

THE METROLINA REGIONAL SCHOLARS' ACADEMY, INC.

Open Session

Meeting of the Board of Directors

Music Room, Metrolina Regional Scholars' Academy

Monday, May 23, 2016, 6:30 p.m.

Voting Members Present

Lee Keel, Chair

Jack Wagler

Makila Scruggs

Katherine Pair

Karen Cleary

Manish Mittal

Jen McClave

Noelle Sproul (phone)

Rob Watson (phone)

Renee Alsop

Michael Matthews

Other attendees: Jessica Cuneo (phone)

Call to Order and Mission Statement. The meeting was called to order at 6:30 p.m. Mr. Mittal read the mission statement.

Approval of Prior Minutes.

Action: Ms. McClave moved to approve the minutes from the April 25, 2016 board meetings. Ms. Pair seconded the motion and the Board approved.

Announcements & Adoption of the Agenda.

Action: Mr. Wagler moved to approve the agenda. Ms. Cleary seconded the motion and the Board approved.

Ms. Scruggs joined by phone.

PTO Report

Kelley Wheeler presented the PTO budget and provided updates:

- They are in process of determining a lunch vendor for next year
- They are researching options for investing a portion of their savings.

Ms. Scruggs arrived.

Visual Arts presentation

Ms. Tans presented to board regarding the value of arts education.

Executive Director Report

Ms. Cuneo presented her report. Highlights:

- **Enrollment report** (see attached). Three students will not be returning next school year.
- **Terra Nova results.** Despite administering the more advanced tests (an additional grade ahead) for grades 3 – 8, there still was not enough statistical significance to help guide instruction and curriculum.

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The administration will look for replacement test that will be more useful without a price increase. Dr. Matthews recommended MAP test. Ms. Pair suggested considering test that compares internationally.

- **Social-Emotional Learning program** (see attached). The school will initiate a Social-Emotional Learning program next year. The goal is to have 20 minutes a day for initial implementation, beginning at the start of school year, with a Professional Development goal for all teachers.
- Other teacher news: Ms. Zagorski will be attending a reading training program, which is fully paid for by state. Ms. Hinkelman has been accepted to Teaching Fellows Institute.
- **Miscellaneous:**
 - Administration is continuing interviews for counselor. Mrs. Cuneo will discuss 4th & 5/6th teacher hires in closed session.
 - Ms. Cuneo presented a proposed break down of the school day (see attached).
 - Ms. Cuneo presented a proposed Academic & events calendar (see attached). Note the addition of a 5th grade orientation the hour before students meet the teachers.
 - Over 120 grandparents attended Grandparents Day.
 - New Scholars Day will take place on Wednesday, May 25. The Administration would like to invite a Board Member to speak and introduce the board since many families will be unfamiliar with the structure.
 - Fence: Mr. Marino would like to go with least expensive bid (\$11,000) to be installed in June. Mr. Watson noted that it does not need special approval.

Development Update

See attached. Ms. McClave recommends moving the deadline earlier next year (perhaps May 15), to give the Board more a more accurate picture of finances as budget decisions are made.

Strategic Planning Committee Update

Mr. Watson will send out a Constant Contact communication about the plan later this week. He will include an email address for accepting feedback on the plan.

Policy Committee Update

The board discussed the following policies (see attached):

- Employee Evaluation
- Effective Teachers & Professional Development

Discussion ensued regarding the need for policy #2 or whether can be streamlined.

The Board agreed to consider this a first review and will revisit these policies, along with a third, at the next meeting.

Finance Committee Update

- **Audit firm approval.** Ms. Richter & Mr. Watson recommend continued engagement.

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Action: Mr. Watson moved to continue the relationship with the existing auditor (Rives & Associates) for fiscal year ended June 30, 2016, with services beginning June 2016 to complete by approximately October 31, 2016. Mr. Mittal seconded and the board approved.

- **Budget amendments:** Would like to add \$29,725 to the teacher/staff bonus line (Ms. Cuneo had proposed providing teacher bonuses with the extra money we received from the state for one-time bonuses)

Action: Dr. Matthews moved to approve budget amendments and to add \$29,725 to the budget line. Ms. Scruggs seconded and the board approved.

- Next year's budget must be approved at June meeting. See attached.
- Ms. Cuneo also requests consideration of an increase in the pay scale. A 0.5% increase would cost \$18,000, and a 1% increase would cost \$24,000 if 1%.

Board Development

Regarding the proposal by Dr. Tom Miller for **Board & Executive Director training and governance support**:

The proposal includes: coaching Ms. Cuneo and administrative staff, facilitating the board retreat, observing board meetings, and unlimited questions/support. The proposed fee is \$9,000 (less than \$2,000 for board support, rest for school administration support).

Action: Ms. Alsop moved that we enter into a contract with Dr. Miller as he proposed. Mr. Wagler seconded and the board approved.

Self-Assessment: Results of the self-assessment indicate an increased need for: new board member orientation, and process for evaluating ourselves against goals.

Board Recruitment: Have received three nominations (2 parents, 1 non). Deadline May 27.

Community Comments

Community comments ensued.

- Ms. Hemming commented on the structure for development director.

Motion to Convene in Closed Session. Ms. Alsop moved to convene in closed session pursuant to the following statutes was made by, seconded by Ms. Scruggs, and approved by the Board:

- a. Pursuant to N.C.G.S. §143-318.11(a)(1), to prevent the disclosure of information that is privileged or confidential pursuant to the law of this State or of the United States, or not considered a public

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record within the meaning of Chapter 132 of the General Statutes, such privilege or confidentiality arising under the Family Educational Rights and Privacy Act (20 U.S.C. §1232g) or N.C.G.S. Ch. 126, Art. 7, and

- b. to consider the qualifications, competence, performance, character, fitness, conditions of appointment, or conditions of initial employment of an individual public officer or employee or prospective public officer or employee pursuant to N.C.G.S. §143-318.11 (a)(6).

The closed session minutes are filed in the office of the Executive Director of Metrolina Regional Scholars Academy.

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Action: Ms. Scruggs moved that the administration extend contracts to the two candidates as discussed in closed session. Ms. Pair seconded and the Board approved.

Action: Ms. Alsop moved that we authorize the administration take steps to implement numbers 1-5 on list of proposed improvements. Mr. Mittal seconded and the Board approved.

Motion to Adjourn. Ms. Scruggs moved to adjourn and Mr. Mittal seconded the motion.

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Enrollment Report

School Membership

2015-2016 ADM used in budgeting (sent to State) = 366
ADM = average daily membership; MLD = membership last day

| Grade | | | | | | | | | | Final ADM | Final MLD | | |
|--------------|------------|------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|------------|------------|---------------------|---------------------|
| | Jul-15 | Aug-15 | ¹ Sep-15 | ² Oct-15 | ³ Nov-15 | ⁴ Dec-15 | ⁵ Jan-16 | ⁶ Feb-16 | ⁷ Mar-16 | | | ⁸ Apr-16 | ⁹ May-16 |
| K | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | |
| 1 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | |
| 2 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 39 | |
| 3 | 42 | 42 | 42 | 42 | 42 | 42 | 42 | 42 | 42 | 42 | 42 | 42 | |
| 4 | 43 | 44 | 44 | 44 | 44 | 44 | 44 | 44 | 44 | 44 | 44 | 44 | |
| 5 | 44 | 44 | 44 | 44 | 44 | 44 | 44 | 44 | 44 | 44 | 44 | 44 | |
| 6 | 44 | 44 | 44 | 44 | 44 | 44 | 44 | 43 | 43 | 43 | 43 | 43 | |
| 7 | 44 | 44 | 43 | 44 | 44 | 44 | 44 | 43 | 43 | 43 | 43 | 43 | |
| 8 | 41 | 39 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | |
| Total | 370 | 369 | 367 | 368 | 368 | 368 | 366 | 366 | 366 | 366 | 365 | 0 | 0 |

| Grade | | | | | | | | | | Final ADM | Final MLD | |
|--------------|------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|------------|------------|------------|
| | Sep-14 | ¹ Oct-14 | ² Nov-14 | ³ Dec-14 | ⁴ Jan-15 | ⁵ Feb-15 | ⁶ Mar-15 | ⁷ Apr-15 | ⁸ May-15 | | | |
| K | 37 | 37 | 37 | 37 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 35 |
| 1 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 |
| 2 | 41 | 41 | 41 | 41 | 41 | 41 | 40 | 40 | 40 | 40 | 41 | 40 |
| 3 | 42 | 42 | 42 | 42 | 41 | 41 | 41 | 41 | 41 | 41 | 41 | 41 |
| 4 | 42 | 42 | 42 | 42 | 42 | 42 | 42 | 42 | 42 | 42 | 42 | 42 |
| 5 | 44 | 44 | 44 | 44 | 44 | 43 | 43 | 43 | 43 | 43 | 43 | 43 |
| 6 | 44 | 44 | 44 | 44 | 44 | 44 | 44 | 44 | 44 | 44 | 44 | 44 |
| 7 | 43 | 43 | 43 | 43 | 41 | 41 | 41 | 41 | 41 | 41 | 42 | 41 |
| 8 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 |
| Total | 366 | 366 | 366 | 366 | 361 | 360 | 360 | 360 | 360 | 360 | 362 | 359 |

Wait List

| Grade | | | | | | | | | | Coverage | |
|--------------|-----------|-----------|-----------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|------------|---------------------|
| | Jul-15 | Aug-15 | Sep-15 | ¹ Oct-15 | ² Nov-15 | ³ Dec-15 | ⁴ Jan-16 | ⁵ Feb-16 | ⁶ Mar-16 | | ⁷ Apr-16 |
| K | 35 | 35 | 33 | 33 | 33 | 33 | 33 | 33 | 42 | 42 | 92% |
| 1 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 32 | 32 | 58% |
| 2 | 13 | 12 | 12 | 11 | 11 | 11 | 11 | 11 | 21 | 21 | 28% |
| 3 | 14 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 13 | 11 | 29% |
| 4 | 7 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 11 | 11 | 14% |
| 5 | 6 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 9 | 8 | 9% |
| 6 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 10 | 9 | 5% |
| 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0% |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% |
| Total | 98 | 92 | 90 | 89 | 89 | 89 | 87 | 87 | 140 | 136 | 24% |

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Social Emotional Learning

SEL program components:

How will the committee be choosing a program for implementation, measure its success and plan for financial and training procedures?

Using the 2015 CASEL Guide (collaborative for academic, social, and emotional learning), this guide identifies and rates well-designed, evidence-based SEL programs with potential for broad dissemination to schools across the United States.

-the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

5 interrelated sets of cognitive, affective, and behavioral competencies:

- self-awareness
- self-management
- social awareness
- relationship skills
- responsible decision-making

In order to be part of this study, the programs need to be well designed, deliver high quality training and other implementation supports, and show evidence of effectiveness (more details at <http://www.casel.org/social-and-emotional-learning/>)

What components are we considering to narrow down our program search?

- Our population of students and their specific needs (elementary versus middle, gifted specific, developmentally appropriate, specific to a group's needs at that time)
- realistic financially, implementation, training and time constraints
- whole school community component (within the school, parent involvement, possible service learning opportunities)
- how much supplementation would be needed to include lessons specific to gifted children
- what other schools with similar profiles are doing and what components they are including in their programs

Our next steps:

Once programs are narrowed down (we are hoping by the end of May), we will have a committee of school staff work together to choose the program and plan for implementation of the program for the next school year.

The committee will be made up of elementary, middle elementary, middle school, administration, and enrichment teachers. (Goal of 5-7 committee members)

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They will create a scope and sequence of the implementation, training needs, financial needs, and logistics to the SEL program implementation. This will mostly take place over the summer. The same committee will work next year to measure the success of the program and adjust the implementation as needed throughout the year. Measurement tools will either be included with the program or will be a responsibility of the committee to devise.

The goal in our first year would be to implement a program with a few supplements as the program specifies and plan for the follow up years, how we can adjust things to meet our school's needs in various ways. Similar to how we implemented Singapore Math this year.

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2016-2017 Breakdown of school day

| Schedule | Times |
|-----------------------|-------------|
| Drop off | 7:55-8:10 |
| Period 1 | 8:15-9:10 |
| Period 2 | 9:10-10:05 |
| Period 3 | 10:05-11:00 |
| SEL time | 11:00-11:20 |
| 1 st lunch | 11:20-11:45 |
| 2 nd lunch | 11:45-12:10 |
| Period 4 | 12:15-1:10 |
| Period 5 | 1:10-2:05 |
| Period 6 | 2:05-3:00 |
| Dismissal | 3:00-3:20 |

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2016-2017 Academic/Event Calendar

| | |
|--|-----------------------------------|
| Teacher Work Days | August 22-26, 2016 |
| 5 th grade orientation | August 25, 2016 |
| Meet the Teachers Night | August 25, 2016 |
| First Day of School | August 29, 2016 |
| No School-Labor Day | September 5, 2016 |
| Third Grade beginning of year EOG (reading) | September 8, 2016 |
| Discoverers' Teacher Talk | September 13, 2016 |
| Investigators' Teacher Talk | September 14, 2016 |
| Apprentice Scholars' Teacher Talk | September 15, 2016 |
| Half day for students-afternoon teacher work day | September 30, 2016 |
| First Quarter Progress reports go home | October 7, 2016 |
| Book fair | October 4-7, 2016 |
| Picture Day | TBD |
| PTO fall social | October 7, 2016 |
| Half day for students-afternoon teacher work day | October 20, 2016 |
| No school for students-parent/teacher conferences | October 21, 2016 |
| Annual fall festival (in classrooms) | October 28, 2016 |
| End of 1st Quarter | November 1, 2016 |
| No School-teacher work day | November 4, 2016 |
| Admission open house | November 5, 2016 |
| 1st Quarter report cards go home | November 10, 2016 |
| No School-Veteran's Day | November 11, 2016 |
| Picture make-ups | TBD |
| No school-Thanksgiving Holiday | November 23-25, 2016 |
| Admissions open house | December 3, 2016 |
| Half day for students-afternoon teacher work day | December 9, 2016 |
| 2nd Quarter progress reports go home | December 16, 2016 |
| Admissions group test deadline | December 11, 2016 |
| Scholars' spelling bee | TBD |
| Winter Concert (AM) | December 19, 2016 |
| No School-Winter Break | December 21, 2016-January 2, 2017 |
| No School-teacher work day | December 3, 2017 |
| Admissions group test | January 7, 2017 |
| Science fair | TBD |
| No school-MLK Jr. Holiday | January 16, 2017 |
| Geography bee | TBD |
| History Bee | TBD |
| Regional Charter school spelling bee | TBD |
| 2nd Quarter ends | January 25, 2017 |
| No School-Teacher work day | January 27, 2017 |
| Admissions Application deadline | January 27, 2017 |
| 2nd Quarter report cards go home | February 3, 2017 |
| Class/group pictures | TBD |

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| | |
|---|----------------------------|
| Teacher and Staff appreciation week | TBD |
| Half day for students-afternoon teacher work day | February 16, 2017 |
| No school for students-parent/teacher conferences | February 17, 2017 |
| Admissions lottery | February 23, 2017 |
| Band Festival (Wingate University) | TBD |
| Half day for students-afternoon teacher work day | March 3, 2017 |
| Night of the Notables | March 9, 2017 |
| 3rd Quarter progress reports go home | March 10, 2017 |
| 3rd quarter ends | March 31, 2017 |
| No School-Teacher work day | April 7, 2017 |
| No school-spring break | April 10-14, 2017 |
| 3rd quarter report cards go home | April 21, 2017 |
| MRSA Gifted Conference | April 22, 2017 |
| Half day for students-afternoon teacher work day | May 5, 2017 |
| School musical | May 4-6, 2017 |
| MTI Showcase | TBD |
| Grandparent's Day | May 11, 2017 |
| Night of the Arts | May 11, 2017 |
| 4th quarter progress reports go home | May 12, 2017 |
| 8 th grade trip to DC | TBD (May) |
| New Scholars Day | May 24, 2017 |
| Talent show | May 26, 2017 |
| No school-Memorial Day | May 29, 2017 |
| NC EOG testing/NC Final Exams (3-8) | May 30-June 2, 2017 |
| NC EOC testing | June 6, 2017 |
| Lower level field day (AM) | June 6, 2017 |
| Upper level field day (AM) | June 7, 2017 |
| Yearbook distribution (PM) | June 8, 2017 |
| Awards | June 9, 2017 |
| 8 th grade graduation | June 12, 2017 |
| Last day of school/Half day-last day of 4th quarter | June 13, 2017 |
| Teacher work days | June 14, 2017 |
| 4th quarter report cards ready | June 22, 2017 |
| 1 st Quarter-45 days | |
| 2 nd Quarter-45 days | |
| 3 rd Quarter-45 days | |
| 4 th Quarter-45 days | |
| ** These dates are subject to change** | |

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Development Report

Annual Campaign: Year-to-date (as of April 23rd)

| CAMPAIGN YEAR | 2015/16 | 2014/15 | 2013/14 | 2012/13 | 2011/12 |
|------------------|------------------------------|---------|---------|---------|---------|
| Goal | \$575K (reduced to \$530) | \$600K | \$600K | \$600K | \$600K |
| Received | \$326K | \$407K | \$463K | \$384K | \$427K |
| Pledges due | \$178K | \$148K | \$110K | \$122K | unknown |
| Year-end actuals | Est. \$500K | \$506K | \$565K | \$496K | \$524K |

Annual Campaign: Year-to-date (as of May 4th)

| CAMPAIGN YEAR | 2015/16 | 2014/15 | 2013/14 | 2012/13 | 2011/12 |
|------------------|-------------|---------|---------|---------|---------|
| Goal | \$530K | \$600K | \$600K | \$600K | \$600K |
| Received | \$372K | \$422K | \$476K | \$409K | \$446K |
| Pledges due | \$149K | \$132K | \$99K | \$98K | unknown |
| Year-end actuals | Est. \$500K | \$506K | \$565K | \$496K | \$524K |

Annual Campaign: Year-to-date (as of May 19th)

| CAMPAIGN YEAR | 2015/16 | 2014/15 | 2013/14 | 2012/13 | 2011/12 |
|------------------|-------------|---------|---------|---------|---------|
| Goal | \$530K | \$600K | \$600K | \$600K | \$600K |
| Received | \$405K | \$441K | \$491K | \$434K | \$474K |
| Pledges due | \$104K | \$113K | \$89K | \$75K | unknown |
| Year-end actuals | Est. \$500K | \$506K | \$565K | \$496K | \$524K |

NOTES:

1. Data before 2011/12 AGC is not fully entered in the database.
2. Gifts from families of multiples tend to decrease as children graduate.
3. Gifts from families of children in middle school only tend to decrease.
4. The school lost many parent major gift donors in 2013/14 and 2014/15; new or current parent donors have not accounted for the loss of approximately \$65,000.
5. Many SA families reduce their gift each year they attend the school with only a nominal number of families maintaining or increasing their annual gift.
6. According to the donor database, the AGC has not achieved the goal of \$600K in unrestricted funds since 2011.
7. For the years prior to 2015/16, it is unclear if reported AGC year-end funds did not include some of the previous campaign year's matching gift funds.

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8. Of our current 259 families, 77 families have 2 children attending SA and 13 families have 3 children attending. Of those 77 families, based on our per student deficit of about \$1600: 20 families met or exceeded, 46 gave below the per student deficit and 11 have yet to fulfill their pledge or give. Of the 13 families, based on our per student deficit: 5 met or exceeded, 5 gave below per student deficit and 3 have yet to fulfill their pledge or give.
9. At least 47 of our 259 current families have alumni.

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Policy on Employee Evaluations

All employees are accountable for their job performance. Toward that end, the job performance of all non-licensed and non-instructional employees should be evaluated at least annually in accordance with standards and procedures applicable to the position. Instructional staff and other licensed employees shall be evaluated in accordance with the Policy for Growth & Improvement of Teachers and Licensed Employees.

All employees are subject to termination for inadequate performance. Where appropriate, supervisors may engage in counseling with employees as a means of correcting problems with performance. Staff may be required to comply with action plans as a means of addressing inadequate performance.

Contracts may be offered and extended by the Board for administrative staff and instructional staff upon the Executive Director's recommendation to the Board in accordance with applicable law and the Employee Discipline and Non-Renewal Policy.

Adopted:

Policy on Effective Teachers and Professional Development

As provided in the Scholars Academy "Values of Our Community" and "Vision for our Graduates," at Scholars Academy, our guiding principle and true measure of success is fostering a learning environment that supports the distinctive intellectual, social, and emotional needs of gifted children. We are dedicated to the development of the whole child and aspire to equip our graduates to be confident by fostering intellectual engagement, social awareness and emotional confidence. The Scholars Academy Board of Directors holds the Executive Director accountable for achieving the commitments in this policy.

This policy sets forth how the Board expects to make those commitments a reality. In short, it will require the successful implementation of a coordinated, comprehensive strategy. The essential elements of this strategy as discussed in detail below are:

- Recruiting and retaining effective teachers with strong classroom skills and demonstrated understanding of the distinctive intellectual, social, and emotional needs of gifted children;
- Providing opportunities for appropriate professional development;
- Matching job assignments with the needs of the students and Scholars Academy;
- Evaluating teacher and administrator job performance; and
- Holding our Executive Director, other school administrators and teachers accountable for results.

Essential Elements to Having Effective Teachers

Recruitment and Retention

To foster a learning environment that supports the distinctive intellectual, social, and emotional needs of gifted children, Scholars Academy must continually strengthen its efforts to attract and retain effective teachers. Therefore, the Executive Director must work with the Board to develop and implement strategies designed to

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attract and retain such staff. At a minimum, the strategies should include positive working conditions, professional development and administrative support for student discipline.

Professional Development

A key element to having effective teachers is building their unique skills sets through professional development customized to meet the unique needs of Scholars Academy. Therefore, the Executive Director must ensure that all teachers receive ongoing professional development that will allow them to support the goals laid out in the Scholars Academy "Values of Our Community" and "Vision for our Graduates." At a minimum and subject to budget constraints, the following professional development opportunities should be provided to all teachers:

- Management and teacher training focused on implementation of the Scholars Academy charter, "Values of Our Community" and "Vision for our Graduates".
- Quality "new to Scholars" staff induction programs with differentiated support for beginning, lateral entry teachers and career staff/teachers which included targeted professional development on gift education.
- A comprehensive beginner teachers' support plan, which will be reviewed annually.

The Executive Director shall ensure that teachers are provided the instructional resources and supplies they need to be successful. Teachers should be given regularly scheduled opportunities to meet in teams, as well as participate in professional development appropriate to their individual needs.

Job Assignments

In order to make certain that every class has a strong and effective teacher, the placement of teachers must be considered. The Executive Director has the authority to reassign a member of the instructional staff at any time if a re-assignment will serve the best interests of Scholars Academy.

Evaluation

In order to make certain that every classroom has an effective teacher, accurate assessments based on requirements of law and the Scholars Academy "Values of Our Community" and "Vision for our Graduates" must be developed and used to determine the quality of teachers. When these assessments indicate that improvement is needed, administrators must provide appropriate strategies and support to encourage success of the teacher and his or her students, while holding the teacher accountable. Instructional staff may be required to comply with action plans, in accordance with Policy for Growth and Improvement of Teachers and Licensed Employees as a means of addressing inadequate performance.

Compliance with Requirements of Law

In addition, the Board directs the Executive Director to ensure compliance with all applicable state and federal requirements regarding the qualifications of teachers, including any applicable state law regarding the certification of charter school staff and any federal mandates regarding highly qualified instructional staff.

Administrative Implementation and Management Oversight

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The Executive Director will develop and implement procedures designed to address each of the above-referenced elements, which procedures shall be reviewed and updated periodically to assure that relevant goals are being achieved.

The Board instructs the Administration to report on at least an annual basis the effectiveness of this policy, aligned with annual budget process.

Adopted: