

Charlotte Learning Academy

"Where Every Student Experiences Success"

2012 "Fast Track" Charter School Application

Submitted to:

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

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

Contact Person:

Stacey C. Rose
9716-B Rea Road, Suite 161
Charlotte, NC 28277
(704) 661-7134
stcrose1@gmail.com

APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: Charlotte Learning Academy

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

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

NAME OF CONTACT PERSON: Stacey Rose

TITLE/RELATIONSHIP TO NONPROFIT: Founder, Chairman of the Board of Directors

MAILING ADDRESS: 9716-B Rea Road Suite 161
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Location of Proposed Charter School (LEA): Charlotte-Mecklenburg County

Conversion:

No: X

Yes: If so, Public or Private:

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

If a public school, give the name and six-digit identifier of the school being converted: N/A-___-

Description of Targeted Population: Charlotte Learning Academy intends to serve at-risk youth located throughout the Charlotte-Mecklenburg area. Our targeted population consists of students in low economic communities with limited resources who tend to struggle in the traditional school setting.

Proposed Grades Served: **K-8**

Proposed Total Enrollment: **360**

Projected School Opening Year: 2012 Month: August

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	K-6	280		X
Second Year	K-7	320		X
Third Year	K-8	360		X
Fourth Year	K-8	360		X
Fifth Year	K-8	360		X
Sixth Year	K-8	360		X
Seventh Year	K-8	360		X

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

Signature

Title

Stacey Rose

Printed Name

Date

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Fast Track Application

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

MISSION:

The mission of the proposed charter school is as follows:

Charlotte Learning Academy actively promotes achievement, strength of character, and responsibility among students by providing a safe and supportive learning environment which nurtures each student's academic, social, emotional, and physical development while challenging each student to reach his or her full potential.

EVIDENCE FOR NEED OF THE PROPOSED SCHOOL WITH THE SELECTED MISSION:

Charlotte Learning Academy intends to serve at-risk students located throughout the Charlotte-Mecklenburg area. As a charter school, we will not be constricted by school zoning laws or assignment rules, which will allow us to serve any at-risk student in the Charlotte-Mecklenburg area regardless of where such student resides. We plan to locate the school facility on the east or west side of Charlotte, either of which will provide an optimal location allowing easy access to the facility from all areas in Charlotte-Mecklenburg. We researched academic data from seven (7) "traditional" elementary and middle schools in the Charlotte-Mecklenburg school system that closely represent the populations we plan to serve. This data was largely compiled from past ABC/North Carolina School Report Cards information relating to each of the seven (7) sample schools. A key component of our research analyzed the proficiency level of the economically disadvantaged students and the students with disabilities enrolled in these schools. Our data indicates that the average level of proficiency for economically disadvantaged students was 39.17% and the average level of proficiency for students with disabilities was 16.04%. Both of these numbers are well below average and support our belief that large populations of the type of students we plan to serve are not proficient or performing at grade level in the traditional school setting.

Charlotte-Mecklenburg currently has eleven (11) existing charter schools. These charter schools range broadly in the populations that they serve, from academically gifted students to those considered to be at-risk. Similar to the research we conducted with respect to traditional schools in Charlotte-Mecklenburg, we also researched academic data from four (4) of the existing charter schools that closely resemble the population and grades we plan to serve at Charlotte Learning Academy. We compiled data from past ABC/North Carolina School Report Cards information from these four (4) schools. The average proficiency level of the economically disadvantaged students enrolled in these schools was 45.47% while the average proficiency level of students with disabilities enrolled in these schools was 24.35%. While these proficiency numbers are higher than those for the CMS schools, we still believe these numbers indicate a need for a school to provide an academic environment in which these types of students are better served.

These numbers from both the district schools and local charter schools indicate a major need in the Charlotte-Mecklenburg community. Specifically, a need for student centered learning and schools that are willing to serve the "whole child" and address the wide-ranging set of issues that at-risk students face daily. At Charlotte Learning Academy, we believe we can provide the necessary academic environment these students need in order to close this gap of academic achievement.

PURPOSES OF PROPOSED CHARTER SCHOOL:

We believe that Charlotte Learning Academy can provide the specialized academic environment that at-risk students need to be successful and to close the academic achievement gap that currently exists between these students and others in the traditional school setting. In addition to this overarching goal, the operations of Charlotte Learning Academy are also designed to promote the following educational purposes set forth in the North Carolina charter school statute.

(1) Improve student learning.

Charlotte Learning Academy will provide students with a unique learning environment designed to serve the “whole child” and address the wide-ranging set of issues that at-risk students face daily in order to better promote individual student learning and growth. We will provide students with small class sizes and a safe environment that fosters academic success. We will focus on a “GRAND” Instruction approach that will ensure that all students’ educational needs are met. Through the “GRAND” approach we will make sure all student instruction is:

- G – Guided by the Common Core Curriculum
- R – Rigorous and researched based strategies
- A – Assessed Continuously to guide instruction
- N – Nurturing individual student strengths
- D – Data Driven Instruction

Through the common core curriculum and the Accelerated Schools Plus model our instruction will be a process for accelerating the achievement of all student by developing accelerated learning environments and empowering learners through academic rigor and inquiry-based instruction.

(2) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted.

Charlotte Learning Academy will expand the learning experiences for at-risk students through its GRAND instruction approach. In addition, our partnership with the Accelerated Schools Plus Model will ensure that all students excel to high levels, regardless of their background. Unlike what students may face in a traditional school setting, all students at Charlotte Learning Academy will be treated as gifted and we will provide a variety of learning opportunities while nurturing each student’s individual strengths through custom designed enrichment strategies, the promotion of independent research and problem solving, placing an emphasis on science and writing, and encouraging participation in extracurricular activities. The implementation of the Accelerated Schools Plus Model, together with our GRAND instruction approach, represent learning opportunities with which certain of our students may not be familiar and will challenge each student on his or her own level and will encourage every student to reach his or her full potential.

Through the Brain Based Learning theory all students will receive learning based on their individual skills and multiple intelligences. This approach will allow students identified as at-risk begin to experience success in school. These students will be able to learn and grow by using their strengths and skills leading

to fuller comprehension and understanding. Students who are identified as academically gifted will also benefit from our adopted Theory because it will allow them to continue to learn and grow faster and more effectively through their strengths and skills. Allowing students to lead their progress through relevant, rigorous, and student-centered instruction will increase the students learning opportunities and promote school success.

(3) Encourage the use of different and innovative teaching methods.

Charlotte Learning Academy will encourage the use of different and innovative teaching methods through our partnership with Accelerated Schools Plus. Accelerated Schools Plus provides powerful learning labs for teachers that focus on increasing the quality of learning in order to accelerate instruction and close the achievement gap for students. Highly collaborative and interactive, powerful learning labs introduce evidence based strategies in a way that involves students and teachers as learners. With our approach to making sure that every student reaches their full potential we will pull together many innovative teaching methods to ensure that we are teaching to the strengths of all students. Teachers will also be trained on Brain Based Learning theory and equipped with tools and resources to effectively teach students through innovative and fresh ways of learning. Brain Based Learning Theory training will focus on the following teaching strategies:

1. Anticipatory Set: activities to capture the learners' attention, allow them to access prior knowledge, and set the climate.
2. Learning Objective: students should be informed and know what is expected of them and what they are expected to learn
3. Purpose: students should know why they are learning the information or skills
4. Input: the information or skills that the student will learn
5. Modeling: teacher's modeling is important to learning
6. Check for Understanding: the strategies the teacher uses to verify that the students have the information to accomplish the objective
7. Guided Practice: students apply new learning while in class
8. Closure: time give for the learners to personally summarize what they've learned
9. Independent Practice: the teacher must believe that the learners can accomplish the objective because the subsequent independent practice is essential to learning.

In a book called *Teaching With the Brain In Mind* lists the following suggestions for utilizing brain-based learning in the classroom.

- Engaging Spatial-Episodic Memory
- Change the location of learning

- Guest Speakers
- Use props costumes and special music
- Change seating or grouping
- Create special events or themes to anchor the learning
- Music

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

As suggested in the previous paragraph, all teachers will receive training on Brain Based Learning theory. Training will encompass strategies and techniques in effective learning and teaching. Teachers will also receive training through Accelerated Schools Plus in innovative teaching methods and strategies. Teacher development and growth is a top priority at Charlotte Learning Academy as teachers obviously play a major role in creating, implementing and reviewing the school curriculum. Along with State subject conferences and workshops teachers will have the opportunity to participate in Accelerated Schools Plus powerful learning labs. Powerful learning labs will allow teachers the opportunity to be trained in the following areas:

- Inquiry-Based learning strategies
- Motivating learners through goal setting
- Strategies to accelerate learning
- Strategies for increasing academic rigor
- Engaging learners through interaction
- Differentiated instruction
- Integrated instruction
- Higher-Order Thinking Skills
- Analyzing students work
- Professional inquiry strategies for adult teaching teams

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

Charlotte Learning Academy will provide parents and students a different approach to the traditional school setting. By offering students the opportunity to grow independently and to highlight their strengths and skills we will provide students a different approach to teaching and learning. Through identifying students multiple intelligences we will center learning on the student and their strengths. We will communicate with parents by sharing with them the data on their child allowing them to strengthen the learning opportunities in the home. We will provide parents with training sessions on Brain Based Learning, Multiple Intelligences, Cooperative Learning techniques, and our Character Education program. Parents will have the opportunity to understand firsthand how their students learn best and how they are taught.

Charlotte Learning Academy will also collaborate with outside agencies in order to provide our parents and students with every available opportunity that will help the student be successful. There are

many resources available to students in the Charlotte-Mecklenburg area. Charlotte Learning Academy will reach out to these organizations to provide parents with as many resources as possible to ensure a strong, healthy family which can lead to a successful student.

- (6) Hold the schools established under this Part accountable for meeting measurable student achievement results, and provide the schools with a method to change from rule based to performance based accountability systems. (1995 (Reg. Sess., 1996), c. 731, s. 2.)

The Charlotte Learning Academy School Improvement Team will be responsible for measuring student outcomes and determining the success of our current school program. It is our first priority to ensure that our entire student population experiences success and academic achievement. Through self-evaluations, student benchmarks, State testing, and other accountability modes the administration and teachers will monitor the growth and academic success of the students and our school program. Working as a team, the staff will be held accountable alongside the Charlotte Learning Academy Board of Directors and the North Carolina State Board of Education.

EDUCATIONAL FOCUS:

Charlotte Learning Academy is dedicated to providing a superior elementary and middle school education to at-risk students. Our fundamental goals for each child include promoting and developing strength of character, dedication to learning, a sense of educational purpose, empowerment, and responsibility. Charlotte Learning Academy nurtures children by providing a clean, safe, positive, non-threatening learning environment in which all students are valued and respected.

Academic courses will be in alignment with the North Carolina Essential Standards and Core Curriculum and coupled with the Accelerated Schools Plus model. The Accelerated Plus model is a process for accelerating the achievement of all students by developing accelerated learning environments and empowering learners through academic rigor and inquiry based instruction.

Charlotte Learning Academy is committed to the premise that every child should be treated as academically gifted, as we believe that students excel when supported in a learning environment with high expectations. Teachers will encourage a variety of learning styles, higher order thinking skills, and emphasize student-learning strategies. Students will be challenged to perform their best and reach their full potential.

We will prepare our students to become independent learners with the desires, the skills, and the abilities necessary for lifelong learning. This will require creating a learning environment which is centered around students, directed by teachers, and supported by home and community.

II. GOVERNANCE

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

Name of Private Nonprofit: Charlotte Learning Academy

Mailing Address: 9716-B Rea Road Suite 161

City/State/Zip: Charlotte, NC 28277

Street Address: 9716-B Rea Road Suite 161

Email: stcrose1@gmail.com

Phone: (704) 661-7134

Fax: (704) 542-7694

Name of registered agent and address: Stacey Rose
9716-B Rea Road, Suite 161
Charlotte, NC 28277

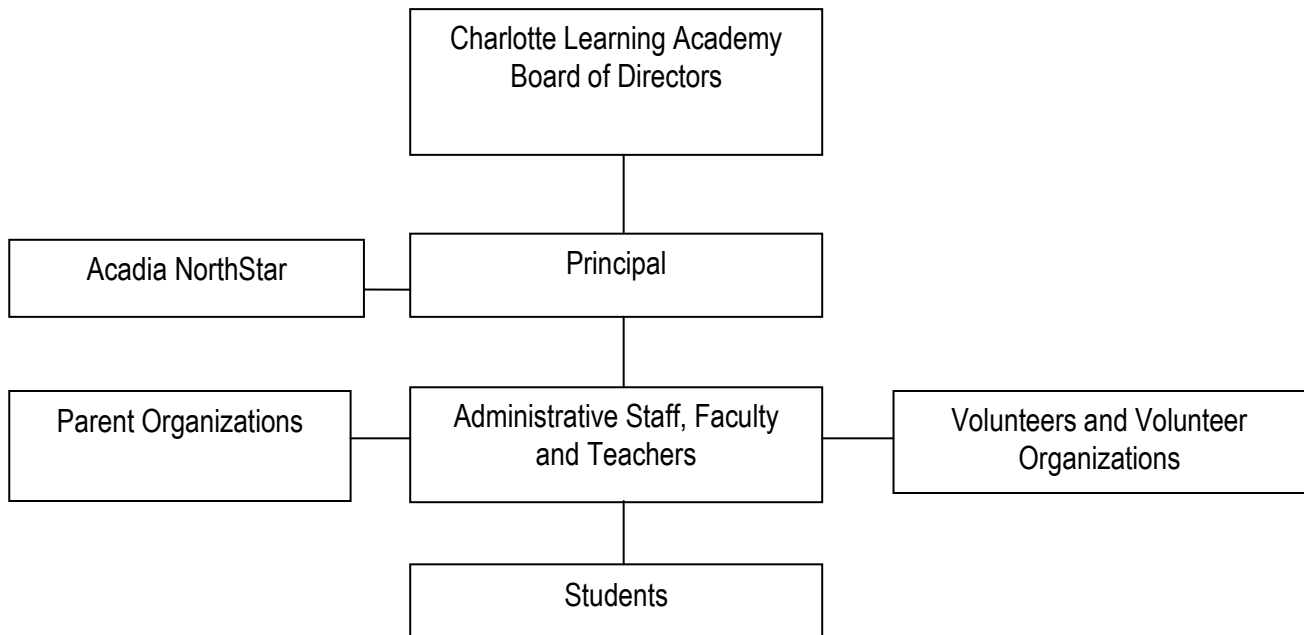
FEDERAL TAX ID: 45-3568037

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

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

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

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



A ONE-PAGE RESUME FOR EACH MEMBER OF THE BOARD OF DIRECTORS FOLLOWS:

STACEY C. ROSE

11205 Sedgemoor Lane • Charlotte, North Carolina 28277 • (704) 661-7134 • stcrose1@gmail.com

PROFESSIONAL ACCOMPLISHMENTS

- Proven success developing and implementing policies and procedures for End of Grade and End of Course Tests which have resulted in Kennedy Charter Public School achieving "Exemplary" status and being designated one of North Carolina's ten "Most Improved High Schools" for two consecutive years.
- Responsible for Kennedy Charter meeting the State of North Carolina guidelines for the school making growth (2002-2008) and high growth (2008-2009)
- Developed innovative and unique programs designed to help improve student academic performance, including a Saturday School program, creation of clubs focused on specific subject areas and after-school tutoring and review sessions.
- Responsible for successfully completing the application process for renewal of the school's Charter on two separate occasions. Received 5 year renewal for July 1, 2003 – June 30, 2008 and July 1, 2008 – June 30, 2013.
- Responsible for growing annual school budget 380% during tenure.
- Created the first chapter of the National Honor Society for Middle and High School students.
- Developed policies and procedures to improve training programs of staff and performed all training necessary to implement such policies and procedures.
- As a result of the successful management of all day-to-day activities of the school, became responsible for managing sports, kitchen, maintenance, and transportation staffs.
- Responsible for growing student population from 24 to 386 students and school staff from 6 to 56 staff during tenure.
- Responsible for increasing teacher retention rate from 10% to 95% during tenure.

PROFESSIONAL EXPERIENCE

Charlotte Mecklenburg School District 1/2011 – 3/2011
Charlotte, NC

CONSULTANT - TITLE 1

- Contracted to support the Title I schools with regulations and compliance implementations.
- Will support schools with School Improvement Plans to align with the regulations of Title I.
- Will also support the Title I directors as a consultant for the Title I budgetary needs.

Kennedy Charter Public School 4/2003 - 5/2010
Charlotte, NC

PRINCIPAL

- Responsible for day-to-day leadership and management of students and staff in grades K-1, middle school (6-8), and high school (9-12).
- Responsible for developing and executing all school policies and procedures in accordance with required state and federal guidelines as well as those relating to student schedules, curriculum, testing, classroom discipline and student safety.
- Responsible for creating and implementing school budget on an annual basis, including managing grant funds and reporting benefits to grant providers.
- Responsible for fundraising efforts, including procuring State, Federal, and private grants requiring proposal writing, research and negotiations, and making various presentations to a wide array of private donors.
- Created and implemented school calendar in compliance with state regulations and ensured the curriculum prepared by teachers complied with the North Carolina Standard Course of Study.
- Maintained official student records and documents.
- Attracted and hired staff, set salaries, and coordinated benefits. Counseled on all human resources issues.

TESTING COORDINATOR/SIMS COORDINATOR 2/2000 – 4/2003

Responsible for maintaining all aspects of the Student Information Management System, including input and maintenance of student records.

- Developed various testing guidelines and procedures for the End of Grade and End of Course Tests.
- Assess academic performance of students throughout school year and design specialized tutoring sessions for students as necessary.
- Provided English instruction to students in grades 6th through 12th in compliance with the North Carolina Standard Course of Study.
- Class served as a model to all new teachers who observe class for a one week period prior to teaching in their own classrooms.

EDUCATION

DOCTOR OF EDUCATION

- Educational Administration – GPA 4.0/4.0; (In Progress)
- Bethel University – St. Paul, Minnesota

MASTERS OF EDUCATION

- Educational Administration - GPA 3.9/4.0; *March 2007*
- University of Cincinnati - Cincinnati, Ohio

BACHELOR OF ARTS

- Middle School Education-*Pending Student Teaching* - GPA 3.6/4.0
- North Carolina Central University - Durham, North Carolina

BACHELOR OF SCIENCES

- Criminal Justice/Sociology; *August 1996*
- Bradley University - Peoria, Illinois

ADDITIONAL EXPERIENCE

PRESENTATIONS

- Presented at Raising Achievement and Closing Gaps Conference developed by North Carolina Department of Public Instruction (NCDPI).
- For the past 5 years presented at this same conference on various topics: 1) Motivating students and teachers, 2) Incentives that work, and 3) Building "Family" relationships at the school level.

PERSONAL DEVELOPMENT

TRAINING

- North Carolina State License. "Standard Professional II in the areas of Principal (K-12) and Teaching Experience for Principals" Valid 5/10/07 - 6/30/2012.
- Certified in FAST program - Families and School Together
- Certified in CPR 8/18/2009 - 8/18/2011
- Certified in First Aid 8/18/2009 - 8/18/2012

Leroy L. Wray

7809 Pope Farm Road, Charlotte, NC
704.996.4447 leroy.wray@cms.k12.nc.us

Professional Qualifications/Education/Additional Training:

- 2010-present Arts and Science Council Cultural Leadership Program, Charlotte, NC
2007-2008 North Carolina Central University, Durham, NC
Licensure in School Administration
2007 North Carolina Partnership for Excellence
Growing Future Leaders Program
2003-2005 North Carolina Central University, Durham, NC
Master of Arts, Educational Technology
1998-2002 North Carolina Central University, Durham, NC
Bachelor of Arts, Elementary Education

Administration Experience

- 2011-present Title I Coordinator, Charlotte Mecklenburg Schools, NC
Responsible for providing consultative and compliance support to secondary Title I schools. Collaborates with the Title I SES and Parental Involvement Specialist to provide support in Title I schools. Collaborates with the Title I Specialists to provide technical and compliance support to Title I schools. Interprets and monitors compliance with Federal and State laws, rules and regulations for Title I; provides written guidance. Responds to and resolves difficult and sensitive inquiries and complaints regarding compliance issues. Assists school principals and zone superintendents with preparing and/or reviewing school improvement plans as well as required funding plans and budgets for the Title I application. Prepares and submits reports to the NC Department of Public Instruction (NCDPI). Monitors the SES Program and school based parental involvement activities. Supports the Title I specialist to identify appropriate instructional programs and materials for Title I schools. Participates on school system committees as required; attends and participates in professional groups and committees.
2008-2011 Dean of Students, Nathaniel Alexander Elementary, Charlotte, NC
Facilitate and support math instruction through the newly adopted curriculum. Implement assessment and examine data to drive instruction. Disseminate information about the math adoption and materials from trainings. Coordinate all local, state and federal testing. Interact with teachers, counselors, special education teachers and social workers to discuss and develop successful IEP's, action plans, testing and placement for students. Oversee PBIS/discipline and buses of a student body of approximately 1000 learners. Plan, design and conduct follow-through strategies to implement the school PBIS program. Coordinate school learning support and interventions which assist students in order to improve their academic achievement. Assist the school administration prevention program, including home visits. Serve as a student advocate to assist students to address barriers to learning, including attendance concerns, behavior issues and social adjustment. Connect students with other learning support services in the school or community.
2008-present Founder/President, Prodigal Son Foundation, NC
Develop, plan and implement educational programs that focus on students that are economically disadvantaged or need positive mentors to enhance social and academic skills in an effort to promote leadership and academic excellence. Select and appoint personnel to program positions. Develop and administer the budget. Implement policies and procedures in accordance with the state and federal government. Develop and maintain cooperative relationships with parents, organizations and community.
2007-2008 Principal Intern/Assistant Principal, Pearisontown Elementary, Durham, NC
Supervised teachers and support staff. Oversaw a student body of approximately 850 learners. Devised and coordinated scheduling; tracked and evaluated instruction and data and ensured a safe and healthy learning environment for school members. Established and maintained rapport with staff, students, parents, mentors, lead new teachers and interns. Developed solid cohesive and collaborative learning communities by setting high expectation and norms and examining data to impact instruction. Facilitated as a LEA for counselors, special education and social workers meetings to develop successful Individual Education Plan, action plans, testing, and placement for students.

Other Educational Experience

- 2006-2008 Educational Technology Adjunct Professor, North Carolina Central University, Durham, NC
2005-2007 Project Director, North Carolina Technology Association, Raleigh, NC

Publications, Grants, Awards, Presentations and Community Affiliations

- *NC Teaching Fellows, presented Moving Beyond Prevention, 2011
*Carol M. White PEP grant, 2011
*New Opportunity Mentoring, Board of Directors 2011
*McCrorey YMCA Teen Advisory Board, 2010-present
*Kappa Alpha Psi Fraternity, Incorporated, Member, 2000-present
*Best Buy Teacher Award Grant, 2006
*Thesis, Technology in the Classroom: Factors that Affect African-American Male Fifth-Graders' Use of Technology, 2005
*21st Century Community Learning Center Grant, 2009
*Prodigal Son Foundation, Board of Directors, 2008
*Durham Public School Teacher of the Year Finalist, 2008
*Durham Educational Association Grant, 2008
*Presented, The Stigma: Dealing with Boys in the Classroom, 2006

ANDRE P. ROSE

11205 Sedgemoor Lane, Charlotte, North Carolina 28277 • (704) 258-3582 (mobile) • andreprose@gmail.com

PROFILE: Senior corporate and commercial transactional attorney with more than twelve years of in-house and outside counsel experience. Strong corporate, finance and business background with a good understanding of the energy industry. Solid writing, research, communication and leadership skills.

WORK EXPERIENCE

DUKE ENERGY CORPORATION

Associate General Counsel, Commercial Operations

CHARLOTTE, NC

July 2009 – Present

Extensive experience negotiating, drafting and supporting business units on a wide variety of commercial matters, including complex engineering, procurement and construction contracts, large equipment engineering and fabrication agreements, byproduct purchase agreements, nuclear service and purchase agreements, master contracts, renewable energy purchase contracts, operating and maintenance agreements, Department of Energy grant awards and cooperative agreements, smart-grid and PHEV related contracts, and other commercial contracts. Additional experience structuring and negotiating the resolution of contract disputes. Extensive experience managing and supervising outside counsel, paralegals and staff.

K&L GATES, LLP (formerly Kennedy Covington Lobdell & Hickman, L.L.P.)

Partner, Energy and Utilities Practice Group; Corporate Practice Group

CHARLOTTE, NC

April 2006 – July 2009;

September 1999 – April 2005

Assist clients in the energy industry, including public utilities, independent power producers and renewable energy companies, with respect to a variety of matters. Experience drafting and negotiating large construction contracts, advising on divestitures of project companies, drafting and negotiating commercial contracts and project documents and ensuring compliance with project documents. Assist corporate clients with respect to finance, private equity and mergers and acquisitions transactions and counsel clients regarding general corporate matters, including entity selection and corporate governance issues. Experience drafting and negotiating applicable transaction documents, including loan documents, stock and asset purchase agreements and private placement memoranda.

NORTH CAROLINA CENTRAL UNIVERSITY SCHOOL OF LAW

Adjunct Professor

DURHAM, NC

August 2008 – August 2009

Teach a course titled *Business Transactions for Lawyers* during the Fall semester each academic year. Responsible for creating a curriculum designed to expose law students to the practical aspects of practicing law in a transactional setting.

COGENTRIX ENERGY, INC.

Legal Counsel

CHARLOTTE, NC

April 2005-April 2006

In-house counsel for an independent power producer that owns and operates a number of electric generating facilities located throughout the United States. Responsible for providing legal support to the Company's various departments, including asset management, treasury, finance, human resources and operations. Experience included drafting and negotiating commercial contracts, negotiating stock and asset purchase agreements and other documents related to the divestiture of project companies, supervising corporate and project finance transactions, ensuring compliance with the Company's financing documents and regulatory requirements, supervising the Company's complex corporate structure, managing litigation matters and other disputes and general supervision of outside counsel. Served as one of only three (3) in-house lawyers and reported directly to the Executive Vice President, Legal.

EDUCATIONAL EXPERIENCE

DUKE UNIVERSITY SCHOOL OF LAW

Juris Doctor, May 1999

DURHAM, NC

- *Duke Law Journal*, staff editor. Published *Reproductive Misconception: Why Cloning is Not Just Another Assisted Reproductive Technology*, 48 DUKE L.J. 1133 (1999).
- Duke Law Merit Scholar

BRADLEY UNIVERSITY

Bachelor of Science in Finance, *cum laude*, May 1996

PEORIA, IL

PROFESSIONAL AFFILIATIONS

- American Bar Association; North Carolina Bar Association; Mecklenburg County Bar Association
- Member – Minorities in the Profession Committee of the North Carolina Bar Association
- Member – Board of Managers of the Stratford Richardson YMCA
- Member – Advisory Board of The Entrepreneurship Institute, Charlotte Chapter
- Member – The Thurgood Marshall Awards of Excellence Dinner Committee, Charlotte, NC

TARA WILLIAMSON

5900 Sullins Rd.
Charlotte, NC. 28214
704-391-2849
mysorroma@yahoo.com

- OBJECTIVE:** Energetic individual desires to gain full time employment wherein I can continue to serve the children and families residing in Charlotte-Mecklenburg by assisting them in working towards overcoming obstacles that they are faced with.
- EDUCATION:** **BRADLEY UNIVERSITY GRADUATE SCHOOL; Peoria, IL.**
Master of Arts in Human Development Community Agency Counseling
BRADLEY UNIVERSITY; Peoria, IL.
Bachelor of Arts in Social Services and Psychology; Minor in Sociology
- EXPERIENCE:**
- 12/07-Present** **INDEPENDENT LIVING COORDINATOR – Senior Social Worker**
Mecklenburg County Youth and Family Services – Charlotte, NC.
Work with teenagers and their treatment team that are currently in the foster care system in teaching them transitional living skills through one on one work, as well as facilitation of educational groups focusing on hard and soft skills of adult living. Maintain caseload of youth that are over 18 and have decided to remain in the foster care system. Work with youth that have aged out of the foster care system and are trying to establish their independence. For these youth/young adults one or more of the following are provided: support, crisis counseling, case management, court appearances/reports complete, member of treatment team, lead member of treatment team, goal setting, and client advocacy. As young adults get older, treatment team/wraparound services frequently disappear. Worker is sometimes the only voice for these clients, and as such worker is essential to teaching them how to maneuver within the system, as well as assisting them in identifying resources.
- 11/98-11/07** **LEAD SOCIAL WORKER – PERMANENCY PLANNING UNIT**
Youth Homes Inc. – Charlotte, NC.
Hire and supervise social work aides. Casemanager for teenagers in a long term foster care unit, in which crisis intervention, mental health/school coordination, court appearances, informal counseling (individual, family, group), coordination with biological families, teaching of adult living skills, compilation of service plans, and treatment/placement recommendations are ongoing pieces to promote the stabilization of teens/children who are unable to return to their home due to family/personal issues. Daily computer use throughout the work day including contact notes, assessments, and client forms.
- 11/97-11/98** **MENTAL HEALTH THERAPIST - PERSONAL AND FAMILY COUNSELING**
Piedmont Behavioral Healthcare Cabarrus Mental Health Center - Concord, NC.
Family Preservation Unit; D.S.S. Treatment Worker Referrals. Therapist provides in-home individual and family counseling to those involved with child protective services, in order to aid with achievement of family stabilization. Link clients with additional community resources, write assessments on all clients as well as treatment plans to address their needs/personal goals.
- 9/97-9/99 YOUTH WORKER/SOCIAL WORKER**
With Friends Teen Crisis Shelter - Belmont, NC.
Provide individual/group/crisis counseling. Conduct intakes, make referrals, formulate goals with the residents, and write daily progress notes. Former coordinator of Project Safeplace in Gaston County, supervised and provided orientation for all incoming volunteers, and made community presentations regarding the shelter and its spin off projects.
- 8/96-5/97 CHILD WELFARE COUNSELOR - Internship**
Counseling and Family Services - Peoria, IL.
Worked with parents , guardians, and children through individual, family, and marital counseling; both in-home and on-site. Aided clients with goal areas including issues of separation, abuse, depression, and self-expression. Wrote rehabilitative assessments (Medicaid format), diagnosis with the DSM IV.
- 8/96-5/97 RESPITE WORKER/1 on 1 RESIDENTIAL COUNSELOR**
Children’s Home Association of Illinois - Peoria, IL.
Worked in homes within the community with troubled youth and their parents dealing with daily interactions, discipline, and other familial issues. Facilitated activities for troubled girls in group home setting, provided informal individual/group counseling, assisted in meeting daily needs, intervened in times of crisis.
- 8/95-5/97 GRADUATE ASSISTANT**
Bradley University - Peoria, IL.
Assisted professors through proctoring/grading/scoring of exams, data analysis, research.
- 1/96-8/96 CASEWORKER**
Southside Mission - Peoria, IL.
Assisted homeless women and children within a shelter through referrals and crisis intervention.
- MEMBERSHIPS:** Licensed Professional Counselor, National Certified Counselor, Certified in TCI, CPR, First Aid
ACTIVITIES: RAIN, Licensed Foster Parent, Volunteer services at local shelter

Bruce A. Edwards

13112 Blaze Manor Lane
Charlotte, North Carolina 28215
Home [704-921-4601](tel:704-921-4601) Cell [\(704\) - 284-2596](tel:704-284-2596)
Bruce_Edwards05@yahoo.com

PROFILE

Responsible business professional with proven success in case management. Persuasive communicator with the following skills and experience in:

Operations Management	Project Management	Planning/Organizing/Implementing
Law Enforcement	Problem Solving	Written/Verbal Communications

EDUCATION

Bachelors of Science in Management Pheonix University June 2011

WORK EXPERIENCE

Charlotte Mecklenburg Police Department January 2006 to present
Public Health Social Worker, Charlotte, North Carolina

Curfew/ Electronic Monitoring Unit/Duty Officer

- ▯ Provide case management to chronic offenders
- ▯ Liaison between the Mecklenburg county court system, district attorney's office, Mecklenburg County Sheriff's department and the police department
- ▯ Offender Division Coordinator
- ▯ SWAT Team member
- ▯ Right Moves for Youth Site coordinator
- ▯ Department Instructor

Westat Research Inc. 1997 to 2005
Assistant Project Manager - Gaithersburg, Maryland

- Manage a team of supervisors and hourly staff totaling seventy employees
- Construct and review yearly progress evaluations of employees
- Conduct training sessions on general Interviewing techniques for new telephone research staff
- Provide training on issues such as sexual harassment and workplace conduct
- Employee recruitment and termination duties

RELATED EDUCATION EXPERIENCE

- American Red Cross Community CPR/First Aid/AED Instructor Training
- American Red Cross Disaster Action Team Training and Providing Behavioral Health Response in Disaster Training

SKILLS

- ▯ SWAT Crisis Negotiator
- ▯ Certified Red Cross Adult/Child/Infant CPR, AED and First Aid Instructor
- ▯ Certified in Crisis Prevention Intervention
- ▯ Knowledgeable in various computer programs such as, Microsoft XP Office systems (Excel, Word, Access)

THE PROPOSED BYLAWS FOR CHARLOTTE LEARNING ACADEMY ARE AS SET FORTH BELOW:

BYLAWS
OF
CHARLOTTE LEARNING ACADEMY

ARTICLE I
NAME AND OFFICES

Section 1.1 **Name.** The name of the corporation shall be Charlotte Learning Academy (the “Corporation”).

Section 1.2 **Principal Office.** The principal office of the Corporation shall be located at such place, within or without the State of North Carolina, as shall be determined from time to time by the Board of Directors.

Section 1.3 **Registered Office.** The Corporation shall maintain a registered office in the State of North Carolina as required by law, which may be, but need not be, identical to the principal office.

Section 1.4 **Other Offices.** The Corporation may have offices at such other places, either within or without the State of North Carolina, as the Board of Directors may from time to time determine, or as the affairs of the Corporation may require.

ARTICLE II
PURPOSE

The Corporation is a non-profit corporation organized for charitable and educational purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the “Code”). More specifically, the Corporation’s purposes are (a) to establish a charter school pursuant to Section 115C-238.29 of the North Carolina General Statutes (the “Charter School”) and (b) to perform any other lawful charitable or educational activity permitted under the Code. In furtherance of such purposes, the Corporation may engage in any lawful activity except as otherwise restricted herein or in the Articles of Incorporation.

ARTICLE III
BOARD OF DIRECTORS

Section 3.1 **General Powers.** All corporate powers of the Corporation shall be exercised by or under the authority of, and the affairs of the Corporation shall be managed under the direction of, the Board of Directors.

Section 3.2 **Duties of the Board of Directors.** Without limiting the generality of Section 3.1, the Board of Directors shall reserve to itself the ultimate responsibility and authority for reviewing and deciding matters of fundamental importance. Specifically, for example, the responsibilities of the Board of Directors shall include, but shall not be limited to, the following:

- (a) adopting, upholding, and serving to fulfill the mission, philosophy, and goals of the Charter School;
- (b) establishing policies for governance that uphold the laws governing public charter schools in North Carolina;
- (c) hiring, evaluating, and retaining the Charter School Principal (who shall also serve as a non-voting Director);
- (d) recommending to the Charter School Principal (and the Charter School administration) priorities, short-term and long-term plans, and broad policies for the successful operation of the Charter School;
- (e) adopting and approving the annual budget for the Charter School and periodically reviewing the financial statements of the Charter School for financial stability, budget viability and state compliance;
- (f) supporting the Charter School administration, faculty, and staff to ensure the precise and complete implementation of all aspects of the academic program, curriculum, and instruction, including monitoring student achievement to ensure attainment of N.C. State Board of Education standards;
- (g) adopting and approving operating procedures for the Charter School;
- (h) assuming a leading role in promotion and fundraising for the Charter School;
- (i) building and maintaining parent, educator, and community partnerships; and
- (j) maintaining accurate up-to-date records of the business conducted at all meetings of the Board of Directors.

Section 3.3 Number and Term. The number of directors constituting the Board of Directors shall be not less than five (5) and not more than fifteen (15) directors (each, a “**Director**”) elected by the Board of Directors. The Charter School Principal shall serve as a non-voting Director. Each member of the initial Board of Directors shall serve for a term of one (1) year. Following the expiration of such one (1) year period, the Board of Directors shall provide for staggered terms of its members by designating approximately one-third of the Directors to a one (1) year term, one-third of the Directors to a two (2) year term and one-third of the Directors to a three (3) year term. Following the expiration of such designated terms, the term of each subsequent Director thereafter shall continue for three (3) years. No Director other than the Charter School Principal shall serve more than three (3) consecutive terms. If a Director has served three (3) consecutive terms, such Director shall be ineligible to serve as a Director for a period of one (1) year. Notwithstanding the stated terms of Directors, a Director shall continue to serve after expiration of his or her stated term until his or her successor is elected, designated or appointed and qualifies or there is a decrease in the number of Directors thereby eliminating his or her position, and a Director shall cease to serve as such, and his or her position shall be deemed vacant, upon his or her death, resignation, removal or disqualification. Directors need not be residents of the State of North Carolina.

Section 3.4 Qualifications of Directors. To progress with greatest efficiency and harmony, the Charter School will be guided by Directors who are committed to the mission, philosophy, and goals of the Charter School, as expressed in the institution's charter and bylaws; and by individuals who possess the professional expertise, practical experience, and skills to create a dynamic, progressing, expanding Charter School. The Directors will have a collective range of expertise, so that as a group they are competent, confident, and highly effective. In addition to qualified members of the public, experts in education, law, finance, management, social work, accounting, curriculum, community organization, and fundraising will be considered.

Directors are required to regularly attend Board meetings and be willing to take the time to be introduced and become familiar with the Charter School and its mission, philosophy, goals, and charter; to study these bylaws; to learn about the organization and structure of the Charter School's governance and administration; and to understand the responsibilities and obligations required of a Director.

Directors are responsible to the Charter School community for the successful management, operation and going concern of the Charter School. The Board of Directors creates and advises on policy matters; the Charter School administration implements Board policy. Other than the Charter School Principal, individual Directors do not participate in implementing policy (*i.e.*, engaging in specific management, personnel, or curricular issues).

Section 3.5 Non-Voting Members of the Board of Directors. The Charter School Principal and one teacher, respectively, shall, during his or her respective term, serve as a non-voting Director. In addition, there shall be such other non-voting Directors as elected by a vote of the Directors then holding office. Each non-voting Director, including the Charter School Principal, shall be entitled to enter into all deliberations and to receive notice of all meetings, but he or she shall not vote nor be counted in determining the existence of a quorum.

Section 3.6 Election of Directors. Except as provided in Section 3.8, Directors other than the initial Directors shall be elected at the annual meeting of the Board of Directors. Directors shall be elected by a plurality of the votes cast by the Directors entitled to vote in the election of Directors at a meeting at which a quorum is present. Directors have no right to cumulate their votes for Directors. After the appointment of the initial Directors and officers, new Directors or officers are chosen from names proposed by the current Directors.

Section 3.7 Resignation and Removal. A Director may resign at any time by giving notice in writing to the Chair or Secretary of the Corporation. Such resignation shall take effect at the time specified, or if no time is specified, at the time the Chair or Secretary receives such resignation. A Director may be removed from office with or without cause prior to the expiration of his or her term by the affirmative vote of two-thirds of Directors then in office; provided, that a Director may not be removed by the Board of Directors at a meeting unless the notice of the meeting states that a purpose of the meeting is removal of such Director. If any Directors are so removed, then new Directors may be elected at the same meeting.

Section 3.8 Vacancies. A vacancy occurring in the Board of Directors for any reason may be filled by a majority of the remaining Directors, though less than a quorum, or by the sole remaining Director.

Section 3.9 **Compensation.** Directors shall serve without compensation for their services to the Board. However, a person who is a non-voting Director by virtue of being an employee of the Charter School may receive compensation for serving in such capacity at the Charter School.

ARTICLE IV MEETINGS OF DIRECTORS

Section 4.1 **Regular Meetings.** Regular meetings of the Board of Directors shall be held monthly unless otherwise designated by the Chair of the Board of Directors, by written call by a majority of its members, or by resolution of the Board of Directors. A regular annual meeting of the Board of Directors shall be held each year at such date and time as shall be designated by the Board of Directors. All regular meetings of the Board of Directors shall meet the requirements of the North Carolina open meeting laws as set forth in Article 33C of Chapter 143 of the General Statutes of North Carolina (the “**Open Meeting Laws**”).

Section 4.2 **Special Meetings.** Special meetings of the Board of Directors may be called by or at the request of the Chair or by any two Directors. All Directors shall be notified by telephone not less than three (3) days in advance of the time and place of a Special Meeting, such notice to be made as required by Section 4.3 below. Public notice of the meeting shall be given in advance by a means deemed appropriate, lawful and in accordance with the Open Meeting Laws and Board policy.

Section 4.3 **Notice of Meetings.** Notice of any regular meeting, including the regular annual meeting, shall be given to Directors at least one-week (seven days) in advance of the scheduled meeting time. Notice of any special meeting shall be given to Directors at least three (3) days in advance. All notices shall be delivered in writing, either in person, by mail, by fax, or by e-mail according to the current address of record of each Director. A Director’s attendance at or participation in a meeting shall constitute a waiver by such Director of notice of such meeting, unless the Director at the beginning of the meeting (or promptly upon his or her arrival) objects to holding the meeting or to the transaction of business at the meeting and does not thereafter vote for or assent to action taken at the meeting.

Section 4.4 **Quorum.** The presence of a majority of Directors at a meeting duly assembled shall constitute a quorum for the transaction of business. In addition, at least one officer (*i.e.*, Chair, Vice Chair, Secretary, Treasurer) must be present in order for a quorum to be established. A quorum shall be determined and established at any time during a meeting that this rule is fulfilled and shall remain regardless of a Director leaving or departing the meeting prior to adjournment. A voting Director is considered present and eligible to cast ballots if connected by conference telephone. In the event that said telephone connection is terminated, the quorum shall not be affected. If less than a quorum is present at the time and place of any meeting, the Directors present may adjourn the meeting until a quorum shall be present.

Section 4.5 **Manner of Acting.** Except as otherwise provided in these Bylaws or required by applicable law, the affirmative vote of a majority of the Directors present at a meeting of the Board of Directors shall be the act of the Board of Directors, if a quorum is present when the vote is taken.

Section 4.6 **Presumption of Assent.** A Director of the Corporation 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 a contrary vote is recorded or a dissent is otherwise entered in the minutes of the meeting or unless he or she shall file a written dissent at 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 to dissent shall not apply to a Director who voted in favor of such action.

Section 4.7 **Organization.** Each meeting of the Board of Directors shall be presided over by the Chair, or, in the absence or at the request of the Chair, by the Vice-Chair, and in their absence or at their request, by any person selected to preside by vote of a majority of the Directors present. The Secretary, or in the absence or at the request of the Secretary, any person designated by the person presiding at the meeting, shall act as secretary of the meeting.

Section 4.8 **Action Without Meeting.** Action required or permitted to be taken by the Board of Directors or a Committee at a meeting may be taken without a meeting if one or more written consents describing the action taken are signed by each of the Directors or members of the Committee, as the case may be, and filed with corporate records or the minutes of the proceedings of the Board of Directors or Committee. Action so taken is effective when the last Director or Committee member signs such consent, unless the consent specifies a different effective date. Such consent has the effect of a meeting vote and may be described as such in any document.

Section 4.9 **Participation by Conference 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 that allows all Directors participating in the meeting to simultaneously hear each other during the meeting, and a Director participating in a meeting by such communication device shall be deemed present in person at such meeting.

ARTICLE V OFFICERS

Section 5.1 **Designation of Officers.** The officers of the Corporation shall consist of a Chair, a Vice-Chair, a Secretary and a Treasurer, and may also include Assistant Secretaries, Assistant Treasurers and such other officers as may be appointed by the Board of Directors or otherwise provided in these Bylaws. Any two or more offices may be simultaneously held by the same person, but no person may act in more than one capacity where action of two or more officers is required. The title of any officer may include any additional designation descriptive of such officer's duties as the Board of Directors may prescribe.

Section 5.2 **Qualification, Appointment and Term.** All officers of the Corporation shall be elected by the Board of Directors of the Corporation at the regular annual meeting and may serve simultaneously as officers and Directors of the Corporation. These officers shall hold office during the fiscal year after their election. The Board of Directors may authorize a duly appointed officer to appoint one or more other officers or assistant officers, other than appointment of the President. Each officer shall serve as such at the pleasure of the Board of Directors.

Section 5.3 **Subordinate Officers and Agents.** The Board of Directors may appoint other officers or agents, including the Charter School Principal, each of whom shall hold office for such period, have such authority, and perform such duties as the Board of Directors may determine. The Board of Directors may delegate to any officer or agent the authority to appoint any subordinate officer or agent and to prescribe the respective authorities or duties.

Section 5.4 **Duties.** Officers shall stand in a fiduciary relation to the Corporation and shall discharge the duties of their respective positions in good faith, and with that diligence and care which reasonably prudent men and women would exercise in similar circumstances and like positions.

Section 5.5 **Removal.** Officers specifically designated in Section 5.1 may be removed by the Board of Directors at any time with or without cause, by vote of the Board of Directors present at any regular meeting or at a special meeting called for that purpose. The officers appointed in accordance with 5.3 may be removed by the Board of Directors at any time with or without cause, by vote of two-thirds of the Board of Directors then in office. The removal of any person from office shall not itself affect the contract rights, if any, of the person so removed.

Section 5.6 **Resignations.** Any officer may resign at any time by giving written notice to the Board of Directors or to the Chair or Secretary of the Corporation, or, if that officer was appointed by an officer or agent in accordance with Section 5.3, by giving written notice to the appointing officer or agent.

Section 5.7 **Vacancies.** A vacancy in any office because of death, resignation, removal, disqualification or otherwise may be filled by the Board of Directors for the unexpired portion of the term.

Section 5.8 **Chair.** Subject to the control of the Board of Directors, duties of the Chair of the Board of Directors include responsibility to ensure the steady progress of the Charter School in accordance with national and local educational laws and the Charter of the School. The Chair shall preside at all of the Board of Directors meetings. The agenda for regular meetings shall be prepared by the Chair based on agenda items suggested by the Principal of the Charter School, Directors, the School administration and members of the school community. The Chair shall act as a facilitator to ensure that the discussion of agenda items proceeds in a timely manner. In the event that the Chair is unable to preside at a meeting, the Board of Directors shall be presided over by the following officers in the following order according to attendance: Vice Chair, Secretary and Treasurer. If no officer is present to preside, a quorum is not considered established.

Section 5.9 **Vice-Chair.** Duties of the Vice-chair of the Board of Directors shall be equivalent to those of the Chair. It is therefore the Vice-chair's duty to remain, at all times, cognizant of any duties, responsibilities or actions being undertaken by the Chair and be prepared to undertake, at the request of the Chair, or in absence or disability of the Chair, the Vice-chair shall perform all the duties of the Chair and when so acting shall have all the powers of, and be subject to all the restrictions upon, the Chair. The Chair may delegate some of the responsibilities and duties of the Chair to the Vice-chair from time to time in order to ensure that the Vice-chair is adequately prepared to assume the duties and responsibilities of the Chair, should the need arise.

Section 5.10 **Treasurer.** Duties of the Treasurer of the Board of Directors include general oversight of all the financial activities of Charter School. The Treasurer will represent the Board of Directors during any financial audit. The Treasurer's signature shall be one of the two required on any check issued by Charter School. The Treasurer shall report on the financial activities of the preceding month at each meeting of the Board of Directors and shall serve as a member of the Finance Committee. The Treasurer shall have supervision over the funds, receipts, disbursements and securities of the Corporation. The Treasurer shall perform such other duties and have such other authority as may be assigned or granted by the Board of Directors.

Section 5.11 **Secretary.** Duties of the Secretary of the Board of Directors include but are not limited to the following: informing Directors of scheduled meetings, recording the minutes of each meeting and maintaining concise and accurate records of all policy and planning decisions, and performing a parliamentary review of said decisions, and amendments to said decisions. The Secretary shall be the custodian of the records, reports, certificates, and other official documents of the Corporation. Board policy decisions and revisions shall be compiled by the Secretary in an Official Board of Directors Policy Manual. The Secretary shall distribute copies of the minutes of each meeting to all Directors, including the Charter School Principal.

Section 5.12 **Charter School Principal.** The Charter School Principal shall have general charge of the business and affairs of the Charter School, shall be responsible for management of the day-to-day operations of the Charter School and shall have direct control over its employees. The Charter School Principal shall do and perform such other duties as may be assigned by the Board of Directors. The Charter School Principal shall serve as a non-Voting Member of the Board of Directors.

Section 5.13 **Assistant Secretaries and Assistant Treasurers.** The Assistant Secretaries and Assistant Treasurers, if any, shall, in the absence or disability of the Secretary or the Treasurer, respectively, have all the powers and perform all of the duties 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 President or the Board of Directors.

Section 5.14 **Bonds.** The Board of Directors may by resolution require any officer, agent, or employee of the Corporation to give bond to the Corporation, with sufficient sureties, conditioned on the faithful performance of the duties of his respective office or position, and to comply with such other conditions as may from time to time be required by the Board of Directors.

Section 5.15 **Duties of Offices May be Delegated.** In case of absence of any officer of the Corporation or for any other reason that the Board of Directors may deem sufficient, the Board of Directors may delegate authority of duties of such officer to any other officer or to any Director provided a majority of the entire Board of Directors concurs therewith.

ARTICLE VI COMMITTEES

Section 6.1 **General.** The Board of Directors shall have the right to designate committees, including the committees designated below. Committees shall meet and conduct business between board meetings and make reports and recommendations at board meetings. Each Director shall serve on at least one committee and each committee shall consist of two or more Directors. Unless otherwise designated herein, the Vice-President of the Board of Directors and the Charter School Principal shall serve as Ex-officio members of each committee.

Section 6.2 **Executive Committee.** The members of the Executive Committee shall be the Chair, the Vice Chair, the Secretary and the Treasurer. The Executive Committee shall act on behalf of the Board of Directors between meetings, but shall be limited in the scope of its activities as follows: it may *not* approve the transfer of property from the Charter School, amend the Bylaws, approve individual expenditures over \$10,000, or enter into contracts in the name of the Charter School. The Chair of the

Board of Directors shall be the Chair of the Executive Committee. If the Chair is unable to preside at a meeting, he or she may appoint another member of the Executive Committee to preside.

Section 6.3 **Finance Committee.** The Finance Committee shall consist of, at least, the Treasurer and the Charter School Principal. The Finance Committee shall convene to review monies, budgets, audited or unaudited financial statements and reports; to assess financial and administrative needs; and to advise priorities as they relate to the fiscal management of the Charter School. The Finance Committee shall ensure that the principles and guidelines for budget management and reporting, and for efficient purchasing and approval of expenditures are implemented. The Finance Committee shall advise the Charter School Principal on matters pertinent to the financial functioning of the Charter School, taking into consideration the business and professional expertise of Directors.

Section 6.4 **Committee for Academic Standards.** The Charter School Principal shall be a member of the Committee for Academic Standards. The Committee for Academic Standards shall ensure that high standards are being maintained in the standard academic curriculum and review any significant changes to or modifications of the academic curriculum with the Charter School Principal to ensure that the quality of teaching in the Charter School continues to be enhanced.

Section 6.5 **Development Committee.** The Development Committee facilitates fundraising projects and advises on matters of public relations, student recruitment strategies and programs, and development projects of the Charter School.

Section 6.6 **Committee on School Leadership.** The Committee on School Leadership shall evaluate the functioning of the Board of Directors in light of the responsibilities and objectives detailed in the Bylaws, and report at the annual Board of Directors meeting. The report shall include recognition of strengths as well as suggestions for more effective functioning of the Board of Directors. The committee also oversees the orientation program for all new members of the Board of Directors, including the orientation program for the initial members of the Board of Directors.

Section 6.7 **Parent Advisory Committee.** Parents of Charter School students shall form the Parent Advisory Committee and shall nominate and elect the committee's officers. The Chair of the Board of Directors and the Charter School Principal shall serve as Ex-officio members of the Parent Advisory Committee. The Parent Advisory Committee shall work with the Charter School involving volunteer parental services, fundraising and school performance and shall make recommendations from time to time in regard to said affairs.

Section 6.8 **Additional Committees.** The Board of Directors may designate other committees, each of which, to the extent provided in such resolution, shall have and exercise the authority of the Board of Directors in the management of the Corporation, but the designation of such committees and the delegation thereto of authority shall not operate to relieve the Board of Directors or any individual Director of any responsibility or liability imposed upon it or him or her by law. Other committees not having and exercising the authority of the Board of Directors in the management of the Corporation may be designated by the Chair of the Board of Directors or by resolution adopted by a majority of the Directors present at a meeting at which a quorum is present.

**ARTICLE VII
CONTRACTS, LOANS AND DEPOSITS**

Section 7.1 **Contracts.** The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any document or instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 7.2 **Loans.** No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

Section 7.3 **Checks and Drafts.** All checks, drafts or other orders for the payment of money issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation, and in such manner, as shall from time to time be determined by resolution of the Board of Directors. Endorsement for deposit to the credit of the Corporation in any of its duly authorized depositories will be made by the Charter School Principal or Treasurer or by any officer or agent who may be designated by resolution of the Board of Directors in such manner as such resolution may provide.

Section 7.4 **Deposits.** All funds of the Corporation not otherwise employed or invested shall be deposited from time to time to the credit of the Corporation in such depositories as the Board of Directors directs, or as may be directed by any officer or agent of the Corporation to whom such power may from time to time be given by the Board of Directors.

**ARTICLE VIII
RECORDS AND REPORTS**

Section 8.1 **General.** The Corporation shall keep all records and submit and file all reports and filings as are required by applicable law. Unless the Board of Directors otherwise directs, the Treasurer shall be responsible for keeping, or causing to be kept, all financial and accounting records of the Corporation and for submitting or filing, or causing to be submitted or filed, all reports and filings of a financial or accounting nature, and the Secretary shall be responsible for keeping, or causing to be kept, all other records and for submitting or filing, or causing to be submitted or filed, all other reports and filings.

The Corporation shall keep as permanent records minutes of all meetings of its Board of Directors, a record of all actions taken by the Board of Directors without a meeting, and a record of all actions taken by Committees of the Board of Directors. The Corporation shall maintain appropriate accounting records. The Corporation shall maintain its records in written form or in another form capable of conversion into written form within a reasonable time.

Section 8.2 **Records at Principal Office.** The Corporation shall keep a copy of the following records at the Corporation's principal office: (a) its Articles of Incorporation and all amendments to them currently in effect; (b) its Bylaws and all amendments to them currently in effect; (c) a list of the names and business or home addresses of its current Directors and officers; and (d) its most recent annual report delivered to the North Carolina Secretary of State pursuant to the North Carolina Nonprofit Corporation Act.

**ARTICLE IX
INDEMNIFICATION**

Section 9.1 **Right to Indemnification.** Any person who at any time serves or has served as a Director, officer, employee or agent of the Corporation shall have a right to be indemnified by the Corporation to the fullest extent permitted by the North Carolina Nonprofit Corporation Act against (a) expenses, including reasonable attorneys' fees, actually and necessarily incurred by him or her in connection with any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, whether formal or informal, and whether or not brought by or on behalf of the Corporation, arising out of his or her status as such Director, or his or her status as an officer, employee or agent of the Corporation, or his or her service, at the request of the Corporation, as a Director, officer, partner, trustee, employee or agent of any other corporation, partnership, joint venture, trust or other enterprise or as a trustee or administrator under an employee benefit plan, or his or her activities in any of the foregoing capacities, and (b) any liability incurred by him or her, including without limitation, satisfaction of any judgment, money decree, fine (including any excise tax assessed with respect to an employee benefit plan), penalty or settlement, for which he or she may have become liable in connection with any such action, suit or proceeding.

Section 9.2 **Payment of Indemnification.** The Board of Directors of the Corporation shall take all such action as may be necessary and appropriate to authorize the Corporation to pay the indemnification required by this Bylaw, including without limitation, to the extent necessary, making a good faith evaluation of the manner in which the claimant for indemnity acted and of the reasonable amount of indemnity due him or her. Expenses incurred by a Director, officer, employee or agent in defending an action, suit or proceeding may be paid by the Corporation in advance of the final disposition of such action, suit or proceeding upon receipt of an undertaking by or on behalf of such person to pay such amount unless it shall ultimately be determined that he or she is entitled to be indemnified by the Corporation against such expenses.

Section 9.3 **Binding and Nonexclusive.** Any person who at any time after the adoption of this Bylaw serves or has served as a Director, officer, employee or agent of the Corporation shall be deemed to be doing or to have done so in reliance upon, and as consideration for, the right of indemnification provided herein, and any modification or repeal of these provisions for indemnification shall be prospective only and shall not affect any rights or obligations existing at the time of such modification or repeal. Such rights shall inure to the benefit of the legal representatives of any such person, shall not be exclusive of any other rights to which such person may be entitled apart from the provisions of this Bylaw, and shall not be limited by the provisions for indemnification in Sections 55A-8-50 through 55A-8-58 of the North Carolina Nonprofit Corporation Act or any successor statutory provisions.

Section 9.4 **Reimbursement of Costs and Expenses.** Any person who is entitled to indemnification by the Corporation hereunder shall also be entitled to reimbursement of reasonable costs, expenses and attorneys' fees incurred in obtaining such indemnification.

Section 9.5 **Insurance.** The Board of Directors may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation against any liability asserted against him or her and incurred by him or her 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.

**ARTICLE X
CONFLICT OF INTEREST POLICY**

Section 10.1 **Purpose.** The purpose of the conflicts of interest policy set forth in this Article X is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Director of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Section 10.2 **Definitions.** For purposes of this Article X, the following terms shall have the meaning set forth below.

(a) **"Compensation"** means direct and indirect remuneration, as well as substantial gifts or favors.

(b) **"Interested Person"** means any Director, officer, or member of a Committee that has a direct or indirect Financial Interest. If a person is an Interested Person with respect to any entity that is related to the Corporation, he or she is an Interested Person with respect to the Corporation and all related entities.

(c) **"Financial Interest"** means any direct or indirect (whether through business, investment or family): (i) ownership or investment interest in any entity with which the Corporation has a transaction or arrangement; (ii) Compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement; or potential ownership or investment interest in, or (iii) Compensation arrangement with any entity or individual with which the Corporation is negotiating a transaction or arrangement. A Financial Interest is not necessarily a conflict of interest. Under Section 9.3(b) hereof, a person who has a Financial Interest may have a conflict of interest only if the Board of Directors or the appropriate Committee decides that a conflict of interest exists.

Section 10.3 **Procedures.**

(a) Duty to Disclose. In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence of his or her Financial Interest and must be given the opportunity to disclose all material facts to the Directors and members of Committees 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, the Interested Person shall leave the Board of Directors or Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Directors or Committee members shall decide if a conflict of interest exists. If such members decide that a conflict of interest exists, then the procedures set forth in Section 10.3(c) shall be implemented.

(c) Procedures for Addressing a Conflict of Interest.

(i) An Interested Person may make a presentation at the Board of Directors or Committee meeting, but after such presentation, the Interested Person shall leave the board or

committee meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.

(ii) The Chair or the head of the applicable 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 Board of Directors or Committee shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts 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 attainable under circumstances that would not give rise to a conflict of interest, the Board of Directors or Committee shall determine by a majority vote of the disinterested Directors or Committee members whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

(d) Violations of the Conflicts of Interest Policy.

(i) If the Board of Directors or Committee has reasonable cause to believe that a person who is required to disclose actual or possible conflicts of interest has failed to do so, it shall inform such person of the basis for such belief and afford such person an opportunity to explain the alleged failure to disclose.

(ii) If, after hearing such person's response and making such further investigation as may be warranted in the circumstances, the Board of Directors or Committee determines that the person has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 10.4 **Records of Proceedings.** The minutes of the Board of Directors and all Committees shall contain: (a) the names of the persons who disclosed or otherwise were found to have a Financial Interest in connection with an actual or possible conflict of interest, the nature of the Financial Interest, any action taken to determine whether a conflict of interest was present, and the decision of the Board of Directors or Committee as to whether a conflict of interest in fact existed; and (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 therewith.

Section 10.5 **Compensation.** A voting member of the Board of Directors who receives Compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's Compensation. A voting member of any Committee whose jurisdiction includes compensation matters and who receives Compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's Compensation.

Section 10.6 **Annual Statements.** Each Director, officer and member of a Committee shall annually sign a statement, which affirms that such person: (a) has received a copy of these Bylaws

including the conflicts of interest policy set forth in this Article X; (b) has read and understands the policy; (c) has agreed to comply with the policy; and (d) understands that the Corporation is a charitable organization and that in order to establish and maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

Section 10.7 **Periodic Reviews.** To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include a determination of whether Compensation arrangements and benefits are reasonable and are the result of arm's-length bargaining.

Section 10.8 **Use of Outside Experts.** In conducting the periodic reviews provided for in Section 10.7, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of Directors of its responsibility for ensuring that periodic reviews are conducted.

ARTICLE XI GENERAL PROVISIONS

Section 11.1 **Distribution upon Dissolution.** In the event of termination, dissolution or winding up of the Corporation in any manner or for any reason whatsoever, all of its remaining assets, if any, after the payment, discharge or satisfaction of all of its liabilities and obligations shall be distributed to (and only to) such one or more organizations selected by the Board of Directors that supports one or more of the purposes for which this Corporation was formed, to be used for those purposes, which organization or organizations shall qualify as tax-exempt entities under Section 501(c)(3) of the Code.

Section 11.2 **Seal.** The corporate seal of the Corporation shall consist of two concentric circles between or within which are the name of the Corporation, the state of incorporation, the year of incorporation and the word "SEAL." The seal may be used by causing it or a facsimile thereof to be impressed, affixed, stamped or reproduced by any means. Any officer of the Corporation authorized to execute or attest a document on behalf of the Corporation may affix or reproduce on such document, as and for the corporate seal of the Corporation, a seal in any other form sufficient to evidence that it is intended by such officer to represent the corporate seal of the Corporation, in which case such seal shall be as effective as the corporate seal in the form herein prescribed.

Section 11.3 **Notice and Waiver of Notice.** Except as otherwise provided in the Articles of Incorporation or these Bylaws, any notice permitted or required to be given pursuant to these Bylaws may be given in any manner permitted by applicable law and with the effect therein provided. Whenever any notice is required to be given to any person under the provisions of the North Carolina Nonprofit Corporation Act or under the provisions of the Articles of Incorporation or Bylaws, a waiver thereof in writing signed by the person or persons entitled to such notice and included in the minutes or filed with the corporate records, whether done before or after the time stated in the notice, shall be equivalent to the giving of such notice.

Section 11.4 **Fiscal Year.** The fiscal year of the Corporation shall be fixed by resolution of the Board of Directors.

Section 11.5 **Conflict of Interest.** No Director, officer, or employee of the Corporation shall obtain any direct or indirect economic stake in any entity participating in the programs of the Corporation, and the Corporation shall not employ any individual who serves as a Director or officer of such an entity, or an individual who owns a stake in any such entity. It is the policy of the Corporation that no Director, officer, or employee of the Corporation shall receive any personal or private benefit resulting from the activities of the Corporation or from the receipt by the Corporation of funds from the State of North Carolina or from any other source, apart from reasonable compensation for services rendered and reimbursement for reasonable expenses incurred in the conduct of the business of the Corporation. In furtherance of this policy, the Board of Directors shall have the power to make such rules and regulations concerning conflicts of interest as it deems appropriate from time to time.

Section 11.6 **Prohibited Activities.** The Corporation shall comply with 501(c)(3) prohibitions against substantial lobbying and involvement in political campaigns for public candidates. No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to, its members, Directors, officers, or other private persons. Notwithstanding any other provisions of these articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by corporations exempt from federal income tax under Section 501(c)(3) of the Code or (b) by a corporation, contributions to which are deductible under Section 17Q(c)(2) of the Code.

Section 11.7 **Non-discrimination.** The Board of Directors upholds the principle that there shall be no discrimination against any person in admission, employment, or otherwise because of race, color, religion, national origin, gender, age, or disability, in violation of existing federal, state, and local laws or regulations.

Section 11.8 **Construction.** All personal pronouns used in these Bylaws shall include persons of any gender. All terms used herein and not specifically defined herein but defined in the North Carolina Nonprofit Corporation Act shall have the same meanings herein as given under the North Carolina Nonprofit Corporation Act, unless the context otherwise requires.

Section 11.9 **Amendments.** These Bylaws may be amended or repealed and new bylaws may be adopted by the Board of Directors upon an affirmative vote of the majority of Directors then in office; provided, that no amendment to the Bylaws may be approved by the Board of Directors at a meeting unless the notice of the meeting states that a purpose of the meeting is to amend the Bylaws.

[END OF BYLAWS]

A CONFORMED COPY OF THE ARTICLES OF INCORPORATION ARE CONTAINED ON THE FOLLOWING PAGES.

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Date Filed: 10/3/2011 4:07:00 PM
Elaine F. Marshall
North Carolina Secretary of State
C201127300432

ARTICLES OF INCORPORATION
OF
CHARLOTTE LEARNING ACADEMY

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

1. The name of the corporation is "Charlotte Learning Academy" (the "Corporation").

2. The Corporation is a charitable corporation as defined in §55A-1-40(4), and its duration is perpetual.

3. The street address and mailing address of the initial registered office of the Corporation is 9716-B Rea Road, Suite 161, Charlotte, NC 28277. The county in which the initial registered office of the Corporation is located is Mecklenburg County, North Carolina. The name of the initial registered agent of the Corporation is Stacey C. Rose.

4. The name of the incorporator is Stacey C. Rose, whose address is 9716-B Rea Road, Suite 161, Charlotte, NC 28277.

5. The Corporation shall not have members.

6. The Corporation is organized and is to be operated exclusively for charitable, educational or scientific purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or any corresponding provision of a successor statute (the "Code"). In furtherance of such purposes, the Corporation may engage in any lawful activity except as restricted herein.

7. In the event of termination, dissolution or winding up of the Corporation in any manner or for any reason whatsoever, all of its remaining assets, if any, after the payment, discharge or satisfaction of all of its liabilities and obligations shall be distributed to (and only to) such one or more organizations selected by the Board of Directors that supports one or more of the purposes for which this Corporation was formed, to be used for those purposes, which organization or organizations shall qualify as tax-exempt entities under Section 501(c)(3) of the Code.

8. In all events and under all circumstances, notwithstanding merger, consolidation, reorganization, termination, dissolution or winding up of the Corporation, whether voluntary, involuntary, or by operation of law, the following provisions shall apply to the Corporation:

(a) The Corporation shall not have or exercise any power or authority either expressly, by interpretation or by operation of law, nor shall it directly or indirectly engage in any activity, that would prevent (i) the Corporation from

qualifying (and continuing to qualify) as a tax-exempt corporation described in Section 501(c)(3) of the Code; (ii) contributions to the Corporation being deductible for federal income tax purposes; (iii) gifts, bequests, legacies and devises to the Corporation being deductible in computing the taxable estate of a decedent for federal estate tax purposes; or (iv) gifts or contributions to the Corporation being deductible in computing taxable gifts for federal gift tax purposes. Notwithstanding any other provisions of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on (x) by a corporation exempt from federal income tax under section 501(c)(3) of the Code or (y) by a corporation, contributions to which are deductible under section 170(c)(2) of the Code.

(b) No substantial part of the activities of the Corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation; nor shall the Corporation in any manner or to any extent participate in, or intervene in (including the publishing or distributing of statements), any political campaign on behalf of or in opposition to any candidate for public office; nor shall it engage in any activities that are unlawful under the laws of the United States of America, the State of North Carolina or any other jurisdiction where such activities are carried on.

(c) The Corporation shall never be operated for the primary purpose of carrying on a trade or business for profit. Neither the whole, nor any part or portion, of the assets or net earnings of the Corporation shall be used for, nor shall the Corporation be operated for, purposes not exclusively charitable, scientific or educational.

(d) No compensation or payment shall ever be made to any officer, director, trustee (including any corporate trustee) or organizer of the Corporation, or substantial contributor to it, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments in furtherance of the purposes set forth in Section 6 above; and neither the whole nor any part or portion of the assets or net earnings, current or accumulated, of the Corporation shall ever be distributed to or divided among any such persons, firms or corporations; provided, further, that neither the whole nor any part or portion of such assets or net earnings shall be used for, accrue to, or inure to the benefit of any private shareholder or individual within the meaning of Section 501(c)(3) of the Code.

9. All corporate powers of the Corporation shall be exercised by or under the authority of, and the affairs of the Corporation shall be managed under the direction of, the Board of Directors of the Corporation. The qualifications, number, terms and manner of election, designation and appointment of the members of the Board of Directors shall be as from time to time provided in the Bylaws.

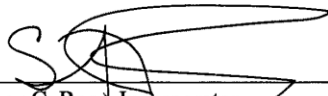
10. To the extent consistent with the requirements for qualification as a tax-exempt corporation described in Section 501(c)(3) of the Code, and except as otherwise provided herein, to the fullest extent permitted by applicable law, no director of the Corporation shall have any personal liability for monetary damages arising out of any action whether by or in the right of the

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Corporation, or otherwise, for breach of any duty as a director. This Article shall not impair any right to indemnity from the Corporation or any other immunity from civil liability that any director may now or hereafter have. Any repeal or modification of this Article shall be prospective only and shall not adversely affect any limitation hereunder on the personal liability of a director with respect to acts or omissions occurring prior to such repeal or modification.

11. The street address and mailing address of the principal office of the corporation is 9716-B Rea Road, Suite 161, Charlotte, NC 28277. The county in which the principal office of the Corporation is located is Mecklenburg County, North Carolina.

IN WITNESS WHEREOF, the incorporator has executed these Articles of Incorporation, this the 29th day of September, 2011.



Stacey C. Rose, Incorporator

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

The Board of Directors shall be the governing body for the school and will have the ultimate responsibility and authority for creating and advising on School policy, while the School administration shall be responsible for implementing such policy. Additionally, the Board of Directors shall conduct long-range planning, ensure fiscal solvency and review and decide all other matters of fundamental importance. The Board shall have all powers necessary for carrying out the purposes of the School as set forth in, and in accordance with, the Bylaws, the Articles of Incorporation and all other applicable laws and regulations. The Board of Directors shall have regular meetings on a monthly basis and an annual meeting at a time and place designated by the Board of Directors each year. The School Principal shall be a non-Voting member of the Board of Directors.

In conducting its activities, the Board of Directors will be supported by several committees specifically designed to ensure that all relevant stakeholders have a voice in the School's governance. For example, the Committee for Academic Standards will be comprised of the School Principal and other members with the purpose of ensuring that high standards are being maintained in the standard academic curriculum and the quality of teaching in the School remains high. Additionally, the Parent Advisory Committee shall be comprised of parents of School students, and such committee will work with the School involving volunteer parental services, fundraising and school performance and shall make recommendations from time to time in regard to said affairs. The Board of Directors has the right to create and develop additional committees it deems necessary from time to time.

In addition to the matters generally described above, the primary duties of the Board of Directors shall include, but shall not be limited to, the following:

- (a) adopting, upholding, and serving to fulfill the mission, philosophy, and goals of the School;
- (b) establishing policies for governance that uphold the laws governing public charter schools in North Carolina;
- (c) hiring, evaluating, and retaining the Charter School Principal (who shall also serve as a non-voting Director);
- (d) recommending to the Charter School Principal (and the Charter School administration) priorities, short-term and long-term plans, and broad policies for the successful operation of the Charter School;
- (e) adopting and approving the annual budget for the Charter School and periodically reviewing the financial statements of the Charter School for financial stability, budget viability and state compliance;
- (f) supporting the Charter School administration, faculty, and staff to ensure the precise and complete implementation of all aspects of the academic program, curriculum, and instruction, including monitoring student achievement to ensure attainment of N.C. State Board of Education standards;
- (g) adopting and approving operating procedures for the Charter School;
- (h) assuming a leading role in promotion and fundraising for the Charter School;
- (i) building and maintaining parent, educator, and community partnerships; and
- (j) maintaining accurate up-to-date records of the business conducted at all meetings of the Board of Directors.

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

The Charlotte Learning Academy Board of directors focuses on the school's ends. The model our board will use to create policy is a decision-making model that reflects a clear distinction between governance decision-making and management decision making. The board is not involved in handling the day-to-day details of running the school, dealing with specific personnel issues, or addressing individual student needs. Consistent with the best practices of nonprofit corporation management, the board delegates the responsibility for running the charter school and implementing the board's policies to a principal or charter school administrator.

The charter school board places primary focus on "ends" – mission, vision, key results to be achieved by the charter school. The board will also place priority on major actions and decisions that support the "ends" such as monitoring school progress toward meeting the student achievement and other objectives agreed to in the charter contract, budget approval, school-wide policies, strategic planning, and charter school administrator performance review. The ends policies and decisions have to do with three things: the charter school's results or outcomes, the recipients of those results – the children attending the charter school, and the costs to achieve those results.

The board does not micro-manage or meddle in decision-making that is best done by those responsible for the development and delivery of educational programs and support services. Whenever possible, the board will effectively delegate implementation responsibility with clear instructions and/or suggestions to its own committees and the charter school administrator, so that the board as a whole can continue to maintain a focus on areas of major policy and decision-making.

The Board of Directors will use the following steps to develop school policies:

- The board will access and use relevant information. Relevant information comes from many sources, including parents, staff, and community; it is focused on several board concerns: resolving immediate crises and strengthening longer-term educational results; it is accurate, balanced and presented as an efficient guide for action.
- The board will discuss issues deliberately. Deliberate discussions leading to board decisions are systematic, objective and open; board directors frame issues, consider information in context, and give the time necessary to avoid forcing decisions prematurely. They put aside personal differences, like hidden agendas, and consider without prejudice the merits of the particular situation or issue, and are honest and forthright in their exchange of viewpoints.
- The board will consider alternative actions. Consideration of all the alternative actions indicates that the discussion reflects different points of view, hears all sides, and assesses the positive and negative consequences of various choices.
- The board will work toward consensus. Board directors try to find areas of commonality, tolerate ambiguity and recognize the need for compromise in the importance of reaching agreement.

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

Goal #1:

Charlotte Learning Academy will continue to increase academic achievement and learning by making use of all available data to inform instruction, assess students regularly, and apply the most effective research based instructional strategies in the classroom.

Performance gains expected for these students & Means of evaluating progress toward this goal:

- Students will meet the Academic Performance targets set by the State Board of Education.
- Students will meet the Adequate Yearly Progress targets set by the requirements of the NCLB for the school and significant subgroups.
- On the State ABC test Language Arts, the number of students scoring proficiency will increase by 10%.
- On the State ABC test Math, the number of students scoring proficiency will increase by 10%.
- Group data needed to measure academic gains: All students, English Learners & Economically Disadvantaged.

Goal #2:

Charlotte Learning Academy will reduce the achievement gap in Economically Disadvantaged students. We will increase the percentage of economically disadvantaged students meeting and/or exceeding standards on the respective assessments annually over the period of the charter.

Performance gains expected for these students & Means of evaluating progress toward this goal:

- The achievement gap for economically disadvantaged students on the ABC State assessments will decrease annually when compared to non-economically disadvantaged students; whereby, 100% of economically disadvantaged students are meeting or exceeding standards.
- The percentage of economically disadvantaged students who exceed standards on the ABC State assessments will increase by at least 10%.
- The percentage of students meeting AYP target goals will increase by at least 10%.

Goal #3:

Charlotte Learning Academy will reduce the achievement gap in Students with Disabilities (SWD). We will increase the percentage of students with disabilities meeting and/or exceeding standards on the respective assessments annually over the period of the charter.

Performance gains expected for these students & Means of evaluating progress toward this goal:

- The achievement gap for students with disabilities on the ABC State assessments will decrease annually when compared to non- students with disabilities; whereby, 100% of students with disabilities are meeting or exceeding standards.
- The percentage of students with disabilities who exceed standards on the ABC State assessments will increase by at least 10%.

Charlotte Learning Academy

- The percentage of students meeting AYP target goals will increase by at least 10%.

Goal #4

Charlotte Learning Academy will ensure that quality personnel are hired in all positions.

Performance gains expected for these students & Means of evaluating progress toward this goal:

- Staff will meet all State licensure requirements in their area of hire.
- Staff will meet all Federal NCLB licensure requirements in their area of hire.
- Policy, personnel, and resources will align to meet the goals and objectives of the school.

Goal #5

Charlotte Learning Academy will ensure fiscal responsibility in order to maintain safe and healthy learning environments that support academic programs, resources, and services.

Performance gains expected for these students & Means of evaluating progress toward this goal:

- The school will meet all requirements set forth by the State Board of Education in all financial audits.
- The school will abide by all federal and state financial laws.
- Provide safe, caring, structured, healthy, esthetically pleasing environment based upon mutual respect, shared leadership and management and individual responsibility.

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

The Bylaws of Charlotte Learning Academy include a comprehensive Conflict of Interest policy designed to ensure that current and future members of the Board of Directors avoid conflicts of interest. In general, the policy requires Interested Persons to disclose all material information relating to the transaction giving rise to the potential conflict to the other members of the Board of Directors in order to allow such other members to analyze and evaluate the potential transaction. The non-interested members of the Board of Directors will then determine whether the potential transaction is fair and reasonable to Charlotte Learning Academy. The Board of Directors shall keep written records of all such proceedings. In addition, on an annual basis, each member of the Board of Directors shall sign a statement affirming that such member understands and will comply with this Conflict of Interest Policy.

D. PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CSO)

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.

Charlotte Learning Academy, at this time, will not contract with an educational management organization.

What other EMO/CMOs were pursued and why did the applicant select this particular one?

Charlotte Learning Academy researched two CSO's to handle the financial management of the school.

1. Acadia NorthStar, LLC
2. Kronos, Inc

Based on their reputation and experience with other schools and educational facilities, Charlotte Learning Academy, has chosen Acadia NorthStar to handle its financial affairs.

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.

The selected CSO will not affect the governance structure of Charlotte Learning Academy. The CSO will report directly to the principal of the charter school.

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.

Acadia Northstar will be responsible with providing the school financial reports monthly and yearly. The Board of Directors will review and use the reports for their decision making purposes. The Board of Directors and Acadia will work together to finalize an acceptable contract that will suit the needs of both parties.

The Charlotte Learning Academy Board of Directors plans to contract for services with a CSO as a financial vendor.

Company Name: Acadia NorthStar, L.L.C.
Address: 5029 Falls of Neuse Rd.
Ste. 218
Raleigh, NC 27609-5498
Phone Number: (919) 954-7040
Fax Number: (919) 954-7065
Contact Person: Kathy Davies

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

Charlotte Learning Academy will enroll any eligible student under North Carolina Charter Law who submits a timely application, unless the number of applicants exceeds the capacity of a program, class, grade level, or building capacity. We will employ a lottery that gives all applicants an equal chance of being admitted if more students apply for admission to the school than can be admitted. We will not conduct a lottery to the extent there are fewer applicants than spaces available.

Lottery Policies and Procedures

Lottery

Charlotte Learning Academy will admit new kindergarten, first, second, third, fourth, fifth, and sixth grade students for the 2012-2013 academic school year. An eligible Kindergarten student must be 5 years old on or before October 31st for the academic year in which an application has been made. When the number of applicants exceeds the number of openings, a lottery will be conducted to determine those students who will be admitted or placed on the waiting list. We will follow the steps outlined below to ensure this procedure is equitable to all applicants.

Process to determine the number of students to be accepted

1. The administrative team at Charlotte Learning Academy will determine the number of available openings in each grade for the next school year.
2. Names of all applicants will be entered into a spreadsheet with information from the application such as student first and last name, parent name, age, grade, and contact information.
3. Applications of students who have one or more siblings who has applied for admission will be highlighted in the spreadsheet and pulled without requirement of being entered into the lottery.
4. Remaining applicants will be randomly selected until class openings have been filled.

Lottery Process

1. Admissions applications will be due into the school office before the deadline. The lottery will be conducted by a Lottery Official.
2. Numbered cards, which represent student applicants, will be generated from an admissions spreadsheet prepared for each individual application. A numbered card with each applicant's first and last name will be sealed in grade-specific envelopes. (Twins names will be assigned on the same numbered card unless students are in separate grades.)
3. The names from each grade-specific envelope will be placed into a large container and selected one at a time to fill each vacant space.
4. After the total number of students to be accepted has been reached, all remaining applicant's numbered card will be drawn and the order of the students will be placed on the waiting list.
5. Confirmation letters will be sent to students selected during the lottery. Parents must respond accepting or declining the selection. Families who are present at the lottery will be directed to pick-up their enrollment/registration packet containing the confirmation letter. Families not present will receive their enrollment/registration packet containing the confirmation letter by mail.

6. Confirmation letters are due by the deadline in order to secure spaces at Charlotte Learning Academy.
7. Failure to submit enrollment/registration by the deadline will forfeit their space and applications will be moved to the end of the waiting list. If the offer is declined, applicant's enrollment/registration will be removed and offered to the next waiting list applicant.
8. Applicants on the waitlist will be contacted according to their number order established at the lottery. Waiting list applicant's confirmation letters are due by the next established deadline.

Admissions Process

1. Current Charlotte Learning Academy students do not need to re-apply for admission, but are required to submit a re-enrollment commitment form for the following school year. This form is due by the deadline in order to determine any additional openings for the lottery.
2. New applications are completed and submitted by parents or legal guardians. Applications can be downloaded from the school website or picked up from the school office.
3. Applications received up to enrollment decision date will be reviewed. Review process will check for completeness of application and age/grade of student.
4. Lottery cards will be assigned to applicants. (Twins will be assigned on the same numbered card unless students are in separate grades).

Definitions

Late Application – applications received after the Application Deadline.

Lottery – a publicly posted and publicly conducted random drawing from names of students desiring admission to Charlotte Learning Academy by an assigned Lottery Official.

Lottery Official – an independent person who actually draws numbered cards, which represents student applicants, from lottery container.

Sibling Preference – sibling of currently enrolled Charlotte Learning Academy Student who seeks admission will be accepted without requirement of being entered into lottery. Sibling preference is also based on space availability. Founders believe that granting preference to siblings whenever possible is beneficial to the siblings, the family, and the school community.

Waiting List – list of applicants desiring admissions when space becomes available. The list is determined, at the time of the lottery, in the order that the lottery cards are drawn. Space is then offered to those applicants. The offer must be accepted or declined. If an offer is declined, that applicant is removed from the waiting list and the opening is offered to the next applicant.

EDUCATION PLAN

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

Educational Theory and Foundation of the Model

The educational foundation we plan to implement at Charlotte Learning Academy will be based upon principles from the Brain Based Learning Theory, Gardner's Multiple Intelligences and a strong character education.

Brain Based Learning Theory

The founders of Charlotte Learning Academy have adopted the Brain Based Learning Theory as its educational model. This theory encompasses past theories, such as multiple intelligences, metacognitive reflection and cooperative learning. Brain based learning theory incorporates our mission and overall beliefs in how students best learn. We believe in the need to educate the whole child and the importance that students learn in environments where they are able to think critically and are challenged. How learners feel is very important to their learning process. We believe a student is placed in a position to learn most effectively if that student is enthusiastic and does not feel stress associated with such learning. It is important to Charlotte Learning Academy that all students feel safe, welcomed, and successful in their efforts. Through the Brain Based Learning Theory, the use of multiple intelligences, character education, and cooperative learning techniques, Charlotte Learning Academy will provide a sound foundation for its students.

The brain-based theory is centered on the ideas that learning involves conscious and unconscious processes, is inhibited when students are threatened, can involve different senses and involves the processing of whole and partial information. In essence, every person is born with a brain that functions as an information processor. Traditional schooling, however, often inhibits learning by discouraging, ignoring, or punishing the brain's natural learning processes. We will strive to encourage the brain's natural functions and allow students to grow as individuals. Brain-Based Learning takes into consideration a student's brain as a whole when it comes to learning. Often, we look at a student's learning style as a one way street to educate them. However, there are multiple ways of learning, and each of us might utilize different aspects and areas of our brains in order to process information in the most efficient manner.

The 12 core principles of Brain-based Learning state that:

- The brain is a parallel processor, meaning it can perform several activities at once.
- Learning engages the whole physiology.
- The search for meaning is innate.
- The search for meaning comes through patterning.
- Emotions are critical to patterning.
- The brain processes wholes and parts simultaneously.
- Learning involves both focused attention and peripheral perception.
- Learning involves both conscious and unconscious processes.
- We have two types of memory: spatial and rote.
- We understand best when facts are embedded in natural, spatial memory.

- Learning is enhanced by challenge and inhibited by threat.
- Each brain is unique.

How Brain-based Learning impacts education:

- Curriculum - Teachers must design learning around student interests and make learning contextual.
- Instruction - Educators let students learn in teams and use peripheral learning. Teachers structure learning around real problems, encouraging students to also learn in settings outside the classroom and the school building.
- Assessment - Since all students are learning, their assessment should allow them to understand their own learning styles and preferences. This way, students monitor and enhance their own learning process.

The three instructional techniques associated with Brain-based Learning are:

Orchestrated immersion	Creating learning environments that fully immerse students in an educational experience.
Relaxed alertness	Trying to eliminate fear in learners, while maintaining a highly challenging environment.
Active processing	Allowing the learner to consolidate and internalize information by actively processing it.

Gardner's Multiple Intelligences

Along with Brain Based Learning theory it is important for us to identify students learning styles using Howard Gardner's Multiple Intelligences Theory. Gardner formulated a list of seven intelligences leading to seven ways to teach students the best way for them to learn information.

Charlotte Learning Academy

Charlotte Learning Academy will focus on the following character education traits at every grade level we serve.

Responsibility

Being accountable in word and deed. Having a sense of duty to fulfill tasks with reliability, dependability and commitment.

Perseverance

Pursuing worthy objectives with determination and patience while exhibiting fortitude when confronted with failure.

Caring

Showing understanding of others by treating them with kindness, compassion, generosity and a forgiving spirit.

Self-discipline

Demonstrating hard work controlling your emotions, words, actions, impulses and desires. Giving your best in all situations.

Citizenship

Being law abiding and involved in service to school, community and country.

Honesty

Telling the truth, admitting wrongdoing. Being trustworthy and acting with integrity.

Courage

Doing the right thing in face of difficulty and following your conscience instead of the crowd.

Fairness

Practicing justice, equity and equality. Cooperating with one another. Recognizing the uniqueness and value of each individual within our diverse society.

Respect

Showing high regard for an authority, other people, self and country. Treating others as you would want to be treated. Understanding that all people have value as human beings.

Integrity

A firm adherence to a code of especially moral or artistic values. Being honest, trustworthy and incorruptible.

Patriotism

A love for and loyalty to one's country.

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

Charlotte Learning Academy

As discussed in earlier portions of this application, we at Charlotte Learning Academy intend to utilize the GRAND instruction approach and the Accelerated Schools Plus Model in our classrooms. In addition to implementing these innovative approaches to provide a variety of learning opportunities for our students, we also plan to tailor our approach to each student by adopting a student-centered learning approach. This method places the focus on the needs of the individual students, rather than the needs of others involved in the educational process, such as administrators and teachers. Using these various approaches and methodologies in the classroom will inform the design of curriculum, course content, and interactivity of courses.

Contrary to what students may face in a traditional school setting, all students at Charlotte Learning Academy will be treated as gifted and we will provide a variety of learning opportunities while nurturing each student's individual strengths through custom designed enrichment strategies, the promotion of independent research and problem solving, placing an emphasis on science and writing, and encouraging participation in extracurricular activities. Charlotte Learning Academy will focus on our student's needs, abilities, interests, and learning styles with the teacher serving as a facilitator of learning. Our classroom teaching method acknowledges the student voice as central to the learning experience for every learner and, as such, Charlotte Learning Academy's students will be required to be active, responsible participants in their own learning. This experiential learning involves the whole child -- their emotions, thoughts, social skills, and intuition. The result is a person who is self confident and a critical thinker.

Charlotte Learning Academy's class structure will incorporate the following concepts:

Active Learning – which will require students to solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class.

Cooperative Learning – which will require students to work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability.

Inductive Teaching and Learning - students are first presented with challenges (questions or problems) and learn the course material in the context of addressing the challenges. Inductive methods include inquiry-based learning, case-based instruction, problem-based learning, project-based learning, discovery learning, and just-in-time teaching.

Student-centered methods have repeatedly been shown to be superior to the traditional teacher-centered approach to instruction, a conclusion that applies whether the assessed outcome is short-term mastery, long-term retention, or depth of understanding of course material, acquisition of critical thinking or creative problem-solving skills, formation of positive attitudes toward the subject being taught, or level of confidence in knowledge or skills.

Integrating student-centered learning into the Common Core Curriculum will allow Charlotte Learning Academy to:

- Strengthen student motivation
- Promote peer communication
- Reduce disruptive behavior
- Build student-teacher relationships
- Promote discovery/active learning

Charlotte Learning Academy

- Place students accountable for their learning

To implement a student-centered learning environment, Charlotte Learning Academy will place attention on the following aspects of learning:

- What the child is curious about learning
- Teaching strategies to accommodate individual needs: intellectual, emotional
- Student's social needs: collaboration, communication, peer approval

Compliance with Federal and State regulations for serving exceptional children.

Charlotte Learning Academy will openly accept all students and will offer unique learning opportunities in our school for all students who may need that extra help. We will abide by all laws including 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.) as appropriate for the admission to the charter school. Also, our proposed school will abide by 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.

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

Elementary Entrance Requirements:

- Generally, children must be five years old on or before October 31st of their kindergarten year. The following items are commonly used to show proof of age:
- Certified birth certificate (this can be obtained through the bureau of vital statistics state where your child was born). For more information, contact your local health department.
- Baptismal record (obtain this at the church where your child was baptized).
- Other possible forms of proof include; a notarized statement signed by a doctor that he/she believes the child to be of required school age; Insurance policy (which has been in effect for at least two years); Hospital records from your child's birth
- Each student will have to present two of the following items, in the parent or legal guardian's name as proof of residence; Electric bill ;Telephone bill; Voter registration card; Rental contract; and Notarized statement.

Immunization Plan:

- Upon enrollment, the immunization record will be requested for review.
- If the record is available, an appropriate school staff member will review it. If the student is in full compliance, the record will be copied and filed with the appropriate agency.

Charlotte Learning Academy

- Students who are exempt will provide a state approved exemption and will be considered in compliance.
- If the student is in partial compliance, the parent/guardian will be given a checklist of necessary immunizations the child must complete prior to attending class. They will then be referred to their medical care provider or the County Health Department.
- If non-compliance persists, follow-up phone calls and/or cards will be made/sent to the student's caretaker. One week before the beginning of classes a final notice will be sent.
- Non-compliant students who can provide neither a complete record nor sufficient documentation from a recognized agency or practitioner will be denied admittance to the school.
- Parents/guardians will be strongly urged to complete the full, recommended immunization.

Exit Requirements for Elementary School

In elementary school, all students in grades 3, 4, 5 are required to take the North Carolina End of Grade test in Reading Comprehension, Mathematics and Science(5th grade).

Exit Requirements:

Students exiting 5th grade will needed to have scored a Level III or IV on the EOG (5th grade year).

Middle School Entrance and Exit Requirements

Entrance Requirements:

According to State Board of Education policy GS 11SC-174.11, students in the middle school grades 6,7, and 8 are required to take the North Carolina End of Grade test. Each student will be tested on Reading Comprehension and Mathematics as well as Science (8th grade). All students must pass the end of grade test with a Level III or IV in order to be promoted to the next grade.

Exit Requirements:

Students exiting 8th grade will needed to have scored a Level III or IV on the EOG (8th grade year).

The school calendar (must provide instruction for a minimum of 185 instructional days)
(G.S.115C-238.29F(d)(1))

**Charlotte Learning Academy
2012-2013
School Calendar**

FIRST DAY OF SCHOOL	August 27, 2012
Labor Day Holiday	September 3, 2012
Teacher Workday/Parent Conferences	November 1-2, 2012
Veterans Day	November 11, 2012
Thanksgiving Holiday	November 21-23, 2012
Winter Break	December 21, 2012 – January 1, 2013
Martin Luther King Jr. Holiday	January 21, 2013
President's Day	February 18, 2013
Teacher Workdays/Parent Conferences	March 28-29, 2013
Spring Break	April 1-5, 2013
Memorial Day Holiday	May 27, 2013
LAST DAY OF SCHOOL	June 14, 2013

END OF 1 ST QUARTER – 10/30/12 END OF 2 ND QUARTER – 1/23/13 END OF 3 RD QUARTER – 4/9/13 END OF 4 TH QUARTER – 6/14/13
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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.

Charlotte Learning Academy uses assessments as a tool for growth and ultimately as an indicator of adjustments that may need to be made in our teaching styles with respect to each student. We utilize assessments to determine each student's strengths, weaknesses and general aptitude. In connection with such assessments, we will observe each student's learning style and gather information about the learning obstacles each student may encounter. After an analysis of the foregoing factors, we are better able to customize our lessons accordingly.

Throughout the school year, the teachers will assess the students' skills and knowledge and provide feedback to the students as well as their parents. The teachers will also take the assessment knowledge and provide instruction that enables the student to build on their strengths and weaknesses.

Charlotte Learning Academy will have a balanced system of assessments consisting of three components: standardized state tests, MAP testing and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Testing. In addition, teachers and parents will confer on student progress on a formal basis at least twice each year, once in the fall and once in the spring.

Standardized State Testing includes all required North Carolina state tests for 3rd through 6th grade. Students in grades 3, 4, 5, and 6 shall demonstrate proficiency by having scores at Level III or above on end-of-grade tests in both reading and mathematics. Students in grade 5 will also take the end-of-grade test in science. These tests are part of our balanced assessment.

MAP Testing is a state-aligned computer-based testing system that adapts to the child in real-time as the test progresses for a pinpoint picture of the student's abilities and readiness. At the end of the testing sequence, each student is presented with an overall score that indicates their instructional level. This will be utilized to assess the students in grades 3-6.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Testing is a formative early literacy assessment that measures for the acquisition of K-6 literacy skills. By giving primary school students a number of quick, simple tests DIBELS allows educators to identify students that need additional assistance and helps to monitor the effectiveness of intervention strategies.

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.

Charlotte Learning Academy is dedicated to providing a superior elementary and middle school education to all at-risk students. We will participate in the ABC's Accountability Model and conduct the statewide testing, as done in all North Carolina public schools. We are committed to providing all of our students with the fundamental goals and a sense of educational purpose and empowerment. In order to take the goals of our schools seriously, we will need to focus on the following:

Charlotte Learning Academy

Goal 1 - Charlotte Learning Academy expects students to acquire a good general education and become vital global citizens in the community.

- Community Service participation
- Provide Technology Education
- Character Education Program

Goal 2 - Each student will receive a quality education each year where student growth potential will be no less than 80% for reading and mathematics EOG scores.

- End of Grade Assessments
- Formative assessment
- Informal Assessment
- NCLD/AYP Standards

Goal 3 - Each student will also make progress each year to be able to perform at or above grade level.

- Diebels assessments
- MAP assessment
- Study Island

Goal 4 - Each student will have the opportunity to participate in extracurricular activities to allow the students to grow academically and culturally each school year.

- Fine Arts Curriculum
- Intramural Sports
- Student Government
- National Junior Honor Society

Charlotte Learning Academy

Goal	Measurable Objectives	Timeline
1. Charlotte Learning Academy expects students to acquire a good general education and become vital global citizens in the community	<ul style="list-style-type: none"> • Community Service participation • Provide Technology Education • Character Education Program 	1 st Quarter August 27 – October 26, 2012 2 nd Quarter October 29 – January 23, 2013 3 rd Quarter January 24 – April 9, 2013 4 th Quarter April 10 – June 14, 2013
2. Each student will receive a quality education each year where student growth potential will be no less than 80% for reading and mathematics EOG scores.	<ul style="list-style-type: none"> • End of Grade Assessments • Formative assessment • Informal Assessment • NCLD/AYP Standards 	1 st Quarter August 27 – October 26, 2012 2 nd Quarter October 29 – January 23, 2013 3 rd Quarter January 24 – April 9, 2013 4 th Quarter April 10 – June 14, 2013
3. Each student will also make progress each year to be able to perform at or above grade level	<ul style="list-style-type: none"> • Diebels assessments • MAP assessment • Study Island 	1 st Quarter August 27 – October 26, 2012 2 nd Quarter October 29 – January 23, 2013 3 rd Quarter January 24 – April 9, 2013 4 th Quarter April 10 – June 14, 2013
4. Each student will have the opportunity to participate in extracurricular activities to allow the students to grow academically and culturally each school year.	<ul style="list-style-type: none"> • Fine Arts Curriculum • Intramural Sports • Student Government • National Junior Honor Society 	1 st Quarter August 27 – October 26, 2012 2 nd Quarter October 29 – January 23, 2013 3 rd Quarter January 24 – April 9, 2013 4 th Quarter April 10 – June 14, 2013

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

Student Performance Assessment Plan

Charlotte Learning Academy will develop a Personal Education Plan (PEP) containing the individual student’s goals and providing the basis from which to measure student improvement. These individual goals as well as program goals are based on meeting the Common Core objectives and compliance with the No Child Left Behind Act. Charlotte Learning Academy will make every effort to include parental input in the education plan and will provide periodic progress reports to parents to ensure parents are aware of students’ progress.

Charlotte Learning Academy

PEP's with intervention strategies will be implemented for students who fail an End of Grade Test. Throughout the school year assessment is a continuous process that involves teacher observation of student performance in a variety of scenarios in the classroom, which could involve oral responses, presentations, speeches, and lab work, as well as paper and pencil assignments such as worksheets (seat work), reports, term or research paper, model, project (e.g., science project), exhibit, poster, bulletin board, and/or computer program. Each teacher uses a variety of approaches to measure student grasp of the concept or skill taught, including paper and pencil tests, oral presentations, and/or demonstration of skills.

Charlotte Learning Academy believes it is important there be continuous assessment or review of how each student is performing to insure individual student's needs are met and each has the opportunity to progress to the next step of high school completion.

Charlotte Learning Academy's instructional staff will be involved in the process of compiling student information from previous schools as well as administering pre and post tests. Our staff will routinely meet to review information and plan their instruction to meet student needs and cover the content objectives of the Common Core. This constant sharing of information, reassessment of student performance and focus on the instructional calendar allows the staff to plan and make instructional recommendations and decisions based on where the student's performance is, what the performance goal is, and how we will help them reach that goal.

Each Charlotte Learning Academy student's PEP should delineate short and long range performance goals designed to assist the student in developing competency in analytical, verbal and writing skills, as well as life skills, necessary for success in high school, the work place and/or in post secondary education. Our staff will routinely analyze student performance deficiencies and share information with students and parents.

Students experiencing performance difficulties may:

- Participate in special group and/or individual instructional sessions designed to improve and track work and study habits;
- Receive intensive behavior and/or academic counseling;
- Receive specific skill development instruction designed to eliminate skill deficiencies; or
- Contract with the Charlotte Learning Academy instructional team to achieve measurable improvement in goal achievement.

Expectations - Academic Focus

Charlotte Learning Academy's academic focus is based on student and community needs, grounded in our mission, and guides the focus for our staff development, instructional delivery, assessment, and community participation.

Our academic focus is based on accomplishing the following:

- Provide an accessible, motivational Personal Education Plan (PEP) for each student
- Increase student attendance

Charlotte Learning Academy

- Increase achievement test competency
- Decrease disciplinary actions
- Increase student, parent and employer satisfaction with the education program
- Increase the number of students earning high school diplomas
- Increase the number of students who successfully transition from school to work or postsecondary education.

Charlotte Learning Academy will provide opportunities for enrollment in academic elective curriculum courses that are both interesting and self-motivating for students. We will also provide tutorial options as well as classes to build basic skills, especially reading skills.

Expectations -Non-Academic Focus

Charlotte Learning Academy will continuously evaluate school specific non-academic program focus to motivate at risk students to achieve employment success and social responsibility. Our students will have options to participate in the Life Management Skills class, School to Work Program, and community service projects. Our teachers will focus instruction on the individual development of each student.

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

Charlotte Learning Academy has established a parental involvement plan to meet the needs of the families in our school district. This plan provides programs that enhance parental involvement. We understand that a child's education is a responsibility shared by the school and family during the entire time the child spends in school. Our goal is to educate all students effectively, and we know that to do that the schools and parents must work as knowledgeable partners to ensure educational success. Charlotte Learning Academy will foster and support active parental involvement by providing a welcoming atmosphere where parental participation is recognized as an asset since supportive parents help improve student achievement and school culture.

The Charlotte Learning Academy Parent/Community Involvement Plan, comprehensive and coordinated in nature, has been developed by the founders of Charlotte Learning Academy. Once the charter is approved we will revisit the plan and accept input from the community and families. The Charlotte Learning Academy Administrators and faculty will be required to participate in no less than two to three hours of professional development per year designed to enhance understanding of effective parental involvement strategies, the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation. Additionally, parental input, both formal and informal, will be encouraged throughout each school year and include training at least annually for volunteers who assist in an instructional program. This collaboration will insure programs and practices that enhance parental involvement and reflect the specific needs of students and their families.

The Charlotte Learning Academy Parental Involvement Program will:

- (1) Involve parents of students at all grade levels in a variety of roles;

- (2) Be comprehensive and coordinated in nature; and
- (3) Recognize that communication between home and school should be regular, two-way, and meaningful.

To encourage communication with parents, the school will:

- Prepare an informational packet to be distributed annually to the parent of each child in the school, appropriate for the age and grade of the child, describing:
 - The School's parental involvement program;
 - The recommended role of the parent, student, teacher, and school;
 - Ways for the parent to become involved in his or her child's education; and
 - A survey for the parent regarding interest in volunteering at the school;
- Ensure all activities planned will encourage parental involvement
- Set-up a system to allow the parents to communicate in a regular, meaningful manner with the child's teacher and the school principal
- Schedule no fewer than (2) parent-teacher conferences per school year.

The school may plan and engage in other activities determined by the school to be beneficial to encourage communication with parents.

- (4) Acknowledge that parents play an integral role in assisting student learning.

To help parents in assisting students, the school will:

- Schedule regular parent involvement meetings at which parents are given a report on the state of the school and an overview of: What a parent should expect for his or her child's education; How a parent can assist and make a difference in his or her child's education;
- Provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation: Role play and demonstration by trained volunteers; The use of and access to Department of Education website tools for parents
- Engage in other activities determined by the school to help a parent assist in his or her child's learning.

- (5) Welcome parents into the school and seek parental support and assistance. To reach this goal, the school will:

- Not adopt any school policies or procedures that would discourage a parent from visiting the school or from visiting a child's classrooms;
- Encourage school staff to use the volunteer surveys to compile a volunteer resource book listing the interests and availability of volunteers so that school staff may determine how frequently a volunteer would like to participate, including the option of just one (1) time per year
- Help match school needs with volunteer interests;
- Engage in activities determined by the school to welcome parents into the school;

- (6) Recognize that a parent is a full partner in the decisions that affect his or her family.

To encourage a parent to participate as a full partner in the decisions that affect his or her child and family, the school will:

- Include in the school's policy handbook the school's process for resolving parental concerns, including how to define a problem, whom to approach first, and how to develop solutions;
- Engage in other activities that the school determines will encourage a parent to participate as a full partner in the decisions that affects his or her child and family;

- (7) Recognize that community resources strengthen school programs, family practices, and student learning;

To take advantage of community resources, the school shall:

- Enable the formation of a Parent Teacher Association or organization that will foster parental and community involvement within the school and leaders of this organization shall be utilized in appropriate decisions affecting the children and families;
- Engage in other activities that the school determines will use community resources to strengthen school programs, family practices, and student learning;
- Provide community access to computers/internet;
- Send monthly newsletter to all parents/guardians;
- Provide coordinated volunteer service;
- Participate in "Backpacks for Kids," which provides extra food for students; and
- Provide School Supplies as needed

- (8) Support the development, implementation, and regular evaluation of the program to involve parents in the decisions and practices of the school district, using the components listed in this section.

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

Charlotte Learning Academy will meet the needs of gifted students, English Language Learners and other at risk students through the support of the Student Intervention Team. The Student Intervention Team process consists of consultation and problem-solving which focuses on the needs of an individual student. Consultation with the school Student Intervention Team is needed to examine more intensive and individualized intervention options. The Student Intervention Team is composed of knowledgeable school staff and the student's family, who work collaboratively to:

- (1) probe the student's strengths and needs.
- (2) analyze the student's response to previous interventions.
- (3) use a root cause analysis approach to develop a systematic plan for intensive interventions which are designed to close the academic or behavioral gap between the student and his or her peers.

The team will use a continuous problem-solving process to review and revise plans as needed until the student achieves his/her individual goals.

Student Intervention Team Process

1. The referring teacher completes and submits the initial referral form to the SIT chairperson. Designated consultant (DC) is assigned.
2. The referring teacher consults with the DC to complete the Student Intervention Team Body of Evidence forms, gather supporting data, and refine the problem definition in preparation for the SIT meeting.
3. Conduct the Student Intervention Team meeting. Create an intervention and progress monitoring plan.
4. The DC and referring teacher meet to examine student progress monitoring data and analyze student response to instruction.
5. Conduct Follow-up SIT meeting six to nine weeks from the initial SIT meeting.
6. Conduct consequent Follow-Up meetings as needed.

Gifted and Talented

The program provides distinctive services for advanced-level learners in academic areas and the visual and performing arts. Program services offer accelerated and enriched learning opportunities.

Program Goals

The Gifted and Talented Program seeks to recognize and develop talents in advanced-level learners. The following goals are established to offer a continuum of program services for advanced-level learners.

- Ensure that gifted education services are an integral part of the general education program.
- Provide differentiated instruction and curriculum to continuously improve student achievement and performance.
- Provide for the emotional and social needs of advanced-level learners.
- Providing time and resources so that students can pursue areas of special interest.
- Recognize and develop diverse abilities and talents.
- Provide comprehensive professional development for its teachers to help them meet the unique needs of advanced-level students

Lessons may be modified through acceleration or enrichment of content. Assignments can be modified through reducing regular classroom work or providing alternate assignments. Scheduling options include providing opportunities for high-ability students to work individually through independent study, shared learning in homogeneous groupings with peers of similar ability and interests, and participation in heterogeneous groupings of mixed-ability students.

English Language Learners

Students who do not know English, or who need to improve their English in order to understand their school work, are enrolled in the English Language Learners (ELL) Program.

We will provide ELL instruction in a researched-based structured immersion program. This means that ELL students will attend a school in their neighborhood schools with both English and non-English speaking students. In this way, different cultures can be shared, friendships formed and a sense of community developed. ELL students learn essential academic skills in standards-based classrooms. ELL English instruction is provided during the 90 minute reading block in guided reading groups, which are based on the language proficiency of the student.

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.).

Charlotte Learning Academy will guarantee a “free and appropriate education” in the “least restrictive environment” along with all appropriate “related services” required for the student to benefit from their education.

Charlotte Learning Academy recognizes that each student is unique. Therefore, we will specifically address the individual needs of our exceptional children with regards to academics and behavior as dictated by each student’s Individualized Education Plan (IEP). The classroom teacher and the Exceptional Children’s teacher will collaborate to ensure that the student is getting the services that he or she is entitled to receive. Charlotte Learning Academy recognizes the need for a partnership to exist among teaching staff, parents and students in order to meet the needs of exceptional children.

Charlotte Learning Academy’s staff will work to ensure that students with exceptional needs receive an appropriate setting and that parents of special needs students will be given procedural guidelines which are governed by North Carolina Department of Public Instruction.

Charlotte Learning Academy will hire certified special education teacher(s), based on the needs of our exceptional children population, who with the school director will be responsible for the appropriate identification and evaluation services of students identified as or suspected of being disabled. Charlotte Learning Academy will use special education consultants and specialists to provide direct teaching, consultation, and speech therapy as necessary, based on the individual student’s needs as reflected in his/her IEP. Charlotte Learning Academy’s special education teacher will insure identified disabled students receive all required course modifications by communicating directly with the special education teacher and each teacher of the student and following up at least monthly for a consultation with all teachers of the student to ensure compliance with all statutes.

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

**Charlotte Learning Academy
2012–2013
Student Code of CONDUCT**

Student and Parent Acknowledgement and Pledge

The *Student Code of Conduct* has been developed to help your child receive quality instruction in an orderly educational environment. Charlotte Learning Academy needs your cooperation in this effort. Therefore, please (1) review and discuss the *Student Code of Conduct* with your child and (2) sign and return this sheet to Charlotte Learning Academy. Should you have any questions when reviewing the *Student Code of Conduct*, please contact the school principal.

NOTE: FAILURE TO RETURN THIS ACKNOWLEDGEMENT AND PLEDGE WILL NOT RELIEVE A STUDENT OR THE PARENT/GUARDIAN FROM BEING RESPONSIBLE FOR KNOWING OR COMPLYING WITH THE RULES CONTAINED WITHIN THE *STUDENT CODE OF CONDUCT*.

I have reviewed the *Student Code of Conduct*, and I understand the rights and responsibilities contained therein.

Parent: _____

To help keep Charlotte Learning Academy safe, I pledge to show good character, work to the best of my ability and adhere to the guidelines established within the *Student Code of Conduct*.

Student: _____

Date: _____

Levels of Intervention:

Students are encouraged to make responsible decisions and will be given several opportunities to make the appropriate choices. Charlotte Learning Academy Staff members will strive to properly address all inappropriate student behaviors. The following are steps that will be utilized to curtail disruptive behavior allowing students the opportunity to choose to behave appropriately, which in turn will benefit everyone's educational experience.

Level I

Designed to provide programs and/or school options for students who are at risk for behavioral issues and may be disenfranchised from school or commit minor infractions on an infrequent basis. Program options will be implemented in CLA and include services such as:

- a. **Prevention** - CLA staff will attempt to address any issues at the beginning of each day that may hinder the learning process. Staff prevention may include a simple statement acknowledging the issue, the organization of a student "Peer Mediation", or by refocusing student attention to necessary classroom procedures. In any case, it is ultimately the students' responsibility to demonstrate acceptable behavior during school hours.
- b. **Verbal Redirection** - CLA will allow students the opportunity to alter their behavior within the classroom by addressing the inappropriate conduct and then redirecting the student back to the assigned classroom. If a student continues to be disruptive or does not respond to verbal redirection, may result in a phone call home, After School Detention, and/or the development of a Behavior Improvement Plan specifically designed to meet student needs.

Appropriate response from Level I

- Conference (any combination of parent/student/ school officials/counselors and teacher)
- Counseling
- Verbal warning
- Peer mediation
- Social restriction
- Return of property or restitution for damages
 - After-school detention or Saturday school
 - Behavior contract
 - Referral to intervention/alternative program
 - In-school suspension
- Confiscation of unauthorized item

Level II

Designed to provide interventions for students who may commit infractions of the *Student Code of Conduct* such as being chronically disruptive or participating in a first fight that does not result in injury or significant disruption to the educational environment (the number of fights is cumulative across elementary and middle).

In School Suspension - If students are continuously disruptive, or their behavior deems a stronger consequence, students will be assigned an In School Suspension (ISS). Upon being sent to ISS, students are expected to earn their way back into class. This requires following established rules and completing all assigned class work during the designated time. If students are sent to ISS for multiple inappropriate behaviors, they will receive an Out of School Suspension (OSS) consequence and may not return to school until parents/ guardians attend a conference

Appropriate response from Level II

- Suspension from bus (for bus-related offenses)
- Alternative classroom assignment
- Temporary or permanent removal from participation in extracurricular/co-curricular programs or activities
- OSS for one to nine days (parent contact must be attempted and written notice is required)

Level III

Designed to provide interventions for students who commit more serious infractions of the *Student Code of Conduct* and/or have repeat offenses.

After School Detention (ASD) - Students may be required to attend ASD for repeated behavioral offenses. ASD will take place on an as needed basis. Students will need to complete assigned work during this time. The completion of ASD may result in decreased ISS or OSS consequences. Failure to show for After School Detention will result in OSS and/or Absence Before Conference (ABC).

Appropriate response from Level I and/or Level II

- Out-of-school suspension for one to nine days. This option is also available for Level IV rule violations in lieu of long-term suspension.
- Suspension from bus (for bus-related offenses)

Level IV

An intervention for students who commit serious offenses and whose conduct seriously threatens the safety of students, staff or visitors or threatens to substantially disrupt the educational environment.

Short-Term Suspension - Students will be given OSS consequence for severe and unwanted behaviors. Students placed on OSS status will not be permitted on CLA grounds or at school sponsored activities (including all school sports, clubs and other functions) until their consequence has been completed.

Long-Term Suspension or Expulsion

Students may be suspended for more than ten days or expelled for chronic disruptive behaviors and other serious misconduct, particularly that which impacts the safety and welfare of the student or others at school. Students placed on long-term suspension or expulsion will not be permitted on CLA grounds or at school sponsored activities (including all school sports, clubs and other functions).

****The CLA Administration and Behavioral Support Staff reserves the right to alter the steps of the intervention process whenever deemed necessary based on the severity and/or frequency of the events. Within each level, the CLA Administration and Behavioral support staff has the discretion to impose the consequences deemed most appropriate to address the infraction. In the instances where an infraction falls within multiple levels, it is within the discretion of the principal to determine the level assignment for the infraction.***

Rule 1 ATTENDANCE (Citizenship/Responsibility): Unless a lawful excuse is presented, a student must attend every class every day. Violations of this rule include tardiness, cutting school or class and excessive absences. (Violations of this rule may also be subject to Rule 7 where the student engages in insubordinate behavior towards an authorized staff member attempting to obtain compliance under this rule.) A student is to attend all classes each day of the scheduled school year. In addition, a student is to report to school and all classes on time.

A. Tardiness – failure to be in class at the assigned time without a valid excuse. Tardiness will be documented. Ten late morning arrivals will result in one unexcused absence. Persistent problems arriving to school on time will result in a scheduled conference with school officials and parent or guardian.

B. Excessive absences - either excused or unexcused absences that negatively affect student education. Students with more than ten unexcused absences will be withdrawn from school. Parents/Guardians will receive a phone call home when students are consistently absent.

Level of Disciplinary Action: 1-2

Rule 2 FOOD/BEVERAGES (Responsibility/Honesty): A student will eat and drink only in authorized areas of the school. Lunches or snacks brought from home will be stored in a food container in the classroom. Students will then receive their food/beverages in the cafeteria during their scheduled class lunchtime.

Level of Disciplinary Action: 1-2

Rule 3 MEDICATION (Responsibility/Honesty): All medication will be provided to the school officials and properly stored. Without proper medical authorization, students shall not transport prescription or non-prescription medication to or from school or have medication in their possession at any time.

Level of Disciplinary Action 1-2

Rule 4 STUDENT DRESS (Respect/Responsibility): A student will maintain personal attire and grooming standards that promote safety, health, and acceptable standards of social conduct, and are not disruptive to the educational environment. This will include student clothing that materially and substantially disrupts classes or other school activities, including but not limited to gang articles of clothing. Please see the dress code at your school.

Dress Code

- A. Students are required to wear their complete uniform to school everyday.
A complete uniform includes:
- B. Shoes are to be worn everyday. Bedroom shoes and slippers will not be allowed.
- C. Head-gear of any kind will not be allowed including hats, doo-rags, wave caps, scarves, bandannas, and sunglasses.
- D. No item of clothing with references to drugs, alcohol, paraphernalia, and gang identification or reflecting gang symbols should be worn or brought to school. Clothing and shoes should not be covered in writings or drawings of any kind.
- E. Purses and/or pocketbooks may be acceptable but is subject to search.
- F. Jackets/Coats may be allowed in classroom during winter months.
- G. Temperatures vary throughout the building. Students are encouraged to wear layers. Layers include Black/White short/long shirts to be worn under the uniform shirt. Striped/Colored shirts will not be allowed under or over the uniform shirt.

- H. This Dress Code is not intended to prohibit students from wearing particular attire that is part of their religious practice.
- I. Identification Tags are to be brought to school and worn to each class every day.

Violations of any of these guidelines could result in disciplinary action.

Level of Disciplinary Action: 1 – 4

Rule 5 PERSONAL PROPERTY (Responsibility): A student will only bring or possess objects that have an educational purpose and will not distract from teaching or learning. Students will sell items on campus only as part of an approved school activity. (All other items will be confiscated and returned to the parent at a mutually agreeable time, not to exceed one calendar week.) The following are among the list of prohibited items:

A. Cellular Telephones:

Possession of cellular telephones is permitted; however, they must be turned off and concealed while riding the bus and throughout the instructional day. Violations of any other rule in the *Student Code of Conduct* with a cellular telephone, including insubordination or multiple violations of this rule will be addressed by losing the privilege to possess the cellular telephone on school property and the consequences outlined under the specific rule violated.

B. Toys, games, pagers and electronic equipment:

Possession of these or any similar devices, without permission of the administration, is prohibited. Such items include but are not limited to IPODs and other MP3 Players, PDAs and other electronic devices capable of peer-to-peer communication and recording audio and/or video/still images, except when being used as a part of instruction. This rule does not include a toy gun that is a reasonable facsimile of an actual weapon; for such an item see Rule 29.

Any device possessed in violation of this policy will be confiscated and only returned to the student's parent or guardian.

Level of Disciplinary Action: 1 – 4)

Rule 6 MISREPRESENTATION (Honesty): A student will be honest and submit his/her own work.

A. Altering Report Cards or Notes: Tampering with report cards, official passes, notes or other school documents in any manner, including changing grades or forging names to excuses, is prohibited.

B. False Information: Making false statements, written or oral, to anyone in authority is prohibited.

C. Cheating: Violating rules of honesty and Honor Codes, including but not limited to plagiarism or copying another student's test or assignment, is prohibited. The principal has the discretion to punish violations of this rule as Level III if the student's actions have a serious detrimental effect on other students or staff.

Level of Disciplinary Action: 1 – 4

Rule 7 INSUBORDINATION (Responsibility/Respect): A student will obey the lawful direction of any authorized staff member while in school, participating in a school activity or on school property. All students are expected to behave in a respectful manner. This includes, but is not limited to, complying with the direction or instruction of a staff member, not walking away from a staff member while being spoken to, speaking to staff in an appropriate manner and completing all assigned work.

- A. Failure to follow staff directions - failure to follow any authorized direction given by a staff member.
- B. Refusal to report to the office or leave the classroom - failure to report to an administrative office as directed by a CLA staff member.

Level of Disciplinary Action: 1-4

Rule 8 BULLYING/PROFANITY, OBSCENITY AND/OR DEROGATORY LANGUAGE (Respect/Caring):

A student will use appropriate language and conduct at school and school functions and possess only appropriate materials. This rule applies to cursing, possessing written materials or electronic text and/or images that convey an offensive, racial, derogatory, bullying or obscene message to another person (including but not limited to references to race, color, ancestry, national origin, gender, gender identity or expression, sexual orientation, religion, and/or physical or sensory disability, physical appearance or making offensive statements or gestures).

Bullying and/or harassing are strictly prohibited. Students who feel bullied, harassed or intimidated at school by an adult or another student should see a CLA Administrator or a Behavioral Support Staff. No retaliation shall be permitted for making a report.

Level of Disciplinary Action: 1 – 4

Rule 9 GENERALLY DISRUPTIVE BEHAVIOR (Responsibility/Respect/Citizenship): A student will maintain appropriate behavior so as to refrain from disrupting the class, school or bus activity and be prepared for instruction at all times. A student shall not talk out in class or move from their assigned seat/area without permission, throw objects (except as directed by staff for an instructional purpose), horseplay, harass, tease or make rude noises. Repeated violations of this rule may be punished as a Level III infraction.

Repeated Violations: Repeated incidents of generally disruptive behavior will result in an Intensive Behavior Assessment Process. The recommendation for this review must come from the school-level Intervention Team, following appropriate documented interventions.

Behaviors covered by this rule include but are not limited to the following:

- A. Chronic talking - continued talking despite verbal redirections from staff members.
- B. Throwing objects - throwing any object in any part of the school.
- C. Horse playing - rough housing or noisy pranks.
- D. Harassing/Teasing/Bulling - tormenting other students with intent.
- E. Refusing to remain in seat - getting out of seat or moving without permission.
- F. Rude noises - making any unnecessary noises.
- G. Leaving without permission/ Out of place - leaving the classroom, building, or assigned area without prior approval from a CLA staff member.

Level of Disciplinary Action: 1-4

Rule 10 TRESPASSING (Citizenship): A student will not enter any school property without proper authority. This includes periods of suspension. Any student given out of school suspension should not enter school property, including, but not limited to, the parking lots, physical school buildings, or any building or grounds at which after school activities, sporting events, dances, or other special

events for Charlotte Learning Academy are being held. Students who violate this policy may be prosecuted as outlined by North Carolina Law, in addition to any school consequences.

Level of Disciplinary Action: 4 – 5

Rule 11 UNSAFE ACTIONS (Citizenship/Caring):

A. Harm's Way: A student shall not commit any action that has the potential to cause danger or physical harm to himself or to others, to include but not limited to: exiting a moving school bus, exiting a school bus by way of the emergency exit absent an emergency, attempting to elude school officials by running through a parking lot or any traffic area, climbing on the roof of buildings, being in construction areas, boiler rooms, attics or elevator shafts, or any action that has the potential for physical harm to self or others. This rule will apply only when the unsafe behavior does not meet the standards of any other violation.

B. Self-Medication: A student should not have in his/her possession any over-the-counter medication or prescription medication without notification to CLA Staff. Simple possession of such items may result in consequences outlined in Rule 3. Distribution and/or consumption of such medication may result in an immediate Level III consequence. In some instances, violations of Rule 11 may be a Level II infraction. Violation of this rule may also be treated as a violation of Rule 28.

Level of Disciplinary Action: 2-4

Rule 12 VEHICLE USE (Responsibility/Citizenship):

A. Reckless Vehicle Use: A student will not operate any motorized or self-propelled vehicle on school grounds in a manner that is a threat to health and/or safety, or a disruption to the educational process. Driving to school is a privilege, which may be limited or revoked at any time by the school principal.

B. Vehicle Parking on Campus: A student will not leave an automobile on school premises without appropriate authorization and a visible parking permit. Unauthorized vehicles may be towed. In addition to the vehicle being towed, this may be a Level I or II infraction.

Level of Disciplinary Action 1-4

Rule 13 GAMBLING (Responsibility): A student will not play games of skill or chance for money or property. A student should not personally possess any items that may be used in games of skill or chance, including, but not limited to dice, playing cards, and/or poker chips. Use of such materials in the classroom is limited to directed educational use and with supervision of school staff. In some instances, violations of Rule 13 may be a Level III infraction.

Level of Disciplinary Action: 3 – 5)

Rule 14 VANDALISM (Responsibility/Respect/Citizenship): A student will not willfully, with or without malice, participate with others to damage or destroy property of another, including property belonging to the school, staff, students or other adults on campus or at a school-sponsored or school-related activity on or off school property. A student or parent/guardian will be held financially responsible, as allowed by North Carolina law, for willful or malicious destruction of property. In some instances, violations of Rule 14 may be a Tier II infraction.

Level of Disciplinary Action: 3 – 5

Rule 15 USE OF FIRE (Responsibility/Respect/Citizenship): A student will neither set fire nor attempt to set fire to anything on school property or participate with others to damage or destroy school property through the use of fire. This includes striking matches, flicking cigarette lighters or

using any instrument capable of producing fire on school property or at a school-sponsored or school-related activity that is on or off school property. (This violation does not include any smoking violations. For smoking violations refer to Rule 28D.) In some instances, such as the use of a lighter during a smoking violation, a Rule 15 violation may result in a Level II infraction. Setting off a signal that falsely indicates the presence of an emergency or fire is prohibited. This includes using fire extinguishers without consent from CLA staff. Please note that the spraying of aerosol cans and perfumes can cause the smoke detectors to alarm in a false alarm, therefore the use of such items is prohibited.

Level of Disciplinary Action: 3-5

Rule 16 THEFT (Responsibility/Respect/Citizenship): A student will not steal, attempt to steal, possess stolen property, or participate in a plan with others to do so. Theft is described as unlawfully taking and/or carrying property not rightfully belonging to you. Students should not bring/carry stolen property to any school function or activity. Students who knowingly carry or conceal stolen property will receive the same or worse disciplinary actions as those who committed the theft. In some instances, violations of Rule 16 may be a Level II infraction.

Level of Disciplinary Action: 3 – 5

Rule 17 BREAKING AND ENTERING (Responsibility/Respect/Citizenship): A student will not break into any school property. This will include any unauthorized entry into school property with or without destruction to the property.

Level of Disciplinary Action: 4-5

Rule 18 BURGLARY (Responsibility/Respect/Citizenship): A student will not unlawfully enter any school property with the intent of committing a felony, to steal and/or take and carry away the property of another, or to attempt to commit the taking of property.

Level of Disciplinary Action: 4 – 5

Rule 19 ROBBERY (Responsibility/Respect/Citizenship): A student will not take or attempt to take another person's property by force or violence.

Level of Disciplinary Action: 4-5

Rule 20 EXTORTION (Responsibility/Respect/Citizenship): A student will not take, threaten or attempt to take the property (including but not limited to money) of others through intimidation.

Level of Disciplinary Action: 3-5

Rule 21 UNAUTHORIZED USE OF THE COMPUTER (Honesty): A student shall refrain from inappropriate use of school system computers or from utilizing the CLA Internet site without proper authority. This includes unauthorized use of sign-on codes, the school telephone system, communication of threats or implied threats, and unauthorized attempts to contact any CLA computer site from any computer station. This rule also encompasses any activity or distribution of information from home or school computers that would constitute a violation of a rule under the *Student Code of Conduct* or a violation of law, such as, but not limited to bullying or harassment. Publication on the Internet is considered distribution regardless of the location of the computer where the offending content was published. Consequences for misuse of school computers or the computer network may include short or long-term suspension from use of school computers in

addition to other disciplinary consequences. Users who engage in criminal activity through the use of school computers are subject to applicable state and federal criminal laws.

(Minor violations of unauthorized use of the computer, including accessing home email accounts from a school computer may be a Level I or II infraction.)

Level of Disciplinary Action: 1-5

Rule 22 PORNOGRAPHIC, PROFANE AND/OR VIOLENT MATERIAL (Respect/Citizenship): A student shall refrain from having any pornographic or profane material in his/her possession, including but not limited to pictures, magazines, CDs, DVDs, electronic text or images and sexually explicit or graphically violent materials (including but not limited to documents or instructions concerning the creation of and/or the use of weapons). Items will be confiscated and returned to the parent at a mutually agreeable time, not to exceed one calendar week.

Level of Disciplinary Action: 3-5

Rule 23 COUNTERFEIT CURRENCY (Honesty): A student shall not distribute, produce or use counterfeit currency on school property or at a school-sponsored or school-related activity on or off school property.

Level of Disciplinary Action: 3-5

Rule 24 FALSE ALARM (Responsibility): In the absence of an emergency, a student shall not call 911, signal or set off an automatic signal indicating the presence of an emergency.

A student will not, with the intent to perpetrate a hoax, conceal, place or display on school property or at the site of a school activity, any device, machine, instrument, artifact, letter, package, material, or substance, so as to cause any person reasonably to believe the same to be a substance or material capable of causing harmful or life-threatening illness or injury to another person.

A student will not threaten to commit an act of terror on school property or at the site of a school activity that is likely to cause serious injury or death, when that threat is intended to cause or causes a significant disruption to the instructional day or a school-sponsored activity.

A student will not make a false report that an act of terror that is likely to cause serious injury or death is about to occur or is occurring on school property or at the site of a school activity when that report causes or is intended to cause a significant disruption to the instructional day or a school-sponsored activity.

A student will not conspire to commit any of the acts listed above.

A student who violates this rule may be suspended for 365 days.

Level of Disciplinary Action: 3-5

Rule 25 BOMB THREAT (Responsibility): A student will not make a false report that there is a bomb or any device designed to destroy or damage property by explosion, blasting, or burning located on school property or at the site of a school activity. A student also will not, with the intent to perpetrate a hoax, conceal, place or display on school property or at the site of a school activity, any device, machine, instrument, or artifact, so as to cause any person reasonably to

believe the same to be a bomb or other device capable of causing injury to persons or property. A student who violates this rule shall be suspended for 365 calendar days. The Dean of Students may, upon recommendation of the principal, modify this suspension requirement on a case-by-case basis.

Level of Disciplinary Action: 3-5

Rule 26 AGGRESSIVE PHYSICAL/VERBAL ACTION (Responsibility/Caring/Justice and Fairness): A

student shall not exhibit any form of aggressive physical or verbal action against another student, staff member or any other adult at school. Minor incidents of hitting, biting, spitting, shoving, kicking or throwing objects at a student or adult may be a Level I or II infraction.

A. Verbal Confrontation/Provocation: A student shall not approach another person in a confrontational, provocative or bullying manner. This will include attempts to intimidate or instigate another person to fight or commit other acts of physical aggression. (This may also be a Level I or II infraction.)

B. Fighting: The exchange of mutual aggressive physical contact between students, with or without injury, is prohibited. (The first violation of this rule shall be a Level II infraction so long as it does not involve a weapon or result in injury or disruption to the educational environment, and will result in no more than an OSS of five days. Subsequent violations (cumulative 6-8 grades) or those that cause injury or a disruption shall be a Level III infraction.) A student who is physically attacked may act in self defense without consequence. **Self defense** is defined as the act by a non-aggressor victim using reasonable force to avoid being hit in order to enable oneself to get free from the attacker and notify school authorities. It is not self defense to participate in the fight. Students who exceed reasonable force in protecting themselves will be disciplined for violating this rule even though another person provoked the fight. Administrators will have the discretion to recognize the need for self defense on an incident-by-incident basis.

C. Threatening/Intimidating: A student shall not threaten to strike, attack or harm any person or cause another person to become fearful by intimidation, through any medium, including threats made in person, on the telephone and/or in writing, that pose a safety risk to the school environment. The tier will be determined by the level of risk presented by the threat, whether the threat could reasonably be carried out and whether the threatened person is made fearful. This rule violation could be considered a Level I, II or III infraction and may include but is not limited to intimidation through the use of gang paraphernalia.

D. Assault on a Student: A student shall not physically attack another student. See self defense as defined above. **Multiple Assaults:** A student shall not act in concert to physically attack another student.

E. Assault on a Staff Member: A student shall not physically attack a staff member or adult. See self defense as defined above. **Multiple Assaults:** A student shall not act in concert to physically attack a staff member or other adult.

F. Inciting to Riot/Chaos: A student shall not engage in behavior of a violent or aggressive nature in a highly volatile area that could result in a riot, widespread chaos or aggressive actions (verbal and/or physical) by students witnessing or involved in the incident. (This may also be a Level II infraction.)

G. Refusing to Disperse: A student who witnesses an incident under this rule shall disperse at the request of staff members. (This may also be a Level II or III infraction.)

H. Participation in a Civil Demonstration: A student shall not disrupt the school day by participating in a civil demonstration, including leaving campus without permission. (This may also be a Level I or II infraction.)

Level of Disciplinary Action: 1-5

Mandatory Removals for Assaulting and Injuring School Personnel

The principal, upon recommendation of the Dean of Students, shall remove to an alternative educational setting, any student 13 years old or older who physically assaults and seriously injures a teacher or other school personnel. If there is no appropriate alternative educational setting available, the principal, upon recommendation of the Dean of Students, shall suspend the student for no less than 300 days but no more than 365 days.

- a. If the conduct leading to the removal occurred on or before the 90th school day, the superintendent shall remove the student to that setting for the remainder of the current school year and the first 90 days of the following school year.
- b. If the conduct leading to the removal occurred after the 90th day school day, the board shall remove the student the student to that setting for the remainder of the current school year and for the entire subsequent school year.
- c. The principal may authorize a shorter or longer length of time that a student must remain in an alternative setting.

Mandatory Removal for Other Assaults

The principal, upon recommendation of the Dean of Students, shall remove to an alternative educational setting, any student 13 years old or older who does one of the following:

- a. Physically assaults a teacher or other adult who is not a student.
- b. Physically assaults another student if the assault is witnessed by school personnel.
- c. Physically assaults and seriously injures another student.

If there is no appropriate alternative educational setting available, the principal, upon recommendation of the Dean of Students, may suspend the student for up to 365 days.

Additional Provisions for Mandatory Removals

The mandatory removals apply to assaults that occur on school property or at a school-sponsored or school related activity on or off school property. The mandatory removals do not apply to students determined by the principal to be acting solely in self-defense.

If a teacher has been assaulted or injured, then the student must not be returned to that teacher's classroom unless the teacher consents.

The principal may assign a student to an alternative educational setting upon the expiration of the period of suspension pursuant to a mandatory removal.

Rule 27 SEXUAL BEHAVIOR (Respect/Caring): A student will not engage in behavior which is indecent, overly affectionate or of a sexual nature. This behavior includes but is not limited to the following:

- A. Offensive touching - improper touching of an offensive nature.
- B. Public displays of affection - inappropriate conduct including kissing, hugging, or any other bodily contact.
- C. Sexual harassment - verbal or physical conduct of a sexual nature which may reasonably be regarded as hostile, intimidating, or offensive, including but not limited to sexual advances, propositions, and/or unwelcome hugs, kisses, or other physical contact.
- D. Consensual sex - sexual activity involving willing participants.
- E. Indecent exposure - intentional exposure of one's private parts.
- F. Sexual assault/rape or attempted rape - unlawful sexual intercourse or attempted sexual intercourse by force, threat, or intimidation.

Level of Disciplinary Action: 3 – 5

Rule 28 ALCOHOL, TOBACCO AND OTHER DRUGS (Responsibility/Citizenship): A student will not use, purchase, sell, distribute, be under the influence of, or possess any kind of alcoholic beverage or controlled substance, as defined by state law. This includes, but is not limited to, imitation controlled substances and paraphernalia. Students who are disciplined under this policy may receive referral to a substance abuse program. Successful completion of a substance abuse program will be required as an alternative to expulsion from school.

- A. A student may not have or use tobacco products or related paraphernalia while on school grounds, going to or from school or at any school function. The tobacco product and/or related paraphernalia will be confiscated.
- B. Drug Usage/Under the influence – using or being under the influence of any substance containing alcohol, narcotic, illegal or controlled substance, any illegal substance, or unauthorized prescription drug on school grounds, to and from school, or at any school function, is strictly prohibited.
- C. Possession/ Attempt - possessing, or attempting to possess, any illegal or controlled substance, alcoholic beverage or any action that contributes to the possession of any illegal or controlled substance or alcoholic beverage.
- D. Drug Paraphernalia - possessing, distributing, or using any objects used for ingesting, inhaling or otherwise introducing controlled substances into the body. .
- E. Sale/ Distribution - distributing (attempt or actual) or selling any illegal or controlled substance or any action that contributes to the sale or distribution of any illegal or controlled substance or the giving or offering to give any legal or controlled substance to another individual. This includes the sale or distribution of alcoholic beverages, any substance containing alcohol, and/or tobacco products.

Level of Disciplinary Action: 3 – 5

Rule 29 WEAPONS AND DANGEROUS OBJECTS (Responsibility/Caring): A student will not possess, handle, or transport any weapon, facsimile of a weapon, dangerous instrument, substances or other object that can reasonably be considered or used as a weapon or dangerous instrument. A weapon is defined as any loaded or unloaded firearm, including a gun, rifle or pistol; explosives including any dynamite cartridge, bomb, grenade, or mine; and, any other weapon including a BB gun, stun gun, air rifle, air pistol, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade knife, blackjack, metallic knuckles, razors and razor blades (except solely for

personal shaving), firework, or any sharp-pointed or edged instrument except instructional supplies, unaltered nail files and clips and tools used solely for preparation of food, instruction and maintenance.

A student will not cause, encourage or aid another student to possess, handle or transport a weapon on school property or at a school-sponsored event.

Except in situations involving firearms or explosives, the first violation of this policy shall result in a short-term or long-term suspension. A second violation of this policy shall result in long-term suspension or expulsion.

The principal shall suspend for 365 calendar days any student who brings or possesses a firearm or explosive device (as defined in G.S. 14-269.2(b), (b1), (g), and (h)) onto school property or to a school-sponsored activity off school property. The Board may, upon recommendation of the principal, modify this suspension requirement on a case-by-case basis. This 365-day suspension does not apply to a student who finds a firearm or explosive device on school property or receives it from another person on school property and who immediately delivers the weapon or dangerous instrument to school or law enforcement authorities.

Any student 13 years of age or older who possesses, handles, or transports a firearm or explosive on school property or at a school-sponsored event may be expelled.

Level of Disciplinary Action: 3 – 5

Rule 30 GANG AND GANG-RELATED ACTIVITIES (Responsibility/Caring/Justice and Fairness): No

student shall commit any act that furthers gangs or gang-related activities. A gang is any ongoing organization, association or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of criminal acts, or the purposeful violation of any district policy, and having a common name or common identifying sign, colors or symbols. Conduct prohibited by this policy includes:

- Wearing, distributing, displaying or selling any clothing, jewelry, emblems, badges, symbols, signs or other items which indicate a student's membership or desired membership or affiliation with a gang;
- Communicating either verbally or non-verbally (hand signs, gestures, handshakes, slogans, drawings, etc.) to convey membership or affiliation with a gang;
- Tagging or otherwise defacing school or personal property with gang-related graffiti, symbols or slogans;
- Requiring payment of protection, insurance, or otherwise intimidating or threatening any person related to gang activity;
- Inciting other students to intimidate or to act with physical violence upon any other person related to gang activity;
- Soliciting others for gang membership; and,
- Committing any other illegal act or other violation of school policy that relates to gang activity.

The principal and the Dean of Students will regularly consult with law enforcement officials to maintain a current list of gang-related items, symbols and behaviors.

Level of Disciplinary Action: 2 – 5

Rule 31 FIREARMS (loaded or unloaded) (Responsibility/Caring): A student shall not possess, handle or transport any handgun, rifle, starter gun, shotgun or any other weapon which will or is designed to or may readily be converted to expel a projectile by action of an explosion, including camouflaged guns or any firearm muffler or silencer. Violation of this rule is a Level IV or V infraction. Students violating this rule are subject to a 365-day mandatory suspension.

Rule 32 PERSISTENTLY DANGEROUS STUDENTS (Responsibility/Caring/Justice and Fairness): Students who are 13 years of age or older shall not frequently engage in conduct that is in violation of other code of conduct rules and is a danger to others in the school environment. Targeted conduct for this rule shall involve multiple events over an extended period of time. Examples of misconduct under this rule shall be limited to multiple rule violations for assault, the sale or distribution of illegal drugs, gang-related activities, the possession of weapons and inappropriate sexual behavior.

Rule 33 REFUSAL TO ALLOW SEARCH (Responsibility and Honesty): To maintain a safe and orderly environment and to protect students and staff, school officials may search a student, and/or their possessions, when there is reasonable suspicion that the student may be in possession of a weapon, illegal substance, or other items prohibited by the Student Code of Conduct. . School officials may seize any illegal or unauthorized materials discovered in the search. The refusal to comply with searches and seizures will be considered grounds for disciplinary action.

A. Search of an Individual and/or his/her Possessions: A student must cooperate with and may not obstruct or interfere with a reasonable and authorized search of the student and/or his/her possessions based on reasonable suspicion that the student may be in possession of a weapon, illegal substance or other items prohibited by or used in violation of law or the *Code of Student Conduct*.

B. Search of Student Lockers and Desks: Lockers and desks are the property of the school and are assigned to the student with the understanding that he/she is responsible for all property placed in the locker or the desk. Lockers and desks shall be used only for storage of those items that are reasonably necessary for the student's school activities such as books, gym clothes, coats, school assignments, etc. A student must cooperate with and may not obstruct or interfere with an authorized search of his/her locker or desk.

Level of Disciplinary Action: 1-4

Behavior on the School Bus or at the Bus Stop

School transportation is a privilege, not a right. At all times while riding a school bus or other school vehicle, students shall observe the directives of the school bus driver and any other supervising staff. In order to ensure student and staff safety while being transported, there will be a zero tolerance policy for bus misconduct. Inappropriate behavior on a school bus or other school vehicle, including the violation of any other rule of the Student Code of Conduct, will be dealt with swiftly and firmly.

For the purpose of providing safe transportation for all students, the following guidelines must be observed:

- Refrain from conduct or behavior that interferes with the orderly, safe and expeditious transportation of bus riders.
 - Obey the bus driver at all times.
 - Act appropriately while waiting for the bus.
 - Give your proper name when requested by the bus driver or monitor.
- Be at the bus stop at least ten (10) minutes prior to a scheduled stop time.
- Ride only on assigned bus.
- Board and depart only at the assigned bus stop.
- Remain seated at all times when the bus is moving.
- Refrain from eating or drinking while aboard the bus.
- Refrain from using cellular telephones and other electronic devices while on the bus.

Level of Disciplinary Action: Inappropriate bus behavior will result in a five-day suspension from privileges for the first offense. The second offense will result in ten days off the bus; along with a scheduled parent conference. A third problem behavior will result in the total loss of bus privileges.

Public Transportation

CLA expects all students using the school CATS bus stops to follow all school rules, policies, and procedures. When using public transportation, all federal, state, and local laws should be followed. Failure to follow any of these rules, policies, and procedures or verbal directions given by an officer or public transportation official may result in disciplinary actions.

Level of Disciplinary Action: – 1-4

Procedures for Short-term Suspensions (1-10 days)

A student accused of misconduct, which in the opinion of the principal or dean of students would require a short-term suspension from school, shall be afforded the procedures below. A student must be given an opportunity to complete assignments, take textbooks home, and take major tests or exams missed during the period of suspension. Details of the processes to be followed are:

Step 1: The student must be told by the principal/dean of students of the reason(s) for the consideration of suspension.

Step 2: The student must be given the opportunity to have an informal hearing with the principal and to present his/her version of the events and to identify witnesses to the incident. The informal hearing will typically occur immediately after the student is informed of the charges, but may be delayed if the student's continued presence on campus is a safety concern.

Step 3: The principal/dean of students shall make a determination as to whether or not a student is guilty of the misconduct, and if so, what disciplinary response will be imposed. Initial notices to impose suspension may be communicated orally to the parent; written notification must follow.

Step 4: The principal/dean of students shall report each suspension in writing to the student's parent/guardian. This report shall be sent to the parent by email, regular mail or other reliable means by the end of the day of the suspension when reasonably possible. Otherwise, it must be sent no more than 2 days later. Reasonable efforts shall be made to contact parents or guardians prior to the start of the suspension. If parents or guardians cannot be reached prior to the start of the suspension, the principal/dean of students may determine to start the

suspension without contacting parents/ guardians, but continued reasonable efforts shall be made.

Step 5: At the discretion of the principal, a written behavior contract may be required upon the return of the student to school.

Step 6: Students are not entitled to appeal a principal's decision to impose a short-term suspension to the superintendent.

Procedures for Long-term Suspensions (more than 10 days) or 365-day Suspensions

A student accused of a willful violation of the *Student Code of Conduct* which, in the opinion of the principal/dean of students, may require a long-term suspension or 365-day suspension from school, shall be afforded the procedural safeguards described below. A suspension of more than 10 days is appropriate only when the student willfully engages in conduct that threatens the safety of students, staff or school visitors, or threatens to substantially disrupt the educational environment. The procedures for a short-term suspension must be employed, as well as the following additional steps, prior to the imposition of a long-term suspension. Only the Board of Directors and Principal may impose a period of long-term suspension or 365-day suspension.

Step 1: Except for serious violations of the Student Code of Conduct for which the principal may recommend that the student be expelled, a Discipline Team Meeting (DTM), which consists of the Board director, principal/ designee, the dean of students, the parent/guardian, and the student, will be convened at the school within 10 school days of the first day of suspension. The purpose of this meeting is for the team to review the investigation completed by the school, the due process procedures afforded, and any information provided by the student and the parent/guardian. There is no right for representative counsel to attend. During the DTM, the dean of students will review the recommended consequences, decide if any additional consequences shall be imposed and outline those additional consequences. ***If the parents/ guardians are in agreement with the decision of the dean of students, then the decision shall stand and no further due process procedures (e.g., a due process hearing) associated with the incident will take place.*** If the parent/guardian disagrees with the decision of the dean of students, then a due process hearing may be requested by making a written request to the principal. Parents will also be informed in writing of the decision and may give notice of an appeal within 3 business days.

Step 2: The due process hearing will be scheduled within the initial 10-day suspension. If parents/guardians miss the deadline or request a later hearing date or their scheduling conflicts do not allow the hearing to take place within the initial 10-day suspension, then the principal may impose the period of long-term suspension before the hearing occurs.

Step 3: Written notice will be sent to parents/guardians advising them of the date, time and location of the hearing. The notice will also describe the hearing process and advise parents/guardians of the student's rights under law. The notice will be sent by email, US mail, hand delivery or other reliable means. For children in foster care, notice must also be sent to the foster parents and the Youth and Family Services guardian.

Step 4: The Due Process Hearing will be held at the school and the student will be able to exercise the rights identified in the notice, including the right to have an opportunity to present his/her version of the events, provide witnesses (or written witness statements) on his/her behalf, question the witnesses presented by the school administration and be represented by counsel (at the parent's own expense). Students shall also have the right to review before the hearing the evidence that may be presented by the school, as allowed by federal and NC law.

- Step 5:** The principal/designee shall make a written determination as to whether substantial information was provided at the hearing to determine whether the student is guilty of the misconduct and, if so, the appropriate disciplinary response. The Board Director does not review the initial 10-day suspension. A student shall be informed of the determination promptly.
- Step 6:** If the student disagrees with the decision of the principal/designee to impose a suspension of more than 10 days, he/she is entitled to appeal. This appeal must be requested within 10 days of the date of the principal's decision letter. The disciplinary consequence remains in effect throughout all appeals.
- Step 7:** The Board hearing will be conducted and a decision rendered within 30 days of the submission of the appeal, unless the student requests a delay of the hearing.

Procedures for Expulsion

Pursuant to N.C.G.S. § 115C-390.11, the Board may expel any student, over 14 years of age, whose behavior indicates that the student's continued presence in the school constitutes a clear threat to the safety of other students or employees or who is subject to the Jessica Lunsford Act.

- Step 1:** After the hearing described above, the principal/designee may make a recommendation to the Board that the student be expelled. A period of long-term suspension may also be imposed pending the Board decision on the expulsion recommendation.
- Step 2:** The parent/guardian will receive written notice of the hearing before a panel of the Board members. The notice shall include the date, time and location of the hearing, a summary of the charge being levied against the student, the information to support the charge and the student's rights at this proceeding.
- Step 3:** A hearing will be held at the school, where the student will be able to exercise the rights identified in the notice. The student will have the opportunity to explain why his/her presence is not a clear threat to the safety of others, provide witnesses (or written witness statements) on his/her behalf, question the information presented by the principal/designee and be represented by counsel, at the parent's expense.
- Step 4:** The Board will determine the following: were the statutory requirements met and are there any alternative programs which would meet the needs of the student and maintain the safety of the educational environment.
- Step 5:** The decision of the Board will be provided to the parent/guardian in writing within seven to 10 days of the hearing.

Suspensions of a Student with a Disability

Out of school suspension is the temporary removal of a student from the school setting where services are delivered for any part of the school day. Any time a child is denied access to any part of the educational services, regardless of the time of day, it is counted as one day of out of school suspension. (When a parent is asked to pick up a child prior to the end of the instructional day, that day is an out of school suspension day and must be recorded as such. If a student is placed in ISS (in school suspension) and no special education services are provided, that day is an out of school suspension day and must be recorded as such.) In school suspension program is a program which removes students from the education settings where they usually receive services for disciplinary purposes for a specified period of time. Short-term removal of less than 10 school days is not a change in placement. Schools must keep track of disciplinary removal days. Schools should report any suspension to the parent immediately (on the day the incident occurs) and provide a full statement of the reasons for the discipline.

When transportation is a related service on the IEP and the student is suspended from the bus, if the student does not report to school or alternative transportation is not provided, the bus removal is counted as an out of school suspension. If transportation is not a related service, disciplinary measures dealing with transportation are not counted as an out of school suspension. However, if behavioral concerns on the bus are limiting the student's access to services, the behaviors must be addressed by the Individual Education Team. The determination as to whether in-school suspension or bus suspension counts as a day of suspension depends upon the unique circumstances of each case.

Long Term Suspensions

A long term suspension is a removal from the school setting where services are delivered for any part of the school day for more than 10 school days. When the behavior that violates the school's code of conduct is not a manifestation of the student's disability and leads to long term suspension for regular education students who exhibit that behavior, a student with a disability may be given a long term suspension. However, the school system is still required to provide a free and appropriate public education for that student by providing services so as to enable the student to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the student's IEP. Based on the disciplinary removal, the IEP Team must determine how these services will be provided and should amend the IEP to address the service delivery. The IEP, including the DEC 4, page 4 and DEC 5, must indicate that the IEP is being revised due to disciplinary removal. The student should be kept on the LEAs role and should participate in all required assessments, as well as receive grades and credit for course work completed.

Potential Interim Alternative Educational Placements

When a student is recommended for suspension for a disciplinary infraction involving drugs, weapons, or serious bodily injury, a school administrator may remove the student to an alternative educational setting (IAES) for up to 45 school days or follow normal disciplinary procedures providing services beginning on the 11th day of suspension. If the administrator removes the student to an IAES, *the IEP Team will determine the appropriate IAES for the student that will allow him/her to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the student's IEP.*

When a student has been recommended for suspension for more than 10 days (cumulative or consecutive constituting a change of placement) **and** the behavior was NOT a manifestation of his/her disability, normal disciplinary procedures may be followed and services must be provided in an interim alternative educational setting (IAES). The IEP team determines the interim alternative educational setting for services.

There are numerous options that could be considered when placing students in an IAES. The most frequently used placements will be discussed below. Keep in mind that this list of placements is not inclusive. In addition, these placements could be used individually or in combination to meet the educational, behavioral, and social needs of the student.

In School Suspension (ISS)- ISS could be used as an appropriate IAES for students serving a suspension if the student *continues to participate in the general education curriculum and to progress toward meeting the goals set out in the student's IEP.* An EC teacher should be the person responsible for providing instruction

during the suspension. Special education services during placement in ISS should be documented. Existing ISS programs may be a sufficient setting to offer these services or, if needed, a separate program could be established to meet the needs of students identified as exceptional who have been suspended.

Alternative School - An alternative school could offer a student who has been suspended an opportunity to access services and accommodations/modifications needed to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the student's IEP. A process will need to be established to identify how students serving suspension will be placed within the alternative school setting. Dependent upon the behavior that prompted a suspension a student could be served within the general population, within a special education classroom, or in a separate, specially designed setting for students serving suspensions.

Day Treatment - A day treatment program, if available, could be beneficial, educationally and therapeutically, for students who have been suspended. Caution should be used in planning services for students placed in Day Treatment to insure the general curriculum can be accessed.

Homebound - Homebound is the most restrictive setting where a student can receive services in the community. Services do not necessarily have to be provided at the student's home. A variety of locations could be accessed depending on the individual situation. Examples include: the police department, courthouse, library, YMCA, or on the school campus before or after regular school hours. Once again, a student who receives services within the Homebound setting must continue to participate in the general education curriculum and to progress toward meeting the goals set out in the student's IEP.

Placing a student with disabilities on homebound is not intended to be a permanent mode of service delivery. This setting should be looked at as temporary and last no longer than the disciplinary action, with the intent of having the child return to his or her regular school setting when appropriate as determined by the IEP team. The IEP team must develop a re-entry plan for transition back to school when placing a student on homebound. This plan should allow the IEP team to determine the goals a student should master while on homebound and document when a student is ready to return to a regular school setting. The plan must include a behavior intervention plan including instruction in behavior skills. Homebound services should be monitored closely and evaluated on a regularly scheduled basis (every 30 days) to determine the effectiveness of the student's program.

Homebound services should be delivered by a certified teacher with the number of instructional hours being determined by the student's needs and IEP team. Materials, textbooks, and any other instructional supplies should be provided to the homebound teacher by the home school.

Reminder: When an IEP Team meets to discuss whether or not a behavior that prompted a suspension was a manifestation of the disability, a student's placement/setting may be changed regardless of the manifestation determination if the team feels the current placement/setting is not allowing the student to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the student's IEP.

Best practices recommended for transferring from Eckerd Camp, alternative schools, or group homes to his / her previous LEA

Comprehensive /Transitional planning should be scheduled by the IEP team to implement a smooth transition for the student to return to his/her previous school setting. Behavioral and academics goals should be discussed and strategies created for the new setting. If it is anticipated that the student will have behavioral difficulties in the new setting, the IEP team should begin a Functional Behavior Assessment and complete a Behavioral Intervention Plan. The team should also develop appropriate supports for the student to help the student adjust to the environment. New and previous school records, evaluations, and pertinent information relevant to the new setting should be examined during the meeting. A date for the student to attend orientation and to attend the first school day should be scheduled. When necessary a crisis plan, including a phone tree for any emergency, should be developed. A follow-up meeting to review the new placement and plans must be scheduled. In order to do effective planning for the return to the LEA the IEP team members should include: Representative from the current LEA, the Exceptional Children Coordinator/teacher, the counselor of the receiving school, a regular education teacher, the parent(s) of the student, the student, and a representative from any other agency involved with the student (Social Services Department, Mental Health, Juvenile Justice, etc.)

Expulsion of a Student with a Disability

Expulsion is when a student is removed from a school system, the enrollment is terminated and the student can never attend a school in that school system again. When the behavior that violates the school's code of conduct is not a manifestation of the student's disability and leads to expulsion for regular education students who exhibit that behavior, it is technically possible to expel the student with a disability. However, the school system is still required to provide a free and appropriate public education so as to enable the student to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the student's IEP.

Since a student that is expelled is not enrolled by a school system, the LEA would not receive special education funds or ADM funds for the child. As a result it would usually be to the school system's benefit to keep the student enrolled and long term the student for a specified amount of time rather than expelling the student since the LEA is obligated to provide services.

TIMELINES

**Charlotte Learning Academy
Start-Up Plan**

Tasks	Timeline	Individuals Responsible
Submit Charter Application	November 10, 2011	Charlotte Learning Academy Founders
Apply for 501(c)(3)	November 14, 2011	Charlotte Learning Academy Founders
Send copy of Charter Application to Local LEA	November 18, 2011	Charlotte Learning Academy Founders
Decision of Charter approval	February 1-2, 2012	State Board of Education
Secure a School facility, obtain Certificate of occupancy	February, 2012	CLA Founders and Commercial Real estate agent
Teacher and Student Recruitment	February – August, 2012	CLA founders and staff
School Marketing	February – August, 2012	CLA founders and staff
Board Training	March 2012	Office of Charter Schools
Develop fundraising Strategies	March 2012	Founders and Board
Create Website	March 2012	Charlotte Learning Academy Founders
Open Enrollment Begins	March 2012	Charlotte Learning Academy Founders
Continue work of Curriculum	March – July, 2012	Charlotte Learning Academy Founders
Identify Vendors for services such as financial reporting, student information systems, meals, etc...	March, 2012	Charlotte Learning Academy Founders
Collect information on insurance and benefits	March, 2012	Charlotte Learning Academy Founders
Continue to widen contacts with community leaders, organizations, and agencies	March - ongoing	Founders and Board
Finalize Education plan	April, 2012	Founders and Board
Complete schools policies and procedures, handbooks, forms, and contracts needed to start and operate school	April, 2012	Founders and Board
Develop and submit Licensure Plan to DPI	April, 2012	Charlotte Learning Academy Founders
Student lottery performed and notice of admitted and wait listed students mailed to parents	May, 2012	Charlotte Learning Academy Founders
Training on administrative programs such as NCWISE	May, 2012	Charter School Office
Documentation of finger printing/ background checks of Board Chair, finance officer, or treasurer and or any other person eligible to write checks to OCS	May, 2012	Charlotte Learning Academy Founders
Detailed budget plan for first year of operation	May, 2012	Founders and Board
Purchase needed classroom, office, equipment, and supplies	June, 2012	Charlotte Learning Academy Founders
Staff Development completed with resources/ consultants identified	June, 2012	Charlotte Learning Academy Founders
Finalize school safety procedures and information systems	July, 2012	Founders and Board

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Open house for students and parents	August, 2012	Charlotte Learning Academy Founders
Finalize syllabi, lesson plans, and compare classrooms for opening day	August, 2012	Charlotte Learning Academy Staff
First Day of School	August 27, 2012	Charlotte Learning Academy Staff

VII. BUSINESS PLAN

PROJECTED STAFF:

Administration
Principal
Assistant Principal
Registrar/Data manager
Director of EC Services
Dean of Students
Support Staff
Administrative Assistant
Maintenance/ Custodian
Core Teachers
(2) Kindergarten Teachers
(2) First Grade Teachers
(2) Second Grade Teachers
(2) Third Grade Teachers
(2) Firth Grade Teachers
(2) Fifth Grade Teachers
(4) Sixth Grade Teachers
? Teachers
(1) Physical Education/ Health
(1) Foreign Language
Para Professionals
(2) Teacher Assistants

Process to advertise for and employ staff of the school

Charlotte Learning Academy’s administrative leadership understands the challenge of recruiting potential qualified employees. To ensure the widest dissemination of information possible, Charlotte Learning Academy’s marketing activities will include: informational sessions and public presentations (ex: job fairs and educational symposiums); appearances on T.V. and radio shows; and placement of employment advertisements in community newspapers and other print publications (ex: Charlotte Observer, Charlotte Parent, La Noticia). Charlotte Learning Academy will also leverage community partnerships (ex: colleges and universities) and employ direct electronic mail campaigns (ex: teacher-teacher.com, monster.com, careerbuilder.com) to connect with qualified personnel throughout the Charlotte-Mecklenburg community.

Handbooks governing standards of conduct, grounds for termination, policies and procedures, etc.

Charlotte Learning Academy

Personnel Handbook

CHARLOTTE LEARNING ACADEMY
PERSONNEL MANUAL
EMPLOYEE RECEIPT AND ACKNOWLEDGMENT FORM

The intent of this Personnel Manual is to summarize the human resources philosophy, policies and benefits of Charlotte Learning Academy. Decisions on personnel matters will be made in accordance with written personnel policies and in accordance with the written plans covering our various benefits, copies of which are available upon request. This Manual is not a contract. You retain your right to terminate our employment relationship at any time, with or without notice or cause and we, of course, retain the same right.

We ask that you carefully read the statement below acknowledging receipt of the Personnel Manual and that you understand that the Manual is not contractually binding. This statement will become a permanent part of your employee file and will evidence your signature certifying that you, as an employee, have read and understand this Manual's contents. Please return this signed statement to your supervisor, who will in turn forward it to the Human Resources Department where it will become a part of your employee record.

- I acknowledge that I have received my copy of Charlotte Learning Academy Personnel Manual containing the rules and policies relating to my employment and that I have read it and understand its provisions.
- I understand that the policies, procedures and practices outlined in the Personnel Manual are important and that I should become completely familiar with its provisions.
- I acknowledge that this Personnel Manual is provided for my information only and does not constitute a contract, express or implied, for employment with Charlotte Learning Academy and that it may be modified, revoked, suspended, terminated, or changed at the discretion of Charlotte Learning Academy at any time, with or without notice.
- I acknowledge that the benefits summarized in the Employee Benefits Section of the Manual are not conditions of employment, and that they may be, with or without notice, modified, revoked, suspended, terminated or changed at the discretion of Charlotte Learning Academy at any time, subject to any requirements of applicable law.
- ***I understand that I will be an at-will employee; that is, my employment will be for no definite period of time, but rather will be subject to termination by myself or Charlotte Learning Academy at any time and for any reason, except those prohibited by federal, state or local law.***
- ***I acknowledge that I have reviewed a copy of Charlotte Learning Academy EEO and Sexual and Other Unlawful Harassment policy. I further acknowledge that the policy has been***

Charlotte Learning Academy

explained to me, that I have had an opportunity to ask any questions I may have and that I understand the terms and provisions.

- I certify that I have reviewed a copy of Charlotte Learning Academy Contraband and Substance Abuse Policy regarding alcohol and drug use and have received a copy of that policy. I consent to submit to drug and alcohol testing and acknowledge that my failure to honor the terms of this policy maybe be grounds for termination of my employment. I understand that a copy of the current policy is available to me at my request.
- I understand that my supervisor and the Director of Human Resources are available to explain any section of this Personnel Manual and answer any questions I may have regarding my employment with Charlotte Learning Academy.
- I acknowledge that this Personnel Manual is the property of Charlotte Learning Academy and that it should be returned to Charlotte Learning Academy upon termination of my employment.
- I understand this Personnel Manual can only be amended in writing by the Board President/School Principal. No employee of Charlotte Learning Academy has the authority to amend or provide exceptions to the provisions of this Handbook orally.

Employee Signature

Date

Witness Signature

Date

Charlotte Learning Academy

CLA Vision: What we aspire to be...

Charlotte Learning Academy actively promotes achievement, strength of character, and responsibility by providing a safe and supportive learning environment which nurtures students' academic, social, emotional, and physical development while challenging them to reach their full potential.

CLA Mission: Why we exist,...

The mission of Charlotte Learning Academy is specifically a need for student centered learning and schools that are willing to serve the "whole child" and address the wide-ranging set of issues that at-risk students face daily. At Charlotte Learning Academy, we believe we can provide the necessary academic environment these students need in order to close this gap of academic achievement.

Core beliefs of the Charlotte Learning Academy

Charlotte Learning Academy is dedicated to providing a superior elementary and middle school education to at-risk students whose fundamental goals for each child are strength of character, dedication to learning, and a sense of educational purpose, empowerment, and responsibility. Charlotte Learning Academy nurtures children by providing a clean, safe, positive, non-threatening learning environment in which all students are valued and respected.

Academic courses are in alignment with the North Carolina Essential Standards and Core Curriculum and coupled with the Accelerated Schools plus model. The Accelerated Plus model is a process for accelerating the achievement of all students by developing accelerated learning environments and empowering learners through academic rigor and inquiry based instruction.

Charlotte Learning Academy is committed to the premise that every child should be treated as academically gifted, where as students excel when supported in a learning environment with high expectations. Teachers will encourage a variety of learning styles, higher order thinking skills, and emphasize student-learning strategies. Students are challenged to perform their best and reach their fullest potential.

We will prepare our students to become independent learners with the desires, the skills, and the abilities necessary for lifelong learning. This will require creating a learning environment which is centered around students, directed by teachers, and supported by home and community.

Commitments of the Charlotte Learning Academy

The purpose of this Part is to authorize a system of charter schools to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently of existing schools, as a method to accomplish all of the following:

- (1) Improve student learning;
- (2) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted;
- (3) Encourage the use of different and innovative teaching methods;
- (4) Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site;
- (5) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and
- (6) Hold the schools established under this Part accountable for meeting measurable student achievement results, and provide the schools with a method to change from rule based to performance based accountability systems. (1995 (Reg. Sess., 1996), c. 731, s. 2.)

CLA'S Strategic Goals: The plan for achieving our mission

Charlotte Learning Academy intends to serve at-risk students located throughout the Charlotte-Mecklenburg area. As a charter school, we will not be constricted by school zoning laws or assignment rules, which will allow us to serve any at-risk student in the Charlotte-Mecklenburg area regardless of where such student resides. We plan to locate the school facility on the east or west side of Charlotte, either of which will provide an optimal location allowing easy access to the facility from all areas in Charlotte-Mecklenburg. We researched academic data from seven (7) "traditional" elementary and middle schools in the Charlotte-Mecklenburg school system that closely represent the populations we plan to serve. This data was largely compiled from past ABC/North Carolina School Report Cards information relating to each of the seven (7) sample schools. A key component of our research analyzed the proficiency level of the economically disadvantaged students and the students with disabilities enrolled in these schools. Our data indicates that the average level of proficiency for economically disadvantaged students was 39.17% and the average level of proficiency for students with disabilities was 16.04%. Both of these numbers are well below average and support our belief that large populations of the type of students we plan to serve are not proficient or performing at grade level in the traditional school setting.

Charlotte-Mecklenburg currently has eleven (11) existing charter schools. These charter schools range broadly in the populations that they serve, from academically gifted students to those considered to be at-risk. Similar to the research we conducted with respect to traditional schools in Charlotte-Mecklenburg, we also researched academic data from four (4) of the existing charter schools that closely resemble the population and grades we plan to serve at Charlotte Learning Academy. We compiled data from past ABC/North Carolina School Report Cards information from these four (4) schools. The average proficiency level of the economically disadvantaged students enrolled in these schools was 45.47% while the average proficiency level of students with disabilities enrolled in these schools was 24.35%. While these proficiency numbers are higher than those for the CMS schools, we still believe these numbers indicate a need for a school to provide an academic environment in which these types of students are better served.

These numbers from both the district schools and local charter schools indicate a major need in the Charlotte community. Specifically, a need for student centered learning and schools that are willing to serve the "whole child" and address the wide-ranging set of issues that at-risk students face daily. At Charlotte Learning Academy, we believe we can provide the necessary academic environment these students need in order to close this gap of academic achievement.

EMPLOYMENT POLICIES

EMPLOYMENT AT WILL

Charlotte Learning Academy subscribes to the policy of "employment at will." ***As an at will employee, you may terminate your employment with Charlotte Learning Academy at any time for any reason and Charlotte Learning Academy can terminate you at any time for any reason, except those reasons prohibited by state and federal law.***

Continued employment with Charlotte Learning Academy is at the sole and exclusive option of management. No employee, supervisor, manager or other representative of Charlotte Learning Academy is authorized to make an oral employment agreement for a specific term. Such agreements, if made, are without authorization of Charlotte Learning Academy and should not be relied on by you. Written

employment agreements for a specific term or otherwise can only be offered by the President Board/School Principal.

EQUAL EMPLOYMENT OPPORTUNITY

Charlotte Learning Academy is an equal opportunity employer. Charlotte Learning Academy actively seeks and employs qualified persons in all job classes and administers all personnel actions affecting employees without unlawful discrimination.

Charlotte Learning Academy provides equal employment opportunities to all employees and applicants for employment without regard to race, color, religion, creed, sex, age, national origin, veteran status, disability or any other condition protected by applicable federal or state laws. This policy relates to all phases of your employment including, but not limited to, hiring, placement, training, compensation, benefits, transfer, promotion, discharge, layoff and recall.

In addition, it is the policy of the Charlotte Learning Academy to provide a work environment that is free from unlawful harassment and discrimination. If at any time an employee feels that he or she has been subjected to or has observed discrimination, the employee must report such conduct to their immediate supervisor immediately so that an investigation can be initiated and appropriate action can be taken. If for any reason the employee does not feel comfortable contacting their immediate supervisor about the matter, the employee must report the matter to the Human Resources Manager or the President Board/School Principal. The confidentiality of all such inquiries and reports will be respected to the fullest extent possible.

Employees can raise concerns and make reports without fear of reprisal. Employees will not be retaliated against in any manner for reporting perceived discrimination pursuant to this policy. Anyone found to be engaging in any type of unlawful discrimination or harassment will be subject to disciplinary action, up to and including termination of employment.

All supervisory personnel are instructed to abide by the conditions of this policy and efforts will be made to make the public aware of the fact that Charlotte Learning Academy is an equal opportunity employer.

It is your responsibility to report every instance of unlawful discrimination, regardless of whether you or someone else is the subject of the discrimination. You can discuss such concerns without fear of reprisal with your immediate supervisor, Human Resources Manager or Charlotte Learning Academy' Board President. The Human Resources Manager will promptly and thoroughly investigate the claim with discretion. No employee will be penalized in any way for appropriately voicing a problem, concern, or complaint.

SEXUAL AND OTHER UNLAWFUL HARASSMENT

It is Charlotte Learning Academy policy to provide an environment that is free from unlawful harassment. Therefore, Charlotte Learning Academy will not tolerate unlawful harassment or any other behavior that is intimidating, coercive or disruptive based on an employee's sex, race, color, religion, age, national origin, veteran status, disability, or status in any group protected by law. Any such behavior constitutes a violation of this policy. All employees must avoid offensive and inappropriate behavior at work, including the use of racial, religious, sexual, ethnic, gender-related, age-related, or disability-related epithets, innuendoes, slurs or jokes within its facilities and are responsible for assuring that the workplace is free from such harassment and improper interference at all times. In addition, all forms of verbal and physical harassment based on the above categories are prohibited and will not be tolerated.

With regard to sexual harassment in particular, unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature are considered instances of sexual harassment when:

- Such conduct has the purpose or effect of unreasonably interfering with an employee's work performance or creates an intimidating, hostile or offensive work environment;

- An employee's submission to or rejection of such conduct is used as the basis of employment decisions that affect the employee; or
- Submission to such conduct is implied or stated to be a term or condition of the employee's employment.

It is important to remember that behavior which one individual considers innocent or harmless may be regarded as unlawful harassment by another person. Beyond being in violation of Charlotte Learning Academy policy, harassment of a sexual nature or otherwise is against the law, and Charlotte Learning Academy will not tolerate such harassment of its employees by anyone, including Agency company officials, other employees or individuals conducting business with Charlotte Learning Academy. Any employee who violates this harassment policy or Transaxle's commitment to equal employment opportunity will be subject to disciplinary action, up to and including termination of employment.

It is your responsibility to report every instance of harassment, regardless of whether you or someone else is the subject of the harassment. You should write down what happened, including the date, time, location of the incident, names of persons involved, any witnesses, and what you did to discourage the harassing behavior. You can discuss such concerns without fear of reprisal with your principal, or the Board President. The Principal will promptly and thoroughly investigate the claim with discretion. The confidentiality of all such inquiries and reports will be respected to the fullest extent possible. No employee will be penalized in any way for appropriately voicing a problem, concern, or complaint, or for in good faith participating in an investigation as a witness or in any other capacity.

This policy prohibiting sexual and other unlawful harassment of employees applies equally to supervisory personnel, coworkers, non-employees/contractors, and visitors.

ALCOHOL AND CONTROLLED SUBSTANCES POLICY

Charlotte Learning Academy is committed to providing a work environment that promotes both physical and mental well being for our employees. The abuse of alcohol and the use of controlled substances are inconsistent with the behavior expected of employees, subjects all employees and visitors to our facilities to unacceptable safety risks, and undermine Charlotte Learning Academy ability to operate effectively and efficiently. Therefore, it is the policy of Charlotte Learning Academy that employees shall not be involved with the unlawful use, possession, sale or transfer of drugs or narcotics, and further, that employees shall not possess, consume or be under the influence of alcoholic beverages in the workplace. The specific methods for maintaining a work environment free from the effects of drug and alcohol abuse are outlined below.

Policy Implementation

1. Employees are expected to report to work and remain at work in condition to perform assigned duties free from the effects of drugs and alcohol.
2. Any involvement with drugs or alcohol which adversely affects an employee or the workplace will not be tolerated.
3. Absences directly or indirectly caused by the use of drugs or alcohol will not be excused.
4. Illegal drugs are drugs defined as illegal under federal, state or local laws which include, but are not limited to:
 - marijuana
 - heroin
 - opiates
 - cocaine
 - hallucinogens
 - depressants, stimulants and other behavior modifying drugs which are not prescribed for current personal treatment by an accredited physician.

5. Employees taking prescription or non-prescription drugs must report this to appropriate supervisory personnel if such use may affect the employee's ability to perform assigned duties. In addition, employees must comply with the procedures set forth in the Agency's Personal Medications Policy. Failure to follow these directives may subject the employee to disciplinary action, up to and including termination of employment.

Consequences of Drug or Alcohol Abuse

1. Drug Abuse. The use, consumption, sale or personal possession of illegal drugs during working hours (including rest periods and meal periods), or while on Charlotte Learning Academy property will result in disciplinary action, up to and including termination of employment.
2. Alcohol Abuse. The use, consumption, sale or possession of alcohol during working hours (including rest periods and meal periods), or while on Charlotte Learning Academy property will result in disciplinary action, up to and including termination of employment.
3. Under the Influence. Where there is no evidence of the use of illegal drugs or the consumption of alcohol during working hours or while on Charlotte Learning Academy property, but the employee, in any job, is perceived to be under the influence of drugs or alcohol, he or she will be immediately removed from service. Management may take further disciplinary action based on medical information, past history or other relevant factors, such as performance, record of disciplinary actions, etc.

Special Action

In order to protect the interests of Charlotte Learning Academy, its employees, children and the public, Charlotte Learning Academy may take reasonable measures to find out if illegal drugs or alcohol are located on or being used or consumed upon Charlotte Learning Academy property or during working hours. The measures taken may include but shall not be limited to, at the discretion of management, the following:

1. Testing of Applicants. A drug testing procedure will be employed as a routine part of the pre-employment application process for all job applicants who have otherwise been approved for employment, but before hire. If the drug testing procedure indicates the presence of illegal drugs, or if the applicant refuses to submit to the drug test, he or she will not be considered further for employment.
2. Testing of Employees. Charlotte Learning Academy reserves the right, as a condition of employment and continued employment, to require that individual employees or groups of employees submit to a breathalyzer test, urinalysis or other drug and alcohol tests in any one or more of the following circumstances:
 - a. Reasonable suspicion testing – Charlotte Learning Academy may require a drug and alcohol test of any employee who Charlotte Learning Academy reasonably suspects of using or being under the influence of illegal drugs or alcohol during working hours or while on Charlotte Learning Academy property. Factors which may establish reasonable suspicion include, but are not limited to:
 - excessive absenteeism or tardiness
 - deterioration of job performance

- significant changes in personality, dramatic mood swings, abusive behavior, or insubordination
- reliable reports from employees or other credible sources
- unexplained, frequent absences from normal work area
- unusual, irrational or erratic behavior
- difficulty in motor coordination, poor muscle control, unsteady walking, nervousness, slurred speech
- direct observation of drug or alcohol use or discovery of evidence of drug or alcohol use in the employee's vicinity
- impaired logical thinking or short term memory

In any reasonable suspicion circumstances, Charlotte Learning Academy will transport the employee to and from an approved collection facility. Charlotte Learning Academy will attempt to contact a taxi or family member to transport the employee home. If the employee refuses to agree to any of the procedures and attempts to operate a vehicle, Charlotte Learning Academy will make appropriate efforts to discourage the employee from doing so, up to and including contacting local law enforcement officials.

- b. Post-accident testing – Charlotte Learning Academy may require a drug and alcohol test of any employee involved in an injury, accident or near accident (one in which safety procedures were violated and/or unusually careless acts were performed) in the workplace or during working hours. Following an accident/incident, Charlotte Learning Academy may conduct an alcohol and/or drug test on each employee or supervisor whose performance either contributed to an accident/incident or cannot be completely discounted as a contributing factor to the accident/incident.
- c. Periodic or random testing – Charlotte Learning Academy may require employees to submit to drug and alcohol testing upon returning to work after illness or injury, as a follow-up after a positive test result, or on a random basis in management's sole discretion.

In relation to random testing, to assure the selection process is actually random, all employees will be placed in a common pool. Every employee has an equal chance of being selected for random testing by the anonymous, objective selection criteria. Since each random sampling selects from the total pool of employees, it is conceivable that an employee could be tested more than once a year. The random selection process will pick the employee's name and social security number.

A urine specimen will be collected from the employee within thirty (30) minutes plus travel time of being notified that they have been randomly selected for a drug test. Random testing is performed each quarter and is spread through the twelve (12) month period and will be administered at an annual rate of at least twenty-five percent (25%) of the total pool of employees.

3. Searches and Inspections. Reasonable searches of Charlotte Learning Academy property, facilities or equipment may be conducted by authorized personnel. If there is reason to suspect that violations of this policy are occurring, Charlotte Learning Academy may require employees, upon request, to submit to an inspection of any vehicle brought onto Charlotte Learning Academy premises. Refusal to submit to any requested search or inspection may result in disciplinary action, up to and including termination of employment.

Confirmation of Positive Tests

Employees are expected to abide by this testing policy. All positive test results will be confirmed by a second test. Employees have the right to retest a confirmed positive sample at the same or another approved laboratory, at their own expense. An employee requesting a retest must make such request in writing to Charlotte Learning Academy management within ninety (90) days from the date of the final test results.

If an employee refuses to participate in a requested test, or where a confirmed positive test indicates illegal drug use or the presence of alcohol, the employee will be subject to disciplinary action, up to and including termination of employment.

Employee Assistance Program

Charlotte Learning Academy strongly encourages any employee who feels that he or she may have a problem with alcohol and/or controlled substances to voluntarily seek and accept counseling or rehabilitation before his or her condition impairs his or her job performance. Charlotte Learning Academy has adopted an Employee Assistance Program ("EAP") for the purpose of providing controlled substance rehabilitation services to employees. Self-referral to the EAP for a drug or alcohol problem is encouraged and will not by itself jeopardize an employee's job. However, participation in an EAP will not:

- a. Prevent normal disciplinary action for a violation of this policy or some other CHARLOTTE LEARNING ACADEMY rule which may have already occurred; or
- b. Relieve an employee of the responsibility to perform assigned duties in a safe and efficient manner.

For further information on the EAP, employees may contact the following:

Substance Abuse Hotlines
National Drug Information & Treatment Hotline
(800) 662-HELP (4357)
American Council on Alcoholism Help Line
(800) 527-5344
24 Hour Abuse Access Helpline & Treatment Center
(704) 535-8293
Employee Assistance Number
1-800-633-3353

EMPLOYMENT RECORDS

All alcohol and drug test records will be maintained in a separate file with limited access and will be kept confidential to the fullest extent possible. The Principal is responsible for implementation of this program and record keeping.

POLICY FOR REPORTING SUSPECTED CHILD ABUSE OR NEGLECT

The law mandates that any person or institution who has cause to suspect that any child is abused or neglected shall report the case of that child to the Department of Social Services in the county where that child resides or is found. The Agency will comply with the State of North Carolina in reporting suspected child abuse or neglect. It is not the Agency's responsibility to make a determination of abuse. This determination is the responsibility of the Child Abuse & Neglect Division and the local Police Department who will perform the investigation.

Law

The State of North Carolina currently defines an abused child as:

Any child less than 18 years of age whose parent or other person responsible for his or her care:

- a) Inflicts or allows to be inflicted upon such child a physical injury by other than accidental means which causes or creates a substantial risk of death or disfigurement or impairment of physical health or loss or impairment of function of any bodily organ; or
- b) Creates or allows to be created substantial risk or physical injury to such child by other than accidental means which would be likely to cause death or disfigurement or impairment of physical health or loss or impairment of the function of any bodily organ; or
- c) Uses or allows to be used upon the child cruel or grossly inappropriate procedures or cruel or grossly inappropriate devices to modify behavior; or
- d) Commits or allows the commission of any sexual act upon a child in violation of law; or
- e) creates or allows to be created serious emotional damage to the child and refuses to permit, provide for, or participate in treatment. Severe emotional damage as evidenced by a child includes severe anxiety, depression, withdrawal, or aggressive behavior towards himself or others; or
- f) encourages moral turpitude committed by the child.

The State of North Carolina currently defines a neglected child as:

A juvenile who does not receive proper care, supervision, or discipline from his parent, guardian, custodian, or caretaker; or who has been abandoned; or who is not provided necessary medical care or other remedial care recognized under State law; or who lives in an environment injurious to his or her welfare; or who has been placed for care or adoption in violation of law.

Procedure

The following procedures are to be fully implemented for the protection of the children in our care, staff members, and the Agency itself.

1. Suspected abuse and/or neglect of child during placement at the agency :
 - a. The person suspecting the abuse or neglect should contact his or her supervisor immediately (or the on call worker if after business hours) and make sure appropriate actions are taken. These actions include:
 - i. Notify the Child Abuse & Neglect Division of the local Department of Social Services in order to report suspicion.
 - ii. Assure that appropriate action was taken to prevent further abuse (separate children, suspend staff person, etc.)
 - iii. File incident report.
 - iv. Cooperate with investigation process.

- v. Make sure the President Board/School Principal is notified and informed of the investigation process.
2. Suspected abuse and/or neglect of child prior to placement at the Agency:
 - a. Any staff member who has cause to suspect that any child has been abused and/or neglected prior to placement at the Agency must report suspicion to the county in which the child is currently residing. If necessary, the Department of Social Services in the county will contact prior placements.
 - b. Cooperate with the investigation process.

EMPLOYMENT RELATIONSHIP

HIRING PROCEDURES

Applicants are required to complete and sign an employment application, which becomes a part of their personnel file if they are then hired. Any false or deliberately misleading or omitted information on an employment application is grounds for immediate discharge.

If the job for which you have applied requires driving or potential driving for Charlotte Learning Academy, you will also be required to have a satisfactory driving record. In addition, Charlotte Learning Academy will conduct motor vehicle records checks on all incumbent employees whose position requires them to operate a Charlotte Learning Academy vehicle. Such employees must maintain a satisfactory driving record.

Any offer of employment that an applicant receives from Charlotte Learning Academy is contingent upon, among other things, satisfactory completion of a physical examination, a drug screen, and a tuberculin test. All offers of employment are conditioned on final approval of the President Board/School Principal.

IMMIGRATION LAW COMPLIANCE

Charlotte Learning Academy is committed to employing only United States citizens and aliens who are authorized to work in the United States and does not unlawfully discriminate on the basis of citizenship or national origin. The Immigration Reform and Control Act of 1986 (IRCA) prohibits Charlotte Learning Academy from employing any person not legally authorized to work in the United States. In accordance with the requirements of IRCA, all persons commencing or resuming work after November 6, 1986, must complete the Employment Eligibility Verification Form I-9 and submit to Charlotte Learning Academy documentation evidencing their right to work in the United States. Anyone submitting false documentation shall be immediately terminated. Any questions concerning IRCA and the required documentation should be directed to the Human Resources Manager.

BACKGROUND CHECKS

Charlotte Learning Academy will conduct thorough background checks on applicants for employment. This background check will include obtaining references, performing criminal background checks, and performing driver's license checks, to the extent allowed by law.

ORIENTATION PERIOD

The first three (3) months of employment are known as the "orientation period" of employment. During this orientation period, you are subject to the employment at-will employment policy of Charlotte Learning Academy.

This orientation period allows you to become familiar with Charlotte Learning Academy and your job. At the same time, your supervisor will evaluate all aspects of your work performance. During this time, you may have periodic interviews with your principal. At the end of this orientation period, you will receive a Performance Evaluation conducted by your immediate supervisor. If your progress and performance are satisfactory, you will become a regular, full-time employee. If your performance evaluation indicates that you have areas which need improvement, your orientation period may be extended. If your work does not meet Charlotte Learning Academy standards, then your offer of employment will be withdrawn.

During this orientation period, new employees may become eligible for those benefits that are required by law, such as workers' compensation insurance and social security. They may also be eligible for other provided benefits, subject to the terms and conditions of each benefit program. Employees should read the information for each specific benefit program for details on eligibility requirements.

New employees are not eligible for basic benefits, such as taking personal leave under the Personal Leave Policy, during the orientation period. Subsequent to the orientation period, employees are eligible for Charlotte Learning Academy benefits in accordance with the specific exclusions and limitations applicable to such separate benefits policies. You will receive a benefits summary sheet which describes the benefits for which you are eligible.

NEW POSITION PROBATIONARY PERIOD

Whenever a current employee changes positions within Charlotte Learning Academy, the employee's first three months in the new position are considered a probationary period. At the end of this probationary period, you should receive a Performance Evaluation conducted by your immediate supervisor. If your performance evaluation indicates that you have areas which need improvement, your orientation period may be extended.

EMPLOYMENT CATEGORIES

For purposes of salary administration and eligibility for overtime payments and employee benefits, employees are classified depending upon the number of hours they are regularly scheduled to work and upon the type of position authorized. The following classifications apply:

Regular Full-Time: An employee who has successfully completed the three (3) month orientation period and who is hired to work Charlotte Learning Academy's normal, full-time, 40 hour workweek on a regular basis. Regular full-time employees may be "Exempt" or "Non-exempt" as defined below.

Regular Part-Time: An employee who has successfully completed the three (3) month orientation period and who is hired to work fewer than 40 hours per week on a regular basis. Regular part-time employees may be "Exempt" or "Non-exempt" as defined below.

Orientation Period Employees: Every new employee and any current employee who changes positions within Charlotte Learning Academy are considered to be "orientation period employees." Upon satisfactory completion of the three (3) month orientation period, a new employee becomes eligible for regular full-time, or regular part-time status and a current employee permanently assumes the duties of the new position for regular full-time or regular part-time status. An orientation period employee may be "Exempt" or "Non-exempt" as defined below.

Temporary Employee: Temporary employees are employees engaged to work for Charlotte Learning Academy with the understanding that their employment is only for a short period to meet a specific need at Charlotte Learning Academy or for a one-time job. A temporary employee may work full-time or part-time and may be "Exempt" or "Non-exempt", but he or she will not be eligible for employee benefits except those

required by law. Employees that are hired from temporary employment agencies for specific assignments are employees of the respective agencies and not employees of the Charlotte Learning Academy.

Exempt Employees: Exempt employees are those employees who are not required to be paid overtime in accordance with applicable state and federal wage and hour laws. If Charlotte Learning Academy makes an improper deduction from an exempt employee's paycheck and such error is brought to Charlotte Learning Academy's attention, Charlotte Learning Academy will immediately reimburse the employee for such improper deduction.

Non-Exempt Employees: Non-exempt employees are those employees who are required to be paid overtime for all hours worked beyond forty (40) in a workweek in accordance with applicable state and federal wage and hour laws.

PERSONNEL RECORDS

Changes to Personnel Records

Charlotte Learning Academy maintains confidential personnel records for all employees. It is important that these records be kept current and accurate for purposes of emergencies, for Social Security reporting purposes, paycheck deductions and withholding taxes. Employees must immediately notify your supervisor and the Human Resources Department of the following:

- Change in your name;
- Change in your home address or telephone number;
- Change in your marital status;
- Increase or decrease in the exemptions on your W-4 or NC-4 form;
- Change in the number of your dependents;
- Changes in beneficiaries under any of our benefits plan;
- Change in your employment authorization status;
- Changes of the name or telephone number of the person to notify in case of an emergency; and
- A birth or death in your immediate family.

Access to Personnel Files

Employees occasionally ask to review Charlotte Learning Academy employee file. Upon written request, employees may review and copy their standard personnel file. Charlotte Learning Academy welcomes employee input and involvement in updating and correcting the file when appropriate.

When interested, the employee should submit a request in writing to their supervisor to review their file. This does not need to be formal; a handwritten note is acceptable. A convenient time should be scheduled for the employee to review their file with the principal. Although the employee is not permitted to remove anything from the file, he or she can make a photocopy.

All personnel records are confidential and will be released only to authorized persons.

PERSONAL INFORMATION DESTRUCTION GUIDELINES

This policy is intended to comply with the provisions of the North Carolina Identity Theft Protection Act, N.C.G.S. 75-60 et seq.

Definition of Personal Information

Personal Information is defined as a person's first name or first initial and last name in combination with any of the following identifying information:

- Social security or employer taxpayer identification numbers
- Driver's license, State identification card, or passport numbers
- Checking account numbers
- Savings account numbers

- Credit card numbers
- Debit card numbers
- Personal Identification Number (PIN) Code
- Electronic identification numbers, electronic mail names or addresses, Internet account numbers, or Internet identification names
- Digital signatures
- Any other numbers or information that can be used to access a person's financial resources
- Biometric data
- Fingerprints
- Passwords
- Parent's legal surname prior to marriage
- Personal Information may be obtained from an employee, resident, vendor, service provider, or any person or entity doing business with Charlotte Learning Academy.

Destruction of Personal Information Records

Charlotte Learning Academy has adopted the following standards for destruction of Personal Information. The standards are designed to prevent unauthorized access to or use of personal information in connection with its disposal. The responsibility for managing the standards may be delegated by the principal to responsible Charlotte Learning Academy personnel to act as Policy Administrator who shall be responsible for auditing and assuring compliance with these standards, and for interpreting any portions of the standards as they may apply to specific situations.

Employees may obtain written copies of the most current version of this policy from Human Resources. Employees shall abide and comply with the terms of the policy, and all questions regarding the policy and its application shall be submitted to the principal for review and guidance. Employees must promptly report any possible violations or deviations from the policy to the principal.

When paper records containing personal information are disposed of, they must be shredded so that the information cannot practicably be read or reconstructed.

When electronic information containing personal information is disposed of, it must be destroyed or erased so that the information cannot practicably be read or reconstructed. Simply deleting the files is not sufficient. Charlotte Learning Academy must ensure that all the information on the hard drive, computer disks and any other memory systems cannot be retrieved.

The Principal shall be responsible for supervising the process of document destruction that occurs under this policy and for monitoring compliance. No employee may destroy any personal information records (paper or electronic) without prior approval from the Policy Administrator.

Outside Disposal Services

No third party service provider shall be retained to provide document destruction or erasure of documents or other media potentially containing personal information unless Charlotte Learning Academy has conducted and documented due diligence review of such contractor's disposal procedures. Due diligence shall include one or more of the following:

- (a) Review of an independent audit of the disposal contractor's business operations;

- (b) Obtaining information about the disposal contractor from several references or other credible sources;
- (c) Requesting that the disposal contractor be certified by a recognized trade organization or other third party; or
- (d) Reviewing and evaluating the disposal contractor's security policies, competency and integrity.

Exceptions to Policy

The Policy Administrator shall suspend the application of the policy with respect to the destruction of any records or documents in the following scenarios if litigation or a government investigation is foreseeable or imminent or if the corporation's actions come under any type of outside scrutiny, including scrutiny in the press. Upon the occurrence of one of the above-referenced events, as determined by Charlotte Learning Academy with the advice of legal counsel, the Policy Administrator shall promptly notify employees via written communication of the suspension of the policy until further notice.

COMMUNICATION

OPEN COMMUNICATION

Strong and positive working relationships largely depend on a mutual understanding of Charlotte Learning Academy goals, objectives and expectations. To this end, Charlotte Learning Academy believes it is important to create an environment in which each person feels comfortable openly communicating problems, concerns, or frustrations without reprimand. If any employee wants to discuss matters relating to work conditions, compensation or other terms of their employment, Charlotte Learning Academy recommends that employees speak to their immediate supervisor or a member of the management team.

While Charlotte Learning Academy may not be able to correct every problem brought to its attention, it is in our best desire to listen to our employees and to respond to all legitimate concerns. For complaints alleging violations of Charlotte Learning Academy Equal Employment Opportunity ("EEO") or anti-harassment policies, employees should refer to Charlotte Learning Academy EEO and Sexual and Other Unlawful Harassment policies contained in this Personnel Manual. For other complaints, employees should refer to Charlotte Learning Academy Employee Problem Resolution system.

EMPLOYEE PROBLEM RESOLUTION

To strengthen work relationships, reduce employee dissatisfaction, facilitate problem solving and promote a positive work environment, Charlotte Learning Academy provides both formal and informal processes for employees to express dissatisfaction and resolve disputes before they develop into more serious issues. The processes outlined below encourage employees to express their concerns and explore solutions.

If an employee has a question about the interpretation or application of Charlotte Learning Academy policy, disagrees with a coworker or supervisor, feels that treatment of him or her has been unfair, or has an unresolved work-related problem, the employee may first present the concern in writing to his or her immediate supervisor within five (5) days of the situation which gave rise to the problem or concern. The immediate supervisor will make every reasonable attempt to investigate the employee's complaint or concern and respond. If the employee is unsatisfied with his or her immediate supervisor's response or if the employee feels uncomfortable approaching his or her immediate supervisor about the problem or concern, the employee may present a written complaint to the supervisor of his or her immediate supervisor within five (5) business days. This supervisor will make every reasonable attempt to provide the employee with a written response. If the employee is not satisfied with the answer of the next level supervisor, the employee may make a final appeal to the President Board/School Principal within five

(5) business days from the receipt of the last written decision. The President Board/School Principal will make every attempt to conduct a thorough review of the situation and will make every reasonable attempt to make a decision within a reasonable timeframe. All decisions made by the President Board/School Principal are final.

Charlotte Learning Academy strictly prohibits any type of retaliation against any employee who takes advantage of Charlotte Learning Academy Employee Problem Resolution system.

MEDIA INQUIRIES POLICY

From time to time, as an employee of Charlotte Learning Academy, you may receive inquiries from the media (e.g., newspapers, television stations, radio stations, magazines, or other periodicals) concerning the Charlotte Learning Academy or its employees. To ensure that the Charlotte Learning Academy maintains the appropriate public image and that communications to the media are accurate and in accordance with applicable Charlotte Learning Academy policy, if you are contacted by the media, you must refer the individual making the inquiry to the President Board/School Principal. No employees, other than the President Board/School Principal, are authorized to give statements to any representative of the media. A violation of this policy can result in disciplinary action, up to and including immediate termination.

USE OF COMMUNICATION SYSTEMS

Charlotte Learning Academy telephones must be kept open for business use in serving the interest of our residents and in the course of normal business operations. Answer all calls promptly and courteously.

PERSONAL TELEPHONE CALLS

Charlotte Learning Academy recognizes that there are times when an employee must take care of personal business during working hours. However, personal telephone calls must be kept to a minimum because these interruptions clearly distract from the efficient operation of business. This pertains to use of personal cell phones and Charlotte Learning Academy telephones. Personal phone calls may not be made during times when employees are directly responsible for children. Employees should make and receive personal telephone calls during breaks and lunch only.

If you work in an area where you are unable to be reached, the receptionist or your supervisor will take a message and forward it to you. Every effort will be made to assist an employee receiving an emergency call. Long distance personal phone calls are strictly prohibited except when there is an emergency and you have received approval from your supervisor. Any personal long distance calls must be made with the use of the employee's credit card or in another manner that prevents Charlotte Learning Academy from being charged for the phone call. Any charges that do appear on Charlotte Learning Academy phone bill and are found to be an employee's personal charges will be subject to the restitution policy and disciplinary action. Abuse of all telephone privileges can result in disciplinary action, up to and including termination.

E-MAIL, COMPUTERS, INTERNET, PAGING AND VOICE MAIL SYSTEMS

All electronic and telephonic communication systems and all communications and information transmitted by, received from, or stored in these systems are the property of Charlotte Learning Academy. Consequently, e-mail and voice mail communications are for job-related purposes only, and are not to be used for other activities. Similarly, due to system capabilities and copyright laws, no personal software may be installed on Charlotte Learning Academy computers, without prior approval. Employees are specifically prohibited from using e-mail or voice mail to broadcast non-business related messages to other staff members. Only authorized staff may use the paging system except in an emergency.

Employees should have no expectation of privacy with respect to e-mail and/or personal records recorded on Charlotte Learning Academy system. All e-mail, Internet and voice mail communications are Charlotte Learning Academy property and may be read or listened to by authorized Charlotte Learning

Academy representatives from time to time to ensure that the use of communications systems is consistent with Charlotte Learning Academy legitimate business interests.

You are expected to comply with all Charlotte Learning Academy policies regarding confidentiality, solicitation, business ethics, and harassment when using the Internet or any other information management system. The use, receipt, downloading, or dissemination of pornographic or harassing materials using Charlotte Learning Academy facilities or equipment or on Charlotte Learning Academy premises is strictly prohibited.

Please remember that all e-mails sent from the Charlotte Learning Academy systems will be identified as originating from the Charlotte Learning Academy. Therefore, all e-mail and voice mail users must keep their messages businesslike and refrain from using the system for gossip, jokes, and personal messages. Keeping in mind the rules set forth above, employees are expected to use good judgment and common sense when sending or receiving messages by e-mail or voice mail. Furthermore, the use of e-mail, voice mail or the internet to transmit discriminatory, harassing, inappropriate or unlawful messages or other communications is strictly prohibited.

If you have any questions about these guidelines, please direct them to the principal.

JOB POSTING

When there is an opening for a position within Charlotte Learning Academy programs, information on the position may be posted on the Human Resources Bulletin Board with an accompanying job description and information regarding qualifications and application procedure.

Charlotte Learning Academy reserves the right to transfer employees to different positions when necessary and has the right to employ individuals from outside Charlotte Learning Academy. Charlotte Learning Academy will employ and place the most appropriate individual into each open position.

EMPLOYEE RESPONSIBILITIES AND CONDUCT

PERSONAL APPEARANCE/DRESS CODE

Appropriate attire, grooming and personal cleanliness contribute to the professional image Charlotte Learning Academy presents. Therefore, it is essential that all employees model effective personal grooming habits and have a positive appearance. Dress and grooming should be appropriate for each work situation. Employees in designated departments may be required to wear uniforms or specialized clothing to provide a standardized appearance.

An employee's job responsibilities, position and circumstances dictate dress code. In each situation however, dress must be in good taste and be sensitive to students, peers, and the general community. Specifically, mini-skirts, tight or form-fitting garments, shorts, cut-offs, bare midriff shirts, flip-flops, tennis shoes, and tank shirts (without a cover) are not allowed. Charlotte Learning Academy will provide employees in specific departments Charlotte Learning Academy uniforms upon satisfactory completion of the three (3) month orientation period. It is the responsibility of such employees to maintain their uniforms in good repair and in a clean and neat fashion. If an employee leaves Charlotte Learning Academy within his or her first year of employment, he or she must reimburse Charlotte Learning Academy for the cost of the uniforms. After one year of employment, the uniforms will belong to the employee. Uniforms will be replaced as needed.

ABSENTEEISM/TARDINESS

Because every job at Charlotte Learning Academy is important to Charlotte Learning Academy efficient operations, regular and punctual attendance is essential to our success. Absenteeism and tardiness reduce efficiency and burden fellow employees. Attendance is an important factor in your performance evaluations. Unexcused or excessive absenteeism or tardiness is grounds for disciplinary action, up to and including termination.

All employees must request leave time through their supervisor and it must be approved prior to use. In cases of illness or emergencies, employees must speak directly to their immediate supervisor for

approval at least one hour prior to the beginning of your scheduled work time. It is not acceptable to leave a message. Leave days which have not been approved will be considered leave without pay. In addition, you must also notify your immediate supervisor prior to the beginning of your work time whenever you will be tardy.

Excused absences and tardiness are those that are pre-arranged and approved in advance by your supervisor. Exceptions to this are sudden emergencies, sickness, or accidents which may be considered excused. If you are absent three or more consecutive workdays without notifying your supervisor, it will be considered job abandonment and your employment will be terminated.

Should you need to leave work early, this must be approved by your supervisor. Your supervisor has the right to require you to bring a doctor's statement at any time. This is for your own protection, as well as the protection of your fellow employees.

CONFLICT OF INTEREST

Employees may not engage in activity which may be deemed a conflict of interest with their employment at Charlotte Learning Academy. The following activities are deemed to be conflicts of interest and are strictly prohibited:

- 1.) Employees, members of the Board of Directors, members of any advisory boards, volunteers, or consultants shall not use their official affiliation with Charlotte Learning Academy to secure preferential treatment regarding application for or reception of Charlotte Learning Academy services.
- 2.) Employees shall accept no gift, favor, or service from other service providers or organizations for the referral of clients; nor shall employees extend such gifts, favors, or services to other agencies or individuals for referrals.
- 3.) The acceptance of payment or other consideration from another provider of services for referring applicants to Charlotte Learning Academy.
- 4.) Making a payment or giving other considerations for referrals to Charlotte Learning Academy.
- 5.) Steering or directing referrals of any applicants, clients, or their families to a private practice in which Charlotte Learning Academy professional personnel or paid consultants may be engaged. Such professional personnel or paid consultants may, however, be on a list of resources presented in a general way. (NOTE: The President Board/School Principal must approve an employee's employment with a private practice when such private practice is considered to be the employee's secondary employment.)
- 6.) When an employee leaves the employ of Charlotte Learning Academy for private practice, automatic referral to the former employee. The decision to refer is made by current staff and is made in interest of the client and/or family.
- 7.) Current or former consultants conducting private practice on Charlotte Learning Academy premises.
- 8.) Holding direct or indirect financial interest in the assets, leases, business transactions, or professional services of Charlotte Learning Academy.

CONFIDENTIALITY

It is the policy of Charlotte Learning Academy to protect the confidentiality of the children and families who utilize Charlotte Learning Academy services. Charlotte Learning Academy is specifically

covered by the Confidentiality Rules of the State of North Carolina, as well as applicable state and federal laws and regulations relating to the security and protection of health information, including, without limitation the Health Insurance Portability and Accountability Act of 1996 ("HIPAA").

All employees are required to read and sign the Confidential Regarding Clients Policy immediately upon employment. Signing and adhering to these Confidentiality statements are a condition of employment.

In addition, your compensation is considered to be a confidential matter between you and Charlotte Learning Academy. Charlotte Learning Academy respects your personal matters and does not disclose your compensation to anyone other than those who have a need to know. We ask that you exercise the same discretion regarding your compensation.

Breach of confidentiality may be grounds for discipline, up to and including termination, from employment.

WEAPONS

Charlotte Learning Academy is concerned about violence in the workplace. As a result, it is the policy of Charlotte Learning Academy to prohibit employees, residents, students, family members, visitors and all other persons from possessing any unauthorized firearm or other weapon, including a concealed handgun for which such person has a valid permit, on Charlotte Learning Academy property including Charlotte Learning Academy parking lots. Violation of this policy will result in disciplinary action, up to and including termination.

Charlotte Learning Academy will not tolerate violence or abuse by an employee or visitor which in any way suggests, threatens or creates harm to any individual. Any occurrence of violence perpetrated on an employee or member of the public by another employee or visitor may be considered grounds for immediate discharge in addition to appropriate legal action.

AFFIRMATIVE DUTY TO REPORT MISCONDUCT

Charlotte Learning Academy is committed to providing a safe and healthy work environment. Employees of Charlotte Learning Academy have an affirmative duty to immediately report to their supervisor certain situations involving co-workers, supervisors, former employees, residents and visitors. These situations include, but are not limited to, the following:

- 1.) Any known or suspected illegal or criminal behavior;
- 2.) Any known or suspected material deviation from the policies or procedures established by Charlotte Learning Academy;
- 3.) Any other suspicious workplace activity, situation, or incident of which an employee is aware.

Examples of the above situation include, but are not limited to, the following: threats or acts of violence, threatening or offensive acts or comments, employee or client theft, misappropriation of Charlotte Learning Academy funds or property, and any other illegal or criminal activity. Failure to report such activity will result in disciplinary action, up to and including termination.

Employee reports made pursuant to this policy will be held in confidence to the maximum possible extent. Retaliation against any employee who in good faith makes a report in accordance with this policy or who in good faith participates in an investigation as a witness or in any other capacity is prohibited and will not be tolerated.

RULES OF CONDUCT

The purpose of Charlotte Learning Academy Personnel Manual is not to restrict your rights but define them. When you know your rights in the workplace, you will be more satisfied and Charlotte Learning Academy can maintain an orderly and efficient operation. Many of these rules govern our safety.

These are extremely important. If you are unsure about a rule's meaning or purpose, do not hesitate to ask your supervisor for an explanation.

It is not possible to publish a complete list of every possible type of disciplinary offense and assign levels of seriousness and resulting degrees of disciplinary action to each. However, in order to provide some guidance concerning unacceptable behavior, the following are some examples of conduct that are considered impermissible and that may result in discipline, up to and including termination, without prior warning, at the sole discretion of Charlotte Learning Academy:

- 1.) Falsifying time sheets, personnel records, production records or any other Charlotte Learning Academy records.
- 2.) Insubordination or refusal to carry out assigned duties or the rightful orders of supervision.
- 3.) Theft or unauthorized removal of Charlotte Learning Academy property or that of a fellow employee, supplier, or customer.
- 4.) Deliberately damaging Charlotte Learning Academy products or equipment or the property of another employee, a supplier, or a student/resident.
- 5.) Reporting to work under the influence of alcohol or controlled substances or illegally possessing, manufacturing, using, selling, distributing or transporting controlled substances or alcohol on Charlotte Learning Academy premises or while on duty.
- 6.) Restricting output or interfering with the production of other employees.
- 7.) Refusal to leave Charlotte Learning Academy premises when instructed to do so by an authorized representative of Charlotte Learning Academy.
- 8.) Possession of illegal or unauthorized weapons, such as, but not limited to, firearms, knives, or firecrackers on Charlotte Learning Academy premises or while on Charlotte Learning Academy business.
- 9.) Unexcused absences from work.
- 10.) Immoral or indecent conduct on Charlotte Learning Academy premises.
- 11.) Fighting or instigating a fight on Charlotte Learning Academy premises.
- 12.) Leaving the premises during your scheduled working hours without authorization.
- 13.) Leaving any and all residents/children unattended during your scheduled working hours.
- 14.) Profane, threatening, or abusive language or gestures or malicious gossip.
- 15.) Wearing clothes which contain profane, vulgar, or otherwise offensive messages.
- 16.) Smoking in prohibited areas and at prohibited times.

- 17.)Engaging in “horseplay”.
- 18.)Stopping work before a specified time.
- 19.)Loitering, loafing, or sleeping during working hours.
- 20.)Unauthorized operation or improper use or abuse of machinery, equipment, tools, vehicles, or other Charlotte Learning Academy property.
- 21.)Violation of the solicitation and distribution policy.
- 22.)Defacing or tampering with bulletin boards of any Charlotte Learning Academy property; posting or removing notices without prior approval.
- 23.)Violations of safety practices or negligence that might cause injury or death to yourself or fellow workers or damage to property of Charlotte Learning Academy or others.
- 24.)Excessive absenteeism or tardiness.
- 25.)Unlawful harassment of or discrimination against another employee, a student/resident, a student’s/resident’s family member, or a supplier.
- 26.)Soliciting or accepting gratuities from residents, students, or their families.
- 27.)Engaging in activity that is a conflict of interest.
- 28.)Conviction of a crime, the nature of which reflects, in Charlotte Learning Academy sole discretion, the possibility of serious consequences related to the continued assignment or employment of the employee.
- 29.)Conduct that discredits the employee or Charlotte Learning Academy undermines the purpose of Charlotte Learning Academy or willfully misrepresents Charlotte Learning Academy.
- 30.)Unauthorized release of confidential information or official records.
- 31.)Striking, abandoning, abusing, or neglecting a student or resident.
- 32.)Any other conduct that Charlotte Learning Academy deems to be inconsistent with or disadvantageous to its operation.

DISCIPLINARY ACTION AND DISMISSAL

Charlotte Learning Academy procedures and philosophies that are summarized for you in the Manual describe the behavior expected of you and are necessary for all of us to work together successfully. If you fail to meet any of Charlotte Learning Academy standards of performance or conduct, disciplinary action by your supervisor will become necessary. The disciplinary action may include, but is not limited to, a counseling interview, a verbal warning, a formal written reprimand, probation, suspension, or termination

of employment. The type of discipline given will depend on the nature and seriousness of the offense. We hope that your association with Charlotte Learning Academy will be long and happy. However, your employment with Charlotte Learning Academy is not for any definite term and is terminable at any time, either by you or by Charlotte Learning Academy, with or without cause.

DISCIPLINARY MEASURES FOR QUALITY ASSURANCE RELATED TO MEDICATION ADMINISTRATION.

Medication administration is related to our most important responsibility: the safety of the child. These measures for error will be carried out without exception.

Any employee that will be required to administer medication will receive medication administration training. This training will be documented and placed in the employee's personnel file. In order to ensure the safety of our children receiving medication, the following guidelines have been adopted and are applicable to all staff giving medications. Again, it is not possible to publish a complete list of every type of offense related to medication administration. However, the following examples are presented in order to give some guidance concerning unacceptable behavior related to medication. Engaging in any of the following will result in disciplinary action, up to and including termination:

- 1.) Failure to note on the record that medication was given.
- 2.) Failure to put full signature on the medication report.
- 3.) Wrong medication given.
- 4.) Medication given to wrong child.
- 5.) Incorrect dose of medication given.
- 6.) Omission of medication.
- 7.) Failure to count medications (on daily and weekly basis).
- 8.) Unauthorized removal of medication from Charlotte Learning Academy premises.

CHARLOTTE LEARNING ACADEMY VEHICLES

Charlotte Learning Academy provides vehicles for use in transporting children and carrying out job-related duties. Employees transporting children are expected to use Charlotte Learning Academy vehicles if they are available. Many Charlotte Learning Academy positions require a valid North Carolina driver's license and a satisfactory driving record throughout employment. Individuals are expected to observe all laws, regulations and wear seat belts at all times.

Insurance will be maintained to cover staff members operating Charlotte Learning Academy vehicles. In the event of an accident in which the employee is driving a Charlotte Learning Academy vehicle, Charlotte Learning Academy insurance would be charged first. If involved in an accident, the employee must notify the Charlotte Learning Academy immediately.

Employees operating personal vehicles on Charlotte Learning Academy businesses are covered by Charlotte Learning Academy insurance, but, in case of an accident, the employee's personal insurance would be the first charged. Reimbursement for mileage requires that prior approval for use of a personal vehicle be obtained from the direct supervisor.

Charlotte Learning Academy vehicles are not to be used for personal transportation without specific permission from the Program Director. Permission must be granted for each use. Whether in a Charlotte Learning Academy vehicle or personal vehicle, transportation of children in our care must be approved by your direct supervisor. Violation of these policies could result in disciplinary action, up to and including termination.

If an employee is determined to be at fault in an accident involving a Charlotte Learning Academy vehicle, such employee may be required to pay any insurance deductible applicable to such vehicle. The employee may appeal such determination in writing to the Safety Committee for review and final decision.

USE OF CELLULAR PHONES WHILE ON CHARLOTTE LEARNING ACADEMY BUSINESS

For the protection of yourself and your passengers, while in the course and scope of your employment or on Charlotte Learning Academy business, whether you are in a Charlotte Learning Academy vehicle or your personal vehicle, you are prohibited from talking on a cellular phone while the vehicle is in motion. Use of PDAs, Blackberry units, laptops or other personal information units for Charlotte Learning Academy business is prohibited while operating a vehicle. If you must use such a device, you must pull the vehicle over to a safe location before operation of the device.

Cellular phones equipped with cameras are prohibited on all campuses. **Use of personal cell phones should not interfere with the performance of an employee's job performance. Charlotte Learning Academy reserves the right to restrict personal cell phone use that may interfere with Charlotte Learning Academy operations or an employee's job performance.** Any violation of this policy may result in discipline up to and including discharge.

PERSONAL ITEMS

Employees are responsible for securing personal items at all times. Charlotte Learning Academy will not be responsible for personal items which are broken, stolen or misplaced.

PERSONAL MEDICATIONS

PERSONAL MEDICATIONS MUST BE KEPT UNDER LOCK AND KEY AT ALL TIMES. THERE WILL BE NO EXCEPTIONS TO THIS RULE. In the event that an employee is prescribed a medication which could alter their judgment or functioning within the program, this information must be reported to their supervisor before or upon returning to work. If it appears that an employee is unable to perform the essential functions of their job, with or without reasonable accommodation, due to prescription drug use, the employee will be relieved of duty until such time as they are able to so perform. The direct supervisor will make the decision regarding returning to work with the assistance of the staff member and, if appropriate, the physician who prescribed the medication. Days relieved of work will be charged to the employees' accrued leave days.

INCLEMENT WEATHER

On days where weather may create hazardous driving conditions, it is the employee's responsibility to decide if conditions are too hazardous to make it into work. If the employee decides that he or she must delay reporting to work, then he or she must take any accrued personal leave that he or she has. If an employee has no accrued personal leave, then this time off will be unpaid for all non-exempt employees.

If an employee determines that he or she cannot make it into work due to weather conditions, he or she must notify the switchboard and leave a message indicating his or her plans. In addition, immediately upon returning to work the employee must make contact with his or her supervisor to decide how they choose to handle the missed time and to fill out any appropriate paperwork. While we do not want our employees to take risks, we hope that you will make a sincere effort to get to work on these days unless you are notified that our facility is closed. Charlotte Learning Academy will follow the Charlotte-Mecklenburg School System for school closings.

Compensation

WORK SCHEDULE

Throughout Charlotte Learning Academy there are a variety of jobs that must be performed at different times during the day and different periods of the year. Accordingly, it is impractical to establish standard working hours that apply to all employees of Charlotte Learning Academy. Charlotte Learning Academy will make an effort, where possible, to give its employees some flexibility within their work schedules to meet their individual needs.

The Charlotte Learning Academy workweek for purposes of determining overtime begins at 12:01 am on Sunday and ends at midnight on Saturday. The normal work hours for office employees are 7:30 am to 4:30 pm, Monday through Friday. Job requirements may mandate some deviation. Daily and weekly work schedules may be changed from time to time at the discretion of Charlotte Learning Academy to meet the varying conditions of our business. Changes in work schedules will be announced as far in advance as practicable.

BASE RATE PAY

Each employee's compensation is established prior to employment by verbal or written offer. Salaries are determined individually and are commensurate with an employee's qualifications and experience.

RECORDING WORK HOURS

It is Charlotte Learning Academy policy to comply with applicable laws that require records to be maintained of the hours worked by our non-exempt employees. To ensure that accurate records are kept of the hours you actually work (including overtime hours, where applicable), non-exempt employees are required to record time worked and absences on Charlotte Learning Academy official time record form. This form should be completed daily and signed and forwarded to your supervisor on a weekly basis. After receiving the form and resolving any discrepancies, your supervisor will sign the form and forward it to payroll for processing. Failure to report worked time or approved leave time as described above could result in discrepancies in your paycheck. Errors in paychecks as result of failing to report this time properly, will be corrected in the next paycheck following the pay period in which the error occurred. Repeated failure to report worked time properly may result in disciplinary action. Exempt employees may also be requested to validate their time.

Please ensure that your actual hours worked and leave time taken are recorded accurately. Falsification of a time record is a breach of the Charlotte Learning Academy policy and is grounds for disciplinary action up to and including termination.

OVERTIME PAY

From time to time, employees will be required to work overtime in order for Charlotte Learning Academy to meet its commitment to its clients. If you are classified as a non-exempt employee, you will receive compensation for approved overtime work in accordance with this section. Overtime will be paid at a rate of one and one-half (1 ½) times the non-exempt employee's regular hourly rate of pay for all hours actually worked beyond forty (40) in any given workweek (Sunday through Saturday).

Time off under the Personal Leave Policy or other leave policies will not count as time worked for purposes of computing overtime pay. In certain circumstances, the Charlotte Learning Academy, in its discretion, will allow an employee to take time off at time and one-half for all hours over forty (40) worked in a workweek, in lieu of being paid for such overtime. Such time off must be taken during the same pay period in which it was accrued.

Any overtime work must be authorized by your supervisor. We will try to advise you of the need for overtime as far in advance as possible. Please remember, however, that advance notice may not always be possible. Any questions regarding your compensation should be directed to your supervisor.

Charlotte Learning Academy will follow the United States and state Department of Labor regulations when determining the compensability of time during which an employee is allowed to sleep.

SALARY CHANGES

All salary changes are conditioned on the final approval of the President Board/School Principal.

PROMOTIONS AND PERFORMANCE EVALUATIONS

To ensure that you perform your job to the best of your abilities, it is important that you be recognized for good performance and that you receive appropriate suggestions for improvement when necessary. Consistent with this goal, your work performance will be reviewed at least annually. Each employee will be asked to participate with their respective supervisor(s) in the evaluation process.

Charlotte Learning Academy assesses employee performance of general work characteristics, as well as competence in job specific skills. In addition to assessing staff competence and performance, Charlotte Learning Academy will endeavor to create a work environment that helps employees discover what they need to learn and helps them access the knowledge and skills necessary to address those needs.

Performance evaluations will be completed at the end of the first three (3) months of employment and annually thereafter. Performance evaluations may be completed when an employee is transferred, promoted, reprimanded or when wage/salary increases are recommended.

Charlotte Learning Academy has a policy of promotion from within whenever possible, and you are encouraged to prepare yourself to accept progressively greater responsibility. All promotions and transfers are conditioned upon final approval of the President Board/Chief Executive Officer.

TIME OFF FROM WORK

SCHEDULING PERSONAL LEAVE TIME

An employee may begin using accrued personal leave time following the sixth consecutive, full pay period of his or her employment with Charlotte Learning Academy, upon receiving approval from his or her supervisor. Use of accrued leave time is solely within the discretion of the employee's supervisor. Employees whose orientation period has been extended may only use accrued leave time at the discretion of the supervisor. To request the use of leave time, employees must give their supervisor written notice of their intent to utilize accrued personal leave at least one week before taking such leave, except in cases of sickness or other emergencies, such as inclement weather, that make reporting to work impossible.

THE CHARLOTTE LEARNING ACADEMY PERSONAL LEAVE POLICY FOR TEACHERS

All teachers will follow the current school year calendar for all school closings and workdays. In addition, teachers will receive five (5) emergency days, which do not carry over from year to year and are not paid out at the resignation or termination of employment. To schedule use of an emergency leave day you must notify your supervisor before the beginning of the school day or as soon as possible.

FAMILY MEDICAL LEAVE

The Family Medical Leave Act ("FMLA") provides eligible employees with up to 12 work weeks of unpaid leave (or up to 26 weeks in the case of covered service member leave as discussed below) for certain family and medical reasons during a 12 month period. During this leave, an eligible employee may continue applicable group health plan coverage as if the employee had continued to work. At the conclusion of the leave, subject to some exceptions, an eligible employee generally has the right to return to the same or an equivalent position.

Eligibility. To be eligible for FMLA leave, an employee must have worked for DDI for at least twelve (12) months and must have worked at least 1,250 hours during the twelve (12) month period immediately preceding the beginning of FMLA leave. The 1,250 hours must be actual work hours, not including any type of leave.

FMLA Leave Generally. Eligible employees may take a total of 12 workweeks of unpaid FMLA leave during the applicable 12 month period for any of the following reasons (or a combination thereof):

- the birth of the employee's child and to care for the newborn child
- the placement of a child with the employee for adoption or foster care and to care for the newly placed child
- to care for the employee's family member with a serious health condition
- the employee's own serious health condition which renders the associate unable to perform one or more of the essential functions of his/her job

For purposes of this policy, a "family member" means an employee's spouse, son, daughter, or parent, as well as any other individual with a serious health condition, who is considered to be a covered family member under applicable federal or state regulations. A "serious health condition" means an injury, illness, impairment or physical or mental condition that involves any of the following:

- Inpatient care in a hospital, nursing home or hospice, including any period of incapacity or subsequent treatment in connection with or consequent to such inpatient care; or
- Outpatient care that requires continuing treatment or supervision by a health care provider for:
 - a period of incapacity of more than 3 consecutive calendar days that also involves treatment 2 or more times within a 30-day period, by a health care provider or treatment by a health care provider on at least 1 occasion which results in a regimen of continuing treatment;
 - any period of incapacity due to pregnancy or for prenatal care;
 - a chronic condition which requires periodic visits for treatment by a health care provider, continues over an extended period of time and may cause a periodic rather than a continuing period of incapacity;
 - a period of incapacity which is permanent or long term due to a condition for which treatment may not be effective (the employee or family member must be under the continuing supervision of, but need not be receiving active treatment by, a health care provider); or
 - any period of absence to receive multiple treatments (including any period of recovery therefrom) by a health care provider, either for restorative surgery after an accident or other injury, or for a condition that would likely result in a period of incapacity of more than 3 consecutive calendar days in the absence of medical intervention or treatment.

Military Family Leave. A qualifying employee may take up to twelve (12) weeks leave due to the existence of any qualifying exigency (as defined by the United States Department of Labor's regulations) arising out of the fact that the spouse, or a son, daughter, or parent of the employee is on active duty (or has been notified of an impending call or order to active duty) in the National Guard or Reserves or a retired member of the Regular Armed Forces or the Reserves. For purposes of this policy, a qualifying exigency shall include the following:

- Short-term notice deployment of seven or fewer days (up to seven days)
- Military events and related activities
- Childcare and school activities

- Financial and legal arrangements
- Counseling for oneself, for the covered military member, or for a child of the covered military member
- Rest and recuperation (up to five days per leave)
- Post-deployment activities
- Additional activities agreed upon by the Company

Covered Service-Member Leave. An eligible employee who is the spouse, son, daughter, parent, or nearest blood relative of a covered service-member may take up to a total of 26 workweeks of leave during the applicable 12 month period to care for the service-member. The leave described in this paragraph shall only be available during a single 12 month period. The following definitions apply for purposes of this paragraph only:

- A “covered service-member” means a service-member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness.
- The term “serious injury or illness” mean an injury or illness incurred by the service-member in the line of active duty (as defined by the applicable regulations) in the Armed Forces that may render the service-member medically unfit to perform the duties of the service member’s office, grade, rank or rating. Family and Medical Leave

BEREAVEMENT LEAVE

In the event of a death in the immediate family of a regular full-time or part-time employee, a maximum of three (3) days absence with pay will be allowed. For these purposes, your immediate family includes your spouse, parent, child, brother, sister, grandparent, our spouse’s parent, or sibling, and the corresponding “step” relation. Request for bereavement leave should be made to your immediate supervisor.

PARENTAL LEAVE

Charlotte Learning Academy will grant four (4) hours of unpaid leave each calendar year to any employee who is a parent, guardian, or person standing in the place of a parent of a school-age child so that the employee may attend or be involved at the child’s school. This parental leave must be at a time mutually agreed on by Charlotte Learning Academy and the employee. The employee must notify his or her supervisor at least forty-eight hours in advance to use this leave. Charlotte Learning Academy requires written verification from the school that the employee attended or was involved at the school during the time of leave.

JURY DUTY/WITNESS LEAVE

All employees summoned for jury duty will be granted a maximum of two (2) days paid leave and unpaid thereafter for non-exempt employees. Exempt employees will be paid their normal salary for the first two (2) days of such Jury Duty Leave and, in addition, will be paid their normal salary during any workweek in which they appear as a witness or juror and also perform services for Charlotte Learning Academy, regardless of the amount of time spent performing those services.

To qualify for such leave, you must submit to your supervisor a copy of the summons as soon as it is received. In addition, proof of service must be submitted to your supervisor when your period of jury duty is completed. If the court releases the employee for the morning or the afternoon, the employee should report to work for the half day that the employee is not required to be in court. If the employee is released at any other time, the employee is expected to return to work.

VOTING LEAVE

Voting is every citizen's civic duty and the Agency supports every employee's right to vote. It is recommended that employees vote on their lunch hour, or before or after work. If this requires late arrival or early departure, this can be accommodated at the discretion of the employee's supervisor.

MILITARY LEAVE

Military leave may be granted to an employee to fulfill military obligations in accordance with state and federal laws. For specific guidelines to requesting Military Leave, contact the Human Resource Department.

BENEFITS

WORKERS COMPENSATION

All employees are covered by Workers' Compensation Insurance. This insurance is administered in accordance with the North Carolina Workers' Compensation Act. This coverage provides medical care and partial income payments in case you suffer from a work-related injury or disease. There is no cost to you for this protection.

If you suffer from a work-related injury or illness that may be subject to Workers' Compensation, YOU MUST REPORT IT TO YOUR SUPERVISOR IMMEDIATELY and follow Charlotte Learning Academy procedures to access immediate medical attention. Failure to do so may result in denial of coverage. Charlotte Learning Academy has medical providers that work closely with our staff in these circumstances. You must use these providers or risk being responsible for payments for treatment.

LIABILITY PROTECTION

Charlotte Learning Academy currently provides liability insurance protection for eligible employees while they are acting or working within the scope of their duties for Charlotte Learning Academy. Directors and/or Trustees of Charlotte Learning Academy are not considered to be employees unless they also serve in some other capacity under Charlotte Learning Academy direction. Nor is any broker, factor, commission salesman, contractor, or other Charlotte Learning Academy representative considered to be an employee.

Charlotte Learning Academy also currently maintains non-ownership automobile liability insurance to protect against claims and lawsuits arising from non-Charlotte Learning Academy owned vehicles utilized by employees while acting on behalf of Charlotte Learning Academy. This coverage is in excess over personal liability coverage which the employee carries and should not be considered as a substitute for adequate personal liability insurance. All employees who utilize personal vehicles on behalf of Charlotte Learning Academy are required to consult their personal insurance representative and to maintain adequate liability limits.

This brief summary is not intended to be a full description of coverage. Charlotte Learning Academy reserves the right to change this policy at any time at its sole discretion.

HEALTH CARE PLAN

Charlotte Learning Academy currently will make available to its eligible full-time employees medical insurance through a cost-shared arrangement with contributions by Charlotte Learning Academy and the employee. An outline of benefits, conditions, limitations and exclusions is set forth in a group insurance benefit plan summary that is furnished to all new eligible employees. Full-time employees (30 hours or more per week) are eligible to participate after their 90 day orientation period.

DENTAL INSURANCE

Charlotte Learning Academy will make available to its eligible full-time employees, dental insurance through a cost-shared arrangement with contributions by Charlotte Learning Academy and the employee.

SEPARATION FROM Charlotte Learning Academy

TERMINATION AND RESIGNATIONS

Termination: Terminations are treated in a confidential and professional manner. Charlotte Learning Academy strives to ensure thorough, consistent, and even-handed termination procedures. Again, we remind you that you are an employee at will and Charlotte Learning Academy reserves the right to terminate you at any time, with or without cause or notice.

Layoff: In the event Charlotte Learning Academy experiences a decrease in the number of students or other operational or financial changes, Charlotte Learning Academy reserves the right to reduce the workforce through involuntary layoffs. These adjustments may be implemented within a specific department or may be implemented Charlotte Learning Academy -wide at the sole and exclusive discretion of the President Board/School Principal.

Resignation: If you are thinking of resigning, talk it over with your supervisor. If you must resign, we require that you write a letter to your supervisor, giving notice of your resignation at least one (1) month in advance if you are in a supervisory position or are dealing directly with clients and at least two (2) weeks in advance if you are not in such a position. Failure to give the requested notice of resignation will result in forfeiture of payment for unused but accrued personal leave time. When issuing your resignation, you may not use accrued leave time to count for the one month or two week required notice.

Whether you are terminated or you resign, Charlotte Learning Academy normally conducts an exit interview with you on or before the day your employment ends. At this time, you will have an opportunity to express your opinion about Charlotte Learning Academy. The interviewer will explain to you the applicable terms of separation, including COBRA insurance continuation and conversion rights and retirement benefits.

All files, records, lists, books, products and other materials, including this Personnel Manual, which are owned or used by Charlotte Learning Academy in connection with its business shall at all times remain the property of Charlotte Learning Academy. Upon the termination of employment for any reason, you shall immediately surrender and deliver to Charlotte Learning Academy all such materials.

You will receive your final paycheck on or before the next regularly scheduled pay day and you will receive payment for any accrued leave to which you are entitled on or before the first pay day in the first full pay period following your exit date.

WORK ENVIRONMENT

HEALTH AND SAFETY

It is the policy of Charlotte Learning Academy to provide a safe and healthy work environment for its employees, clients and visitors. The responsibility for maintaining a safe and healthy environment is shared by both Charlotte Learning Academy and its employees. All employees are expected to exercise safety awareness while on the job, and are required to report all work hazards, related injuries or illnesses immediately to their supervisor.

REPORTING ON-THE-JOB INJURIES, ACCIDENTS & EMERGENCIES

Should you become injured on the job, (even a small cut or scratch) you must report the incident to your supervisor immediately (within 24 hours), whether or not it involves lost work time. Failure to report an on-the job injury could result in your loss of Workers' Compensation Insurance coverage for related medical expenses. Should your injury require medical treatment, your supervisor will arrange for medical attention from a group identified by Charlotte Learning Academy. You may be required to have a post-accident drug test. There are specific procedures to assist you in receiving the care you may need and you must follow these procedures. Do not go to your personal physician as this may also result in loss of Workers' Compensation coverage. In the event that you cannot contact your immediate supervisor, contact the Human Resource Department or the supervisor of another program.

KEYS

Keys will be issued by authorized personnel. Each key shall be the responsibility of the employee to whom the key is issued. Keys are not to be duplicated at any time by employees. Any such conduct will result in disciplinary action, up to and including termination. Any damage to locksets, doors, door closures, etc., should be immediately reported to the principal for repair. In the event of damage or need for replacement, please return the keys to the principal. Keys will be replaced and reissued. Keys issued to employees are not to be loaned to or switched among other employees. Keys are to be returned to the principal upon request or upon termination. The replacement costs may be deducted from your paycheck to the extent allowed by applicable state and federal laws.

ID BADGES

Every employee will be given an ID badge which is to be worn during all working hours. The badge serves to identify the employee by name and serves as an important security measure. Badges are to be worn above waist level. If lost, report the loss to your supervisor immediately. A replacement badge will be made at a cost to the employee as set by Charlotte Learning Academy. Severely damaged badges will be replaced at no cost to the employee.

VISITORS

Any visitor to Charlotte Learning Academy shall report directly to the Administration Building to check in and, if appropriate, receive an identification badge. Persons authorized to be on Charlotte Learning Academy property will be furnished a visitors' badge which is to be worn during his or her time on campus. No loitering or unauthorized visiting will be allowed. No visitors are allowed in areas other than the office without permission from management. All visitors on campus during non-business hours must have pre-authorization from appropriate personnel.

Receiving personal visitors is discouraged. An arrangement for staff to meet personal visitors during work time is allowed only with the approval of the immediate supervisor and should be scheduled for breaks, mealtimes or when coverage can be arranged.

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

Charlotte Learning Academy recognizes that 100% of the school's instructional staff must be certified and highly qualified. It is the mission of Charlotte Learning Academy to employ highly qualified staff members and educators, all of whom are certified by the State of North Carolina in their area of expertise. With respect to our teachers, the federal No Child Left Behind law requires all teachers of "core academic subjects" (English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography) to be "highly qualified." This is clearly stated by PL 107-110, the No Child Left Behind Act of 2001, and 1.01 and 1.02 of the State Board of Education Policy Manual. Each teacher must comply with the following regulations in order to be employed with Charlotte Learning Academy.

Position	Licensure Requirement	Job Qualifications
Principal	Master's degree from an accredited college or university with major course work in education or related field; and	<u>Knowledge of:</u> <ul style="list-style-type: none"> • Principles, theory and practices of educational programs. • Pertinent Federal, State and local laws, codes and regulations regarding school administration.

	<p>possession of a North Carolina Standard Professional 2 – Professional Educator’s Principal’s License</p> <p>Experience/Training Five years of responsible teaching experience including two years of administrative experience.</p>	<ul style="list-style-type: none"> • Organizational and management practices as applied to the analysis and evaluation of programs, policies and operational needs. • Principles and practices of budget preparation and administration. • Principles and practices of organization, administration and personnel management. • Principles, practices, rules and regulations pertaining to student discipline. • Principles of supervision, training and performance evaluation • Public relations programs and techniques relating to school activities. • Advanced principles and procedures of record keeping. <p>Ability to:</p> <ul style="list-style-type: none"> • Administer school operations, activities and programs ensuring compliance with established guidelines. • Analyze problems, identify alternative solutions, project consequences of proposed actions and implement recommendations in support of goals. • Interpret and apply applicable Federal, state and local policies, procedures, laws and regulations. • Learn, interpret and apply school system policies, rules and regulations. • Direct and supervise professional staff in performing administrative functions. • Manage the school's educational and extracurricular programs, activities and operations. • Plan and implement an effective student discipline program. • Gain cooperation through discussion and persuasion. • Prepare and administer a school budget. • Communicate effectively, both orally and in writing.
<p>Assistant Principal</p>	<p>Master’s degree from an accredited college or university with major course work in education or related field; and possession of a North Carolina Standard Professional 2 – Professional Educator’s Principal’s License</p> <p>Five or more years of responsible teaching experience</p>	<p>Knowledge of:</p> <ul style="list-style-type: none"> • Principles, theory and practice of educational programs including current research-based initiatives and NC Standard Course of Study • Principles, theory and practice of school law and legal issues including Federal, State and Local laws, policies and regulations regarding school administration • Organizational and management practices as applied to the analysis and evaluation of educational programs, instructional design and strategies • Principles and theories of student achievement and assessment, including EOC and EOG results and related instructional modifications • Principles and practices of budget preparation and the administration of school resources

		<ul style="list-style-type: none"> • Principles and practices of organizational leadership inclusive of skills for school culture change, conflict resolution, coaching, and interpersonal consultation/collaboration • Principles and practices of safe schools and student discipline • Principles of supervision, training and performance evaluation, including in-depth knowledge of the NC teacher appraisal system, with an emphasis on instructional monitoring • Marketing and media/public relations programs and techniques related to school activities • Advanced principles and procedures of record keeping and related technology <p>Ability to:</p> <ul style="list-style-type: none"> • Participate in the administration of school operations, activities and programs ensuring compliance with established guidelines • Analyze problems, identify alternative solutions, project consequences of proposed actions and implement recommendations in support of school and State goals • Interpret and apply applicable Federal, State and Local policies, procedures, laws and regulations • Interpret, analyze and implement school system policies, rules and regulations • Plan and implement an effective student discipline, safe schools program • Maintain the security of confidential matters • Assist in the preparation and administration of school budget • Communicate effectively, both orally and in writing • Establish and maintain cooperative working relationships with those contacted in the course of work, including use of coaching and collaboration models
<p>Registrar/Data Manager</p>	<p>Bachelor's Degree in Statistics, Business, Education, Research, Evaluation, or Assessment</p> <p>5 years teaching and/or administrative experience with an emphasis on research and evaluation and the disaggregation of data to inform instruction</p>	<ul style="list-style-type: none"> • Enroll new students and obtain and maintain a variety of student records such as grades, transcripts, immunization records, cumulative folders and all general student data. • Coordinate student check-out procedures to include initiating drop slip forms and recording transfers. • Maintain accurate permanent student records and test scores;

		<p>provide information to counselors as requested.</p> <ul style="list-style-type: none"> • Prepare a variety of complex reports including school and State-mandated reports related to assigned activities. • Maintain current class lists, and grade lists for enrollment verification. • Coordinate special files and billings with other local school departments. • Communicate by phone and facsimile with other schools or outside agencies regarding student records. • Assist administration in coordination of student recognition and related duties. • Prepare, record and report student grades. • Process information requested by armed services, U.S. Immigration Service, and law enforcement agencies. • Process senior transcripts for college entrance and scholarships. • Develop, update and maintain forms for use in the Registrar's office; order and maintain supplies for the office. • Operate a computer and other office equipment as assigned; assist others in the proper use of office machines as needed. • Coordinate student data management system as it relates to job requirements. • Assist in distribution, collection and coordination of testing materials. • Administer first aid as necessary; contact parents or emergency personnel as needed; administer prescription medication to students according to physician instructions. • Perform various general secretarial and clerical duties; assist office staff as needed. • Perform related duties as assigned for emergency procedures. • Performs other related duties as assigned. <p><u>Knowledge of:</u></p> <ul style="list-style-type: none"> • Curriculum and graduation requirements. • Operation of a computer and assigned software.
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		<ul style="list-style-type: none"> • Modern office practices, procedures and equipment. • Applicable sections of State Policy Laws and other applicable laws. • Basic statistical and record-keeping techniques. • Data entry and report generation. • Basic first aid techniques. • Correct English usage, grammar, spelling, punctuation and vocabulary. <p>Ability To:</p> <ul style="list-style-type: none"> • Prepare responsible and comprehensive work in maintaining accurate student records and registering and dropping students according to established procedures. • Interpret, apply and explain provisions of federal, State and school regulations related to admissions and records. • Maintain records and prepare reports. • Communicate effectively both orally and in writing. • Meet schedules and time lines. • Project a cooperative, courteous and helpful attitude toward students, staff and the general public. • Establish and maintain cooperative and effective working relationships with those contacted during the performance of required duties, including school personnel, students, parents and the community. • Maintain regular attendance.
<p>Director of EC Services</p>	<p>Master's Degree from an accredited college or university with major course work in education, curriculum, exceptional child education</p> <p>Three years of teaching experience in exceptional children programs, including one year of lead responsibility</p> <p>Master's degree from an accredited college or university</p> <p>Possession of a North Carolina Standard Professional 2 –</p>	<p>Knowledge of:</p> <ul style="list-style-type: none"> • Principles, methods and practices of assigned exceptional children programs • Principles and practices of education for Autism and other exceptional areas. • Exceptional children educational curriculum development. • Federal, State and local laws, rules, policies and procedures related to the education of exceptional children. • Principles of supervision, training and performance evaluation. • Basic budgeting procedures and techniques. <p>Ability to:</p> <ul style="list-style-type: none"> • Evaluate and supervise exceptional children programs and activities.

	<p>Professional Educator's NC curriculum and instructional specialist license, or an exceptional children's director license or ability to obtain, a valid NC certification in the specialty areas of assignment.</p>	<ul style="list-style-type: none"> • Respond to sensitive requests and inquiries from school system and department staff. • Analyze problems; identify alternative solutions, project consequences of proposed actions and implement recommendations in support of goals. • Interpret and apply Federal, State, local and school system policies, procedures, laws and regulations. • Assist in the preparation of budget information. • Monitor budget expenditures in assigned area. • Communicate clearly and concisely, both orally and in writing. • Establish and maintain cooperative working relationships with those contacted in the course of work.
<p>Dean of Students</p>	<p>Valid North Carolina Standard Professional 1 or 2 – Professional Educator's license or relevant bachelor degree and work experience appropriate for the assignment.</p>	<ul style="list-style-type: none"> • Upholds the school's student conduct code. • Monitors attendance • Develops and/or updates administrative procedures to comply with legal mandates. • Helps update and distribute student/parent and teacher handbooks. • Upholds board policies and follows administrative procedures. • Maintains visibility. Promotes a favorable image of the school • Builds community partnerships that enhance school programs and services. • Investigates student attendance and conduct concerns. • Helps parents and students understand attendance and behavioral requirements. • Prepares a warning letter outlining the consequences of continued truancy and/or misconduct. • Counsels students to acknowledge and manage responsible personal conduct. • Helps resolve problems that impede student learning and/or participation in school activities. • Investigates hardship, neglect, and suspected child abuse cases. • Initiates referrals to community resources (e.g., court systems, law enforcement, health care facilities, child welfare services, etc.).

		<ul style="list-style-type: none"> • Serves as the primary contact for county authorities. • Supports a full range of educational options. • Participates in parent conferences and IEP meetings as requested. • Helps supervise student activities as directed (e.g., arrivals/departures, parking lots, lunch periods, hall duty, extracurricular programs, etc.). • Prepares and maintains accurate records. • Submits reports on time. • Maintains school records for the maximum period mandated by law and/or board policy. • Helps supervise the collection, entry, and verification of educational management information and student data (e.g., NCWISE, etc.) as directed.
Administrative Assistant	<p>High School Education supplemented with Secretarial Coursework 5 years secretarial experience in a school setting</p>	<ul style="list-style-type: none"> • Ability to communicate clearly, concisely, verbally and in written form. • Competence in utilizing the software packages used by the school (Word, Excel, Access and PowerPoint) • Ability to establish and maintain respectful and cooperative working relationships. • Ability to provide leadership to co-workers and staff.
Maintenance/Custodian	<p>High School Diploma or General Education Degree (GED) Some custodial and maintenance experience in a school setting</p>	<ul style="list-style-type: none"> • Knowledge of basic methods, materials and equipment used in custodial work. • Knowledge of tools, equipment and supplies used in custodial and building maintenance services. • Knowledge of safe work practices. • Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedures manuals (e.g., MSDS sheets, etc.). • Ability to clean and care for assigned areas and equipment. • Ability to understand and follow oral and written directions. • Ability to establish and maintain effective relationship with those contacted in the course of work.
Teachers	<p>Valid or eligible for North Carolina Standard Professional 1 or 2 –</p>	<ul style="list-style-type: none"> • Establish and enforce rules for behavior and procedures for

	<p>Professional Educator's licensure in Elementary Ed. K-6; must be highly qualified</p>	<p>maintaining order among the students for whom they are responsible.</p> <ul style="list-style-type: none"> • Observe and evaluate students' performance, behavior, social development, and physical health. • Prepare materials and classrooms for class activities. • Adapt teaching methods and instructional materials to meet students' varying needs and interests. • Plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate. • Instruct students individually and in groups, using various teaching methods such as lectures, discussions, and demonstrations. • Establish clear objectives for all lessons, units, and projects, and communicate those objectives to students. • Assign and grade class work and homework. • Read books to entire classes or small groups. • Prepare, administer, and grade tests and assignments in order to evaluate students' progress. • Confer with parents or guardians, teachers, counselors, and administrators in order to resolve students' behavioral and academic problems. • Meet with parents and guardians to discuss their children's progress, and to determine their priorities for their children and their resource needs. • Maintain accurate and complete student records as required by laws, district policies, and administrative regulations. • Prepare students for later grades by encouraging them to explore learning opportunities and to persevere with challenging tasks. • Guide and counsel students with adjustment and/or academic problems, or special academic interests. • Prepare and implement remedial programs for students requiring extra help. • Prepare objectives and outlines for courses of study, following curriculum guidelines or
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		<p>requirements of states and schools.</p> <ul style="list-style-type: none"> • Provide a variety of materials and resources for children to explore, manipulate and use, both in learning activities and in imaginative play. • Enforce administration policies and rules governing students. • Confer with other staff members to plan and schedule lessons promoting learning, following approved curricula. • Meet with other professionals to discuss individual students' needs and progress. • Use computers, audiovisual aids, and other equipment and materials to supplement presentations. • Prepare for assigned classes, and show written evidence of preparation upon request of immediate supervisors. • Collaborate with other teachers and administrators in the development, evaluation, and revision of elementary school programs. • Prepare reports on students and activities as required by administration. • Instruct and monitor students in the use and care of equipment and materials, in order to prevent injuries and damage. • Organize and lead activities designed to promote physical, mental and social development, such as games, arts and crafts, music, and storytelling. • Attend professional meetings, educational conferences, and teacher training workshops in order to maintain and improve professional competence. • Plan and supervise class projects, field trips, visits by guest speakers or other experiential activities, and guide students in learning from those activities. • Organize and label materials, and display students' work. • Attend staff meetings, and serve on committees as required. • Administer standardized ability and achievement tests, and interpret results to determine student strengths and areas of need. • Supervise, evaluate, and plan
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		<p>assignments for teacher assistants and volunteers.</p> <ul style="list-style-type: none"> • Involve parent volunteers and older students in children's activities, in order to facilitate involvement in focused, complex play. • Perform administrative duties such as assisting in school libraries, hall and cafeteria monitoring, and bus loading and unloading. • Select, store, order, issue, and inventory classroom equipment, materials, and supplies. • Provide disabled students with assistive devices, supportive technology, and assistance accessing facilities such as restrooms. • Sponsor extracurricular activities such as clubs, student organizations, and academic contests.
<p>Teachers Assistant</p>	<p>Complete an associate's degree or two years of study at a college or university including at least 48 hours of college credit.</p> <p>Valid or eligible for para-professional highly qualified status</p>	<ul style="list-style-type: none"> • Discuss assigned duties with classroom teachers in order to coordinate instructional efforts. • Prepare lesson materials, bulletin board displays, exhibits, equipment, and demonstrations. • Present subject matter to students under the direction and guidance of teachers, using lectures, discussions, or supervised role-playing methods. • Tutor and assist children individually or in small groups in order to help them master assignments and to reinforce learning concepts presented by teachers. • Supervise students in classrooms, halls, cafeterias, school yards, and gymnasiums, or on field trips. • Conduct demonstrations to teach such skills as sports, dancing, and handicrafts. • Distribute teaching materials such as textbooks, workbooks, papers, and pencils to students. • Distribute tests and homework assignments, and collect them when they are completed. • Enforce administration policies and rules governing students. • Grade homework and tests, and compute and record results, using answer sheets or electronic marking devices. • Instruct and monitor students in

		<p>the use and care of equipment and materials, in order to prevent injuries and damage.</p> <ul style="list-style-type: none"> ● Observe students' performance, and record relevant data to assess progress. ● Organize and label materials, and display students' work in a manner appropriate for their eye levels and perceptual skills. ● Organize and supervise games and other recreational activities to promote physical, mental, and social development. ● Participate in teacher-parent conferences regarding students' progress or problems. ● Plan, prepare, and develop various teaching aids such as bibliographies, charts, and graphs. ● Prepare lesson outlines and plans in assigned subject areas, and submit outlines to teachers for review. ● Provide extra assistance to students with special needs, such as non-English-speaking students or those with physical and mental disabilities. ● Take class attendance, and maintain attendance records. ● Assist in bus loading and unloading. ● Assist librarians in school libraries. ● Attend staff meetings, and serve on committees as required. ● Carry out therapeutic regimens such as behavior modification and personal development programs, under the supervision of special education instructors, psychologists, or speech-language pathologists. ● Collect money from students for school-related projects. ● Laminate teaching materials to increase their durability under repeated use. ● Maintain computers in classrooms and laboratories, and assist students with hardware and software use. ● Monitor classroom viewing of live or recorded courses transmitted by communication satellites. ● Operate and maintain audiovisual equipment.
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		<ul style="list-style-type: none"> • Provide disabled students with assistive devices, supportive technology, and assistance accessing facilities such as restrooms. • Requisition and stock teaching materials and supplies. • Type, file, and duplicate materials. • Use computers, audiovisual aids, and other equipment and materials to supplement presentations.
<p>Bus Drivers</p>	<p>Possess, or have the ability to obtain before receiving a bus route, a valid Class B commercial driver’s license and a valid school bus driver certification issued by the NCDMV.</p> <p>First aid certification preferred</p> <p>High School Diploma or GED</p> <p>At least 6 months driving experience as a licensed operator of a motor vehicle.</p> <p>No previous bus driving experience required.</p> <p>Must be at least 21 years of age</p>	<ul style="list-style-type: none"> • Considerable knowledge of safe and efficient practices and procedures used in the operation of a school bus. • Considerable knowledge of traffic laws and school bus regulations. • Considerable knowledge of safety regulations and standards for school buses. • General knowledge of Transportation Department Operating Instructions. • Ability to physically inspect the bus according to Transportation Department Operating Instructions. • Possess an acceptable driving record as outlined by North Carolina Department of Motor Vehicles as legal requirements for issuance of a school bus driver certification • Must meet requirements regarding health conditions. • Must not have conditions of a criminal nature which would cause disqualification. • As the sole adult on a bus, a bus driver must be proficient in the English Language in order to communicate quickly and effectively in situations relating to the safety of students. • Ability to detect and report observable mechanical defects or failures on the school bus. • Ability to maintain discipline of students assigned to ride the school bus. • Ability to maintain a clean school bus. • Ability to complete required reports. • Ability to understand and follow oral and written instructions. • Ability to exercise independent judgment and initiative in applying

		<p>standards to a variety of work situations.</p> <ul style="list-style-type: none"> • Ability to exercise tact and courtesy in contact with parents/guardians or students and with school personnel. • Ability to establish and maintain effective working relationships as necessitated by work assignments.
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Teacher Licensure Plan

General Policies

1. The state of North Carolina requires that all teachers who have an initial licensure must have the following qualifications in order to apply for a lateral entry license. Before the teacher can participate in our initial licensure process they must have the following credentials.
 - Attain a bachelor’s degree from a Regionally Accredited College or University. Additionally, all teachers qualifying for a lateral entry license in Elementary Education or Exceptional Children requires prior to employment, the Praxis II subject assessment along with the bachelor’s degree. English as a Second Language requires a degree in English and/or 24 semester hours In English or Linguistics, or a passing score on the Praxis II subject assessment.
 - Have 24 semester hours of course work in the core area.
 - A passing score on the Praxis II subject assessment test for the area of license.

OR

 - 2.5 Grade Point Average
 - Five Years of experience relevant to employing LEA, and
 - Passing scores on Praxis I, or a total SAT score of 1100 or total ACT score of 24 plus.
2. Prior to each academic year, and as required by the SBE, the school will report the number of teachers and the total number of teachers who hold valid licenses who are employed to teach at the school.
3. The school will not employ, or accept voluntary services from, any individual whose certificate or license has been suspended or revoked by the SBE or any other licensing board or agency on the grounds of unethical or immoral behavior, including improper sexual or physical conduct with children or students.
4. The school will not employ any Exceptional Children’s teacher who doesn’t hold a North Carolina certification.
5. Additionally, all special area teachers will be encouraged to hold a current North Carolina teaching certificate. All special area teachers will demonstrate exemplary experience working with children in their field of expertise. Special Area Teachers will include the following positions: Physical Education, Art Education, Music Education, Spanish Education, Computer Technology, and Librarian.
6. Criminal background checks will be required for all personnel.

Licensure Renewal Program

The school will submit a plan to the SBE for permission to administer a Licensure Renewal Program. The Principal or his or her licensed designee, who will serve as the licensure officer, will administer the program to serve those holding an initial license or continuing license.

Initial Licensure Program

Upon approval of the Licensure Renewal Program, the School will submit an Initial Licensure Program plan to the SBE for this program.

- The Principal or his or her licensed designee will act as coordinator and eligibility verifier for this program.
- The Principal or his or her designee will conduct orientation for holders of an initial license (during the two week intensive orientation), including a description of available services, training opportunities, and the process for achieving a continuing license. Additional, the teachers will attend individual conferences twice a year to determine:
 1. Licensure status
 2. Initial Licensed Teacher Status
 3. Renewal Credits
 4. Alternative Regional License status
 5. Expiration of licensure
 6. Goals related to licensure and continued education/courses
- The School will comply with the mentor selection guidelines identified by the SBE. Mentors will be assigned based on their strengths in classroom management, differentiated instruction, and content and curriculum knowledge.
- The school will use the North Carolina Mentor Teacher's Handbook as a guide for mentoring teachers. The school is committed to sending teachers to mentor training whenever possible.
- All teachers will be observed a minimum of four times each year in accordance with the Excellent Schools Act and SB 1126, using the instruments adopted by the SBE for such purposes.
- New teachers will submit an individualized growth plan at the beginning of each year. The plan will include goals, strategies, and assessment of the beginning teacher's progress in improving professional skills to assist the beginning teacher in meeting licensure requirements. The focus will be on INTASC standards. The process will start with an assessment of the teacher's knowledge and performance as related to the key indicators of the INTASC standards. Throughout the year, individual conferences will be held to reflect on the progress of the teacher. The plan will be updated on a yearly basis. A copy of the plan will be included in the teacher's ILP cumulative folder.
- A cumulative file will be maintained for each teacher. The file will contain the teacher's Individual Growth Plan, Formative and Summative Observation Data, Mentor Information, Copy of Alternative Regional License requirements, Copy of teaching license, record of courses taken, and record of renewal credits.

- The timely transfer of the cumulative file to successive employing local education agencies, charter schools, or non-public institutions will be provided to other charter schools and LEAs.

ENROLLMENT

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

The 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.

Charlotte Learning Academy will provide an environment that will meet the needs of all students in Mecklenburg County, grades K-8, by demonstrating that it is possible to achieve academic success with a diverse student population. Students perform better academically in schools that are socio-economically balanced. Charlotte Learning Academy will concentrate its focus on low income and high risk students and provide a strong educational opportunity for all families in the area.

Charlotte Learning Academy believes that every child should be treated as academically gifted and can reach their full potential when challenged to perform their best in a socio-economic diverse environment. This belief supports each child academically, socially, and emotionally. All families will have the opportunity to apply for admission without discrimination based on ethnicity, national origin, gender, or disability. Students are admitted based on space availability. Charlotte Learning Academy will employ a public lottery that gives all applicants an equal chance of being admitted if more students apply for admission to the school than can be admitted.

**PROJECTED ENROLLMENT
2012-13 through 2016-2017**

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY COME

List LEA #1 – Charlotte/Mecklenburg County

List LEA #2 – N/A

List LEA #3 – N/A

GRADES		2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
		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	<u>40</u>			<u>40</u>			<u>40</u>			<u>40</u>			<u>40</u>		
First	1	<u>40</u>			<u>40</u>			<u>40</u>			<u>40</u>			<u>40</u>		
Second	2	<u>40</u>			<u>40</u>			<u>40</u>			<u>40</u>			<u>40</u>		
Third	3	<u>40</u>			<u>40</u>			<u>40</u>			<u>40</u>			<u>40</u>		
Fourth	4	<u>40</u>			<u>40</u>			<u>40</u>			<u>40</u>			<u>40</u>		
Fifth	5	<u>40</u>			<u>40</u>			<u>40</u>			<u>40</u>			<u>40</u>		
Sixth	6	<u>40</u>			<u>40</u>			<u>40</u>			<u>40</u>			<u>40</u>		

PROJECTED ENROLLMENT 2012-13 through 2016-2017 (continued)

		2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
		LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Seventh	7				<u>40</u>			<u>40</u>			<u>40</u>			<u>40</u>		
Eighth	8							<u>40</u>			<u>40</u>			<u>40</u>		
Ninth	9															
Tenth	10															
Eleventh	11															
Twelfth	12															
LEA Totals																
Overall Total Enrollment		<u>280</u>			<u>320</u>			<u>360</u>			<u>360</u>			<u>360</u>		

Budget: Revenue Projections 2012-13 through 2016-2017

INCOME: REVENUE PROJECTIONS	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
--State ADM Funds	<u>\$1,425,327.12</u>	<u>\$1,673,139.84</u>	<u>\$1,933,441.92</u>	<u>\$1,986,082.56</u>	<u>\$2,040,247.44</u>
--Local Per Pupil Funds	<u>\$653,094.40</u>	<u>\$746,393.60</u>	<u>\$839,692.80</u>	<u>\$839,692.80</u>	<u>\$839,692.80</u>
--Federal Funds	\$ _____	\$	\$	\$	\$
--Grants*	\$	\$	\$	\$	\$
--Foundations*	\$	\$	\$	\$	\$
--Private Funds*	\$	\$	\$	\$	\$
--Other Funds*	\$	\$	\$	\$	\$
TOTAL INCOME	<u>\$2,078,421.52</u>	<u>\$2,419,533.44</u>	<u>\$2,773,134.72</u>	<u>\$2,825,775.36</u>	<u>\$2,879,940.24</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 2012-13 through 2016-2017

**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.

2012-2013

ADM = 280

Calculations based on the following:

State ADM = From "Fast-Track" Resource Manual
EC/Headcount = From "Fast-Track" Resource Manual (Based on 20% of ADM)
Local ADM = From "Fast-Track" Resource Manual

$\$4360.65 \times 280 = \$1,220,982.00$ State ADM
 $\$3649.02 \times 56 = \$ 204,345.12$ EC/Headcount

 $\$1,425,327.12$ Total State Operating Income

 $\$2332.48 \times 280 = \$ 653,094.40$ Local ADM

$\$2,078,421.52$ Total EC/Headcount, State & Local ADM Income

2013-2014

ADM = 320

Calculations based on the following:

State ADM = 3% increase based on previous years trends
EC/Headcount = 1% increase based on previous years trends. (20% of ADM)
Local ADM = 0% increase based on previous years trends

\$4491.46 x 320 = \$1,437,267.20 State ADM
\$3685.51 x 64 = \$ 235,872.64 EC/Headcount

\$1,673,139.84 Total State Operating Income

\$2332.48 x 320 = \$ 746,393.60 Local ADM

\$2,419,533.44 Total EC/Headcount, State & Local ADM Income

2014-2015

ADM = 360

Calculations based on the following:

State ADM = 3% increase based on previous years trends
EC/Headcount = 1% increase based on previous years trends. (20% of ADM)
Local ADM = 0% increase based on previous years trends

\$4626.20 x 360 = \$1,665,432.00 State ADM
\$3722.36 x 72 = \$ 268,009.92 EC/Headcount

\$1,933,441.92 Total State Operating Income

\$2332.48 x 360 = \$ 839,692.80 Local ADM

\$2,773,134.72 Total EC/Headcount, State & Local ADM Income

2015-2016

ADM = 360

Calculations based on the following:

State ADM = 3% increase based on previous years trends
EC/Headcount = 1% increase based on previous years trends. (20% of ADM)
Local ADM = 0% increase based on previous years trends

\$4764.98 x 360 = \$1,715,392.80 State ADM
\$3759.58 x 72 = \$ 270,689.76 EC/Headcount

\$1,986,082.56 Total State Operating Income

\$2332.48 x 360 = \$ 839,692.80 Local ADM

\$2,825,775.36 Total EC/Headcount, State & Local ADM Income

2016-2017

ADM = 360

Calculations based on the following:

State ADM = 3% increase based on previous years trends
EC/Headcount = 1% increase based on previous years trends. (20% of ADM)
Local ADM = 0% increase based on previous years trends

\$4907.92 x 360 = \$1,766,851.20 State ADM
\$3797.17 x 72 = \$ 273,396.24 EC/Headcount

\$2,040,247.44 Total State Operating Income

\$2332.48 x 360 = \$ 839,692.80 Local ADM

\$2,879,940.24 Total EC/Headcount, State & Local ADM Income

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

MAY BE AMENDED AS THE NEEDS OF THE SCHOOL DICTATES.

BUDGET EXPENDITURE PROJECTIONS	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
GS 115C-238.B(b)(5)					
<i>PERSONNEL</i>					
Total # of staff <u>29</u>	<u>\$1,133,000.00</u>	<u>\$1,312,990.00</u>	<u>\$1,439,379.70</u>	<u>\$1,499,561.06</u>	<u>\$1,544,547.87</u>
--Administrator(s) # <u>3</u>	<u>\$190,000.00</u>	<u>\$195,700.00</u>	<u>\$201,571.00</u>	<u>\$207,618.13</u>	<u>\$213,846.67</u>
--Clerical # <u>2</u>	<u>\$80,000.00</u>	<u>\$82,400.00</u>	<u>\$84,872.00</u>	<u>\$87,418.16</u>	<u>\$90,040.70</u>
--Teachers # <u>18</u>	<u>\$720,000.00</u>	<u>\$821,600.00</u>	<u>\$886,248.00</u>	<u>\$912,835.44</u>	<u>\$940,220.50</u>
--Librarians #	<u>\$</u>	<u>\$</u>	<u>\$30,000.00</u>	<u>\$30,900.00</u>	<u>\$31,827.00</u>
--Guidance # <u>1</u>	<u>\$35,000.00</u>	<u>\$36,050.00</u>	<u>\$37,131.50</u>	<u>\$38,245.44</u>	<u>\$39,392.80</u>
--Teacher Assistants # <u>2</u>	<u>\$50,000.00</u>	<u>\$76,500.00</u>	<u>\$78,795.00</u>	<u>\$81,158.85</u>	<u>\$83,593.61</u>
--Custodian #	<u>\$</u>	<u>\$24,000.00</u>	<u>\$24,720.00</u>	<u>\$25,461.60</u>	<u>\$26,225.44</u>
--Maintenance # <u>1</u>	<u>\$24,000.00</u>	<u>\$24,720.00</u>	<u>\$25,461.60</u>	<u>\$26,225.44</u>	<u>\$27,012.20</u>
--Food Service #	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
--Bus Driver # <u>2</u>	<u>\$34,000.00</u>	<u>\$52,020.00</u>	<u>\$70,580.60</u>	<u>\$89,698.00</u>	<u>\$92,388.95</u>
--Other	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
Acadia Northstar	<u>\$33,600.00</u>	<u>\$38,400.00</u>	<u>\$43,200.00</u>	<u>\$43,200.00</u>	<u>\$43,200.00</u>
	<u>\$260,590.00</u>	<u>\$305,897.70</u>	<u>\$331,057.33</u>	<u>\$344,899.04</u>	<u>\$355,246.01</u>
<i>EMPLOYEE BENEFITS</i>	<u>\$30,000.00</u>	<u>\$40,000.00</u>	<u>\$70,000.00</u>	<u>\$70,000.00</u>	<u>\$55,000.00</u>
<i>STAFF DEVELOPMENT</i>	<u>\$30,000.00</u>	<u>\$40,000.00</u>	<u>\$50,000.00</u>	<u>\$55,000.00</u>	<u>\$60,000.00</u>
<i>MATERIALS AND SUPPLIES</i>	<u>\$30,000.00</u>	<u>\$32,500.00</u>	<u>\$35,000.00</u>	<u>\$37,500.00</u>	<u>\$40,000.00</u>
<i>OFFICE SUPPLIES</i>	<u>\$100,000.00</u>	<u>\$45,000.00</u>	<u>\$75,000.00</u>	<u>\$45,000.00</u>	<u>\$45,000.00</u>
<i>INSTRUCTIONAL EQUIPMENT</i>	<u>\$20,000.00</u>	<u>\$10,000.00</u>	<u>\$20,000.00</u>	<u>\$10,000.00</u>	<u>\$10,000.00</u>
<i>OFFICE EQUIPMENT</i>					

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

BUDGET EXPENDITURE PROJECTIONS	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<i>TESTING MATERIALS</i>	<u>\$10,000.00</u>	<u>\$12,000.00</u>	<u>\$15,000.00</u>	<u>\$15,000.00</u>	<u>\$15,000.00</u>
<i>INSURANCE</i>	<u>\$15,000.00</u>	<u>\$15,450.00</u>	<u>\$16,000.00</u>	<u>\$16,500.00</u>	<u>\$17,000.00</u>
<i>UTILITIES</i>	<u>\$20,000.00</u>	<u>\$20,600.00</u>	<u>\$21,250.00</u>	<u>\$22,000.00</u>	<u>\$22,700.00</u>
<i>RENT</i>	<u>\$200,000.00</u>	<u>\$300,000.00</u>	<u>\$375,000.00</u>	<u>\$375,00.00</u>	<u>\$375,000.00</u>
<i>MAINTENANCE & REPAIR</i>	<u>\$10,000.00</u>	<u>\$13,000.00</u>	<u>\$15,000.00</u>	<u>\$20,000.00</u>	<u>\$25,000.00</u>
<i>TRANSPORTATION</i>	<u>\$80,000.00</u>	<u>\$120,000.00</u>	<u>\$140,000.00</u>	<u>\$140,000.00</u>	<u>\$140,000.00</u>
<i>MARKETING</i>	<u>\$10,000.00</u>	<u>\$10,300.00</u>	<u>\$11,000.00</u>	<u>\$11,500.00</u>	<u>\$12,000.00</u>
<i>FOOD/CAFETERIA SUPPLIES</i>	<u>\$87,000.00</u>	<u>\$95,000.00</u>	<u>\$103,000.00</u>	<u>\$106,000.00</u>	<u>\$109,000.00</u>
TOTALS	<u>\$2,069,190.00</u>	<u>\$2,411,137.70</u>	<u>\$2,759,887.03</u>	<u>\$2,811,160.10</u>	<u>\$2,868,693.88</u>

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>

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

At Charlotte Learning Academy, we will carry our focus of superior education from inside school walls out into the community and beyond. Marketing communications is vital to our mission as we strive to give at-risk children the opportunity to learn and grow regardless of ethnic background, income level or environment. This means careful attention to segments that may not otherwise have access to programs such as ours. This includes, but is not limited to, direct communications with local community outreach programs; press materials submitted on a regular basis to local Hispanic print, radio and television stations; information posted at local ethnic churches and synagogues; school performances and workshops at state-funded daycares; flyers and brochures available at lower income summer camps and preschools; among other communications that would encompass children in hard to reach places.

Goals and Objectives

- To successfully introduce Charlotte Learning Academy to families, educators, and the educational community in Mecklenburg County focusing on the greater Charlotte area.
- To increase awareness of the superior elementary and middle school education for at-risk students but available to all students.
- To recruit a highly qualified staff who have knowledge of working with the at-risk population.

Marketing Elements

Web site Development

Families will have immediate online access to the Charlotte Learning Academy's mission and vision. The website will host a place for both students and parents to find anything and everything they need to know about Charlotte Learning Academy - from a comprehensive activity calendar, grade level program details, homework specifics, teacher bios and contact information, admissions information, downloadable forms, open house dates, etc. The website will be an information gateway to the Academy and will offer up-to-date information and program details for both parents and students, 24 hours a day, seven days a week.

Public Relations

Open House dates are imperative to the Charlotte Learning Academy's success. To ensure potential students and their families are aligned with the Charlotte Learning Academy's philosophy, parents will be encouraged to attend a 60-minute Open House. We feel strongly that parents and caregivers should understand who we are and what our mission is prior to sending a child to Charlotte Learning Academy.

A follow-up survey will be offered at the close of every scheduled Open House to identify: (1) how the parent heard about Charlotte Learning Academy; (2) what is the best way to communicate him/her; (3) what the parent likes/dislikes about the program based on the Open House. This will ensure we are communicating properly and offering the best possible information with the time we have.

Media

Articles about the Charlotte Learning Academy and public interest features will be offered to the media for publication. Charlotte Learning Academy will use media vehicles with broad reach-such as *Charlotte Observer*, *Charlotte Parent*, *La Noticia* and local news and radio broadcast; will be used to reach a diverse audience.

Printed Literature and Direct Mail

A flexible, multi-use informational package will be designed to deliver audience specific information and the needs and characteristics of at-risk children and to introduce Charlotte Learning Academy.

The Charlotte Learning Academy will share their mission outside of the school by reaching all local children and parents by way of brochures, workshops, seminars, website links and public relations opportunities. There will be distribution of brochures and flyers at local businesses, physician's offices, preschools and daycares, libraries, churches and other applicable locations. A special enrollment inquiry mailing will be mailed to various sections of the Charlotte Metro area. In addition, acquiring booths and tables at education job fairs to locate and interview the area's finest teachers and staff.

Partnership Marketing

The Charlotte Learning Academy will work in close partnerships with agencies, organizations, restaurants, and educators in the greater Charlotte area. Charlotte Learning Academy will host school spirit nights, which will encompass both students and nonstudents. We will participate in local and regional children's community events including holiday parades and applicable festivities throughout the year. We will also

reach out to community centers, daycare centers, before and after school programs, Head start, and Smart Start programs seeking at-risk school-aged children. These relationships are imperative to our marketing plan to successfully identify and recruit a diverse population of at-risk children.

Communicating with prospective families and students is very important. We are enthusiastic about the prospect of sharing the Charlotte Learning Academy spirit and vision.

Timeline for Proposed Marketing Activities

Dates	Activities
March – July 2012	Public Relations - Open house will be strategically held throughout Charlotte. They will be held at local libraries, churches, and community organizations. These sessions will allow for the communication of the Charlotte Learning Academy mission and key program components. Parents will have the opportunity to meet staff, board members and have questions or concerns answered.
February 2012	Web site Development - Charlotte Learning Academy will include general information for parents and students. Families will be able to print out and complete an enrollment form.
March – July 2012	Media - Newspaper, television, and radio advertisements will be utilized to help market the school to families. We will research and employ the most cost effective options and strategies in order to best market the school using this media outlet.
March – July 2012	Printed Literature and Direct Mail - Flyers and pamphlets will be distributed and posted at strategic locations. Community organizations, churches, local businesses, physician’s offices, preschools and daycares will serve as some of these locations.
March – July 2012	Partnership Marketing – Posters for the purposes of marketing Charlotte Learning Academy and providing relevant information will be placed at local businesses, community centers, daycares, before and after school programs and organizations. These posters will be placed in and around grocery stores, banks, local carry-outs, barber shops, beauty salons and laundromats.

SCHOOL AUDITS:

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

Charlotte Learning Academy will conduct periodic self-evaluations ensuring that we are maintaining quality decision making, policy making, communication, and curriculum. The School Leadership Team will be responsible for measuring the overall effectiveness of our programs. The team will be responsible for bringing in resources to help analyze the overall effectiveness and implementing any necessary improvements.

Charlotte Learning Academy will also conduct bi-annual satisfaction surveys to all staff, parents, and students. The surveys will include items that are vital to our mission such as safety, academic growth, and climate and environment impact. This data will be gathered and used by the School Leadership Team. The Leadership team will prepare reports to present to the Charlotte Learning Academy Board of Directors.

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

At the end of each fiscal year, Charlotte Learning Academy Board of Directors will contract with a licensed North Carolina CPA to conduct an annual audit of Charlotte Learning Academy's financial practices and records. In accordance with GS 115C-238.29F(f) , Charlotte Learning Academy will: (1) comply with the financial audits, audit procedures, and audit requirements adopted by the State Board of Education for charter schools; (2) Comply with the reporting requirements established by the State Board of education in the Uniform Education Reporting System; and (3) report at least annually to the State Board of Education the information required.

Charlotte Learning Academy expects to retain (Subject to Board of Directors final approval) the firm of Rives and Associates, LLP To conduct our annual financial audit.

Name: Rives and Associates, LLP (Aaron Patel, CPA)

Mailing Address: 1023 West Morehead Street
Charlotte, NC 28208-5304

Telephone Number: (704) 372-0963

Fax Number: (704) 372-0963

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

Safety

The safety of students and staff is a top priority of Charlotte Learning Academy. The safety component of the Student – Parent Handbook will meet the health and safety requirement mandated by the Mecklenburg County School system as listed below:

1. Students Missing/Hiding/Runaway/Abduction/Hostage/Unwanted Intruder

- Notify the main office who contacts 911
- School Principal or designee implements a search of the school grounds and buildings
- Main office will notify the parent(s) listed on the student's Emergency Information Sheet
- School Principal will contact the teacher to get an accurate description of the student/abductor
- Teachers will be notified either through another employee or the P.A. system to remove students from areas deemed dangerous
- Work with law enforcement to determine additional steps

2. Student Possession of Weapon on School Grounds

- Identify the student and his/her location in the building or on the school grounds
- Notify Law Enforcement (911)
- Alert the School Principal or appropriate designee
- Student is asked to accompany a school employee to the Main office
- Ask student to surrender any weapons
- Call student's parent(s) and follow any disciplinary procedures

3. Emergency Closing of Schools

Based on information provided by staff, law enforcement, emergency services personnel, etc., the School Director or designee of Charlotte Learning Academy will determine any work schedule and/or operational changes necessary due to inclement weather or other impending circumstances.

- The School Principal or appropriate designee of Charlotte Learning Academy shall be authorized to close school if prevailing or potential hazards threaten the safety of students and employees.
- The School Principal shall use an automated phone system to contact partners in case of school closings or delays.
- The School Principal or his/her designee shall make public announcements and releases to news media in a timely fashion.
- When the School Principal or designee determines that the school opening should be delayed, the day for students will begin one or two hours later than the normal school schedule. School will be dismissed at the normal time.

- When the School Principal or designee decides, in the best interest of the safety of students and staff, that school should be closed early, an emergency media announcement will also be made to area media stations, requesting that they announce the early closing immediately.
- The School Principal or designee shall maintain sufficient staff at the school to handle supervision of children and emergencies until each student has been safely delivered to their home or caregiver.

Immunization of Students

Charlotte Learning Academy will assure full compliance with all federal and state immunization requirements.

1. Upon enrollment, each parent/guardian must submit a copy of the student's Immunization Record and Birth Certificate.

- If a student is not in compliance, a checklist of necessary immunizations will be given to the parent. The family will be referred to the Mecklenburg County Health Department.
- Students lacking proper immunizations or a complete waiver within thirty (30) days of enrollment will be denied admittance until proof of immunization or a waiver is submitted.
- All students participating in athletics must have a completed physical signed by a licensed health provider on file at the school.

2. Medicines and Medication of Students

Charlotte Learning Academy requires the administration of any drugs or other medication provided for students to be under the supervision and direction of a person duly licensed to prescribe or administer such drugs or medication. This precaution does not preclude the administration of first aid by the school in the event of injury or accident.

If under exceptional circumstances a child is required to take oral medication during school hours, and the parent cannot be at school to administer the medication, only a person designated by the School Principal will administer the medication in compliance with the following:

- a. Written instructions signed by the parent to include the student's name, medication name, dosage, time to be administered, storing instructions, and parent's telephone number
- b. The responsibility of the School Principal or designee is to ensure the medication is stored in a secure location, maintain records of administration, have all release forms signed, and administer the medication.

c. Charlotte Learning Academy maintains the right to refuse or administer any medication(s).

ACCIDENTS:

All school personnel are to respond immediately and appropriately to student injuries and illnesses. School Principal and Teacher judgment is imperative in determining the services needed in such cases.

- An Emergency Information Card shall be on file in the Main office for each student enrolled.
- Charlotte Learning Academy staff will be trained to provide CPR (Cardiopulmonary Resuscitation) and will be knowledgeable in simple first-aid procedures.
- If emergency medical assistance is required, the Administrative Assistant will attempt to contact both the parents and the family physician, in addition to the ambulance service. If a student is injured or ill, his/her parents must come to the Main office to meet the student at the time he/she is to be excused.
- Upon treatment by appropriate medical personnel, the School Principal or designee must fill out a Student Accident Report.

Fire and Safety Regulations

1. Charlotte Learning Academy will maintain compliance with all applicable federal, state and municipal fire and safety regulations, and submit all inspections from authorities as required by law.

- Fire lanes and exits must be clear at all times as well as hallways, landings, and stairs.
- Any combustible materials necessary to the curriculum as well as those necessary for cleaning purposes must be properly stored in an orderly manner.
- Any violations should be reported to the School Principal immediately.

2. It shall be the duty of the School Principal to inspect each of the buildings in his charge at least twice a month during regular school hours. This inspection shall be for the purpose of keeping the building safe from the accumulation of trash and other fire hazards.

3. The School Principal shall cooperate in every way with the authorized building inspector, electrical inspector, county fire marshal or other designated person making the inspections required.

4. The School Director shall conduct fire drills each month in accordance with legally mandated guidelines.

Food Inspections

Charlotte Learning Academy shall adhere to all rules, regulations, and policies set forth by the Mecklenburg County Health Department concerning food handling, inspections, and storage as well as preparation.

Hazardous Chemicals

Charlotte Learning Academy will maintain compliance with all applicable federal, state, and municipal laws, regulations, and inspections regarding hazardous material and chemicals. The school will avoid the use of HM/C wherever possible. All HM/C shall be stored in designated areas only – no exceptions. Any violations of the above guidelines for HM/C shall be reported to the School Director immediately.

Bloodborne Pathogens

The purpose of this policy is to limit occupational exposure of employees to blood and other potentially infectious body fluids and materials that may transmit bloodborne pathogens and lead to disease or death.

- Education regarding the risks of bloodborne pathogens will be provided to employees on an annual basis. Opportunities for interactive questions and answers will be available.
- All blood and body substances are considered by medial authorities to be potentially infectious and are to be handled to prevent infectious agents. For this purpose, personal protective equipment, including latex glove, non-allergenic gloves, and a resuscitation mask, will be kept in each classroom and in the main office.
- Any staff or student diagnosed with bloodborne diseases will be allowed to continue at school unless it is determined by a physician that the staff member or student is too ill or presents a health risk to others.

Diabetes care plans

Local school boards are required by the State of North Carolina to implement Senate Bill 911-G.S.115C-47 Care for School Children with Diabetes. Charlotte Learning Academy will implement and abide by all rules set forth in Senate Bill 911-G.S.115C-47. This new legislation mandates the adoption of guidelines for the development and implementation of diabetes care plans. The guidelines were developed by the State Board of Education, with input from the NC Diabetes Advisory Council and American Diabetes Association. The following procedures were adopted regarding the management of children with diabetes in the school setting:

- A parental request form to initiate an Individual Diabetes Care Plan.
- Parent/guardian responsibilities for the Individual Diabetes Care Plan.
- The Individual Diabetes Care Plan – which includes the emergency action plan for conditions of low blood sugar (hypoglycemia) and high blood sugar (hyperglycemia), as well as information on the individual's blood sugar monitoring, insulin and oral medications, and food/exercise requirements.
- A Quick Reference Plan for Students with Diabetes.
- School responsibilities for the Individual Diabetes Care Plan.

Information and training will be made available to teachers and other school personnel in order to appropriately support and assist students with disabilities.

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

In 2007, the North Carolina General Assembly passed House Bill 408 (S.L. 2007-126) seeking to ensure that students in grades 9-12 receive information annually about the manner in which a parent may lawfully abandon a newborn baby with a responsible person. Charlotte Learning Academy will implement and abide by all rules set forth in House Bill 408 (S.L. 2007-126). 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:

1. 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;
2. A law enforcement officer who is on duty or at a police station or sheriff's department;
3. A social services worker who is on duty or at a local department of social services; or,
4. A certified emergency medical service worker who is on duty or at a fire or emergency medical services station.

A parent who does so is NOT in violation of any laws so long as there has been no gross negligence, wanton conduct, or intentional wrongdoing that would otherwise be actionable.

All schools including public, charter, private and home schools are subject to the requirements that information be made available to students regarding the “safe haven” law.

Providing parents and guardians with information about:

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

Charlotte Learning Academy will provide relevant information to all parents and guardians at the beginning of each year. The information will include the causes, symptoms, and how 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

Charlotte Learning Academy will provide relevant information to all parents and guardians. The information shall be provided at the beginning of the school year to parents of children entering grades five through 12. 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.

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

State the proposed coverage for:

Comprehensive General Liability	\$1,000,000.00 per occurrence
Officers and Directors/Errors and Omissions	\$1,000,000.00 per claim
Property Insurance	Appraised value of the building and contents
Motor Vehicle Liability	\$1,000,000.00 per occurrence
Bonding	
Minimum amount:	\$250,000.00
Maximum amount:	The amount of funds received by the school in the previous fiscal year from state and local sources
Other	Boiler and Machinery – Replacement cost of the building Worker’s Compensation – As specified by Chapter 97 of the North Carolina General Statutes Umbrella Policy - \$5,000,000.00

TRANSPORTATION (G.S. 115C-238.29F(h))

The Charlotte Learning Academy transportation plan is closely aligned with the school’s size and environment. Its students may be recruited and accepted from anywhere throughout the Charlotte-Mecklenburg area. At this time we cannot commit to door to door service, but selecting an accessible location will help reduce transportation costs. We hope that many of our students will be able to walk or car pool to school. However, for those parents of children who are at risk or who are from low income families that are unable to take part in the car pool program, it is important to provide a means by which these children can attend Charlotte Learning Academy. The following options may include parent volunteers being sought to pick up and drop off children whose parents cannot take part in car pools. These children will arrive at school in the same manner as other children and will not be singled out. Also, public transportation can be used for older students. Finally, Charlotte Learning Academy can use point-to-point transportation between the school and strategic cluster bus stops (through a school owned bus or under contract) as permitted by GS 115C-238.29F(h). We do not anticipate providing transportation to students who live within one and one-half miles of the school, or to students who reside in counties other than Mecklenburg County.

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

Name of the facility (if known): N/A

Address: N/A

City/State/Zip: N/A

Description of the Facility:

Total square feet: N/A

Number of Classrooms: N/A

Number of Restrooms: N/A

Other Rooms:

Auditorium:

Gymnasium:

Music Room:

Art Room:

Laboratory:

Ownership: Fee Simple or Lease

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

(a) Term of the Lease: N/A

(b) Type of Lease: N/A

(c) Rent: \$ per month

Name of Landlord: N/A

Address: N/A

City/State/Zip: N/A

Phone:

Fax:

Document inspections for the following:

(a) Fire: Will be conducted once facility is acquired

(b) Safety: Will be conducted once facility is acquired

(c) Handicapped accessibility?

Describe how the maintenance will be provided for the facility.

Charlotte Learning Academy will hire a full-time Maintenance/Custodial staff for the school.

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?

Charlotte Learning Academy has not yet finalized the facility location. The ideal space for Charlotte Learning Academy is a free standing facility made to be occupied by a 400-500 student population. The estimated square footage is 49,000 square feet. The facility will be in compliance with all necessary health and safety requirements. Charlotte Learning Academy's priority is to obtain a facility immediately upon approval in February. In assessing sites, we will make decisions that take into account cost and physical location. Our physical space will be based on the decision to execute academic achievement within the direction of a sound educational model. If a facility is not readily available, there are several potential options available to us.

Charlotte Learning Academy is working in close connection with commercial real estate agencies to identify immediate and future long term space in the Charlotte-Mecklenburg area.

Charlotte Learning Academy's contingency plan involves the use of The University City Church at 7829 Old Concord Road, Charlotte, NC 28213. We are in communications with University City Church to utilize their vacant facility in case we cannot immediately secure our own facility.

VIII. LEA IMPACT STATEMENT

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

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

In accordance with the requirements of GS 1 15C.238.29B(d), we will provide a copy of this application to the Superintendent of Charlotte-Mecklenburg Schools within seven days. We will forward proof of delivery to the Office of Charter Schools as soon as possible.

IX. SIGNATURE PAGE

The foregoing application is submitted on behalf of Charlotte Learning Academy. 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: Stacey C. Rose

Position: Founder, Chairman of the Board of Directors

Signature: _____

Date:

Sworn to and subscribed before me this

_____ day of _____, 2011

Notary Public

Official Seal

My commission expires _____, 20__.