\$ 549,360.00</u>
--Federal Funds	<u>\$ 14,000.00</u>	<u>\$ 28,000.00</u>	<u>\$ 42,000.00</u>	<u>\$ 56,000.00</u>	<u>\$ 56,000.00</u>
--Grants*	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
--Foundations*	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
--Private Funds*	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
--Other Funds*					
State EC estimated 8%	<u>\$ 29,600.00</u>	<u>\$ 59,200.00</u>	<u>\$ 88,800.00</u>	<u>\$ 118,400.00</u>	<u>\$ 118,400.00</u>
State DSSF Funds	<u>\$ 2,500.00</u>	<u>\$ 5,000.00</u>	<u>\$ 7,500.00</u>	<u>\$ 10,000.00</u>	<u>\$ 10,000.00</u>
TOTAL INCOME	<u>\$684,688.00</u>	<u>\$1,369,376.00</u>	<u>\$2,054,064.00</u>	<u>\$2,738,752.00</u>	<u>\$2,738,752.00</u>
<p>*If you are depending on these sources of funding to balance your operating budget, please provide documentation, such as signed statements from donors, foundations, etc., on the availability of these funds.</p>					

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

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

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

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

For 2013-14, we used the 2011-12 State allotment for the two counties in our LEA. Our intended headcount, 100 students in year 1, is multiplied by \$5012.48 to reach the State revenue amount of \$501,248.00. We did not increase this allotment amount for the projected years, because it is subject to change. (70 students/% from Granville County at \$4,961.77 and 30 students/% from Vance County at \$5,132.19 = an average of \$5,012.48 per student.)

Local County dollars are based upon the local county allotment from 2010-11 for the counties in our LEA. These allotments are rolled forward for the five years of the plan. Again our intended headcount, 100 students Year 1, is multiplied by the dollar/percentage amount by county to reach the local revenue amount of \$137,340.00.

2011-12 Budget		2013-14	2014-15	2015-16	2016-17	2017-18
Revenue	Per ADM	100	200	300	400	400
State Funds	5,012.48	501,248	1,002,496	1,503,744	2,004,992	2,004,992
State Funds-DSSF	25.00	2,500	5,000	7,500	10,000	10,000
State EC Funds Est.						
HC@ 8% ADM 2012-13	3,700.00	29,600	59,200	88,800	118,400	118,400
2010-11 Granville						
County Funds	70% 1,374.00	96,180	192,360	288,540	384,720	384,720
2010-11 Vance						
County Funds	30% 1,372.00	41,160	82,320	123,480	164,640	164,640
Federal Funds-PRC						
060- 8% ADM	1,750.00	14,000	28,000	42,000	56,000	56,000
Total Revenue		684,688	1,369,376	2,054,064	2,738,752	2,738,752

Budget (continued): Expenditure Projections 2013-14 through 2017-2018						
Facility Expenses						
Rent and Upfit		75,000	150,000	300,000	375,000	375,000
Utilities		15,000	25,000	35,000	40,000	40,000
Maintenance and Repair		15,000	25,000	30,000	35,000	35,000
Total Facility Expenses		105,000	200,000	365,000	450,000	450,000
Personnel						
Salaries		354,000	727,000	927,250	1,296,750	1,296,750
Substitutes- 9 days per teacher		5,130	9,405	14,535	18,810	18,810
Health Insurance- State Plan	5,192.00	41,536	77,880	114,224	155,760	155,760
Retirement- State Plan	14.31%	50,657	104,034	132,689	185,565	185,565
FICA	7.65%	27,081	55,616	70,935	99,201	99,201
SUTA	1.2%	4,248	8,724	11,130	15,561	15,561
Workers Compensation		2,338	4,400	6,188	8,768	8,768
Total Personnel		484,990	987,059	1,276,951	1,780,415	1,780,415
Instructional						
Technology		6,000	31,200	150,000	85,000	85,000
Textbooks		12,500	12,500	12,500	12,500	5,000
Staff Development		1,400	3,000	6,000	7,000	7,000
Educational Programs		1,500	11,000	25,000	40,000	40,000
Testing Materials		2,000	4,000	6,000	8,000	8,000
Total Instructional		23,400	61,700	199,500	152,500	145,000
Office and Administration						
Office Equipment		10,000	10,000	15,000	20,000	20,000
Telephones/Communications		5,000	6,500	7,500	7,500	7,500
General Insurance		6,000	8,000	11,000	12,000	12,000
Offices Supplies		8,000	10,000	12,000	14,000	14,000

Oxford Preparatory School

Total Office and Administration	29,000	34,500	45,500	53,500	53,500
<hr/>					
Other Expenses					
Marketing	3,000	4,000	4,000	4,000	4,000
Software Support ISIS	2,980	2,980	2,980	2,980	2,980
Financial Support (Arcadia NorthStar)	11,500	23,000	34,500	46,000	46,000
College Counseling	0	1,500	3,000	3,000	3,000
Graduation	0	0	0	6,000	6,000
Legal and Financial Consulting	7,000	11,000	12,000	13,500	13,500
Audit	5,000	10,000	10,000	10,000	10,000
Food Services	5,000	10,500	31,500	42,000	42,000
Athletics- excluding salaries	1,500	10,000	15,000	20,000	20,000
<hr/>					
Total Other	35,980	72,980	112,980	147,480	147,480
<hr/>					
Total Expenses	678,370	1,356,239	1,999,931	2,583,895	2,583,895
<hr/>					
Annual Reserve	6,318	13,137	54,133	154,857	154,857
<hr/>					

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

MAY BE AMENDED AS THE NEEDS OF THE SCHOOL DICTATES.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<i>Total # of staff and Projected Costs</i>	#8.5 \$354,000	#16 \$727,000	#22.5 \$927,250	#30.5 \$1,296,750	#30.5 \$1,296,750
--Administrator(s)	#1 \$ 70,000	#1 \$ 70,000	#1.5 \$ 110,250	#1.5 \$ 110,250	#1.5 \$ 110,250
--Clerical	#1 \$ 28,000	#1 \$ 28,000	#1 \$ 28,000	#2 \$ 56,000	#2 \$ 56,000
--Teachers	#6 \$ 240,000	#11 \$ 440,000	#17 \$680,000	#22 \$ 880,000	#22 \$ 880,000
--Librarians	#0 \$ _____	#0 \$ _____	#0 \$ _____	#0 \$ _____	#0 \$ _____
--Guidance	#0 \$ _____	#1 \$ 40,000	#1 \$ 40,000	#2 \$ 80,000	#2 \$ 80,000
--Teacher Assistants	#0 \$ _____	#0 \$ _____	#0 \$ _____	#0 \$ _____	#0 \$ _____
--Custodian	#.5 \$ 12,000	#.5 \$ 12,000	#1 \$ 24,000	#1 \$ 24,000	#1 \$ 24,000
--Maintenance	#0 \$ _____	#0 \$ _____	#0 \$ _____	#0 \$ _____	#0 \$ _____
--Food Service	#0 \$ _____	#0 \$ _____	#0 \$ _____	#0 \$ _____	#0 \$ _____

Oxford Preparatory School

--Bus Driver								
--Other								
IT	#0	\$0	#1	\$ 36,000	#1	\$ 36,000	#1	\$ 36,000
21 st Century Media	#0		#0	\$	#1	\$ 32,000	#1	\$ 32,000
Coaches (supplement)	#(2)	\$ 4,000	#(4)	\$ 8,000	#(6)	\$ 12,000	#(8)	\$ 16,000
AD (supplement)	#0		#0		#(1)	\$ 5,000	#(1)	\$ 5,000

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

Oxford Preparatory School (OPS) is beginning with a targeted headcount of 100 students to allow for sufficient revenue to initiate a rigorous curriculum that prepares future leaders to be ready to accept the challenges of the colleges of their choice. The total staffing level for year 1 is 8.5 positions growing to 30.5 positions by year 4 (2016-17 schoolyear). Teacher positions are included in this count and will increase on an annual basis from 6-22 in years 1-4. Some positions will not be funded during year 1 or will be funded on a part-time basis for the first two years OPS is open. As an example, IT support and 21st Century Media will not be funded during year 1, however we will rely on extensive coordination between OPS, parents and community volunteers to support these positions. Year 2 headcount and revenue levels support a full-time staff position for IT and Year 3 will support a full-time 21st Century Media position.

A custodial position will be funded on a part-time basis for years 1 and 2, moving to a full-time position year 3. Parental volunteer hours will heavily support maintenance and custodial tasks during the first two years.

A supplemental budget item for athletics is planned for two coaches in year 1. OPS anticipates adding two coaches a year through year 4 where their will be 8 coaches and an Athletic Director who will start year 3.

We are in discussion to purchase a local building that is centrally located in Oxford with easy access. It has the square footage for classrooms and office space. It also has green space for athletics. The building owner is very supportive of OPS and will assist us in the purchase, or possibly lease in year 1.

Oxford Preparatory School

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

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

ADDITIONAL NOTES:

SCHOOL AUDITS:

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

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

The OPS Board of Directors and the Executive director will establish and audit committee to evaluate the school's overall educational program. The Committee will report its findings to the full board and the head of the School at the annual meeting and include

- An analysis of whether student performance is meeting the goals specified in the school's educational plan
- A summary of major decisions and policies established by OPS's governing board during the year
- The audit committee will ensure that folders for EC students will be maintained as required by the state of NC

The audit committee will compile an annual performance report that will at a minimum include the following data:

- A summary showing student progress of towards established outcomes
- A summary showing major decisions and policies established by OPS board of Directors during the year
- Data on the level of parent involvement and summary of data from an annual parent and student satisfaction survey
- Data regarding number of staff and their qualifications
- A copy of the health and safety policies and a summary of their changes
- An overview of the admissions process through the year and data regarding the number of students enrolled, the number on the waiting list and the number of student expelled and/or suspended

Oxford Preparatory School

FINANCIAL AUDITS:

GS 115C-238.29F(f)(1)

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

Oxford Preparatory School plans to contract financial audits to the expertise of Winston, Williams, Creech, Evans and Co, LLP. This company is located at 102 West Spring Street, POB 1366, Oxford, NC 27565. Phone 919 693 5196 Fax 919 693 7614.

Oxford Preparatory School

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	\$1,000,000
Motor Vehicle Liability	\$1,000,000
Bonding	\$250,000
Minimum amount:	
Maximum amount:	\$250,000

Other

If you, as an applicant, have already received quote from an insurance organization, please provide a copy within the appendices.

See Resource Manual for Minimums allowed by SBE Policy.

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.

Oxford Preparatory School will make sure that all students have access to reliable transportation. After the lottery (if needed) is completed, as part of the enrollment paperwork, parents will be asked to document if there is a need for transportation before and/or afterschool. Once this information is compiled, the volunteer coordinator will contact other parents from the nearby community and ask if they have room for another rider. This may include picking the child up at their home, or at a central location. We will take an active role in assuring no child misses school due to a lack of transportation. Once a ride is secured, we will allow this travel time to be counted towards their volunteer time.

Oxford Preparatory School

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

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

Oxford Preparatory School is actively looking at an underutilized 50,000 sq foot building in the city limits of Oxford, NC. We have met with the owners and they have a favorable attitude towards the upfit and the development of their building.

At present we will upfit the building in two phases. Phase One (for year one and two) will house a total of 10 classrooms, 2 science labs, a visual arts room, office space, café, and a flex room for Physical Education. During Phase Two (for year 3 and beyond) we will add an additional 8 classrooms, a music/band room, permanent physical education/gym space, and a small black box theater.

The building sits on 10.18 acres, which allows for a great deal of green space. This will allow for outdoor activities and the development of sports, such as Soccer and Lacrosse. There are currently 100 parking spaces and will eventually increase as the number of student drivers grow.

Name of the facility (if known): Macra Lace

Address: 204 Industry Dr.

City/State/Zip: Oxford, NC 27565

Description of the Facility:

Total square feet:	<u>50,000</u>
Number of Classrooms:	<u>Currently 0, plan to construct 12 for Phase 1 (Year 1 & 2) and 12 additional classes for Phase 2 (Year 3 and beyond)</u>
Number of Restrooms:	<u>Plan to construct 5 sets</u>
Other Rooms:	
Auditorium:	<u>Plan to construct small Blackbox Theater for Phase 2</u>
Gymnasium:	<u>Plan to use flex space for Phase 1 and permanent space for Phase 2</u>
Music Room:	<u>Plan to construct in Phase 2</u>
Art Room:	<u>Plan to construct in Phase 1</u>
Laboratory:	<u>Plan to construct 2</u>

Ownership: Fee Simple or Lease

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

- (a) Term of the Lease: Owner Financing for purchase of the facility, Bank Financing cost of construction with backing from USDA Guaranteed Loan
- (b) Type of Lease: _____
- (c) Rent: \$ _____ per month

Name of Landlord: Bruce Heerema (Heritage Lace, CEO)

Oxford Preparatory School

Address: 309 S St., Box 328

City/State/Zip: Pella, Iowa 50219

Phone: (641)628-4949

Fax: (641)628-1689

Document inspections for the following:

(a) Fire: To be completed – sprinklers/wet

(b) Safety: To be completed

(c) Handicapped accessibility? To be completed, facility will meet all ADA requirements

Oxford Preparatory School

Print

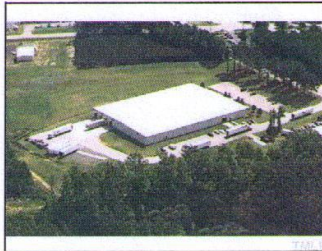
Page 1 of 1

Agent Information

Name: Margaret Blanchard
Phone: 919-693-2257
Fax: 919-603-3798
Cell:
Email: mcbrealtor@nc.rr.com
Web: www.margaretblanchard.com

Office Information

Name: C-21 Hancock Properties
Address: [128 Main St.](#)
 Oxford, NC 27565
Phone: 919-693-2257
Fax: 919-603-3798
Web:



1734571 Active Commercial Imp. LP: \$ 1,200,000

[204 Industry Drive](#)

City: Oxford

Media: 4 **VT:** No **Area/Sub:** 323E **Zip:** 27565
For Sale: Y **For Lease:** Y **Nearest Cross Rd:** N
Bldg/Project Name: Heritage Lace **Yr Blt:** 1994
Traffic Count: **Foreclosure:** N **Auction:**
Seller's Name: Heritage Lace **Next OH:**
 Directions: I-85 to exit 204, right to 2nd Stoplight, left onto Industry Drive, Building on right.

Remarks: 50,000 sf w/10.18 acres metal construction warehouse with appr. 3000 sf office. 4 dock doors and 1 drive in door. 75-100 parking spaces, located off i-85 35 miles north of RTP, Building in excellent condition.

General Information

Total Site Acres: 10.180	Total Building SqFt: 50000	Min SqFt Avail: 50000	Max SqFt Avail: 50000
Min Lse \$/SqFt: 50000	Max. Lse \$/SqFt: 50000	Ceiling Height:	Vacancy Rate:
# of Bldgs: 1	# of Stories: 1	# of Units: 1	# of Parking: 100
# Drive In: 1	# of Docks: 4	Road Front:	Zoning: I
Gr Sch Income:	Other Inc:	Effect Income:	Ceiling:
Gr Op Income:	Op Expense:	Annual NOI:	Wall:
Lot Dimensions: 10.18 acres	Lot #: 00	Est Fin:	Floor:
Foundation:	New Const:	R Value: 0.0	

Financing and Taxes

Tax Value: \$0 **Tax Rate:** 0.0000 **TM/BK/PAR/LT or Deed Page:**
Pin #: **In City:** Yes **Legal Desc:** db

Financial Comments:

Features

Property Type: Industrial	Primary Type: INDUS
Secondary Type: Retail	SqFt Source:
	Distance RDU: 25-50 Miles
Terms: Lease	Construction: Metal
	Foundation:
	A/C: Office Only
Sale/Lease Inc:	Rail Service:
	Easements:
Roof: Metal	Flood Plain:
Heating: Gas	Loan Assumption:
	Utilities: Electricity, Gas
Documents Available:	Sprinklers: Wet
	Restrictions:

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Information deemed RELIABLE but not GUARANTEED

Date: 03/28/2012

Oxford Preparatory School

Nbr. Floors: One
Date of Construction: 1994
Ceiling Height: 18 Ft.
Floor Thickness: 6 inches

Office: 2,000 Sq. Ft.
Dimensions: 250 Ft. x 200 Ft.
Column Spacing: 40 Ft. x 50 Ft.

STRUCTURAL DATA

Exterior Walls: Metal
Interior Walls: Metal

Type of Roof: Metal Standing Seam

FACILITIES

Loading Docks: 4 Dock high
Floor Drains: Yes
Environmental Audit : Yes

Door Size: 8 Ft. x 9 Ft.
Compressed Air: Yes

MECHANICAL

30,000 sq.ft
Air Conditioned: Mfg. Area: Yes
Sprinkler System: Type System: Wet
Fire Protection: City of Oxford
Number of Restrooms: 2
Heat: Heat Pump
Lighting: Fluorescent

Office Area: Yes
Mfg. Area: Yes Office Area: Yes
Ins. Rating: Class 6
Number of Toilets: 7

UTILITIES

Electricity: Served by Carolina Power & Light Primary Voltage: 277/480, 3 Phase
Amps: 3000
Water: City of Oxford Pressure: **Static: 70 PSI** **Flow: 1200 GPM** **Residual: 50 PSI**
Main Size: 12 inch Receiving Line To Bldg.: 6 inch

Page 2

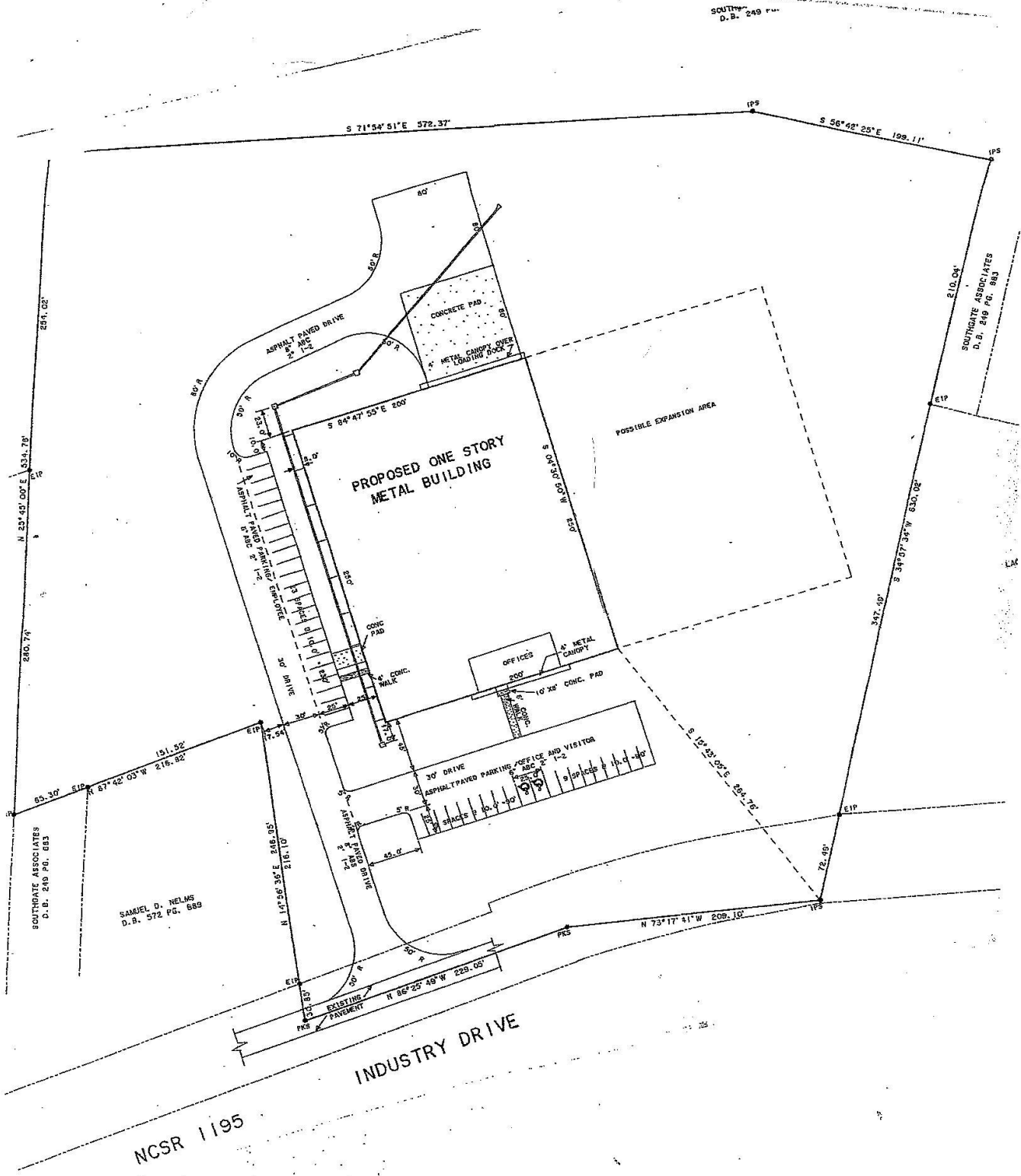
Waste Treatment: City of Oxford Receiving Line from Building: 6 inch

Natural Gas: PSNC Energy Main Line: 4 inch
Phone Service: Sprint Digital Switching: Yes

TRANSPORTATION

Highway: Closest Four Lane: I-85 Distance From Building: 2 miles
Access Road to Bldg: Industry Drive

Oxford Preparatory School



Oxford Preparatory School



GRANVILLE COUNTY



Disclaimer:
The data provided on this map are prepared for the inventory of real property found within Granville County, NC and are compiled from recorded plats, deeds, and other public records and data. This data is for informational purposes only and should not be substituted for a true title search, property appraisal, survey, or for zoning verification.

Parcel Number: 29046
 Map Number: 191211678011
 Owner Name: LACE LASTICS COMPANY INC
 Owner Address: P.O BOX 508
 Owner City: OXFORD NC
 Parcel Address: INDUSTRY DR
 Notes:
 Deed Reference: 961/836
 Deed Date: 4/30/2003

Plat Reference: 815-307
 Account: 10.18
 Deed Acres: 9.9239625275
 Calc Acres: 9.9239625275
 Value: 966257
 Sale: 800000
 Township: FISHING CREEK



One Inch = 202 Feet

Oxford Preparatory School

Describe how the maintenance will be provided for the facility.

Maintenance will be outsourced through a local company. There will not be enough work for a dedicated full time position with benefits. We have included maintenance in our budget to pay for this outside vendor.

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

We have visited several buildings in the nearby area that could have met the school's needs in years one or two, but additional space will need to be constructed for additional growth. We will explore these possibilities if our first choice is no longer available. One option is 84 Lumber Company which has been closed for some time and most recently served as the Oxford Public Library during their construction of a new facility. This building is located at 208 E. Industry Drive, Oxford, NC 27565 20,000 sq. ft. We have also considered leasing modular facilities from ModSpace if necessary. These facilities would be placed on available land at the Macra Lace site.

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

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

Oxford Preparatory School will adhere to all applicable federal, state, and local health and safety laws and regulations. OPS will grant access to local health and fire department officials for inspection of premises or operations of the School for purposes of ensuring the health, safety and welfare of students and employees.

Safety

OPS employees, volunteers, contractors, board members or any other individuals deemed to have access to students will be required to submit a criminal background check and furnish a criminal record summary before employment according to GS 115C-238.29K. Visitors including parents will check-in at the register and will be identified with a badge. The Board will assure that policies for responses to emergencies and natural disasters, including fires, hurricanes, and tornados are established. OPS will comply with all policies set forth for Local Safe School Plans under GS 115C- 105.47. OPS strictly will function as a tobacco free institution in accordance with GS 115C-407. Further, any use of drug or alcohol will be strictly prohibited. Science labs will have special laboratory safety handouts. Policies will be developed for each lab based on its special requirements, such as the proper use of eye protection devices described in 115C-166. Buildings will be inspected by the fire department for fire safety. The Executive Director, or a committee charged by the Executive Director, will check school buildings regularly for safety. Health and safety policies will be incorporated into student and staff handbooks. Action plans, including immediate responses to the crisis situations including natural disasters, fires, and hurricanes, will be established by the board and included in the student handbook. Policies will be continuously reviewed and various policies will be amended as required.

Immunization of Students

OPS will comply with all State and Federal immunization requirements. OPS will require that all students have been immunized prior to the beginning of classes with their childhood records up to date. Parents will be asked to provide records of completed immunizations at the time of enrollment. Immunization records will be reviewed by an appropriate staff member. OPS will outline all required immunizations and provide local health department resources when needed.

Oxford Preparatory School

Students who are exempt from immunizations and who provide a state-approved exemption will be considered in compliance.

Fire and Safety Regulations

OPS will be in full compliance of all Federal, State and local fire and safety regulations. OPS will comply with NC Fire Hazard regulations set forth under GS 115C-525. OPS will meet the building code (including appropriate fire control mechanisms, e.g. fire extinguishers, fire alarm system and/or sprinkler system) and furnishings code for fire and safety regulations. Fire drills will be conducted once per month, tornado drills once per year, and lockdown drills annually. Teachers and students will be informed of all drill procedures. Evacuation plans will be posted in each classroom. All exits and stairways will be kept clear at all times to facilitate evacuation. All combustible materials such as cleaning supplies will be properly stored and maintained. The school's building will be available for inspection, to appropriate officials for regular inspections and for any special inspections. The school will work with local officials to satisfy the recommendations relative to the abatement of the fire or safety hazard.

Food Inspections

OPS is will not offer traditional, prepared food service; however, in the event that food is provided, the Executive Director will inspect food-handling areas. All guidelines by the Child Nutrition Division of the United States Department of Agriculture and directives from the local board of health will be followed. Any vendors used will comply with these procedures as well.

Hazardous Chemicals

OPS will adequately train its employees who work with hazardous substances and design and implement employee protection programs. Employee training programs will provide the necessary hazard information to school staff so they can participate in and support measures in place at school. OSHA's Hazard Communication Standard applies to schools because all workers may use or be exposed to hazardous chemicals. The school will have a written hazard communication program available to all staff.

At OPS, all hazardous chemicals will be kept away from students. Hazardous chemicals will be clearly labeled, dated, and safely stored in a locked cabinet. Typically such chemicals are associated with science curriculum. Our science classrooms will have locked cabinets for storage and the proper safety equipment for use and accidents (eyewash, gloves, chemical spill kit, first-aid kit, shower station). Materials Safety Data Sheets (MSDS) will be kept with the person in charge of the chemicals and in the appropriate classrooms. Any such chemicals required for cleaning purposes will be contained in locked cabinets and only used by trained staff. During specific classes, there will be times when students use chemicals for learning purposes. Students will be trained in safety procedures and labs will be equipped with the appropriate safety features (eye wash, goggles, fume hoods, safety kits, etc.) Students will dress appropriately to protect themselves and others. The labs will only operate when trained staff can oversee the appropriate use of the chemicals.

Bloodborne Pathogens

OSHS Standard 29 GS 1919.1030. OPS will provide all employees training in bloodborne pathogens per: GS 1910.1030. Employees will be trained within the first ninety days of employment. The school will provide video and pamphlets for each employee. A health care provider will be available to answer all questions and concerns. Staff members who will be in contact with and supervise identified students will receive additional training to include handling of biohazard materials, Epi Pens and Catheters. The training will be based on the student's needs.

Diabetes care plans

OPS will follow the guidelines for individual diabetes care plans adopted by the State Board of Education under GS 115C-12(31). This will include following the guidelines recommended by the American Diabetes Association for the management of students with diabetes in the school. Procedures will be put in place for the development of an individual diabetes care plan at the written request of the student's parent or guardian, and involving the parent or guardian, the student's health care provider, the student's teachers, the student if appropriate, the school nurse if available, and other appropriate school personnel. There will be regular review of the individual care plan. Diabetes information and staff development will be made available to teachers and other school personnel in order to appropriately support and assist students with diabetes.

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

OPS will provide students in grades 9 through 12 with information annually on the manner in which a parent may lawfully abandon a newborn baby with a responsible person, in accordance with GS 7B-500. This "safe haven" law allows the parent of an infant less than seven days old to voluntarily deliver the infant to certain people, without expressing intent to return.

The people to whom a child may be abandoned are:

- ❖ a health care provider who is on duty or at a hospital or at a local or district health department or at a non-profit community health center;
- ❖ a law enforcement officer who is on duty or at a police station or sheriff's department;
- ❖ a social services worker who is on duty or at a local department of social services; or,
- ❖ a certified emergency medical service worker who is on duty or at a fire or emergency medical services station.

- Providing parents and guardians with information about:
 - **Meningococcal meningitis and influenza** and their vaccines at the beginning of each year

OPS will make available material to provide parents and guardians with information about meningococcal meningitis and influenza and their vaccines at the beginning of every school year. This information will be provided electronically, on OPS's Web page, or through homeroom. This information will include the causes, symptoms, and transmission of meningococcal meningitis and influenza are spread and the places where parents and guardians may obtain additional information and vaccinations for their children.

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

OPS shall also ensure that materials are provided to parents and guardians with information about cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent these diseases. This information will be provided electronically, on OPS's Web page, or through homeroom. This information shall include the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and the places where parents and guardians may obtain additional information and vaccinations for their children.

VII. LEA IMPACT STATEMENT

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

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

Oxford Preparatory School will have a direct impact on the local LEA – Granville County. This charter school option will create an alternative for preparing area students to be competitive for college admissions. This will cause a marginal decrease in student enrollment in the area schools; however, it will also result in healthy competition and an increased focus on serving the needs of all students. There is no charter school in Granville County. OPS will provide an alternative path for some students which would ultimately benefit the educational high school environment throughout the entire region since all schools will now need to strive to best serve each individual student.

VIII. APPENDICES (OPTIONAL)

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

1. Resume: Victoria Bradsher
2. Signatures of Support

Oxford Preparatory School

1. Victoria Bradsher

5198 Tabbs Creek Lane
Oxford, North Carolina 27587

(919) 693-7615 (work)
(919) 691-0359 (cell)
vbradsher@yahoo.com

Vance Charter School

8th Grade Math and Algebra Instructor

2010 – present

- Provide effective algebra instruction resulting in 100% pass rate of BOTH Algebra EOC AND 8th grade EOG for 8th grade students
- Provide math training at NCTM and NCCTM

Vance County Schools

8th grade Math Teacher

2007 – 2010

- Provide opportunities for 8th grade students to master curriculum as defined by NCSCOS and evidenced by turning a 62% class NOT at grade level into a class with 79% at grade level.
- Provide mentoring and leadership by delivering training modules and one-on-one partnering

ETS Testing Services, New Jersey

Independent Test Scorer

2002 - present

- Accurately score end of grade tests for CA, New Jersey, CELLA against ETS supplied rubric

LRP, Palm Beach, FL; JES

Independent Legal Research Contractor – Multiple contracts

2002 - present

- Research and document critical intellectual property cases with over 98% accuracy

Nortel Networks, Research Triangle Park, North Carolina

Director, Strategic alliances and business development

1991 – 2001

Develop initial alliance strategies and ongoing business development for Nortel's strategic alliances.

- Supervised large team of technical staff and their managers
- Collaborate with core business leaders to assess market needs and determine required partnerships to fill solution gaps for customers resulting in 5 new revenue-generating strategic alliances – Juniper, EMC, HP, Sun and Compaq
- Engineered redesign of telephone carrier services

Manpower, Inc, Oxford, NC.

1989 – 1991

Recruiter, Staffing specialist

Granville County Chamber of Commerce, Oxford, NC

1999 – 2005

Instructor, Leadership Development

Provide training and consulting to chosen county leaders in leadership skills and guide implementation of those skills in community activities

Women in Science, Oxford, NC

1989 – 2007

Instructor and Counselor, Chemistry and Biology

Provide training, lab instruction and counseling to high school girls expressing interest in pursuing careers in sciences

Education and Professional Development

- **BS** – Math, Chemistry, Minor – PoliSci, UNC-CH, GPA 3.725;
- **JD** – Emphasis on Intellectual property, UNC-CH
- **NC TEACH** – Lateral Entry Teaching Certificate, UNC-CH

Oxford Preparatory School

After attending a public information session, we the undersigned parents and community members, support the formation of Oxford Preparatory High School in Granville County as a public charter school of choice.

Printed Name	Signature	City of Residence	Potential Parent: Yes or No
N. Rivers	<i>[Signature]</i>	Oxford	undec
G Summers	<i>[Signature]</i>	Oxford	no Yes
Lu Butlocks	<i>[Signature]</i>	Oxford	yes
Tric B Yarns	<i>[Signature]</i>	Oxford	yes
Tina Hunt	<i>[Signature]</i>	Wase	No
Debbie Cable	<i>[Signature]</i>	Henderson	yes
Brenda Curwin	<i>[Signature]</i>	Oxford	No
Donna Wilbanks	<i>[Signature]</i>	Oxford	yes
Karen Brown	<i>[Signature]</i>	Oxford	yes
Kimberly Hicks	<i>[Signature]</i>	Oxford	yes
Bobbi DuRant	<i>[Signature]</i>	Oxford	Teacher!

After attending a public information session, we the undersigned parents and community members, support the formation of Oxford Preparatory High School in Granville County as a public charter school of choice.

3/20/12

Printed Name	Signature	City of Residence	Potential Parent: Yes or No
Heather Just Shields Blackwell	<i>Heather Just</i>	Oxford	Yes
DAVID SPITLER	<i>S. Polocum</i>	Oxford	yes
ROB BRANFORD	<i>David Spitzer</i>	Oxford	yes
Jeel Pittard	<i>Rob Branford</i>	Oxford	YES
Vansey Washington	<i>Jeel Pittard</i>	Oxford	yes
Vansey Washington	<i>Vansey Washington</i>	Oxford	No
	<i>Vansey Washington</i>	Oxford	Yes

4/3/12

Oxford Preparatory School

After attending a public information session, we the undersigned parents and community members, support the formation of Oxford Preparatory High School in Granville County as a public charter school of choice.

3/19/12

Printed Name	Signature	City of Residence	Potential Parent: Yes or No
Kristi Collier	Kristi Collier	Henderson	Yes
Tracy Roberson	Tracy Roberson	Henderson	Yes
Cyndi Auscme	Cynthia E. Cysne	Henderson	Yes
Addie Batten	Addie W. Batten	Oxford Granville	Yes
Huntle, Tina	Tina Huntle	Henderson	No
Lorraine Elliott	Lorraine Elliott	Henderson	Grandparent
Jeanne Testerman	Jeanne Testerman	Henderson	Yes
Angela Glover	Angela Glover	Henderson	Yes
Eleanor Tunstall	Eleanor Tunstall	Henderson	Yes
Megan Sawyer	Megan Sawyer	Henderson	Yes

IX. SIGNATURE PAGE

The foregoing application is submitted on behalf of Oxford Preparatory 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, other applicable laws, and SBE regulations.

Print/Type Name: Andrew Swanner

Position: Ex-Officio Board Member

Signature: _____

Date:

Sworn to and subscribed before me this

_____ day of _____, 20_____.

Notary Public

Official Seal

My commission expires: _____, 20_____.