

“FAST TRACK” CHARTER SCHOOL APPLICATION

Schools opening in the Fall of 2012

Due by 12:00 Noon Thursday, November 10, 2011

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

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

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FAST TRACK CHARTER SCHOOL 2012 Application Process

To open a charter school in the 2012-2013 school year

TIMELINE

APPLICATION DUE DATE/TIME:

- NOVEMBER 10, 2011** Application must be received in the Office of Charter Schools by **12:00 Noon on Thursday, November 10, 2011**. If the preliminary chartering entity is other than the State Board of Education (SBE), please contact the Office of Charter Schools for guidance.
- NOVEMBER 17, 2011** Copy of the application due to the Local LEA
- DECEMBER 2, 2011** LEA Impact Statements due to the Office of Charter Schools
- DECEMBER, 2011** NC Public Charter School Advisory Council receives applications and discusses process, guidelines and procedures for review of documents and subcommittee work.
- FEBRUARY 1-2, 2012** SBE votes for applicants which will immediately begin their planning year in order to open in August 2012.

*The Office of Charter Schools must receive the application no later than **12:00 noon on Thursday, November 10, 2011**. A copy must be submitted to the LOCAL Board pursuant to G.S. 115C-238.29B(d) within 7 days.*

APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL:

The Global Leadership Entrepreneurial Academy

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

Positive Direction for Youth & Families, Inc.

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

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

NAME OF CONTACT PERSON:

Jeffrey Alexander, Jr.

TITLE/RELATIONSHIP TO NONPROFIT:

Board Member

MAILING ADDRESS:

1523 Barto Place, Greensboro, NC 27405

PRIMARY TELEPHONE: 336-253-1874

ALTERNATE TELEPHONE: 336-638-8676

E-MAIL ADDRESS:

whatamathtutor@gmail.com

Location of Proposed Charter School (LEA):

2207 E. Cone Boulevard, Greensboro, NC 27405

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:

The Global Leadership Entrepreneurial Academy is projected to be located in Northeast Greensboro, Zip Code 27405, which is a rural zip code in Greensboro, North Carolina. The population is racially diverse and about evenly divided between singles and married couples.

Housing Area - The average house value is \$81,000, which is lower than in the Greensboro-High Point Metro area.

Median age - The median age is 31.4. The 2010 census reflected that there are 20,060 men and 21,031 women. The median age for men is 29.4 while for women the median age is 33.7.

Population - The current population in this neighborhood stands at approximately 44,439. With a crime index rate of 210 and a number of area schools and higher education facilities, East Greensboro can fit most any lifestyle.

Table 1 – US Census, 2010, Northeast Area Greensboro, NC 27405

<p>Demographics¹</p>
<ul style="list-style-type: none"> • Total Population: 41,091 • White Population: 16,452 • Black Population: 21,567 • Hispanic Population: 2,414 • Asian Population: 886 • Hawaiian Population: 10 • Indian Population: 243 • Male Population: 20,060 • Female Population: 21,031 • Median Age: 31.4 • Median Age of Males: 29.4 • Median Age of Females: 33.7
<p>The Economics²</p>
<ul style="list-style-type: none"> • Average House Value: \$81,100 • Average Annual Household Income: \$39,575 • Businesses: 885 • Employees: 11,329 • Annual Payroll: \$317,092,000

¹ Table 1 Source - US Census, 2010 – Northeast Area Greensboro, NC 27405

² Table 1 Source - US Census, 2010 – Northeast Area Greensboro, NC 27405

Table 2 – 27405 Non-Charter Schools³

Non-Charter Schools in 27405 Zip Code	Non-Charter Schools in 27405 Zip Code
<p><u>Bessemer Elementary</u> 918 Huffine Mill Rd Greensboro, NC 27405 (336) 375-2585</p> <p><u>Brightwood Elementary</u> 2500 Lees Chapel Rd Greensboro, NC 27405 (336) 375-2565</p> <p><u>Ceasar Cone Elementary</u> 2501 N Church St Greensboro, NC 27405 (336) 375-2595</p> <p><u>Erwin Montessori</u> 3012 E Bessemer Ave Greensboro, NC 27405 (336) 370-8150</p> <p><u>Rankin Elementary</u> 3301 Summit Ave Greensboro, NC 27405 (336) 375-2545</p>	<p><u>Aycock Middle</u> 811 Cypress St Greensboro, NC 27405 (336) 370-8110</p> <p>High Schools</p> <p><u>Page High</u> 201 Alma Pinnix Dr Greensboro, NC 27405 (336) 370-8200</p> <p>Other Schools</p> <p><u>C D Mciver Special Education</u> 1401 Summit Ave Greensboro, NC 27405 (336) 370-8260</p> <p><u>Gateway Education Center</u> 3205 E Wendover Ave Greensboro, NC 27405 (336) 375-2575</p>

³ Table 2 – Source - www.schooldirectory.com -

Proposed Grades Served: K thru 12**Proposed Total Enrollment: 115 for Year One****Projected School Opening Year 2012-2013****Month July 2012**

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	K thru 5	115	X	
Second Year	K thru 6	135	X	
Third Year	K thru 7	155	X	
Fourth Year	K thru 8	175	X	
Fifth Year	K thru 9	195	X	
Sixth Year	K thru 10	215	X	
Seventh Year	K thru 11	235	X	
Eight Year	K thru 12	255	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

Executive Director, Global Leadership Entrepreneurial Academy Charter School Consortium

Jeffrey Alexander, Jr.

Printed Name

Title

November 9, 2011

Date

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

MISSION:

The mission of the proposed charter school is as follows:

The mission of the Global Leadership Entrepreneurial Academy is to serve as a leverage to ensure each child, K-12, reaches his/her fullest potential by cultivating an active village of parents, community members, and stakeholders, who work together to provide a personal and conceptual learning environment for each student.

The Global Leadership Entrepreneurial Academy aims to educate individuals for the 21st Century by teaching them to think critically; understand and internalize the responsibilities for participating in and contributing to a diverse society; and master the continually changing technological skills that are integral to leading and successfully functioning within society.

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

The Global Leadership Entrepreneurial Academy consortium has been conducting intermediate needs assessments for over a decade. With the assistance of phenomenal volunteers and technical guidance from members on our team, there has been a multi-phase assessment process that explored the following key factors:

1) The need for another school in the area, grade specific:

- a) K-5
- b) K-8
- c) K-12

2) The services that are needed from a school in their area that is not currently being provided:

- a) Transportation
- b) Meals
- c) Facility that welcomes community integration
- d) Other

3) The academic focus for an Elementary Charter School, with specific questions on:

- a) Language disciplines
- b) Skills
- c) Character building
- d) Technology

Using manual assessment tools (Survey Tool 1 – Appendix B), the following Executive Summary reflects the results:

Global Leadership Entrepreneurial Academy Needs Assessment Executive Summary

Introduction/Method - In collaboration with the Global Leadership Entrepreneurial Academy Consortium and the participation of a wider circle of interested residents from the targeted area, Northeast Section of Greensboro, Guilford County, North Carolina, Zip Code 27405, the needs assessment team used a random/probability sampling method to conduct an assessment of the factors that would demonstrate the need for a K-12 Charter School. The chosen method gave all members of the targeted population (.001% of the 2010 Census), in Northeast Greensboro. The team followed the six steps in the market research process: identify and define the problem, develop the approach, research design, collect the data, analyze the data, and report, present, and take action.

The needs assessment team ensured data collection efforts were as inclusive as possible and incorporated the perspectives of diverse members of the community in terms of age, race/ethnicity, gender, and profession from the targeted area. To ensure we were as inclusive as possible and obtained diverse perspectives from multiple community stakeholders. The team conducted interviews with focus groups and surveys in person and via telephone.

Key Findings –

Major findings from the needs assessment indicated that:

1) The need for another school in the area, grade specific:

- a) K-5, 95% indicated that there was a need for another school in the area
- b) K-8, 93% indicated that there was a need for another school in the area
- c) k-12, 97% indicated that there was a need for another school in the area

2) The services that are needed from a school in their area that is not currently being provided:

- a) Transportation, 98% indicated that there was a need for this service from a school
- b) Meals, 100% indicated that there was a need for this service from a school
- c) Facility that welcomes community integration, 82% indicated that there was a need for this service from a school
- d) Other, 92% indicated that the following other services were needed from a school in their area:
 - A) Reduced student to teacher ratios
 - B) Reduced travel time for students
 - C) Extended day schedules
 - D) Meals (Healthy Breakfast, Lunch, Afternoon Snack)
 - E) Physical Fitness

3) The academic focus for an Elementary Charter School, with specific questions on:

a) Language disciplines, the survey indicated that there was a need for added language disciplines and types of languages for:

Languages:

- A) Spanish, 97%
 - B) French, 79%
 - C) Arabic, 15%
 - D) American Sign Language, 82%
- b) Skills, 100% indicated that there was a need
- c) Character building, 100% indicated that there was a need
- d) Technology, 98% indicated that there was a need

Additionally, the assessment team identified the following gaps in services and this report has integrated those concerns into how the Global Leadership Entrepreneurial Academy would close the focused gaps in the targeted area:

1) Location- Travel Time/Convenience of Services: While 100% of the students attending the public schools already existing in the area are bused, and the one existing charter school, in the target area, that does not provide transportation, the Global Leadership Entrepreneurial Academy would reduce the travel time for students from the immediate areas by as much as 40 percent. Additionally, there are no schools in the area with an emphasis on entrepreneurial training, foreign language immersion, technology, finance, and management in the area that is offered in every grade.

2) Academics/Pupil to Teacher Ratio:

Academics: The Global Leadership Entrepreneurial Academy will meet and exceed the needs of the targeted community with its pioneering innovation in the areas of reading, math, language (English, foreign language immersion program⁴) with American Sign Language (ASL)⁵ as a foreign language, character education (Character Model School⁶), MICROSOCIETY®⁷ and entrepreneur programs of study. Additionally, the school will have a balanced physical fitness program and Healthy Foods Awareness⁸ program, with a Community Garden⁹.

Pupil to Teacher Ratio: The Global Leadership Entrepreneurial Academy is the only school whose pupil/teacher ratio, in grades 1-5 is projected to be 20:1. Kindergarten pupil/teacher ratio is projected to be 15:1. The ratios reduce the number of children and provide a small class environment. To further enhance the learning environment, the Charter School will also require that students adhere to a standard code of dress (uniforms) and complete designated community service hours by grade five. Also, an extended day schedule¹⁰ of eight hours will contribute to student academic success - reduce the number of latch-key children, and incidents of unsupervised after-school mischief.

⁴ Language Immersion Program – www.pbs.org/teachers/earlychildhood/articles/language.html - foreign language integration program

⁵ American Sign Language – a system of communication used by people with impaired hearing that uses motions of gestures of the hands

⁶ Character Model School – www.goodcharacter.com – National Schools of Character Program, Character Education Program K-12

⁷ Insert MICROSOCIETY® - www.microsociety.org/curriculum – MicroSociety – Bringing Real Life to Learning™

⁸ Healthy Foods Awareness – www.healthyeatingworld.com – Consumer Health Awareness Educates on Food

⁹ Community Garden - www.communitygarden.org – American Community Gardening Association

¹⁰ Extended Day Schedule – www.ncsl.org/issuesresearch/education/schoolcalendarextendeddayyear.org

3) **Services:** Currently, there are no other schools that will provide the Healthy Choice® menu for breakfast, lunch, and afternoon snack during school hours and an academic tutoring assistance program that exceeds a traditional “after-school” program that is open until 6:00 p.m.

Transportation will be provided to all students and the Charter School plans to have a computer program for parents that integrates, and encourages parents to be involved in the school.

4) **Contextual Results**

The factors questions began to address the context of what was needed from a Charter School in the targeted area, along with the existing data of school performance, etc. In totality, the consortium wanted to know what where the K-12 educational needs and service needs for the targeted community?

The data drawn from this assessment were essential driving factors in the planning and projected execution of the Global Leadership Entrepreneurial Academy.

PURPOSES OF PROPOSED CHARTER SCHOOL:

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

Purpose

The purpose of the Global Leadership Entrepreneurial Academy, in accordance with the NC charter school statute GS 115C-238.29A, and the proposed school's operations, is to provide opportunities for teachers, parents, pupils, and community members to establish and maintain a school that operates independently of existing schools, as a method to accomplish all of the following:

1) The Global Leadership Entrepreneurial Academy will use the NC Common Core Standards for K-12 English Language, Arts and Mathematics. These standards will be used for teaching and assessment beginning in the 2012-2013 academic years, and subsequent years, at the Global Leadership Entrepreneurial Academy. Our teachers will receive customized professional development training in the North Carolina Core Standards. The Charter School teachers will be prepared and equipped to execute these standards. Additionally, the North Carolina Essential Standards will be used for teaching and assessment beginning in the 2012-2013 academic years at the Global Leadership Entrepreneurial Academy, to include the information skills.

2) In collaboration with administrators and teachers, the Global Leadership Entrepreneurial Academy will develop quarterly benchmarks that are aligned with the new North Carolina Core Standards. On specified re-teach¹¹ days, teachers will switch classes and re-teach concepts which, according to benchmark results, were not mastered by students. This has been a proven best-practice and proven effective at increasing student mastery of state content standards. The gaps for the re-teach will further be identified by implementing Project-Based Instruction, which will include semester projects where students demonstrate skill attainment, according to the North Carolina Core and Essential standards, in reading, writing, mathematics, and will include science, technology, social studies, and the arts. Additionally, methods of instruction are anchored by a team approach, whereby families participate in the school's design and are encouraged to volunteer in the classroom and school activities.

The Charter School embraces the concept that the cumulative hierarchical framework consists of six categories, each requiring achievement of the prior skill or ability before the next, more complex one remains easy to understand. Out of necessity, our teachers will measure their student's ability. Accurately doing so requires a classification of levels of intellectual behavior important in learning. The Revised Bloom's Taxonomy (RBT)(Blooms, 2001)¹² provided the measurement tool for thinking and "provides a clear, concise, visual representation" (Krathwohl, 2002)¹³ of the alignment between standards and educational goals, objectives, products, and activities. The Charter School will make tough decisions on how to spend their classroom time. Our clear alignment of educational objectives with local, state, and national standards is a necessity. Similar to pieces of a puzzle, we will ensure that everything properly fits together.

¹¹ Reteach Methods – Assessment & Re-teaching Strategies, www.weblight1.com/CP/Assessmentand%20Reteaching%20Strategies.doc

¹² Revised Blooms Taxonomy, 2001, www.hartnell.edu/curriculum/Blooms_Taxonomy.pdf

¹³ Krathwohl, 2002, A Revision of Bloom's Taxonomy: An Overview, www.mendeley.com/research/beyond-reflection-teacher-learning-as-praxis

The RBT table clarifies the fit of each lesson plan’s purpose, “essential question,” goal or objective. As noted, our roadmaps to meet the six legislative statute requirements include the specific verb and product linkage with each of the levels of the Cognitive Process Dimension.

The Global Leadership Entrepreneurial Academy will:

(1) Improve student learning;

- Recruit National Board Certified Teachers at each grade level and within each subject-specific area of elementary, middle, and high school instruction
- Enrich the learning experience by infusing the NC Common Core Standards for K-12 English Language, Arts and Mathematics
- Incorporate a myriad of best-practices instructional methods, which address diverse learning styles, as well as academic strengths and weaknesses – increasing the likelihood of student success
- Incorporate a linguistics program through foreign language immersion, to include American Sign Language, to enrich diversity and global awareness
- Provide entrepreneurial training and a MICROSOCIETY® program to form a collaborative relationship with higher-education institutions in compliance with their respective mission statement and community partnership requirements - the University of North Carolina – Greensboro, A&T University and Guilford Technical Community College
- Incorporate an extended-stay program for academic enhancement by altering the configuration of the day to accommodate longer academic blocks and including enrichment activities into the daily school schedules
- Mobilize partnerships for tutors, student teachers, and cooperative education programs with the University of North Carolina-Greensboro, A&T University and Guilford Technical Community College
- Provide services that improve the quality of life and impact learning, to include transportation services to reduce travel time
- Empower youth and their families with Going Green Initiatives¹⁴, Character and Service Learning¹⁵ and Healthy Choices¹⁶ - food choices and wellness programs.
- By incorporating and implementing the levels of Cognitive Process Dimensions of the RBT – Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating into the instructional process:
 - By Creating: generating new ideas, products, or ways of viewing things, designing, constructing, planning, producing, inventing.
 - By Evaluating: justifying a decision or course of action, checking, hypothesizing, critiquing, experimenting, judging
 - By Analyzing: : breaking information into parts to explore understandings and relationships, comparing, organizing, deconstructing, interrogating, and finding
 - By Applying: using information in another familiar situation, implementing , carrying out, using, executing

¹⁴ Going Green Initiative, www.gogreeninitiative.org

¹⁵ Character and Service Learning, www.servicelearning.org – character education and community service program for K-12

¹⁶ Healthy Choices, www.servicelearning.org – Character Education and Service-Learning

- By Understanding: explaining ideas or concepts, interpreting, summarizing, paraphrasing, classifying, explaining
- By Remembering: recalling information, recognizing, listing, describing, retrieving, naming, and finding
- By developing logic, interpersonal and information processing skills, to include foreign language and world geography
- By developing critical thinking, reasoning, problem-solving, self-discipline, conflict resolution, negotiation, and interpretation skills

Promote Big Picture Thinking

The goal of incorporating the Revised Bloom's Taxonomy within lesson plans is to help students see the importance of the "big picture." Therefore, the Global Leadership Entrepreneurial Academy employs the cognitive domains of the RBT to help form questions that teachers can ask students. On the basic level, students are asked to define terms and identify keywords. When students advance to the next level, they are asked to interpret facts and compare and contrast newly learned information.

At the next level, students can apply methods and concepts that they learned to authentic situations. On the fourth level, students are asked to reveal patterns and uncover hidden meanings by differentiating information. At the next level, teachers challenge students to develop high-level critical thinking skills and provide evidence for those choices. When students reach the highest level, they are asked to create a product on the basis of a given criteria.

Benchmark Assessments:

The development of high-quality benchmark assessments is perhaps the most essential component of a successful student accountability program to improve student learning. The critical aspects for defining high-quality assessments will include:

- Valid and reliable assessments
- Assessments that will be well-aligned to NC State Standards and Long-Range Plans
- Assessments that will be comprised of items which are at an appropriate level of difficulty to enable students to demonstrate mastery of standard

In accordance with the current law, policies and procedures of NC, the ABCs requires the administration of end-of-grade and end-of-course tests. State Board of Education Policy requires all charter schools to administer the same tests as those required in traditional public schools. Each year all eligible students must take required state tests and follow the State testing guidelines.

The following is a list of the State-required tests:

- a) End-of-grade tests in reading and mathematics at grades 3–8
- b) End-of-grade test in science at grades 5 and 8
- c). End-of-course tests in English I, Algebra I, and Biology
- d) NC Writing Assessment at grade 10
- e) *NCEXTEND1*, Alternate Assessment for writing at grade 10
- f) *NCEXTEND1*, Alternate Assessment for reading and math at grades 3–8 and 10 and science at grades 5 and 8
- g). *NCEXTEND2*, Alternate Assessment for EOG reading and math at grades 3–8 and science at grades 5 and 8
- h) Additional required tests are WIDA ACCESS Placement Test (W-APT™)1 – Initial Testing for students identified as limited English proficient

For additional information, see: <http://www.ncpublicschools.org/accountability>

Note: the NC DPI is under revision for the Common Core Standards and this listing is subject to change – inclusion is noted as per the Charter School Resource Application Guidelines

Purpose and Goal:

Strong Accountability programs have one primary objective - that is to improve student performance. Secondary objectives include meeting Federal and State reporting requirements, but these are always secondary to evaluating student performance. In order to achieve this goal, all departments, from those that focus on the hiring of highly qualified faculty to providing meaningful professional development, must have a closely integrated working relationship.

Evaluation

Principals are charged with conducting a minimum of two formal observations a year for each teacher. Each Administrative observation/evaluation is followed up with a discussion between an administrator and the teacher to discuss the strengths of the lesson, teacher satisfaction with the lesson and what more could have been done or what the follow-up to the lesson might be. In this manner, the administrator becomes more of a “coach” than just an individual “passing judgment.”

The Global Leadership Entrepreneurial Academy Principal will take great pride in going into the classrooms on a frequent basis. It will not be unusual for the principal to teach a lesson or team-teach with teachers. Teacher evaluation/performance is tied to teacher pay. At the end of the school year, teachers will meet with the principal and the President and Executive Director to discuss their performance and determine the salary schedule for the following year. Teachers receive an annual bonus for accomplishing their goals each year.

NORTH CAROLINA STATE BOARD OF EDUCATION

Policy Manual

Policy Identification

Priority: Twenty-First Century Systems

Category: State Board of Education/Department of Public Instruction Op

Policy ID Number: TCS-C-021

Policy Title: Educational Value Added Assessment System (EVAAS) Teacher Module

The Educational Value Added Assessment System¹⁷, for our grades 3-5 in year one and as we progress through grades 12, will be in compliance with the North Carolina State Board of Education Policy Manual, #TCS-C-021. The Global Leadership Entrepreneurial Academy supports the process of the value-added assessment as a new way of analyzing test data that can measure teaching and learning. Based on a review of students' test score gains from previous grades, researchers can predict the amount of growth those students are likely to make in a given year. Thus, value-added assessment can show whether particular students - those taking a certain Algebra class, say - have made the expected amount of progress, have made less progress than expected, or have been stretched beyond what they could reasonably be expected to achieve. Using the same methods, one can look back over several years to measure the long-term impact that a particular teacher or school had on student achievement.

Individual students rather than cohorts are traced over time, each student serves as his or her own "baseline" or control, which removes virtually all of the influence of the unvarying characteristics of the student, such as race or socioeconomic factors. Test scores are projected for students and then compared to the scores they actually achieve at the end of the school year. Classroom scores that equal or exceed projected values suggest that instruction was highly effective.

Conversely, scores that are mostly below projections suggest that the instruction was ineffective. At the same time, this approach does recognize student-related factors and other extenuating circumstances. For instance, imagine that a student's performance falls far below projected scores, while other students in the same class, with comparable academic records, do make the progress they were expected to make. This would be taken as evidence of an external effect, related to the student's home environment or some other variable lying outside the range of a teacher's influence.

Wellness Program

Healthy Choice® - An essential component of improving student learning is ensuring that children are healthy and ready to learn. The wellness of the whole student will be improved through student and family educational programs that increase the awareness of personal health, nutrition, and wellness.

The Charter School has a conceptual framework for nutrition education, physical activity events for students and parents, and other school-based activities that promote student and wellness. The Healthy Choice® menu for all meals at the Charter School, breakfast, lunch, and snacks, will be instrumental in promoting the Wellness Program.

¹⁷ Educational Value-Added Assessment System – also referenced as Value-Added Assessment, www.sas.com/govedu/edu/k12

Children's Garden –



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Our school will have a garden that will be prepared and maintained by the children. The long-term goal is for the garden to transition to a Community Garden¹⁹. Community gardens provide fresh produce and plants as well as satisfying labor, neighborhood improvement, sense of community and connection to the environment. Our garden will be a source of food for our children's breakfast, lunch, and snacks, foster the school's Wellness Program, a teaching tool, serve as a physical exercise conduit, and a community connection bridge.

Character Education

The Charter School believes that character education is a crucial element of classroom management and impacts the student in every facet of his/her life, for the rest of their lives. Our consortium supports the *Schools of character...bring out the best in everyone*TM Program. Bullying awareness is on the rise across the United States. The Charter School will take measures to address the threat posed by such anti-social behavior to foster an environment that is conducive to learning in every aspect.

We embrace the *11 Principles of Effective Character Education*²⁰ and the best practices being used in the National Schools of Character Model Schools and Districts. The 11 Principles include key indicators that outline what constitutes an exemplary level of implementation. It is the goal of the Global Leadership Entrepreneurial Academy to become a National Schools of Character member.

Classroom Management

Classroom Management is one of the crucial elements in the classroom setting that directly impacts student learning. Managing student behavior and creating an atmosphere for learning is a foundation implemented at the beginning of every school year and will be maintained throughout the year. Teachers will be trained and equipped with various techniques to maintain and positively enhance student behavior in the academic environment where learning should always take place.

Inappropriate behavior impedes the learning environment; therefore, it is critical that the tone of each classroom is concise and conducive for all students to learn. Once the atmosphere and environment are established, the student finds trust and stability in and around the classroom and is postured for learning to his/her greatest potential.

¹⁸ Photograph depicts an illustration of children gardening

¹⁹ Community Garden - community gardens can be as diverse as its gardeners. Some grow only flowers, others are nurtured communally and their bounty shared.

²⁰ 11 Principles of Effective Character Education, Character Model Schools, www.character.org/11principles - building ethical communities

The Global Perspective

It is the philosophy of the Global Leadership Entrepreneurial Academy that it is important to teach our students about their community, other communities, and the world around them. We will promote learning and preparedness for our emergent global era. To assist and direct our students to better grasp and appreciate the world around them and to cultivate greater awareness, we will help bring our world into focus.

The Charter School will incorporate Second Language Acquisition²¹, which will include language learning and bilingualism. Multilingualism is viewed as a vital asset for individuals, organizations, nations, and the world as a whole. Students at the Global Leadership Entrepreneurial Academy will be encouraged to support multilingualism across the full range of global, national, regional, and community languages. Languages will include French, Spanish, Chinese and the American Sign Language (ASL) as components of its foreign language repertoire.

We will be the only school in North Carolina and only one of a few in the nation that teaches ASL as a foreign language. ASL is the predominant language — in other words, the language used most frequently for face-to-face communication, learned either as a first or second language of an estimated 100,000 to 500,000 Americans (Padden, 1987)²², including Deaf native signers, hearing children of Deaf parents, and adult Deaf signers, who have learned ASL from other Deaf individuals. Hence, the Global Leadership Entrepreneurial Academy students will be forerunners and possess infinite possibilities for lifelong opportunities globally with proficiency in ASL.

Next Step Preparation

The Global Leadership Entrepreneurial Academy philosophy is one where education has no borders and children learn experientially. Our philosophy encompasses an academic atmosphere where children are prepared to be successful in school, in a career, and in life. The concept encompasses an industrialist-based secondary education where children are safe, healthy, successful, and prepared.

In support of the local university and community college mission statement for collaborative relationships, college students are integrated into the instructional team for our students. Our K-12 will be thinking entrepreneurial and developing entrepreneurial/innovative ideas through practicums and teaching internships from collegiate students with the UNCG-School of Entrepreneurial Studies. The blueprint of success has been intricately designed and bridges the students of the Global Leadership Entrepreneurial Academy from kindergarten to a solid college education and into an industrialist enterprise.

²¹ Second Language Acquisition, www.asha.org/public/speech/development/second.htm - a knowledge of second language acquisition may help educational policy makers set more realistic goals for programs for both foreign language courses and the...

²² American Sign Language (ASL), www.handspeak.com – consisting of dictionary and grammar for ASL fingerspelling

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

The Global Leadership Entrepreneurial Academy will increase learning opportunities for all students and place special emphasis on expanded learning experiences for students, who are identified as at risk of academic failure or academically gifted by:

- Using innovative approaches to learning:
 - Discovery Learning²³
 - Differentiated Learning²⁴
 - Audioblox®²⁵
 - MICROSOCIETY®²⁶
 - Green Initiatives
 - Linguistics Education/Language Immersion Program – foreign language, Second Language Acquisition, American Sign Language (as a foreign language)
- Assisting at-risk students through development and/or strengthening skills in reading, listening, speaking, and writing
- Promoting a more active learning than passive learning:
 - Entrepreneur Skills Training
 - Gardening
 - MICROSOCIETY®
- Redefining the basic and clarifying what is expected of students
- By ensuring instructional staff attend conferences and training seminars in order to continuously improve methods and resources to expand learning experiences for students who are identified as at risk of academic failure or academically gifted
- By incorporating Personalized Education Plans (PEP) for all students in conjunction with written transition plans to track the student's Individualized Education Program (IEP)
- By continuing to assess each at risk student and special needs student
- By ensuring that Licensed and Certified Exceptional Children teachers are on staff

The Global Leadership Entrepreneurial Academy will provide parents and students with expanded educational opportunities within the public school system in a shift to performance-based accountability. The foundational coursework, as outlined above, uses a rich repertoire of research-based, differentiated instruction such as:

²³ Discovery Learning, www.discoverylearning.com – provides solutions that feature research-based individual and multi-rater assessments, business simulations and modules to accelerate learning.

²⁴ Differentiated Learning, www.atozteacherstuff.com – Grade Level(s) 3-5, 6-8, ... with different activities for demonstrating understanding of any subject topic from a...

²⁵ Audioblox – further outlined in Special Education section, www.audioblox2000.com – is a multisensory cognitive enhanced program, effective for a variety of learning difficulties including dyslexia, dysgraphia, dyspraxia and dyscalculia

²⁶ MICROSOCIETY®, www.elev8micromedia.com – is a national program that operates at elementary and middle schools where students build and administer their own societies.

- Direct Instruction with a 5-Step Lesson Design that includes a connection with the culture and background of our students and a connection to previous learning, as well as an immediate evaluation of learning in the form of an “exit ticket” that asks students to restate or apply the concept or skills that they have learned.
- Ensuring that teacher’s lectures are accompanied by visual representations with like graphic organizers and do not exceed the child’s chronological age (a lecture for a 10 year old should not exceed 10 minutes before being allowed to interact with and respond to the information given, even for a brief moment).
- Hands-on Learning that incorporates the Multiple Intelligences of the Charter School’s learners (learning math facts/prefixes & suffixes through raps, chants, songs, etc.)
- Numerous opportunities for students to construct their own meaning by learning and applying observation/investigation techniques to their inquiries and experimentations
- Questioning students using the precepts of the Revised Bloom’s Taxonomy
- Cooperative Learning experiences that are carefully crafted to include individual and group responsibility and accountability to generate higher level thinking that transcends mastery of factual information
- Access to technology and software to extend learning or to provide additional drill and practice
- Teacher Expectation Student Achievement (TESA)²⁷ strategies that include teacher proximity to students, equal distribution of questions, provision of immediate feedback, and provision of wait time after asking questions(i.e. 6 seconds) to name a few

These strategies are used across the curriculum in all subjects and research indicates that they have been found to be effective with a wide variety of students in numerous studies. Their application in the classroom will become the standard for ensuring that students are receiving a Quality Instructional Program. This foundation for a quality education is referred to later in this document as a “Tier 1” level of support available to all students.

²⁷ TESA, www.ci.kim.org/tesa - designed to modify the way teachers interact with students through heightened awareness of how perception...

Measuring School Effectiveness by Addressing Needs of All Students

The Global Leadership Entrepreneurial Academy is committed to fostering academic excellence and personal growth for all students. All students are expected to attain high standards, at a minimum, attaining proficiency or better in Reading and Mathematics. In order to better accommodate the needs of learners at all levels, the school anticipates maintaining an average student/teacher ratio of $\leq 20:1$ in grades 1-12, and $\leq 15:1$ in kindergarten.

The school will develop a NC State Board of Education (SBE) approved Local Educational Area Plan (LEA) to successfully educate a wide range of students, including those who are educationally disadvantaged, those with learning disabilities, English Language Learners, students achieving above grade level, homeless students, socio-economically disadvantaged students, and those at-risk students achieving below grade level. The process of effectively serving these students and identifying their needs involves a defined Intake Procedure.

Families choosing to attend the Global Leadership Entrepreneurial Academy will complete an intake packet (available in Spanish and other languages as needed) that includes a Parent Survey, Learning Styles Profile, Home Language Survey, and answers to questions designed to meet Child Find Requirements. Students new to the school participate in Reading/Writing and Math assessments. Knowledge of a student's instructional levels (including learning preferences and needs) assists with appropriate placement in Language Arts and Math classes to obtain immediate access to intervention.

Students considered at-risk for not meeting grade level standards are immediately identified when they score basic or below basic on their benchmarks and common core standards and receive less than 2.0 on their progress reports and report cards. The Global Leadership Entrepreneurial Academy does not give "D" grades because student performance less than 2.0 is considered insufficient for the student to have timely and successful intervention to be promoted to the next grade.

Early identification of struggling learners is essential to successful intervention. The school will blend a Student Success Team (SST) Process, Coordination of Services Team (COST), and Response to Intervention 1 (RtI1) model to provide effective services to struggling learners. If more intensive intervention is required, RtI2 is employed, which is a systematic, data-driven approach that delivers a research-based performance plan for students who consistently fail to master grade-level standards. RtI2 integrates resources from general core, EL programs, and Special Education through a comprehensive system of:

- Research-based core instruction
- Supplemental or intensive instruction, and
- Consistent measurement of student outcomes to improve student performance academically and behaviorally.

When a student is not adequately accessing the core curriculum, a collaboration meeting that includes the student, parent and staff is begun to:

- Determine if the student is indeed the recipient of “High Quality” (RtI1 instruction)
- Determine if RtI1 alone is adequate to meet a student’s needs, or if the student requires additional, standards-based, measurable and prioritized, academic or behavioral goals with increasingly intensive levels of instruction to accelerate his/her learning and/or improve behavior (RtI2)
- Carefully monitor and measure student outcomes
- Determine if educational decisions about the intensity and duration of interventions are fluid and based upon individual student response to intervention.

Three tiers of intervention are available to struggling learners to help them achieve success:

- High Quality Education/Universal Level Supports / 80-90% of students (Preventive, Proactive, All-Settings);
- Targeted Group Interventions / 5-10% (those performing at Basic levels of performance) who require Group Intervention after school or during Saturday School or Summer School Programs; and 3.Those individual students performing at far-below basic who require intensive, individual and durable intervention / 1-5% of the student population. In addition, students and their families are given access to available community resources, including a Communities in the Schools (CIS) program in which adult volunteers and social services are invited into the schools to support teachers and students.

For example, parent volunteers will provide support to struggling elementary age readers by implementing a Hooked on Phonics program that has resulted in increased student confidence and reading performance. The school aims to have 80% of its entire student body performing at proficient and above on benchmarks. Students not able to demonstrate proficiency are immediately identified and worked with systematically.

The Gifted Student

The Global Leadership Entrepreneurial Academy uses the November 2010, National Association of Gifted Children (NAGC) Standards for our K-12 programming standards as a resource tool – Appendix B. The 2010 standards provide a basis for policies, rules, and procedures that are essential for providing a systematic program and services to any special population. More importantly, these standards provide important direction and focus to the endeavor of program development. They also help define the comprehensiveness necessary in designing and developing options for gifted learners at the local levels.

These standards have been grounded in theory, research, and practice paradigms, and hence provide an important base for all the Charter School's efforts on behalf of the gifted learners at all stages of development, K-12. The Charter School will incorporate these new standards that now increase focus on diversity and collaboration – two powerful principles that guide high quality programs and services.

Additionally, the Charter School will utilize the standards guidelines on student outcomes for goals, rather than teaching practices. The six gifted programming standards that the Charter School will implement adhere are categorically provided below:

- a) Learning and Development
- b) Assessment
- c) Curriculum Planning and Instruction
- d) Learning Environments
- e) Programming
- f) Professional Development

(3) Encourage the use of different and innovative teaching methods; the Charter School teachers will be required to follow the NC Common Core and Essential Standards for K-12; however, the Charter School will posture the teachers to present curriculum in a myriad of methods using Differential Instruction,

The Global Leadership Entrepreneurial Academy will provide different and innovative teaching methods, while adhering to the NC Common Core and Essential Standards for K-12. We will posture our teachers to present curriculum in a myriad of methods using Differential Instruction:

- Assisting and guiding learners in using futuristic methods in decision making and problem solving
- Assisting and guiding learners to become computer literate
- Assisting and guiding learners in developing cultural awareness and an appreciation for the arts and others contributions
- Assisting and guiding learners to value science and technology as a basic principle of life's functioning
- Assisting and guiding learners to work on real world projects
- Incorporating technology into the school curriculum
- Incorporating field trips to sites that supplement the school's curriculum
- Incorporating instructional methods that include:
 - Presentation
 - Demonstration
 - Observation
 - Grouping
 - Discussion
 - Outside field trips and collaborative business/collegiate relationships
 - Experimenting
 - Brainstorming
 - Categorizing Information
 - Problem-Solving Activities
 - Modeling
 - Guided Practice
 - Simulation
 - Reflection

All teachers will be well-trained in differentiated instructional assessment and instruction methods. Teachers will employ authentic and alternative assessments, in addition to standardized district and state tests, to ascertain a student's mastery of core skills and concepts. The school's Student Support Services monitors and coordinates educational and behavioral services for all students with special needs, including students with Individual Education Plans, 504 plans, English Language Learners, Students of Poverty, and those High Achieving and Gifted Students who participate in the school's Gifted and Talented Education (GATE) program.

All of these students are members of the general education program with access to the performing arts and physical education. Additional supports and services are delivered primarily in the general education classroom with the collaborative support of credentialed Resource Specialists and their Instructional Assistants.

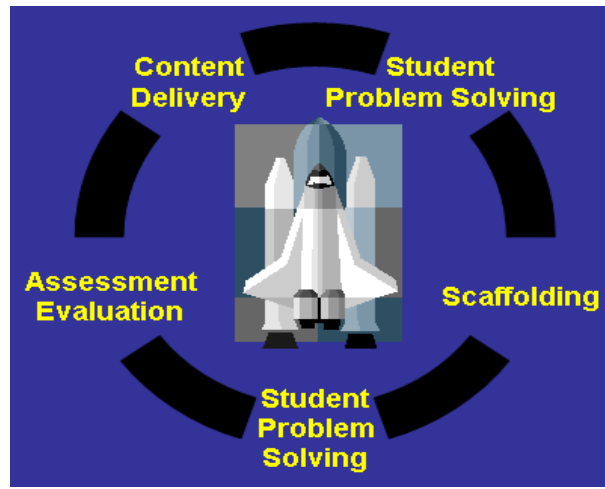
The school's Curriculum and Student Support Services are also dedicated to assisting teachers in providing additional support to students such as re-teaching skills and concepts or extending learning in a 1:1 or small group setting. If more intensive support is required, students are able to access a Resource Center staffed with credentialed Resource Support staff and their assistants. Progress is carefully monitored and documented.

One of the innovative methods that the Charter School will use to compliment the new North Carolina Core Standards and the RBT of asking questions is the Discovery Learning Model.²⁸ J.S. Bruner is the "Father of Discovery Learning." His book, *The Process of Education* (1960), is considered the foundational Discovery Learning text, but his teaching methods are in use today throughout schools nationwide. The Charter School plans to implement this innovative and successful program within its education curriculum.

Bruner wrote: "Discovery learning requires that the student participate in making many of the decisions about what, how and when something is learned." Provided below is a diagram that depicts the Discovery Learning Cycle that will be included in the Charter School instructional methods:

²⁸ The Discovery Learning Model

The Discovery Learning Cycle²⁹:



What Makes Discovery Different?

Discovery Learning creates an environment in which the principal content of what is to be learned is not given but discovered independently by the learner.

Who Uses this Paradigm?

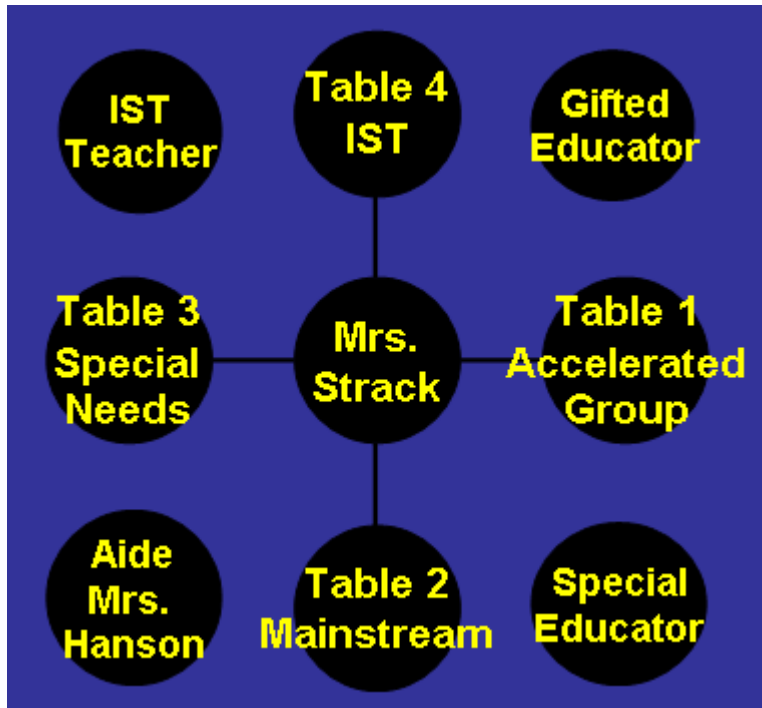
- Private Academies
- Specialty Science Programs
- Colleges and Universities
- Academic Olympics Programs
- Corporate Trainers

Students receive customized instruction designed to match their abilities and learning styles.

²⁹ Discovery Learning Cycle

Example: 4th Grade Core Knowledge – students organized by differing abilities to work under a unifying theme or subject area topic.

Example Analogy: Ms. Strack's Kindergarten Class³⁰



Advantages of Differentiated Learning

- Teachers do not teach to the “top” or but to the full class.
- Supports for special populations are in place.
- Teachers work in conjunction with support staff and specialist teachers

Grade Straddling

In exceptional cases, differentiation may best be accomplished through grade straddling – this is an effective instructional application for students who are more than three grades above level in a given subject.

³⁰ Differentiated Learning

(4) Create new professional opportunities for teachers, including the opportunity responsible for the Global Leadership Entrepreneurial Academy and has the ultimate goal of improving student learning.

Teachers are the experts in curriculum and instruction. As the primary executors of the school's educational program, they are the day-to-day stewards the school's mission and vision. Their voices will be heard as authoritative in matters related to curriculum, instruction, and student achievement, and will have weight in all areas of school decision-making. Teachers will confer among themselves and with administrators to discuss concerns, student progress, student needs, professional development plans, long-range school plans, and other governance issues.

A teacher's true passion is to provide a positive learning experience for children both in the classroom and out as students develop into lifelong learners. Three major hurdles can prevent this from happening:

- Lack of administrative support
- Lack of time
- Insufficient funds

At the Global Leadership Entrepreneurial Academy, teachers are treated as professionals, who have dedicated their lives to educating our leaders of tomorrow. The lack of sufficient planning time is usually a barrier to teachers successfully accomplishing their goal of educating our children. At the Global Leadership Entrepreneurial Academy, each teacher will have at least 40 minutes for individual planning. This collaborative time is essential to ensure teachers have adequate time to design new tasks for students, share materials and resources, discuss student work and progress, and work collaboratively to ensure student academic success. Instruction at the Charter School is presented in a block, extended-day format, this will provide each grade level instructional team with certain times to conduct grade-level planning, subject area planning and individual planning.

Structured staff meetings will be held at least twice per month to enhance team building among the staff and administration for issues ranging from activities to curriculum. All teachers with less than three years of experience will be provided a mentor teacher, who will work with his/her to reach their fullest potential. Teachers will provide examples of their "best practices" at faculty meetings, as well as share their routines and strategies.

The Charter School recognizes that insufficient funding creates challenges and barriers. The Global Leadership Entrepreneurial Academy's partnership with UNCG is an essential vehicle to additional resources for teacher training, professional development, and collaboration. Additionally, the Charter School will aggressively seek funding and sponsorship from an array of sources to provide resources ranging from classroom trinkets to technology.

Parent Involvement

The Global Leadership Entrepreneurial Academy recognizes that parents are entrusting us with the tremendous responsibility of educating and facilitating the maturational process of their children. We also recognize that parents are a big part of successfully accomplishing this goal. We see parents as assets to our school community and as such will seek to develop working partnerships by both inviting parents to us and by going to them. They will continue to play a major role in the school's evolving governance structure. We anticipate the BD to appoint 4-6 parents, who will represent the diversity of the school.

Ongoing School-Home Links

In accordance with the consortium's ideals, strong relationships between school and home depend on mutual respect, trust, and communication. The best way to build such relationships is by fostering dialogue to assure that parents understand and support the fundamental mission and vision of the school and to help school staff understand the needs, wishes, values, and culture of parents and students. The administrative outreach coordinator will be the primary facilitator of this process.

School-home bridge-building activities may include:

- a) Orientation for new families to clarify the mission and vision of the school, the educational approach
- b) and expectations for parent participation, and a description of volunteer opportunities
- c) Parent meetings to solicit input on major school decisions and feedback on ongoing operations
- d) Amendment of the school's parent handbook
- e) Inclusion of parents in committee meetings and school functions through invitations to participate
- f) Inclusion of parents in the assessment process and in learning exhibitions
- g) Training in how the school's assessment process works including parents' roles in it
- h) Inclusion of parents in instruction, as appropriate
- i) Regular communication between parents and advisors
- j) Workshops to help parents support their children's education
- k) School celebrations

(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.)

Early care and education results-based accountability (performance-based accountability) is the method that the Global Leadership Entrepreneurial Academy will use to assess the effectiveness of its early care and education programs, services, and initiatives to ensure positive outcomes for the children we serve. The Charter School embraces the methods to change from rule based to performance based accountability systems in North Carolina by:

- a) Education Added Value Assessment System – the value-added assessment measures growth and answers the question: how much value did the school staff add to the students who live in its community? How, in effect, did they do with the hand society dealt them? If schools are to be judged fairly, it is important to understand this significant difference.
- b) Evaluation of Quality Activities - Supporting the comprehensive consumer education programs
- c) Establishing a Culture of Accountability - by ensuring
 - Processes exist for regularly evaluating how well programs are working?
 - Administrators value and use information to assess progress, review/revisit goals, adjust focus, and develop new initiatives
 - Administrators and teachers are committed to learning/continuous improvement through analysis and experimentation
 - Administrators and teachers are knowledgeable about evaluation research and practice at a “familiarity level”
- d) Developing a long-range strategic evaluation plan
- e) Partner with researchers and experts
- f) Ensure data quality
- g) Engage families and community leaders – by ensuring
 - Families and community leaders are included in strategic planning and or advisory meetings
 - Opportunities exist for interaction and relationship building with families and community leaders to promote goals
 - Materials are written in language and format easily understood by families and community leaders
- h) Results are communicated simply and often
 - The Charter School will follow the North Carolina Department of Public Instruction’s Accountability Model.
 - All state-mandated testing will be given as well as tests for reading, comprehension, mathematics, and science.
 - We recognize that these tests are changing as NC transitions to the Common Core Standard. Nevertheless, our faculty and administrators will be abreast of these modifications and adhere.

Rubrics and other assessment tools will be used to measure our performance-based accountability systems and teacher effectiveness. Alternate assessments are available for many of the state tests for students with disabilities and those who have Individualized Education Programs (IEPs) and students with limited English proficiency, who meet specific eligibility requirements. All studies identified as limited English proficiency will be annually assessed to determine progress and level of English language proficiency.

The Think Tank

The Global Leadership Entrepreneurial Academy is fortunate to have a team of dedicated professionals with the sole mission of ensuring the student's success and partnering with the school's staff to accomplish the mission. This team will employ industry best-practice principles, to include the use of Lean Six-Sigma³¹, used in other school districts, e.g. Colorado³² and Pennsylvania³³. Six-Sigma is the appropriate tool where quality management is concerned. In an educational setting, teachers are the work force and parents are the customers. The latter tend to pay the fees and expect their wards to get good and qualitative results. By improving teaching techniques, teachers expect a positive change in the performance of their students. This change is expected to last for a stipulated time for the acquired profit to remain constant.

Six-Sigma Implementation

The first step before the implementation is to recognize the problem and define a project to lessen or completely eradicate the problem. These projects are led by the Green Belts and assisted by the Black Belts. Using a DMAIC (Define, Measure, Analyze, Improve and Control) theory the following steps are taken starting from the senior most level, basic six sigma principles are taught. This creates an environment for innovation and creativity. Thereafter, a module is developed in order to establish a close communication between teachers and students. This module involves preparing a method to obtain and evaluate everyone's input. In educational settings, teachers help in building a data by conducting a study.

By applying Six Sigma to education, a positive change in teaching methods and a consequential positive result is bound to happen. Proper education paves the way for qualitative learning for everyone. By implementing the right techniques, the road ahead would be smooth enough to reach the desired goals.

³¹ Six-Sigma Reference info

³² Colorado – Six-Sigma

³³ Pennsylvania – Six-Sigma

EDUCATIONAL FOCUS:

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

The Global Leadership Entrepreneurial Academy educational focus is entrepreneurial curriculum with language discipline studies. The school's educational focus supports research that when students study entrepreneurship,³⁴ language, culture, and literature different than their own, they are propelled beyond the limits of their own culture in all aspects. The school is structured on an extended, COHORT-based, One-School-House Approach (students keep the same teacher K-6, 7-12), from 8:00 a.m. to 5:00 p.m., 190-day block schedule, with transportation provided. The learning occurs experientially, over time, with cultural and related experiences building upon one another to form a strong academic and personal foundation of knowledge, skills, attitudes, and values. Our school will be a member of the National Schools of Character™.

Our Charter School follows the MICROSOCIETY® and the forward curriculum of the University of North Carolina Entrepreneurship Center Model. The school will create a meaningful and relevant learning environment to inspire a day-to-day learning experience that exceeds limited simulations or project-based learning. The learning will create authentic long-term, real-life functioning business ventures, government and community agencies.

The MICROSOCIETY® and Entrepreneur School Models will empower our students to connect to future roles, find meaning, and purpose in their education. Our children will gain the skills, knowledge, and attributes to go beyond a destiny of just becoming employees and workers in industry, but they will be empowered to become employers and industry creators. Our consortium will guide our children to find meaning and purpose in their education. As a result, the Global Leadership Entrepreneurial Academy students are prepared to proceed through higher education and ultimately into adulthood as productive, contributing citizens and skilled innovators in a global economy.

We will incorporate Second Language Acquisition, which will include language learning and bilingualism in an immersion program. Multilingualism is viewed as a vital asset for individuals, organizations, nations, and the world as a whole. Students at the Global Leadership Entrepreneurial Academy will be encouraged to support multilingualism across the full range of global, national, regional, and community languages. Languages will include French, Spanish, Chinese, and the American Sign Language (ASL) as components of its foreign language repertoire. We will be the only school in North Carolina and only one of a few in the nation that teach ASL as a foreign language. ASL is the predominant language — in other words, the language used most frequently for face-to-face communication, learned either as a first or second language of an estimated 100,000 to 500,000 Americans³⁵, including Deaf native signers, hearing children of Deaf parents, and adult Deaf signers, who have learned ASL from other Deaf individuals. The Global Leadership Entrepreneurial Academy students will be forerunners and possess infinite possibilities for lifelong opportunities, globally, with ASL proficiency.

The instructional design addresses identified needs of all students, including students with special needs, second language learners and those considered to be high-achieving and/or gifted, to facilitate high academic achievement levels according to the 2010, North Carolina Common Core State Standards for K-12 English Language Arts and Mathematics. Additionally, the North Carolina Essential Standards will be used for teaching and assessment beginning in the 2012-2013 academic years at the Global Leadership Entrepreneurial Academy.

³⁴ Entrepreneurship Curriculum, www.eric.ed.gov – Curriculum for Entrepreneurship Education

³⁵ Padden, C.A., “Foreign Language Requirement?” 1987

III. GOVERNANCE

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

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

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

Name of Private Nonprofit: Positive Direction Youth and Families, PDY&F

Mailing Address: 1523 Barto Place
City/State/Zip: Greensboro, NC 27405
Street Address: 1523 Barto Place, Greensboro, NC 27405
Email: whatamathtutor@gmail.com
Phone: 336.253.1874
Fax:

Name of registered agent and address: Marlando Pridgen, 1523 Barto Place, Greensboro, NC 27405

FEDERAL TAX ID: 56-1872937

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 (See Appendix C)

Note:

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

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

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

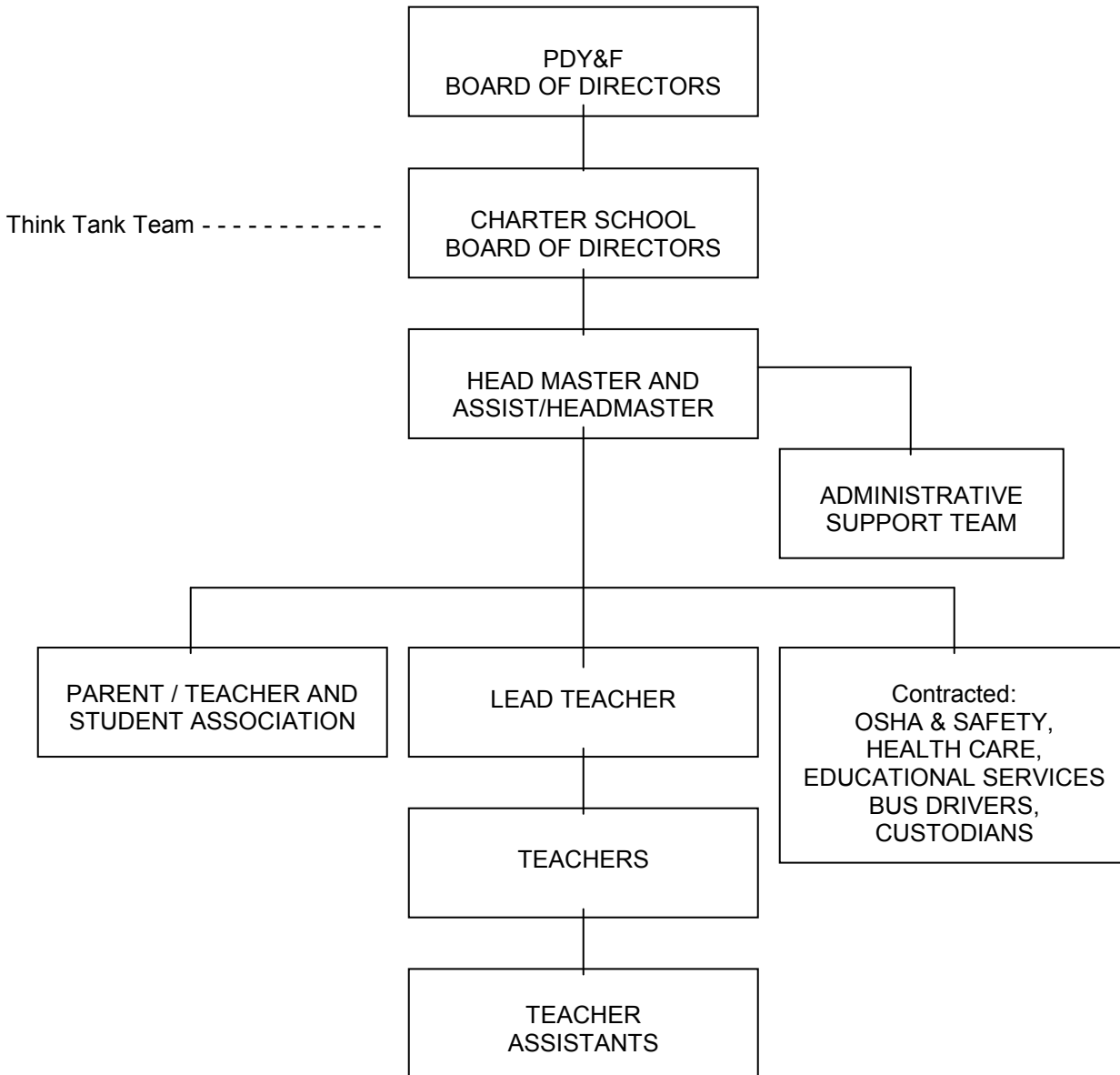
Please provide the following in this location of the APPLICATION: (Do not include as an appendices.)

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

The Global Leadership Entrepreneurial Academy will be in compliance with (GS 115C-238.29B (b)(3);GS 115C-238.29E(d)). The Charter School will govern the school using a Board of Directors. The Board of Directors will consist of no less than five (5) but no more than ten (10) members. The primary focus of the Board of Directors is to establish a charter school based upon North Carolina State Law, aid in the endeavors of the school, facilitate management of the corporation, and make decisions on major issues, such as policies.

- The Board will appoint committees that will oversee fiscal and operational audits, a building committee, community relations and other committees as it deems fit to be appropriate to perform the functions determined by the Board and to advise the Board.
- The Board will receive recommendations regarding school operations from the Principal/Director of the school, which will participate in Board meetings as an ex officio, non-voting member.
- The Board will consult with outside expert advisors in the relevant areas such as law, finance, public relations, special education, and public relations, as needed.
- The Directors will coach and work with the Lead Teacher team and the Parent Teacher, Student Advisory committee to ensure there is positive, direct communication and informed decision-making.

An organizational chart that defines the structure of the above narrative is listed below:



1. A one-page resume for each member of the board of directors highlighting his or her experiences over the past ten or more years.

Jeffrey Alexander

7 Loxwood Court ■ Greensboro, NC 27405 ■ (336) 638-8676
Home (336) 253-1874 – cell ■ jalexander2@rock.k12.nc.us

Profile:

An accomplished community leader and educator with a special gift to reach children and people. Has detailed experience in bringing groups together to develop a synergy and that is beyond reproach.

Recognized for the ability to build relationships with key personnel and is a well versed strategist.

Core Competencies:

- Classroom Management
- Creative Lesson Planning
- Curriculum Development
- Instructional Best-Practices
- Standardized Testing and Scoring
- Learner Assessment
- Experiential Learning
- Special Needs Students/IEPs

EDUCATION

M.S., Mathematics Education – currently enrolled
North Carolina A&T State University, Greensboro, NC

B.S., Mathematics Education
North Carolina A&T State University, Greensboro, NC
Spring 2005 Overall GPA: 3.69

ACADEMIC EXPERIENCE

Rockingham County Schools	(Jan 2010 – present)
Healthy Start Academy Durham, NC	(Nov 2008 – Jan 2010)
Guilford County Schools	(Aug 2006 – Nov 2008)
Rockingham County Schools	(Feb 2005 – June 2006)

Teacher

- Perform all teacher duties including developing and implementing lesson plans tailored to the NCSCOS
- Create formal and informal assessment tools for students
- Develop and implement classroom management strategies
- Participate in various extracurricular activities tailored for student success
- Implement modifications for students with special needs

GAMSEC@North Carolina A&T S.U. (Oct 2004 – July 2006)

Greensboro Area Mathematics/Science Educational Center

Teacher

- Implemented classroom instruction for Algebra I/AlgebraII/Algebra III/Calculus curriculums throughout the school year

Research Student

(Summer 2004)

University of Maryland, College Park, College Park, Maryland

Summer Program in Research and Learning (SPIRAL)

- Performed research in game theory and combinatorics
- Gave a formal presentation with proofs to students and professors

ACTIVITIES

- Executive Director, Consortium for Entrepreneur Charter School
- North Carolina Council for Teachers of Mathematics, 2004 – present
- National Association of Mathematicians, 2004 – present
- Lone Star Lodge # 33- F&AM, Reidsville, NC, 2004 – present
- Alpha Phi Alpha Fraternity Incorporated, Mu Sigma Chapter, 1993 – present
- PTA, Treasurer for Reedy Fork Elementary School, 2008 – 2009
- RHS Step Team, Co-Faculty Advisor, 2010 – present
- Nu Alpha Omega Fraternity Inc., RHS Faculty Advisor, 2010 – present

REFERENCES

- Available upon request

Profile:

A groundbreaking educator, public speaker, researcher and business consultant - committed to family and community.

A distinguished researcher and academic contributor

...

Core Competencies:

- *Strategic Planner*
- *Marketing Consultations*
- *Motivational Speaker & Family Advocate*
- *Curriculum Development*
- *Researcher and Professional Author*
- *Ad-hoc Reviewer for Professional Journals*
- *Faculty Planning*

Merlyn A. Griffiths

4305 Pepperbush Drive ■ Greensboro, NC 27405 ■ (714) 366-6998 ■

Merlyngriffiths@gmail.com

Magriff3@uncg.edu

Education

Ph.D. – University of California-Irvine, The Paul Merage School of Business, Ph.D. Management

M.B.A. – Bentley University, McCallum Graduate School of Business

B.S.B.A. – Boston University School of Management, Finance

Academic Experience

Assistant Professor of Marketing, Joseph M. Bryan School of Business and Economics, University of North Carolina-Greensboro

Graduate Research and Teaching Assistant, The Paul Merage School of Business, University of California School of Business, Irvine, Irvine, CA

Senior Associate Director of Graduate Admission & Marketing Instructor, McCallum Graduate School of Business, Bentley University, Waltham, MA

Industry Experience:

1997 – 1999, Strategic Planner, Hoyts Cinemas Corporation, Boston, MA

1995 – 1997, Marketing Manager, Holographic Products, Polaroid Corporation, Cambridge, MA

1994 – 1995, Financial Analyst, Marketing Financial Planning and Analysis Division, Polaroid Corporation, Cambridge, MA

Professional Memberships and Community Service

- Board Member, Consortium for the Entrepreneur Charter School
- Association for Consumer Research
- Academy of Marketing Service
- The National Black MBA Association
- Society for Personality and Social Psychology

References

Available upon Request

Alicia Fields Minkins

5 Fleming Terrace Circle ■ Greensboro, NC 27410 ■ (336) 362-9178 phone, (336) 273-0617 fax ■ docalicia@aol.com

Profile:

An avid entrepreneur engaged in the local and statewide community – A front line business person, mentor and leader for small family-owned businesses to large corporations, organizations in your back yard or lesser-known international companies.

Empowers entrepreneurs and families to live their dreams...

Core Competencies:

- *Business & Incubator Program Development*
- *Resource Skills Management*
- *Motivational Speaker & Enthusiast*
- *Instructional Design for Elementary*
- *Experiential Learning*
- *Women's Community Leader & Activist*

Education

University of North Carolina at Greensboro (UNCG)
Greensboro, NC

August 1986: B.S. Degree Major: Business Management

Work Experience:

April 2002 – Present

EJ's Staffing Services Inc., Greensboro, NC
Managing Partner

June 2003 - Present

Calvary Kids Daycare
Managing Partner

Conglomerate Business Owner/Entrepreneur:

- June 1998 - Present
VKFields & Company
- September 1988 – present
Controlifax Medical Systems of the Triad

May 1994 – April 1995

Greensboro Housing Authority Greensboro, NC
(Youth Entrepreneur Coordinator/Girls Youth Director)

Community Involvement

- United Way of Greater Greensboro Youth Services Committee
 - Tarheel Triad Girl Scout Council Board
 - UNCG Black Alumni Council Chairperson
 - UNCG Bryan School of Business Alumni Board & Alumni Association
 - Board Member
 - Treasurer (2000-2003)
 - 2nd Vice President/Nominating Committee Chair (2003 – 2005)
 - UNCG Excellence Foundation Board Member
-

Memberships

- Board Member, Consortium the Entrepreneur Charter School
 - Greater Greensboro Chamber of Commerce (2002-present)
 - National Association of Professional Women
 - Jefferson Elementary PTA (2004-present)
 - Guilford Middle School PTA (2010-present)
 - Better Business Bureau
 - Watchful Network
-

References

Available upon Request

Earl N. M^cBride II, CPA

Burlington, NC 27215 ■ Greensboro, NC 27410 ■ (336) 585-4662

Profile:

A financial economist and business manager – possesses the unique and distinguished ability to catapult small business financial management methods into solvency through education and training

An entrepreneur and community leader focused on family unity and lifelong learning.

Core Competencies:

- Business Financial Management
- Tax and Accounting Services
- Financial and Legacy Planning
- Computer Science
- Business Accounts Management
- Family Community Leader

Education

University of Florida at Gainesville
Masters of Accounting
Focus in Taxation
December 21, 1996

Florida A&M University, Tallahassee, Florida
B. S. in Accounting, 1994

CERTIFICATION

Certified Public Accountant (North Carolina #28863)

COMPUTER SKILLS

Proficient in SAP, Excel, and Word

Work Experience:

Computer Sciences Corporation

SENIOR FINANCE MANAGER

General Dynamics Account - Americas

April 2009 - Present

FINANCE MANAGER

General Dynamics Gulfstream Account – Savannah, GA
2005 – March 2009

April

Nortel Networks Account – Raleigh/Durham

2001 – April 2005

March

Computer Sciences Corporation

FINANCE MANAGER

General Dynamics Advance Technology Account - Greensboro, NC

November 1998 – March 2001

PricewaterhouseCoopers, L.L.P. - Memphis, TN

TAX ASSOCIATE

January 1997 - October 1998

Community Involvement

- Board Member, Consortium for the Entrepreneur Charter School
- Ministry Leader

References

Available upon Request

Profile:

An attorney and advocate for the community –

Possess on-demand skills to analyze legal documents and provide interpretation for discovery projects

An entrepreneur and community leader focused on legal advocacy for the disadvantaged.

Core Competencies:

- Civil Litigation
- Criminal Law
- Legal Document Analysis
- Entrepreneur
- Community Leader

Micah E. Huggins

2807 Earlam Place ■ High Point, NC 27260 ■ (336) 908-4349

Education

University of North Carolina School of Law
Chapel Hill, North Carolina
Juris Doctor, May 2006

University of North Carolina in Greensboro
Bachelor of Arts, *cum laude*, Political Science
December 2002

LICENSURE - North Carolina State Bar

Work Experience:

**Attorney at Law, Carolina Legal Solutions,
High Point, NC, August 2010-present**

- Criminal and Civil Litigation (State and Federal)
Aug 2010 - Present

**Assistant Public Defender,
Guilford County Office of the Public Defender,
High Point, NC January 2009-August 2010**

**Contract Attorney, Hudson Legal, Charlotte, NC, July -October 2008;
Huron Consulting Group, Morrisville, NC, March 2007-July 2008**

- Reviewed and analyzed electronic legal documents in large scale discovery projects

**Lead Teacher and Supervisor, Phillips Avenue Child Development Center,
Greensboro, NC, summers and school breaks, 1998-2005**

- Earned North Carolina Early Childhood Credential, Guilford Technical Community College

Community Involvement

- Board Member, Consortium for the Entrepreneur Charter School
- Guilford County Association of Black Lawyers;
- North Carolina Advocates for Justice (Criminal Defense Section); High Point Bar Association;
- Greensboro Bar Association (Young Lawyers Section)

References

Available upon Request

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

The Global Leadership Entrepreneurial Academy agrees to be subject to the Open Meeting Law (Article 33C of Chapter 143 of the General Statutes).

The following Conflict of Interest Policy was adopted by unanimous resolution of the Global Leadership Entrepreneurial Academy governing board.

Conflict of Interest

Article I

The purpose of the Conflict of Interest Policy is to protect the Global Leadership Entrepreneurial Academy Charter School (hereinafter “the Organization”) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the organization or might result in a possible excess benefit transaction. This policy is intended to supplement, but not replace any applicable state and federal laws governing conflict of interest to nonprofit and charitable organizations.

Article II

Definitions

1. Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family

- a. An ownership or investment in any entity with which the organization has a transaction or arrangement,
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III

Procedures

1. Duty to Disclose

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

2. Determining Whether a Conflict of Interest Exists

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

3. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

2. Violations of the Conflicts of Interest Policy

a. If, the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV

Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contained:

a.The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b.The names of the persons who were present for discussion and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V

Compensation

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation directly or indirectly, form the organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI

Annual Statements

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

a.Has received a copy of the conflicts of interest policy,

b.Has read and understands the policy,

c.Has agreed t comply with the policy, and

Understand the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities, which accomplish one or more of its tax-exempt purposes.

Article VII

Periodic Reviews

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

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.

b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

3. **A copy of the articles of incorporation. While the statute does not require the applicant to have acquired corporate status in order to apply, that status must be acquired prior to receive a charter. Accordingly, if the applicant does not yet have corporate documents filed with the Secretary of State, it should demonstrate that it is prepared to do so in the near future.**

ARTICLE I

SECTION 1: Name

The name of the non-profit corporation is Positive Direction for Youth & Families (the Corporation), duly authorized under the statutes of the State of North Carolina.

SECTION 2: Principal Office

The principal office of the Corporation is located in the City of Greensboro, in Guilford County, in the State of North Carolina. The street address of the initial registered office of the Corporation is Positive Direction for Youth & Families, Inc., and the name of the initial registered agent at such address is (insert name).

ARTICLE II Purposes

SECTION 1: Purposes

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

ARTICLE III Board of Directors

SECTION 1: Powers

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

Section 2: Number, Qualifications, Election, and Tenure

- a) The number of members constituting the Board of Directors shall be between five (5) and ten (10) members.
- b) A person needs to be at least eighteen (18) years old to be qualified as a Director. Paid employees of the Corporation may serve on the Board of Directors only as Non-Voting Members.

c) Any qualified person seeking to become a Director of the Board will submit an application including a resume and explanation of why he/she is seeking membership to the Board. When a vacancy or vacancies occur, either by death, resignation, and removal from office, end of term, tenure limit, and/or for any other reason the remaining Board Members will review the applications submitted and elect the applicant(s) seeking to become members of the Wall Street Academy Board of Directors. The Board Members may conduct interviews with the perspective Board Candidates.

d) Each Executive Member shall hold office for a period of two (2) years. Each Active Member shall hold office for a period of three (3) years.

e) The terms of each person appointed or elected to a two-year (2) term shall serve more than three (3) consecutive terms or more than four (4) terms over that person's lifetime. However, each Director shall continue in office until the successor in that office shall have been duly appointed or until the current Director shall resign or become disqualified or until that Director shall have been removed. The terms of each person appointed or elected to a three-year (3) term shall serve no more than two (2) consecutive terms or more than three (3) terms over that person's lifetime.

Section 3: Duties

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

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

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

Section 4: Regular Meetings

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

Section 5: Substitute Regular Meetings

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

Section 6: Special Meetings

The persons authorized to call Special Meetings of the Board are the President or at least two Members.

All Board Members must be notified not less than four (4) days in advance of the place and time of a Special Board Meeting, such notice to be made pursuant to Section 7, below.

Section 7: Notice of Meetings

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

Section 8: Quorum

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

Section 9: Voting

Except as otherwise expressly provided by statute or by these By-Laws, the action of a majority of the Board Members present at a meeting in which there is a quorum shall be the action of the Board of Directors. A Member who is present at a meeting where there is an action on corporate matters shall be presumed to have agreed to the action taken; unless a contrary vote is recorded or otherwise entered into the minutes of the meeting.

Section 10: Resignation of Board Members

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

Section 11: Vacancies

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

Section 12: Compensation

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

Section 13: Member's Adverse Interest

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

Section 14: Certain Member Liability

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

ARTICLE IV Officers

Section 1: Designation of Officers

The officers of the Board of Directors of this Corporation shall include the: President, Vice President, Secretary, and Treasurer. The Members may designate and fill other corporate officers as needed. Any two offices or more may be held by one person, except the offices of President, Vice President, Secretary, and Treasurer. No officer shall sign or execute any document in more than one capacity.

Section 2: Election, Term of Office and Qualifications

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

Section 3: Subordinate Officers and Agents

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

Section 4: Duties

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

Section 5: Removal

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

Section 6: Resignations

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

Section 7: Vacancies

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

Section 8: President

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

Section 9: Vice-President

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

Section 10: Secretary

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

Section 11: Treasurer

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

Section 12: Duties of Officers may be delegated

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

Section 13: Committees

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

ARTICLE V Procedures and Restrictions

Section 1: Contracts

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

Section 2: Loans

No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name, unless and except as authorized by the Board of Directors. Any officer or agent of the Corporation thereunto so authorized may affect loans or advances for the Corporation and for such loans and advances may make, execute, and deliver promissory notes, bonds, or other evidences of indebtedness of the Corporation.

Section 3: Deposits

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

Section 4: Checks, Drafts

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

Section 5: Gifts

The Board of Directors may accept on behalf of the Corporation any contribution; gift, bequest, or devise for the general purposes or for any special or educational proposes of Global Leadership Entrepreneurial Academy Charter School.

ARTICLE VI General Provisions

Section 1: Corporate Seal

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

Section 2: Fiscal Year

The fiscal year of the corporation shall begin July1st – and end one June 30th.

Section 3: Amendments to By-Laws

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

Section 4: Books and Records

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

Section 5: Officer and Member Indemnification

The Corporation shall indemnify any Member officer or former Member or officer of the Corporation or any person who may have served at its request as a Member or officer of another corporation, partnership, joint venture, trust, or other enterprise against liabilities and reasonable litigation expenses, including attorneys' fees, incurred by the Member in connection with any action, suit or proceeding in which that Member is made or threatened to be made a party by reason of being or having been such Member or officer, except in relation to matters as to which the Member shall be adjudged in such action, suit or proceeding to have acted in bad faith or to have been liable or guilty by reason of willful misconduct in the performance of duty. The indemnification authorized by this Section 5 (a) shall be in addition to that permitted by General Statutes Sections 55A-17.2 or 55A-17.3 or North Carolina General Statutes or as authorized in these By-Laws. The corporation may purchase and maintain insurance on behalf of any person who is or was a Member, officer, employee or agent of the corporation or is or was serving at the request of the corporation as a Member, officer, employee, or agent of the corporation, partnership, joint venture, trust, or other enterprise against any liability asserted against and incurred by the person in such capacity, or arising out of the officer's status as such, whether or not the corporation would have the power to indemnify that officer against such liability.

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

Section 6: Conflict of Interest

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

Section 7: Gender

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

Section 8: Prohibited Activities

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

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

Section 9: Disposal of Assets

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

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

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

Our Governance

The Global Leadership Entrepreneurial Academy will be governed by its Corporate Board of Directors (also referred to as "BD") whose members have a legal fiduciary responsibility for the well-being of the organization. The BD is composed of a broad cross-section of the school community and community-at-large. According to the by-laws, Board members are selected through a process in which a Selection Committee is appointed by the BD and recommends candidates. The BD then appoints members.

Duties of the BD

- To further define and/or refine the organization's mission, strategy, and policies
- Approve a plan and budget to meet the school's organizational goals
- Evaluate the organization's effectiveness
- Hire leadership
- Support the school's fundraising and educational efforts in the community
- These functions will allow for the implementation and governance of Global Leadership Entrepreneurial Academy, so it can function at optimal levels. BD members participate regularly in training regarding board governance, the Brown Act, and conflicts of interest rules.

BD Delegation of Duties

The BD may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee or an appropriate third-party contractor to the Charter School any of those duties. The BD, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Currently, the BD has or is in the process of creating several committees that will help it to provide effective oversight of the educational program, financial management and operations of the school, as well as allow for inclusive ongoing policy development, leadership team development and self-evaluation. These committees include Assessment and Accountability, Communications, Education program, Finance and Budget, Human Resources, Operation & Facilities, and Policy. Each committee has its by-laws and is appointed by the BD. It consists of employees, parents, and community members that have knowledge and expertise in the area under jurisdiction of the committee.

Executive Branch

Administrators, teachers and other school employees are responsible for executing the BD's policies and the school's administrative procedures.

The Global Leadership Entrepreneurial Academy Leadership Board

The Global Leadership Entrepreneurial Academy Leadership Board is expected to include parents, teachers, administrators and community members. This governing body is the equivalent of a Student Site Council.

Parent Involvement

The Global Leadership Entrepreneurial Academy recognizes that parents are entrusting us with the tremendous responsibility of educating and facilitating the maturational process of their children. We also recognize that parents are a big part of successfully accomplishing this goal. We see parents as assets to our school community and as such will seek to develop working partnerships by both inviting parents to us and by going to them. They will continue to play a major role in the school's evolving governance structure. We anticipate the BD to appoint 4-6 parents, who will represent the diversity of the school.

Officers of the Board of Directors shall consist of a President, Vice-President, Secretary, and Treasurer.

Each Officer shall serve a term for no more than two (2) years, and no more than four (4) terms if a lifetime.

The duties of each Officer shall be:

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

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

As part of the decision-making process, the Global Leadership Entrepreneurial Academy Board will view the Principal/Executive Director as an integral member of the learning community comprised of students, staff and families. The Board shall consist of a parent representative and a community representative. These members shall be voting members for all decisions and board processes and procedures. The Board will support shared decision making, promote collaborative leadership and require accountability from all people in the school.

The boards' decisions and policy making will be transparent. Board meetings will be held at the school, unless there are extenuating circumstances. Decisions and policies will be discussed openly and recommendations from sub-committees will be heard and incorporated into the decision-making process.

The board has charged the Principal/Executive Director with specific duties and recognizes that he/she is responsible for:

- Serving as the educational leader of the school
- Planning
- Budgeting
- Facilities management
- Scheduling staff development
- Supervision and evaluation of staff
- Running the school efficiently and, at the same time, advancing the ideals of the charter

6. 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.

The Global Leadership Entrepreneurial Academy’s Planning and Goals encompasses a:

- Clearly defined mission that can be easily understood by the general public
- A Five-Year Strategic Plan with Measurable Goals
- A set of key performance indicators or measures (quality, efficiency – defined by the State of North Carolina)
- An annual operating (performance) plan with specific targets for the key measures

MISSION STATEMENT:

The Global Leadership Entrepreneurial Academy empowers students to succeed, inspires intellectual curiosity, and celebrates both effort and accomplishment. The School is distinguished by its global perspective, leadership building, and respect for the global workforce.

ACADEMIC VIGOR:

The Global Leadership Entrepreneurial Academy actively engages students and faculty in a challenging educational experience that fosters the skills, habits and passion for lifelong learning.

CHARACTER:

The Global Leadership Entrepreneurial Academy experience develops moral courage, integrity, kindness, empathy, responsibility, courtesy and respect for different backgrounds, talents and interests.

PARTICIPATION:

The Global Leadership Entrepreneurial Academy requires its students to participate in every aspect of school life, encouraging them to learn more about themselves and others while preparing them for purposeful involvement in the local and global community.

STRATEGIC PLAN INTRODUCTION

The Global Leadership Entrepreneurial Academy has offered students the opportunity to study and learn in an environment which is committed to excellence. For over a decade, the consortium has remained strong in continuing to provide an education, which will enable students to excel both scholastically and socially. Academic vigor, character, and participation are the cornerstone of the Global Leadership Entrepreneurial Academy since its vision and are values reflected in the School’s Mission Statement.

In preparation for success at secondary school, our faculty has developed a curriculum which stimulates students to think critically while testing their limits within a secure and supportive setting. Along with high academic standards and expectation, we emphasize entrepreneurial skills as a foundation for future challenges.

In our faculty, children find highly qualified, patient mentors whose love of teaching and learning encourages them to stretch their minds and reach their potential. In classrooms and on playing fields, our children are exposed to caring, courtesy, and consideration for others that is emphasized by example. Relationships are built on understanding, respect, and trust.

The Global Leadership Entrepreneurial Academy was founded as a family school and always will be a family focused with teachers and parents working closely together, creating a bond which empowers students to succeed, inspires intellectual curiosity, and celebrates both effort and accomplishment. The state of the art facilities were chosen based upon Agglomeration³⁶ - Research. The Economies of Agglomeration describes the benefits that organization obtain when locating near each other.

The Board of Directors has given careful consideration to each major area addressed in the Strategic Plan and has established a timeline and direction for its implementation. The plan will prepare the school as it approaches the celebration of its grand opening for Academic Year 2012-2013.

ORGANIZATIONAL GOAL

1. The Global Leadership Entrepreneurial Academy will continue to honor its vision, inspire its present, and sustain its future through a commitment to high standards of character and academic performance while developing an awareness of and the ability to thrive in the global community.

IMPLEMENTATION STEPS

- Clearly define the schools vision and educational focus and articulate it within and outside of the school family via appropriate School communications. The school's vision and mission will be affirmed with new faculty and students to migrate growth applying industry best-practice business models, to include Lean-Six Sigma: K-5 for Year 1, K-6 for Year 2, K-7 for Year 3, K-8 for Year 4, K-9 for Year 5, K-10 for Year 6, K-11 for Year 7, and K-12 for Year 8.
- Conduct new faculty orientation and professional development that includes NC Common Core Standards, Reading Foundation, Math Foundation, Language Immersion, and MICROSOCIETY®.
- Honor and maintain the valued and unique diverse cultures of students, families, and faculty
- Mindfully reinforce the values of personal respect, good manners, and sportsmanship in our relationships with each other, as well as with those we welcome to our community.
- Work with school families and faculty to uphold their values through daily interaction and School community events

³⁶ Agglomeration Research – Another charter school resides on the campus of the future Global Leadership Entrepreneurial Academy, but has a different academic focus and mission statement. The Economies of Agglomeration, simply put, as more firms in related industries cluster together, the costs of production may decline significantly (firms have competing multiple suppliers, greater specialization and division of labor result). Even when multiple firms in the same sector (competitors) cluster, there may be advantages because that cluster attracts more suppliers and customers than a single firm/organization could alone.

- Maintain the small class sizes that afford students of varying ranges of ability the individual attention they need to succeed
- Identify and develop programs that will begin to prepare students for the global environment in which they will live as adults
- Offer curriculum to reflect the School's visionary outlook as well as its respect for sound elementary, middle, and high school education
- Implement a distinctive interdisciplinary curriculum that will be interwoven through grades K-12 and will culminate into a capstone experience – entrepreneurial and/or higher learning
- Continue the dialogue on increasing the multiculturalism of the student body
- Focus on the goal of introducing students to individuals from a variety of backgrounds, thereby enriching the Global Leadership Entrepreneurial Academy experience for all
- Require professional development for the faculty and administration to ensure adaptability and to anticipate the programs that will be needed to equip students with skills, both academic and social, to succeed in their future endeavors

ORGANIZATIONAL GOAL

PROGRAM

2. The Global Entrepreneurial Academy's curriculum will continue its emphasis on literacy, incorporate more interdisciplinary work, and address the needs of an increasing variety of ability levels and styles. Character development will factor prominently throughout the program. The School will foster a supportive learning environment in which the children develop perseverance as they encounter setbacks and gain the confidence to succeed. Students will be required to participate in Entrepreneurial Studies and MICRO SOCIETY®, Foreign Language Immersion, and will be given the opportunities to pursue areas of specific interest and talent.

IMPLEMENTATION STEPS

- Complete a thorough analysis and comprehensive evaluation of the curriculum, which will be shared openly and clearly with the School community
- Provide exposure to all disciplines while instilling a passion for learning
- Emphasize literacy across the curriculum
- Examine options that will enable children to explore special interests and talents, including a cooperating learning experiences with area higher learning institutions
- Incorporate interdisciplinary programs
- Ensure that all students meet established benchmarks at various points in their careers in preparation for high school demands and opportunities
- Examine the balance of time and emphasis as well as the continuity of academics, the Entrepreneurial, and Foreign Language Immersion
- Continually enhance the program by looking at ways to increase offerings and opportunities to add value
- Allow for an ongoing evaluation of the role of technology
- Seek the advice of a curriculum consultant as necessary
- Incorporate creative scheduling to the extent possible
- Continually develop a cohesive plan to meet a variety of learning styles, ability levels, and needs
- Explore the feasibility of expanding human resources through collaboration with Department of Labor Job Training and Apprenticeship Programs for support positions
- Create a plan for faculty development and education which will encompass reviewing, updating and writing curriculum integrating an interdisciplinary approach and addressing a range of different learning styles and abilities

ORGANIZATIONAL GOAL

FACULTY

3. The Global Leadership Entrepreneurial Academy will commit to an outstanding faculty to fulfill its mission of inspiring and empowering students to develop intellectual curiosity and achieve personal success. The faculty, administration, and staff of the School represent our single most valuable resource. The Global Leadership Entrepreneurial Academy will dedicate itself to ensuring that those who work with our children are the best educated, best trained, and best supported individuals we can recruit, retain, and celebrate.

IMPLEMENTATION STEPS

- Compensate faculty at a level which is competitive
- Sustain a Board of Directors, w/Think Tank Advisors and student family members
- Develop and implement a superior faculty development program that promotes professional growth, leadership opportunities, and measures of accountability
- Create and implement a formal faculty evaluation process, to include the NC Educational Added Value Assessment System
- Establish a joint faculty and administration task force to study professional development, identify leadership opportunities, and draft a plan for School faculty, staff, and administration to implement its findings
- Educate the faculty about the financial operation of the School through a series of meetings with key members of the Board of Directors and Administration
- Anticipate faculty openings and participate in national conferences in an effort to recruit excellent candidates from diverse backgrounds

ORGANIZATIONAL GOAL

FINANCE AND ADVANCEMENT

4. The Global Leadership Entrepreneurial Academy will continue its Capital Fund Campaign to achieve two times the annual operating budget. The fund level will assist the School in funding any un-projected gaps between revenues and operating expenses, allowing for competitive faculty compensation, enhanced academic programs and annual funding for physical maintenance and technology upgrades.

IMPLEMENTATION STEPS

- Expand and enhance the school's advancement operations including development and public relations
- Provide marketing plans and implementations
- Set priorities for advancement programs
- Maintain prudent and conservative guidelines while continuing the use of best practices in finance and advancement
- Strategically seek funding alternatives through grants and in-kind support
- Maintain compliance with financial audit comments and suggestions
- Adhere to conservative investment advice as given by representing financial consultants
- Implement Advancement and Business Office operational procedures for coordinated communications and reporting

ORGANIZATIONAL GOAL

FACILITIES

5. The Global Leadership Entrepreneurial Academy facilities are one of the premier locations in Greensboro and the School will maintain its facilities to the highest standards possible. Our campus exceeds expectations and is necessary to support academics, Entrepreneurial training and MICRO SOCIETY®, Foreign Language Immersion, and Technology.

IMPLEMENTATION STEPS

- Maintain a physical inventory of all campus fixtures, furniture and equipment
- Establish a three-to-five year preventative maintenance and replacement schedule for existing buildings and grounds
- Optimize the Economies of Agglomeration that benefit Global Leadership Entrepreneurial Academy being co-located on a campus with another Charter School:
 - with shared recreation facilities – The Power Play Center
 - division of campus resources
 - competing multiple suppliers
 - attraction of more suppliers and customers
 - push the mission and educational focus of our School
 - pull the customers
- Prioritize and undertake summer maintenance and renovation projects on the basis of need, time, and expense
- Prepare and submit to the Finance Committee of the Board of Directors an annual budget request for items for to be addressed
- Draft an annual building and grounds report which will include the fire inspection, risk management assessment, and other significant issues
- Coordinate the property and facilities budgets with finance committee and Board of Directors
- Ensure that future building and renovation projects reflect the unique location of the School and that energy savings and environmentally sensitive issues are considered before undertaking any projects

In order to optimize performance improvement, the Global Leadership Entrepreneurial Academy will exercise a school-based management strategy that utilizes decentralized management to improve plans throughout the organization.

The design strategy focuses on four components of control: power, knowledge, information, and rewards.

- **Power** to make decisions that influence organizational practices, policies and directions:
 - “Who at the school is the power given to?” At the Global Leadership Entrepreneurial Academy, power is shifted most often to the principal/executive director, teachers, and councils. Our councils consist of administrators, teachers, parents, community members, and sometimes students. Consequently, groups are empowered to manage the day-to-day operations of the schools and achieve the NC performance-based goals.
- **Knowledge** that enables employees to understand and contribute to organizational performance including technical knowledge to do the job or provide the service, interpersonal skills, and managerial knowledge and expertise:
 - Employees need training to expand their job skills and increase the breadth of their perspective, so that they can contribute in more ways to the organization and more knowledgeably to decisions about improvements.
 - Individuals need teamwork skills for participating in high-involvement management; problem-solving, decision-making and communication skills.
 - Organizational knowledge is essential – budgeting and personnel skills, as well as an understanding of the environment and strategies for responding to changes in the environment.
- **Information** about the performance of the organization, including revenues, expenditures, unit performance, and strategic information on the broader policy and environment; and;
 - Power can only be decentralized if the individuals to whom power is entrusted have access to the information necessary to make good decisions. In the private sector, as well as in public education, much information historically has been available only at the top of the organization. The Charter School provides information about organizational performance needed to develop and implement school-based plans, e.g., our team must have knowledge of their performance relative to other schools, whether or not they are competing with others as in a market-based choice plan. The Charter School believes that our school needs information about the extent to which they are meeting the needs of the students and parents that we serve.
 - A mission statement is one tool that will be used to help define school goals, measure progress toward reaching the goals, and to share information with the community-at-large.
 - Besides sharing content of information, how information is transmitted to the school community is important. The Charter School will promote informal methods of communication, which are most prevalent with: parent-teacher conferences, collegial sharing among teachers, and ad hoc meetings with visible accessible administrators.

- **Rewards** that are based on the performance of the organization and the contributions of individuals.
 - Translating decentralized reward structures of business to education is probably the greatest challenge. Skills-based pay schemes in decentralized private sector organizations reward employees for the knowledge and skills they possess. In education, reward systems tend to use indirect, proxy measures of knowledge and skills, namely the years of education and experience a teacher has accumulated.
 - The Charter School recognizes that there are constraints with compensation, but acknowledges that extrinsic (or external) motivators are available. Other possibilities that are being considered are sabbaticals or opportunities to pursue full-time studies, prestigious mentor teacher positions, professional conference opportunities, and involvement in teacher networks that are focused on some aspect of curriculum, teaching, and assessment.

Student Related Performance-Based Objectives and Projected Outcomes from Organizational Goals – 2012-2013:

- Students will achieve a 3-5 percent improvement from previous year
- 85% of the students will achieve mastery in comprehensive tests in math
- 85-90% of the students will achieve mastery in comprehensive tests in reading
- 85-90% of the students will achieve mastery in comprehensive tests in language arts
- Parent involvement will increase by 3-5% each year, to achieve a 85-90% parent involvement
- Students will have 0 Level 3 instances of behavior infractions
- Only 1-2% of students will have Level 1 Behavior Infractions

Year 2 - 5

- GLEA will become a Model Character School by year 1, and year 2
- GLEA will become a Community Garden Member by year 3, 4, and 5
- Student performance will improve 2-3% for years 3, 4, and 5
- GLEA will be a School of Choice by year 2
- GLEA will have 85% of its students meet NC Common Core Standards between year 2 and 3

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

The governing board will conduct periodic mandatory training sessions that cover conflicts of interest. A statement regarding conflicts of interest will be periodically incorporated into board meeting agendas to increase awareness.

D. PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CSO)

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

None / N/A

1. Please include a copy of the proposed management agreement of the specified EMO and explain how the contract will be in the best educational and financial interests of the charter school. N/A
2. What other EMO/CMOs were pursued and why did the applicant select this particular one? N/A
3. 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. N/A
4. Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO, and if necessary, terminate the contract without significant obstacles. N/A

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

Provide a description of the policies and the procedures for admitting students to the proposed charter school, including specific details of the enrollment lottery plan.

The Global Leadership Entrepreneurial Academy will enroll any eligible student under North Carolina Charter Law, who submits a timely application, as specified in this charter, unless the number of applicants exceeds the capacity of a program, class, grade level or building. The Global Leadership Entrepreneurial Academy will employ a lottery (random selection process) that gives all applicants an equal chance of being admitted if more students apply for admission to the school than can be admitted. The Global Leadership Entrepreneurial Academy will not conduct a lottery if there are fewer applicants than spaces available. (Appendix C – Lottery Procedures)

The Global Leadership Entrepreneurial Academy application period will begin after receiving preliminary charter status possibly in mid-February 2012 (express-application). To apply to the Charter School, a parent or guardian is encouraged to attend a one-hour Open House Presentation. A minimum of two Open House Programs will be made available during the application period.

The Charter School projects it will hold an open enrollment ending in April 2012. Any interested registrants must attend an open house session in which the philosophy of the school is explained, and then must submit a registration by May 31, 2012.

Completed applications will be accepted via hand delivery or via the US Postal Service during regular school hours, Monday-Friday, 8:30 a.m. – 4:00 p.m. Applications must be postmarked by the deadline.

Priority Placement

Enrollment priority will be given to children of the School’s Directors, teachers and assistant teachers, per NC Statute. After the initial year, enrollment priority will be given to siblings of existing and legacy students.

The time, date and place of the lottery shall be clearly stated on the application form. The Lottery is projected to take place in April 2012 for the 2012-2013 school year - beginning only after receiving preliminary charter status possibly in January/February 2012. In the following years, the lottery will take place in January or February after the close of the enrollment period.

The lottery will be held in an evening meeting that is open to the public. Parent will be encouraged to attend, but attendance is not required. An auditor will be retained to conduct the lottery to ensure fairness. All names will be randomly drawn and students will be admitted based on the order of selection. The lottery will continue until all names are drawn, and students not accepted will be placed on a waiting list in the order their names are drawn. If openings remain available after the close of open enrollment, students will be accepted on a first come, first serve basis until there are no further openings – registrations will be date and time stamped upon submission and students will be admitted in the order in which the registrations are received.

Separate individuals will draw, record, and verify the results of the lottery. The lottery will be random with each applicant having an equal opportunity to be selected.

Within five days after the lottery, the school shall offer enrollment to the applicants in the order they appear on the priority listing, until the school has offered enrollment to the number of applicants equal to the number of available positions in the program, class, or grade level for which the lottery is being conducted.

Any offer of enrollment will include a reasonable deadline/time frame by which an applicant must accept the offer. If an applicant does not accept enrollment by the specified deadline, the school shall offer enrollment to the next applicant on the priority listing. Acceptance must be in written confirmation.

Applicants received after the lottery close date will be added to the end of the priority listing for that program, class or grade level that they are applying for in order in they were received. If more than one application is received simultaneously, a lottery will determine placement.

Any openings from the start of school through January 31st will be filled from the priority listing. If prior to the end of the enrollment period (January 31st) a position becomes available in the program, class, or grade level for which a priority listing exists, then the school shall offer enrollment in that program, class, or grade level to the next applicant on the priority listing. Openings that may occur after January 31st through the remainder of the school year will not be filled.

All registration forms will be made available in Spanish.

IV. EDUCATION PLAN

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

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

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

The Global Leadership Entrepreneurial Academy promotes the one-school house concept, whereas the children stay in a COHORT environment with the same teacher, as much as possible, from K-6 and 7-12. This learning systemic process allows for children, parents, faculty, and staff to establish a family environment. The teachers will know their students, their capacity, what they’ve learned, and what they need to learn to be successful. More importantly, teachers take full ownership for what the children have learned. Additionally, children will not have to contend with transitioning to a new teacher each year. The School recognizes that there are significant advantages to this approach and the probability of some disadvantages. However, after careful analysis, the advantages far outweigh any minute downside probabilities.

The School is on a 190-day extended day block-schedule. The learning occurs experientially, over time, with cultural and related experiences building upon one another to form a strong academic and personal foundation of knowledge, skills, attitudes, and values.

The instructional design addresses identified needs of all students, including students with special needs, second language learners and those considered to be high-achieving and/or gifted, to facilitate high academic achievement levels according to the North Carolina content standards. The Global Leadership Entrepreneurial Academy employs the “*best practices*” approach, whereby instructional methods and materials are based on standards-based assessments to guide and plan instruction.

Educational Theory and Foundation of the Model

The Global Leadership Entrepreneurial Academy educational focus is based on an entrepreneur curriculum with language discipline studies. Our school’s educational focus supports research that when students study entrepreneurship, language, culture, and literature different than their own propels, they are propelled beyond the limits of their own culture in all aspects.

MICROSOCIETY® and Entrepreneurship

The Global Leadership Entrepreneurial Academy will follow the Chula Vista Charter School MICROSOCIETY® and the North Carolina Entrepreneurship Center Model. The school will create a meaningful and relevant learning environment to inspire a day-to-day learning experience that exceeds limited simulations or project-based learning. The learning will create authentic long-term, real-life functioning business ventures, government and community agencies.

The MICROSOCIETY® and Entrepreneur School Models will empower our students to connect to future roles, find meaning, and purpose in their education. Our children will gain the skills, knowledge, and attributes to go beyond a destiny of just becoming employees and workers in industry, but they will be empowered to become employers and industry creators. Our consortium will guide our children to find meaning and purpose in their education. As a result, the Global Leadership Entrepreneurial Academy students are prepared to proceed through higher education and ultimately into adulthood as productive, contributing citizens and skilled innovators in a global economy.

As a network member of the MICROSOCIETY®, Inc., and partner with the higher education institutions, our school will have access to summer programs and multi-site initiatives with a comprehensive range of services and support programs. These dual collaborative relationships will be instrumental in the process of fulfilling our goal of finding the extraordinary in every child.

For our team, an entrepreneurial education is viewed as important, and even crucial, for several reasons.

- It lets students know that starting and operating a business – becoming an entrepreneur – is a career option that is open to them, just like being a teacher, retailer, etc. This is particularly important for youth who may not plan to go on to higher education.
- Teaching entrepreneurship and 21st century life skills to students in elementary school gives students many options and opens doors to many opportunities for them in middle school, high school and beyond. This prepares them for the study of entrepreneurship and business in secondary school and college, if they desire to do so.
- Teaching students about entrepreneurship reinforces their basic skills in reading, math and language arts because as they learn about how to start a business (a topic students typically find exciting and interesting), all of the basic skills are required.
- Students increase their financial literacy skills by learning how to start and operate a business. Experiences provided by the entrepreneurial curriculum provide a link between school and real world work. No other part of the primary education system teaches young people about creating their own business, yet small businesses represent a large percentage of all employers.
- People who learn business concepts and entrepreneurship but do not go on to become entrepreneurs become better employees in companies (entrepreneurs) because they understand what it takes to make a company successful.
- Entrepreneurial education helps increase students' motivation to learn; enhances their self-esteem and personal growth; helps develop their problem-solving skills; helps them learn to manage their finances; and helps develop in them the sort of optimistic outlook and self-reliant attitude that will benefit them for their entire working lives.
- Students learn to become the employer... not the employee

Our Philosophy of Linguistics Education – (Education Theory and Foundation)

The Global Leadership Entrepreneurial Academy desires its students to learn foreign languages to further their academic potential, cultural enhancement and sensitivity, career goals and to equip the student with the skills necessary to compete in the our ever changing global culture. Further, we endorse the philosophy that the earlier in life a student begins his/her linguistics education, the easier it will be for them to learn other languages.

America has long been known as a melting pot of many different cultures and languages. Many American cities are so diverse, there are particular areas in cities that you can visit and never hear a word of English. Our goal is to develop language proficiency with an emphasis on oral skills, as well as providing a gradual introduction to literacy, building cultural knowledge and typing language learning to the content of early grade's curriculum.

The Global Leadership Entrepreneurial Academy realizes that learning a foreign language is not a simple task. It requires dedication, hard work, and a deep desire to further the linguistics education. We are determined to meet this challenge. The Global Leadership Entrepreneurial Academy will provide linguistic instruction in the following languages:

- (1) French
- (2) Spanish
- (3) Chinese (Mandarin)
- (4) American Sign-Language (ASL)

The Global Leadership Entrepreneurial Academy supports philosophies that indicate the study of foreign language is beneficial to elementary school students for the following reasons: children acquire language more easily at an early age, with more authentic pronunciation; starting language study in the early grades provides more time for students to gain true proficiency; students' academic achievement in other areas, particularly their own language, improves when they study other languages; most students feel a sense of pride and accomplishment when they can speak another language; and the study of a foreign language serves to broaden students' knowledge and appreciation of other cultures. Multilingualism is viewed as a vital asset for individuals, organizations, nations, and the world as a whole. Students at the Global Leadership Entrepreneurial Academy will be encouraged to support multilingualism across a full range of global, national, regional, and community languages. The goal, by 12th grade, is fluency in two, preferably three of the foreign languages.

Implementation – (Instructional Methods and Teaching Approach)

One of the innovative methods of linguistic education is the use of a technique entitled, “story map.” A story map is a graphic organizer that leads younger students to discover specific elements from a written or oral text. It is built upon common elements such as characters and characteristics, place, plot, resolution, and moral or lesson, or a "who, what, when, where, how, and why" format.

Global Leadership Entrepreneurial Academy studied the teaching strategies that work best when teaching foreign languages to younger children and reached the following conclusions:

- the approach should be natural, with emphasis on oral communication, listening and repetition;
- students should be actively involved in their learning, using props, visuals, projects, role-playing and other techniques that enable them to use the language studied;
- the culture of the target language as well as the language itself should be part of the instructional program; and the topics should be an outgrowth of their grade-level curriculum, bringing in themes from other subject areas.

At the Global Leadership Entrepreneurial Academy, the projected plan of instruction will include 50-minute sessions led by a Certified Language Advantage Instructor for Grades 1-5. Grade K has session duration of 45 minutes. Class size is limited to 7-12 students to allow for maximum teacher-student contact and individual attention. The School’s COHORT structure and add-on grade level migration, allows the majority of students to progress together from K-12. Measures will be put in place to adapt students, who have not been part of the COHORT structure.

Foreign Language Immersion Program

The School’s method of teaching the foreign language program will encompass the target language (or L2/3) is used as the means of instruction. Unlike more traditional language courses, where the target language is simply the subject material, our School’s language immersion uses the target language as a teaching tool, surrounding or "immersing" students in the second language. In-class activities, such as math, science, social studies, and history, and those outside of the class, such as meals or everyday tasks, are conducted in the target language.

Our classroom application process will vary, depending upon the age group and level of migration phase – Entrepreneur skills and MICROSOCIETY® (3:15-5:00 Mon-Fri):

Designated Class Time – designated MICROSOCIETY® sessions, elective sessions, K-12 (migration phase in -initial phase – progression to partial and two-way immersion and then to total immersion).

- In *FLES* programs, 5–15% of class time is spent in the foreign language and time is spent learning language itself. It takes a minimum of 75 minutes per week, at least every other day. The goals of the program are to acquire proficiency in listening and speaking (degree of proficiency varies with the program), to acquire an understanding of and appreciation for other cultures, and to acquire some proficiency in reading and writing (emphasis varies with the program).
- In *content-based foreign languages in elementary schools* (FLES), about 15–50% of class time is spent in the foreign language and time is spent learning it as well as learning subject matter in the foreign language. The goals of the program are to acquire proficiency in listening, speaking, reading, and writing the foreign language, to use subject content as a vehicle for acquiring foreign language skills, and to acquire an understanding of and appreciation for other cultures.

Designated Class Time – designated MICROSOCIETY® sessions, elective sessions, K-12 (migration phase in - initial phase – progression to partial and two-way immersion and then to total immersion).

- In *partial immersion*, about half of the class time is spent learning subject matter in the foreign language. The goals are to become functionally proficient in the second language (though to a lesser extent than through total immersion), to master subject content taught in the foreign languages, and to acquire an understanding of and appreciation for other cultures.

Designated Class Time – designated MICROSOCIETY® sessions, elective sessions, K-12 (migration phase in - next step - progression to total immersion).

- In *two-way immersion*, also called "*dual-*" or "*bilingual immersion*", the student population consists of speakers of two or more languages. Ideally speaking, half of the class is made up of native speakers of the major language in the area (e.g., English in the U.S.) and the other half is of the target language (e.g., Spanish). Class time is split in half and taught in the major and target languages. This way, students encourage and teach each other, and eventually all become bilingual. The goals are similar to the above program. Different ratios of the target language to the native language may occur.

Designated Class Time – designated MICROSOCIETY sessions, elective sessions, K-12 (migration phase in – skills established and academically grounded students)

- In *total immersion*, almost 100% of class time is spent in the foreign language. Subject matter taught in foreign language and language learning per se is incorporated as necessary throughout the curriculum. The goals are to become functionally proficient in the foreign language, to master subject content taught in the foreign languages, and to acquire an understanding of and appreciation for other cultures. This type of program is usually sequential, cumulative, continuous, proficiency-oriented, and part of an integrated grade school sequence. Even in total immersion, the language of the curriculum may revert to the first language of the learners after several years.

American Sign Language

Based upon our research, we will be the only school in North Carolina and only one of a few in the nation that teaches ASL as a foreign language. In recent years, a number of states have passed legislation to recognize ASL as a foreign language. Legislation has paved the way for high schools and universities to accept ASL for fulfillment of foreign language requirements, for hearing as well as deaf students.

As of July 1997, 28 states have passed such legislation, and several community colleges and universities (including Brown, Georgetown, the Massachusetts Institute of Technology, Purdue, and the University of Washington) accept ASL as a foreign language for academic or elective credit. Though the precise number of ASL users is difficult to determine, ASL is the predominant language — in other words, the language used most frequently for face-to-face communication, learned either as a first or second language of an estimated 100,000 to 500,000 Americans (Padden, 1987), including Deaf native signers, hearing children of Deaf parents, and adult Deaf signers who have learned ASL from other Deaf individuals. Hence, the Global Leadership Entrepreneurial Academy students will be forerunners and possess infinite possibilities for lifelong opportunities globally with proficiency in ASL.

NC Common Core State Standards

In 2010, North Carolina adopted the Common Core State Standards for K-12 English Language Arts and Mathematics. These standards will be used for teaching and assessment beginning in the 2012-2013 academic years at the Global Leadership Entrepreneurial Academy. Our teachers will receive customized professional development training in the North Carolina Core Standards training. Our teachers will be prepared and equipped to execute these standards. Additionally, the North Carolina Essential Standards will be used for teaching and assessment beginning in the 2012-2013 academic years at the Global Leadership Entrepreneurial Academy, to include the information skills standards.

The Global Leadership Entrepreneurial Academy will provide parents and students with expanded educational opportunities within the public school system in a shift to performance-based accountability. The foundational coursework, as outlined above, uses a rich repertoire of research-based, differentiated instruction such as:

- Direct Instruction with a 5-Step Lesson Design that includes a connection with the culture and background of our students and a connection to previous learning, as well as an immediate evaluation of learning in the form of an “exit ticket” that asks students to restate or apply the concept or skills that they have learned
- Ensuring that teacher’s lectures are accompanied by visual representations like graphic organizers and do not exceed the child’s chronological age (a lecture for a 10 year old should not exceed 10 minutes before being allowed to interact with and respond to the information given, even for a brief moment)
- Hands-on Learning that incorporates the Multiple Intelligences of the Charter School’s learners (learning math facts/prefixes & suffixes through raps, chants, songs, etc.)
- Numerous opportunities for students to construct their own meaning by learning and applying observation/investigation techniques to their inquiries and experimentations
- Questioning students using the precepts of Bloom’s Taxonomy
- Cooperative Learning experiences that are carefully crafted to include individual and group responsibility and accountability to generate higher level thinking (evaluation, synthesis and application) that transcends mastery of factual information
- Access to technology and software to extend learning or to provide additional drill and practice
- Teacher Expectation Student Achievement (TESA) strategies that include teacher proximity to students, equal distribution of questions, provision of immediate feedback, and provision of wait time after asking questions(i.e. 6 seconds) to name a few

These strategies are used across the curriculum in all subjects and research indicates that they have been found to be effective with a wide variety of students in numerous studies. Their application in the classroom will become the standard for ensuring that students are receiving a Quality Instructional Program. This foundation for a quality education is referred to later in this document as a “Tier 1” level of support available to all students.

Curriculum Design

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

Global Leadership Entrepreneurial Academy believes that curriculum must be maintained which will provide for the intellectual growth of students in kindergarten through the 12th grade. Our curriculum must give students a basic body of knowledge, attitude, and skills for living in a democracy, which acknowledges that learning experiences may vary according to individual needs. This will ensure that students have the opportunity to develop intellectual curiosity, critical thinking skills, ethical problem-solving abilities, and healthy personal habits, during their school years in a manner that they will use throughout their lifetime.

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

We will enhance our program by also teaching for every level K-12:

- Entrepreneur Skills
- Foreign Language Immersion, to include ASL
- Computer Technology
- Character Counts Education
- MICROSOCIETY®
- Physical Education
- Music
- Business Education
- Community Connection

Sample Curriculum Content

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

KINDERGARTEN - GRADE 5

Mathematics In compliance with the NCSCS, main areas of competency will be focused upon.

Grades K-2 will have different goals than grades 3-5. The concepts shall remain the same for all groups, these are:

- Number and Operations
- Geometry
- Algebra and Problem Solving
- Measurement
- Data Analysis and Probability

Special Note: Revisions to the states standard course of study are currently being made specifically in Mathematics. Global Leadership Entrepreneurial Academy will address this item in depth at a more appropriate time.

Reading and Comprehension

In compliance with NCSCS standards, reading will be assessed in the beginning, and at least 3 times throughout the year. In grades K-2, students will demonstrate proficiency in the following areas integral to literary development:

- Phonemic Awareness
 - Fluency
 - Text Comprehension
- Phonics
Vocabulary

In grades 3-5, students will continue to demonstrate proficiency in the five areas above, but they will focus more on reading to learn as they use the general reading strategies to comprehend a variety of materials.

English (Writing and Vocabulary)

English in grades K-5 will be taught using the writing process. Elements include:

- Setting a purpose for writing
 - Writing
 - Editing
- Planning
Revising
Publishing

Six traits will be used as a common language to discuss and assess writing. These traits include:

- Idea Development - Focus on a topic
 - Voice: Shows emotion, excitement
 - Word Choice: Comprehension and meaning
 - Conventions: Spelling, Capitalization
- Organization: Beginning, middle, and end
Sentence Fluency: Uses complete sentences

Vocabulary Students will learn a variety of strategies for solving words:

- By Sound (Phonemic Strategies)
 - By Meaning (Morphemic Strategies, two/to/too)
 - By Inquiry (Research Strategies)
 - Spelling patterns will often be addressed in daily shared Reading lessons and interactive writing lessons
- By Look (Visual Strategies)
By Connections (Linking Strategies)
Spelling Tests given at least once per week
Spelling will also be addressed with individual children in writing conferences

Vocabulary Focus:

- Sort words by different short vowel word families
 - Sort pictures and words by short and long vowel sounds
- Examine consonants

Science

Teachers will create lessons that provide baseline information regarding the topic or concept under study. Topics of study will follow NCSCS grade appropriate units such as, weather in grade 3 or plants and rocks in grade 2. Students will work independently or in small groups to inquire further and will be expected to learn the content standard.

Students will have a weekly science observation time to explore the scientific process. Experiments will be done whenever possible for hands on learning. The School will optimize the Children's Garden in the Science studies.

Social Studies

An effective social studies program must prepare young people to live, work, compete and solve problems in our increasingly diverse nation and interdependent world.

Teachers will build lessons based upon the NCSCS that provides baseline information regarding the topic or concept under study.

Grades K-5 social studies curriculum is broken into three units. First being American history and second being in-depth country studies.

Technology – the component will be based on technology criteria and the North Carolina curriculum standards.

These are:

- Understanding and Applying Media
 - Understanding Computer applications
- Understanding Computers

Techniques and Processes

- Using Knowledge of Structures and Functions
- Choosing and Evaluating a Range of Subject Matter, Symbols, and Ideas
- Understanding the Technology in Relation to History and Cultures
- Reflecting upon and Assessing the Merits of Their Work and the Work of Others
- Making Connections between Technology and Other Disciplines

These standards will be used to teach art in a way that is fun and enjoyable for the student. Other subjects will be incorporated into the lessons when appropriate. Assessments will be done by asking if instructions were followed, correct media used basic idea and theory correct. The focus will not always be on the end product but sometimes just on the artistic process itself.

Physical Education

A comprehensive physical education program is designed to help each student develop health promotion behaviors. Students will develop positive attitudes toward regular physical activity and living a healthy lifestyle.

The Physical Education program at Global Leadership Entrepreneurial Academy will be well rounded by educating students on:

- Eating healthy, nutrition
- Safety- personal, fire safety, and getting help in an emergency.
- Substance abuse
- Health related fitness- Heart rate
- Refine movements- kicking, throwing, catching, and balance
- Team work and collaboration

Working in the Youth Garden will be incorporated into the Physical Education Program.

Foreign Language

Foreign Languages are introduced to elementary school age students because we know that these young learners can absorb and maintain new languages faster and easier. A table of foreign language is set for more years of learning to come.

In grades K-5, students will achieve in foreign language those standards that have been identified for each grade level by the NCSCS. Grades 6-8 and Grades 9-12 will achieve in foreign language those standards that have been identified for each grade by the NCSCS.

The curriculum model for the K-5 grade level is:

- Cultural Awareness
 - Word recognition
 - Comparisons to English
- Personal Communication
Comprehension

The School will take the step beyond the NCSCS standards to achieve a language immersion program.

*Note: See Foreign Language/Multilingual Program, page 73-74.

Music Education

Music is a natural part of a child's life and every child should be given the opportunity to explore music and the skills that it can produce. The North Carolina music curriculum standards are designed to embrace the national standards for music education.

Studies in general, choral, and instrumental music are components of a comprehensive music program and are part of the overall school curriculum.

The general music standards that are addressed in each grade level are:

- Singing, rhythms
 - Improvising
 - Reading notation
 - Making connection
- Music around the world
Composing
Evaluating
Relating to history and culture.

Assessments for these topics would be having students write a song, or a test on music culture.

Computer/Technology Studies

The primary goal of computer/technology studies is to develop technologically literate students. The school will use the NCSCS to organize the curriculum based upon grade levels and focus areas.

Teachers will build lessons that provide baseline information regarding the topic or concept under study. These lessons include:

- Parts of the computer and how to operate
 - Using the internet
 - Exploring information technologies
 - Responsible and safe use of online resources
 - Developing multimedia presentation citing sources
- Keyboard familiarity
Taking care of computers
Using search strategies
Awareness of Copyright and Fair Use Guidelines
Developing a product using a database

- Evaluating resources and information for accuracy and usefulness
- Selecting and using a variety of technology tools
- Exploring the need for protection against viruses and vandalism
- Participating in curriculum-based telecommunication projects
- Developing word processing document using proper keyboarding techniques

Community Connection

All students of Global Leadership Entrepreneurial Academy will support both a local charity, and nationwide charity. This is such an important education in humanity for lifelong citizenship.

The structure in which these charities are admired will be divided by grade level. All students will support food drives, and giving of blankets and jackets for the homeless throughout the school year.

A community service calendar will be created for each grade. Students will be responsible for choosing the charity through voting, planning a project, creating and displaying fliers to notify fellow peers, and sending contributions to chosen organization. Some organizations of interest are:

- Items for the troops
- Child Find of America
- School supply collections
- American Heart Association

The School will start off with a *Children's Garden*. The goal is to progress, over time, to a true Community Garden.

GRADE 6- GRADE 8

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

Mathematics In compliance with the NCSCS, main areas of competency will be focused upon. Grades 6-8 concepts shall remain the same for all groups, these are:

- Number and Operations
- Geometry
- Algebra and Problem Solving
- Measurement
- Data Analysis and Probability

Note: Revisions to the states standard course of study are currently being made specifically in Mathematics. Global Leadership Entrepreneurial Academy will address this item in depth at a more appropriate time. Transition year for curriculum through the State Board Of Education.

English (Reading, Writing and Vocabulary)

English in grades 6-8 will be taught Reading, Writing, and Vocabulary lessons. Elements include:

- Setting a purpose for writing
- Writing
- Editing
- Group Reading
- Vocabulary Lessons and workbooks
- Planning
- Revising
- Publishing
- Comprehension Assessments

Science

Teachers will create lessons that provide baseline information regarding the topic or concept under study. Topics of study will follow NCSCS grade appropriate units. Students will work independently or in small groups to inquire further and will be expected to learn the content standard.

Students will have a weekly science observation time to explore the scientific process. Subjects covered will be:

- Planets
- Energy
- Atomic Structure
- The Periodic Table
- Weather
- Human Body

Social Studies Social studies units of study will be developed using the NCSCS as one of many resources. Teachers will build lessons that provide baseline information regarding the topic or concept under study and then will have children work independently or in small groups.

Grades 6-8 social studies curriculum is broken into three units: one of American history and two in-depth country studies.

Technology component will be based on visual arts and the North Carolina curriculum standards. These are:

- Understanding and Applying Media
- Techniques and Processes
- Using Knowledge of Structures and Functions
- Choosing and Evaluating a Range of Subject Matter, Symbols, and Ideas
- Understanding the Technology in Relation to History and Cultures
- Reflecting upon and Assessing the Merits of Their Work and the Work of Others
- Making Connections between Technology and Other Disciplines

These standards will be used to teach art in a way that is fun and enjoyable for the student. Assessments will be done by asking if instructions were followed, correct media used basic idea and theory correct. The focus will not always be on the end product but sometimes just on the artistic process itself.

Music Education

Music is a natural part of a child's life and every child should be given the opportunity to explore music and the skills that it can produce. The North Carolina music curriculum standards are designed to embrace the national standards for music education.

Studies in general, choral, and instrumental music are components of a comprehensive music program and are part of the overall school curriculum.

The general music standards that are addressed in each grade level are:

- Singing, rhythms
- Music around the world
- Improvising
- Composing
- Reading notation
- Evaluating
- Making connections
- Relating to history and culture.

Assessments for these topics would be having students write a song, or a test on music culture.

Physical Education

A comprehensive physical education program is designed to help each student develop health promotion behaviors. Students will develop positive attitudes toward regular physical activity and living a healthy lifestyle.

The Physical Education program at Global Leadership Entrepreneurial Academy will be well rounded by educating students on:

- Eating healthy
- Safety- personal, fire safety, and getting help in an emergency.
- Substance abuse
- Health related fitness- Heart rate
- Refine movements- kicking, throwing, catching, and balance
- Team work skills
- Completes Tasks

The Children's Garden will be incorporated into the Physical Education Program and be highlighted with the Healthy Meals Program.

Foreign Language Immersion in grades 6-8 students will achieve in foreign language those standards that have been identified for each grade level by the State Board of Education.

Curriculum model for this grade level is:

- Cultural Awareness
- Personal Communication

High School, 9th Grade through 12th Grade

Global Leadership Entrepreneur Academy has designed its high school program to be migrated in one-grade level at a time from year six through year eight, in accordance with our Organizational Goal #1. Under the COHORT concept, our students will maintain cohesiveness with their classmates and their high school teacher.

Our Charter School will follow the North Carolina Standard Course of Study for high school students. Additionally, our school has followed its vision by designing our secondary school curricula where it is interwoven in high school level economics, business education, history, science, psychology, sociology, and vocational/technical education.

We view entrepreneurship as neither a separate nor an alien concept, but one that can enrich the students' understanding of a variety of subjects in the regular curriculum. More importantly, the study of entrepreneurs and entrepreneurship can demonstrate how enterprising behavior can have a positive impact on society. Entrepreneurs are good models for students to emulate. Our curriculum /instructional plan for our high school students include:

Economics. Placing entrepreneurial concepts and the entrepreneur into the standard economics course not only makes the course more reflective of the real world, but it also can help to improve students' comprehension and enjoyment of the economics course.

Business education. Perhaps the next most obvious place where entrepreneurship should be included is in the high school business education curriculum. In addition to the creative and enterprising attributes, the business education course will introduce the financial and human management skills that are necessary for the formation and survival of a new enterprise. The business education course should also have the student's think of themselves as employers rather than employees in the market system. This view will enable the business student to identify with the important issues with which the entrepreneur must grapple as part of the development of a business plan. These issues include new products, process innovation, employee training and management, financing the enterprise, and assessment of the marketplace. The desired outcomes of the business education course should include the students' ability to deal with the unknown in an enterprising way.

Government. The action of government in creating and limiting the environment for entrepreneurship should be included in courses of high school government. Government regulations and taxes have an impact on the entrepreneurial environment. Regulation is a burden for all businesses, but more especially for small entrepreneurial ones that generally have less ability to bear the costs of compliance.

Comparative studies should be undertaken about the role of entrepreneurs under alternative political systems. Why has there been a movement toward the free market in command societies? To what extent is the existence of one kind of liberty essential for the presence of the other? Can government bureaucrats be entrepreneurial? These are just a few of the questions that might be posed in a government class with entrepreneurial content.

Psychology. A course in psychology is an excellent place for students to understand the psychological characteristics of the entrepreneur and to assess their own characteristics and capacities to be entrepreneurial. A psychology course that allows students to develop their own concepts of self-worth and inner control would be a welcome addition to the process of entrepreneurship education.

Sociology. The study of the sociology of entrepreneurship is in its infancy, but there are several ideas that are consistent with the thrust of entrepreneurship education. Students should realize that entrepreneurs shape and are shaped by the culture in which they live. Why do some ethnic groups seem to be more entrepreneurial than others? How does entrepreneurship permit minority groups to enter the economic and social mainstream? These are but two of the myriad questions that link entrepreneurship and sociology, and high school courses can now begin to explore them.

History. History courses are a natural place within the curriculum to discuss how entrepreneurs have helped determine the course of human events. History courses too often focus on politicians, rulers, and military leaders. History teachers can do a great deal to expand the horizons of their students by focusing on case studies of entrepreneurs who have contributed to the betterment of humankind. Case studies are particularly valuable if a variety of alternative stories are included that allow the students to relate to entrepreneurs of their same race and/or gender. Entrepreneurial history can help students understand that most progress is made in small steps. While the "mega" innovations are important, progress really happens as ideas are adapted and refined. The cumulative process of improving and changing old ideas in an incremental way to better satisfy consumer or producer needs is the form most entrepreneurial activity takes and in so doing makes history.

Science. Entrepreneurship can also be a thread woven into the fabric of science courses. Since technological advance often begins with scientific insight and continues because of entrepreneurial persistence, students should understand the relation between scientific discovery and entrepreneurship. Many of the great scientists were also entrepreneurs. They not only invented the product or technology but also brought it to the marketplace. Students should understand these relationships between the laboratory and the market.

Vocational/technical education. For many years, entrepreneurship has been an integral part of many vocational/technical programs. The majority of American high school students are enrolled in some vocational/technical course or program. These offerings present an excellent opportunity for the spreading of entrepreneurship education over a significant number of students.

The focus of entrepreneurship education in the vocational/ technical curriculum has been narrow and limited to the teaching of skills needed to start and sustain a small business, but most vocational/technical programs contain at least a module on basic economics. In this module the links between the market and the entrepreneur need to be stressed. The curriculum should be broadened beyond skills training to include an understanding of how employees can be enterprising as well as units on the nurturing of entrepreneurial traits and characteristics.

The plan includes instruction to:

- Examine the definition of entrepreneurship and small business, while providing an overview of the past and present small-business environment.
- Delve into the steps and considerations involved with turning an idea into a business: identifying a passion or hobby that can provide a product or service, researching the market, and weighing the risks of starting a small business.
- Explores the nuts and bolts of starting a business:
 - writing a business plan,
 - obtaining funding, and
 - learning about the agencies businesses interact with to become a legitimate entity.

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.).

Provide a clear and thorough explanation of the procedures the proposed charter will follow to insure compliance of the above laws.

Compliance with Federal and State Mandates for Exceptional Children

SPECIAL EDUCATION

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

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

Disability means a child as having:

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

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

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

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

ACADEMICALLY AND INTELLECTUALLY GIFTED STUDENTS (AIG)

The Global Leadership Entrepreneurial Academy will recognize these students through appropriate testing and assessment. Intelligence tests such as the Stanford-Binet and the Wechsler Intelligence Scale for Children (WISC) are often used to identify gifted individuals. The identification process for academically gifted students will include the response to intervention (RTI) method.

The IEP team must state in writing the assessment procedures used, the assessment results, and whether a large discrepancy in the student's performance is present.

In collaboration with the AIG educators, teachers, and parents, Global Leadership Entrepreneurial Academy will:

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

PERSONALIZED EDUCATION PLANS (PEP)

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

ENGLISH AS SECOND LANGUAGE STUDENTS (ESL)

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

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

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

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

The Content of the IEP

IEPs usually follow a fairly predictable order. The IEP will contain a statement of the parent's and the child's native language.

When does the child at Global Leadership Entrepreneurial Academy move into Individualized Education Program?

At age 3, a child moves from an IFSP to an Individualized Education Program (IEP). Part B of IDEA regulates the provision of special education programs and services to eligible students ages 3 to 21. (The Implementing Regulations are found at 34 CFR §300 et seq.) Under this part, an IEP, instead of an IFSP, is written for the child, except in instances in which an IFSP may be used until age five. At §300.340 an IEP is defined as, ". . . a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in accordance with §300.341-300.350."

The IEP is a written document that defines the program and services, including goals and objectives, and any equipment or accommodations that the educational agency will provide, as well as the student's placement. As with the IFSP, the IEP will be developed at an IEPT (Individualized Education Program Team, formerly the IEP Committee) meeting, with at least all of the required members physically present. The parents are equal partners with the Global Leadership Entrepreneurial Academy at this meeting, and jointly they all develop an IEP that will produce a free and appropriate public education (FAPE).

Global Leadership Entrepreneurial Academy will not complete the IEP before the meeting. While individual members of the team may draft recommendations to propose to the meeting, the entire team will develop each part of the IEP.

Discussion of Eligibility

If the child has transitioned from an IFSP to an IEP, the question of eligibility has already been determined. But it is not uncommon for a child to be first identified as deaf or hard of hearing at age 3 or later. If a child is already in school and Global Leadership Entrepreneurial Academy suspect that the child may have a hearing loss, Global Leadership Entrepreneurial Academy has an obligation to make a referral for evaluation, under the "child find" requirements as noted in IDEA.

The public educational agency receiving the referral will arrange the evaluation at no cost to the parent. Unfortunately, educational agencies often simply notify parents that a child failed a hearing screening or that a hearing loss is suspected. The parents are instructed to get the child tested for hearing loss. This practice violates the mandate to provide a *free* and appropriate public education. Global Leadership Entrepreneurial Academy is keenly aware of these incidents. Hence, Global Leadership Entrepreneurial Academy will work closely with the Deaf and Hard of Hearing Community to insure that the mandate to provide a free and appropriate public education is strictly adhered.

Evaluation Process

Once a child is found eligible for special education as deaf or hard of hearing, an IEP is written for the child. Evaluations and eligibility determinations are not done just once. The IDEA also requires that a child be assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities. After the initial evaluation at Global Leadership Entrepreneurial Academy, reevaluations are generally conducted every three years, but with the 1997 Amendments, comprehensive evaluation is no longer *required* every three years. At least every three years, but more often if a parent or public agency requests it, an evaluation review meeting, which may be part of an IEPT meeting, is conducted. Section 300.533 of the Implementing Regulations provides that the team may choose only to review existing data:

As part of an initial evaluation (if appropriate) and as part of any reevaluation under Part B of the Act, a group that includes the individuals described in §300.344, and other qualified professionals, as appropriate, shall—

(1) Review existing evaluation data on the child, including-

- (i) Evaluations and information provided by the parents of the child; (ii) Current classroom-based assessments and observations; and
- (iii) Observations by teachers and related services providers; and

(2) On the basis of that review, and input from the child's parents, identify what additional data, if any, are needed to determine-

- (i) Whether the child has a particular category of disability, as described in §300.7, or, in case of a reevaluation of a child, whether the child continues to have such a disability;
- (ii) The present levels of performance and educational needs of the child;
- (iii) Whether the child needs special education and related services, or in the case of a reevaluation of a child, whether the child continues to need special education and related services; and
- (iv) Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general curriculum.

While many States have sensibly adopted policies and procedures for certifying that a child's disability is permanent, and therefore does not need re-certification every three years, it is generally not wise to forgo all evaluations and simply review the records. At least one audiogram every year is helpful for students who are deaf or hard of hearing, and current information is needed to gauge the child's academic performance. Thus, part of §300.536 (b) states, ". . . a reevaluation of each child, in accordance with §300.532-300.535, is conducted if conditions warrant a reevaluation, or if the child's parent or teacher requests a reevaluation, but at least once every three years."

The Global Leadership Entrepreneurial Academy IEP Team

The Implementing Regulations at §300.344 prescribe who the members of the IEP team are:

- (1) The parents of the child;
- (2) At least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
- (3) At least one special education teacher of the child, or if appropriate, at least one special education provider of the child;
- (4) A representative of the public agency who—
 - (i) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - (ii) Is knowledgeable about the general curriculum; and
 - (iii) Is knowledgeable about the availability of resources of the public agency;
- (5) An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in paragraphs (a)(2) through (6) of this section;
- (6) At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- (7) If appropriate, the child.

Parents cannot be forced to attend IEPT meetings. If the parents refuse to attend, Global Leadership Entrepreneurial Academy will document their attempts to contact and/or accommodate the parents. The Implementing Regulations also provide at §300.345 that, "If neither parent can attend, the public agency shall use other methods to ensure parent participation, including individual or conference telephone calls." Global Leadership Entrepreneurial Academy will also "take whatever action is necessary to ensure that the parent understands the proceedings at the IEP meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English."

The requirement that a regular education teacher be a member of the team has been the cause of some confusion and debate. The operative phrase is, "if the child is, or may be, participating in the regular education environment." For ages 5 and above, if the child has not participated in a regular education classroom and no one is considering full or partial mainstreaming, it is generally thought that no regular education teacher is needed at the IEPT meeting. If the parents or any Global Leadership Entrepreneurial Academy IEP team member is considering full or partial mainstreaming, notice will be given to all parties, and a regular education teacher will be invited and attend the IEPT meeting. Global Leadership Entrepreneurial Academy will be in compliance with Question 24 of Appendix A to the Implementing Regulations, which goes on to say:

Section 300.346(d) further specifies that the regular education teacher of a child with a disability, as a member of the IEP team, will, *to the extent appropriate*, participate in the development, review, and revision of the child's IEP, including assisting in—(1) the determination of appropriate positive behavioral interventions and strategies for the child; and (2) the determination of supplementary aids and services, program modifications, and supports for Global Leadership Entrepreneurial Academy that will be provided for the child, consistent with 300.347(a)(3) (§300.344(d)). [Emphasis added.]

This means that if a regular education teacher participates in the IEPT meeting, he or she is not required to be present for the entire meeting, but only for the parts noted above.

The IEP team need not include more than one regular education teacher of the child. If the participation of more than one regular education teacher would be beneficial to the child's success in school (e.g., in terms of enhancing the child's participation in the general curriculum), it would be appropriate for them to attend the meeting.

Global Leadership Entrepreneurial Academy will adhere to its obligation to inform parents of their right to invite to the meeting any other parties who have knowledge or special expertise regarding the child. Parents may invite advocates, private service providers, etc., who have knowledge of their child. Appendix A, Question 28 also clarifies that members of teachers' unions are generally not permitted at IEPT meetings, unless they have knowledge of the child, because they would be supporting the interests of the teacher rather than that of the child. IDEA discourages, but does not prohibit, the attendance of attorneys at IEPT meetings.

The IEP Meeting

After the initial referral, IDEA requires that a meeting to develop an IEP for the child will be conducted within 30 days of a determination that the child needs special education and related services.

The IEP is a commitment of Global Leadership Entrepreneurial Academy to provide FAPE to the student. Like the IFSP, the IEP uses all of the evaluation data and information about the child and is a team effort. The parents are equal members of the team. Like the IFSP, any member of the team may prepare a draft proposal for all or parts of the IEP, but the educational agency cannot bring an already filled-out IEP form to the meeting and simply present it to the parents for signature. Each part of the IEP will be discussed fully, with each member of the team offering his or her opinion. Finally, the team will come to consensus about what is written in each part of the IEP.

Parents will be given written, advance notice of the date, time, and place of the meeting. The notice will be received in enough time for the parents to make arrangements to attend the meeting. If the parents cannot attend the meeting as scheduled by the educational agency, they will notify the person who sent the notice. IDEA requires that the meeting be held at a mutually agreeable time and place. This may give rise to conflicts, particularly if the educational agency wants to hold the meeting during regular school hours when one or both of the parents normally are at work.

Because of the mandate to provide free services, parents are not required to forfeit wages in order to attend their child's IEPT meeting. If this causes disagreement between the parents and Global Leadership Entrepreneurial Academy, the parents may wish to contact the NC State Department of Education. The parents also have the option of filing a complaint instead of, or in addition to, contacting the NC State Department of Education about scheduling the IEPT meeting at a time when both parents can attend, if they wish, and without causing either parent to forfeit wages.

Global Leadership Entrepreneurial Academy will be in compliance with Part 300.345(b) of the Implementing Regulations, which describes the content of the notice sent to the parents:

- (1) The notice required under paragraph (a)(1) of this section will—
 - (i) Indicate the purpose, time, and location of the meeting and who will be in attendance; and
 - (ii) Inform the parents of the provisions in §300.344(a)(6) and
 - (c) (relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the child).
- (2) For a student with a disability beginning at age 14, or younger, if appropriate, the notice will also—
 - (i) Indicate that a purpose of the meeting will be the development of a statement of the transition services needs of the student required in §300.347(b)(1); and
 - (ii) Indicate that the agency will invite the student.
- (3) For a student with a disability beginning at age 16, or younger, if appropriate, the notice will—
 - (i) Indicate that a purpose of the meeting is the consideration of needed transition services for the student required in §300.347(b)(2);
 - (ii) Indicate that the agency will invite the student; and
 - (iii) Identify any other agency that will be invited to send a representative.

If at all possible, IEPT meetings will be scheduled so that the IEP takes effect at the beginning of each school year. This may not be possible with an initial IEP, but it can easily be arranged for subsequent IEPs. For this reason, many IEPT meetings are held in the spring, but nothing prohibits an IEPT meeting from being held during the summer. The IEP will spell out the dates that the IEP is in effect. IDEA requires that the IEP be implemented as soon as possible. A new IEP will be developed at least every 12 months, but any party may request an IEPT meeting if that party feels the IEP will be changed to meet evolving needs of the student.

Once the IEPT meeting convenes, participants are usually first asked to identify their selves and to sign a sheet recording their attendance at the meeting. It is common for a face sheet, which may be completed in advance of the meeting, containing contact and placement information be given to parents to review. It is important that parents verify that all of the information is correct.

Strengths of the Child

The Global Leadership Entrepreneurial Academy IEP team will note the strengths of the child and the parents' concerns for enhancing the education of the child. These qualities will relate to the overall education of the child, including social, emotional, and communication factors as they relate to the child's education.

Current Educational Status

The child's current educational status will be given. For example, it will be noted that the student is currently in the fifth grade, attends the categorical classroom for deaf and hard of hearing students for language arts and mathematics but is mainstreamed for all other classes except music, for which speech therapy is substituted. Where ever possible, the deaf and hard of hearing will be included in the music classes through the emphasis of touch.

Present Levels of Performance

Present levels of performance will be set down, including the results of the initial or most recent evaluation and the results of any state or district-wide assessments, if applicable. The statements of levels of performance will be as objective as possible. A balance will be struck between a mere listing of test scores and general, but meaningless, statements like, "average" or "using third-grade math book." While tests scores are appropriate, there will be some explanation of them and they will relate to how the child is currently functioning in school. For example, a performance summary might state that on the Woodcock Johnson Test of Reading, the child scored at grade level 3.2, placing him at the 50th percentile. The child is currently halfway through the MacMillan Reading Series third-grade book, which correlates with his performance on the standardized reading test. However, the summary would further note, this level of performance makes it difficult for the student to participate in the mainstream, fifth-grade science class without assistance.

It is important to use current objective data in reporting the student's levels of performance, as well as to measure progress from year to year, the IEP will specify annual objective testing for each area (reading, science, writing, spelling, etc.) needing evaluation.

Participation in General Education Curriculum

The Global Leadership Entrepreneurial Academy will comply with the 1997 Amendments that require the IEP to include a statement of the extent to which the child will participate in the general education curriculum. Remember that curriculum is not a *place*. Even if a child receives instruction in a special education room, a general education curriculum may still be used. Alternatively, a general education curriculum *with modifications* may be appropriate. If modifications are needed, they will be specifically stated in the IEP.

If questions have arisen about whether it is appropriate for a student to receive instruction using the general curriculum for one or more areas of study, Global Leadership Entrepreneurial Academy insure there is a copy of the general education curriculum for the IEP team to consider. The parents may also request that a copy of the general education curriculum, in whole or in part, be brought to the Global Leadership Entrepreneurial Academy IEPT meeting. To be helpful, the team will review the special education curriculum, in order to compare and contrast the differences, and to come to a well-thought-out determination about which curriculum, with or without modifications, is best for the student.

Goals and Objectives

Development of goals and objectives is usually the most involved part of the plan. If this is not an initial IEP, goals and objectives from the current IEP will be reviewed and progress toward the goals and objectives will be reported. Based on those reports, current levels of academic performance, and other relevant data, the Global Leadership Entrepreneurial Academy IEP team will consider revising, continuing, deleting, or adding to the current goals and objectives.

Goals and objectives are generally only developed for areas that directly relate to the child's disability and that address the student's needs. If mathematics, for instance, were not an area of need, the student could take the mathematics general curriculum, whether or not that child is in a general or special education classroom for mathematics.

At Global Leadership Entrepreneurial Academy, all curricula have goals and objectives. Even though *individualized* goals and objectives are not developed for such a student in mathematics, the general education curriculum will include the general goals and objectives for the specific grade level. The student's progress in the general education curriculum will be measured against those curricular goals and objectives.

Discussion of evaluations

Special education goals and objectives are based on the student's unique needs as determined by current levels of academic performance. Since present levels of academic performance are often based on formal evaluations, it is important that parents and professionals understand evaluations.

Not only will the results of proper evaluations provide objective information about the student's level of academic performance, they will also provide the Global Leadership Entrepreneurial Academy IEP team with information about areas in which the student suffers a deficit, and thus require goals and objectives to be developed. For the student who has not been previously tested in a specific area, objective testing will provide base-line information against which future progress can be measured. For this reason, it is important for the Global Leadership Entrepreneurial Academy IEP team agrees on what test will be used, so that the same test, at the appropriate levels, can be administered again, usually on an annual basis, so as to obtain accurate information about the student's progress. While there are many test instruments, if one test is given one year, and a different test the next, it is not valid to compare the two scores because the tests yielding those scores were different.

Discussion of goals as objective and measurable

If, for example, reading is an area of need for a student, the goal will probably be to improve the student's reading skills. However, to state the goal in those terms is vague and could mean any number of things. The IDEA requires that goals and objectives be objective and measurable. Therefore the Global Leadership Entrepreneurial Academy IEP Team may wish to write the goal in a more objective and measurable fashion, such as "The student will improve his reading comprehension by one academic year, as measured on a standardized test normed against the general population." Put this way, the goal is objective and measurable as well as specific. "Reading skills" are vague; "reading comprehension" is specific.

The objectives written under each goal will be reasonably calculated to result in the goal. Thus, the objectives are a breakdown of how the child will achieve the larger goal. Appendix A of the Implementing Regulations explains:

Measurable annual goals, including benchmarks or short-term objectives, are critical to the strategic planning process used to develop and implement the IEP for each child with a disability. Once the IEP team has developed measurable annual goals for a child, the team

- (1) can develop strategies that will be most effective in realizing those goals and
- (2) will develop either measurable, intermediate steps (short-term objectives) or major milestones (benchmarks) that will enable parents, students, and educators to monitor progress during the year, and, if appropriate, to revise the IEP consistent with the student's instructional needs.

. . . each annual goal will include either short-term objectives or benchmarks. The purpose of both is to enable a child's teacher(s), parents, and others involved in developing and implementing the child's IEP, to gauge, at intermediate times during the year, how well the child is progressing toward achievement of the annual goal. IEP teams may continue to develop short-term instructional objectives that generally break the skills described in the annual goal down into discrete components. The revised statute and regulations also provide that, as an alternative, IEP teams may develop benchmarks, which can be thought of as describing the amount of progress the child is expected to make within specified segments of the year. Generally, benchmarks establish expected performance levels that allow for regular checks of progress that coincide with the reporting periods for informing parents of their child's progress toward achieving the annual goals. An IEP team may use either short-term objectives or benchmarks or a combination of the two depending on the nature of the annual goals and the needs of the child.

The Global Leadership Entrepreneurial Academy IEP form calls for at least two objectives for each goal. This is a minimum, not a maximum. There will be as many objectives or benchmarks as are needed. If the subtests of the reading evaluation indicate that the student's weaknesses are in the areas of reading vocabulary, understanding changes in meaning produced by grammar and affixes, deriving meaning from context clues, and identifying the main ideas in a story, the objectives under the reading goal will address all of these components. The team will include benchmarks for objectives, particularly for those goals written for related services: if a student is receiving physical therapy, a benchmark might call for the student to descend stairs using alternating feet by a specific date.

Evaluation Tools and Criteria

The IEP will enumerate the evaluation tool(s) and criteria that will be used to measure whether goals and objectives are met. The example of the reading goal above includes both the evaluation tool (a standardized test normed against the general population) and the criteria (one academic year growth).

If the student is participating in the general education curriculum, it is only sensible that evaluation tools be normed against the general population.

Global Leadership Entrepreneurial Academy will be in compliance with what is advised by the Appendix A to the Implementing Regulations:

In assessing children with disabilities, school districts may use a variety of assessment techniques to determine the extent to which these children can be involved and progress in the general curriculum, such as criterion-referenced tests, standard achievement tests, diagnostic tests, other tests, or any combination of the above.

Evaluation Procedure and Criteria

A statement of the evaluation procedure and criteria to be used will be included on the IEP for each objective or benchmark. The goals will be objective and measurable. Teacher tests and observations are not objective. They may be useful, but they do not meet the requirements of IDEA. Unit tests, work sheets, and other kinds of objective tests are objective and measurable. The Global Leadership Entrepreneurial Academy IEP team will include more than one evaluation procedure for any given objective. Nothing in IDEA requires that only one evaluation procedure be used.

Criteria are commonly stated as a percentage. For example, if the objective calls for the student to learn 10 vocabulary words a week, and the evaluation procedure is monthly unit tests, the criteria may be 80% accuracy. That means the student will average 80% or higher on the monthly tests to achieve that objective. Sometimes it may be difficult to develop an evaluation procedure in the form of a test or worksheet. In the example previously cited — of a student using alternating feet when descending stairs — a teacher's log would suffice. Observation, without documentation, is insufficient.

In application — Communication modes

At Global Leadership Entrepreneurial Academy, some IEP team members are dedicated to a particular mode of communication or approach for the child, such as Auditory-Verbal, Cued Speech, Signed English, American Sign Language, or Pidgin Signed English. To support that mode or approach, team members will develop goals and objectives for the student that specifically relate to that approach. For example, if the team supports using ASL as a mode of communication for the student, an appropriate goal might relate to the improvement of ASL skills as evaluated by an annual Sign Communication Proficiency Interview (SCPI). Objectives might relate to the student consistently demonstrating proper facial grammar, use of locatives and numeral incorporation. If the team supports using an Auditory-Verbal approach, an appropriate goal might relate to the improvement of auditory, verbal, and language skills, as evaluated by an annual assessment with the Developmental Approach to Successful Listening-II (DASL-II) curriculum, Early Speech Perception (ESP) test battery from the Central Institute for the Deaf (CID) (auditory), and CID Picture Speech Intelligibility Evaluation (SPINE) (speech).

How Parents Will Be Regularly Informed

Global Leadership Entrepreneurial Academy will be in compliance with the IDEA requirement that the IEP include a statement as to how parents will be regularly informed (through such means as report cards) about their child's progress toward annual goals, and the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year. For most students, this report will be made to the parents quarterly, since Global Leadership Entrepreneurial Academy will issue quarterly report cards. In any case, parents will be informed of progress *at least* as often as other parents are informed of their nondisabled children's progress. Therefore, if the Global Leadership Entrepreneurial Academy IEP team feels that it is appropriate to inform the parents of their child's progress more frequently than required by the minimum schedule, the IEP will spell out the more frequent schedule.

Description of Related Services and Supplementary Aids and Services

The Global Leadership Entrepreneurial Academy IEP will contain descriptions of services to be provided to the child, similar to those services mentioned in IFSP's. At §300.347, the Implementing Regulations explain the required statement:

(3) A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports that will be provided for the child—

- (i) To advance appropriately toward attaining the annual goals;
- (ii) To be involved and progress in the general curriculum in accordance with paragraph (a)(1) of this section and to participate in extracurricular and other nonacademic activities; and
- (iii) To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section;

Section 300.24 clarifies what is meant by related services:

. . .the term related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parent counseling and training.

This is not an exhaustive list. Once a child is found eligible for special education, the child is automatically eligible for all related services appropriate to support the student's education. For example, a student does not need to be emotionally impaired in order to receive psychological or counseling services.

Discussion of supplementary aids and services

Section 300.347 also requires that the IEP include a statement of the "supplementary aids and services to be provided to the child, or on behalf of the child." The definition of this is found at §300.28:

As used in this part, the term supplementary aids and services means, aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with §300.550-300.556. (Authority: 20 U.S.C. 1401 {29})

Additionally, for deaf and hard of hearing students, IDEA makes particular reference to specific considerations the team will address:

- Section 300.346 Development, review, and revision of IEP. (a) Development of IEP . . .
- (2) Consideration of special factors. The IEP team also shall—. . .
 - (v) Consider whether the child requires assistive technology devices and services. . . .
- (c) Statement in IEP. If, in considering the special factors described in paragraphs (a)(1) and (2) of this section, the IEP team determines that a child needs a particular device or service (including an intervention, accommodation, or other program modification) in order for the child to receive FAPE, the IEP team will include a statement to that effect in the child's IEP. . . .
- (2) Supplementary aids and services, program modifications or supports for Global Leadership Entrepreneurial Academy that will be provided for the child, consistent with 300.347(a)(3).

(Authority: 20 U.S.C. 1414(d)(3) and (4)(B) and (e))

Discussion of appropriate services

The evaluation process determines whether a specific service is appropriate for a student. Section 300.532 of the Implementing Regulations requires:

In evaluating each child with a disability under §300.531-300.536, the evaluation is sufficiently comprehensive to identify all of the child's special education and *related services needs*, whether or not commonly linked to the disability category in which the child has been classified.

All aids, services, accommodations, and provisions will be expressly stated in the IEP, even if it is a routine part of the program. Special instruction, services, and aids may not be provided to the student unless the IEP expressly requires it. For example, if social work services are routinely provided in classrooms for deaf and hard of hearing students, parents who do not want their children to receive such services could justifiably complain that their children's IEP does not call for these services. Additionally, a routine or program provision could be discontinued without recourse if an IEP does not expressly require it.

Discussion of qualified personnel

Qualified personnel, as defined by each state, will provide all services. Section 300.23 provides, ". . . the term qualified personnel means personnel who have met SEA-approved or SEA-recognized certification, licensing, registration, or other comparable requirements that apply to the area in which the individuals are providing special education or related services." In some circumstances, instruction for the student in a Manual Code for English, Cued Speech, or American Sign Language, could be considered a related service. This would be the case if such instruction is not offered as part of the agency curriculum, or, if offered, does not meet a student's particular needs.

While it is desirable to include a statement of the interpreter's qualifications in a child's IEP, it may not be possible to attain agreement for this from all parties. In the absence of an explicit statement of the interpreter's minimum qualifications, the definition of a qualified interpreter, pursuant to the Americans with Disabilities Act, (see <http://www.usdoj.gov/crt/ada/reg3a.html>) would apply in any situation. Sec. 36.104 Definitions, defines a "qualified interpreter" as one ". . . who is able to interpret effectively, accurately and impartially both receptively and expressively, using any necessary specialized vocabulary." Will the student be provided with an interpreter who does not satisfy the requirements of the above definition, a complaint may be filed with one's regional office of the U. S. Department of Education's Office for Civil Rights.

The 1997 Amendments provide for parent counseling and training as a possible related service. Part 300.24(7) explains:

Parent counseling and training means—

- (i) Assisting parents in understanding the special needs of their child;
- (ii) Providing parents with information about child development; and
- (iii) Helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP or IFSP.

This has particular impact on parents of deaf and hard of hearing students. Prior to the 1997 Amendments, it was very difficult for parents to get training in American Sign Language, Cued Speech, Auditory-Verbal techniques, and the like, at public expense, outside of an IFSP. Now Appendix A specifically states that these kinds of training for parents may be provided. It states, in pertinent part:

. . . if the IEP team determines that in order for a child who is deaf to participate in the general curriculum he or she needs sign language and materials which reflect his or her language development, those needs (relating to the child's participation in the general curriculum) will be addressed in the child's IEP. In addition, if the team determines that the child also needs to expand his or her vocabulary in sign language that service will also be addressed in the applicable components of the child's IEP. *The IEP team may also wish to consider whether there is a need for members of the child's family to receive training in sign language in order for the child to receive FAPE.* [Emphasis added.]

If the IEP team does determine that members of the child's family need training in American Sign Language, Cued Speech, Signing Exact English, or Auditory-Verbal or other techniques, that requirement would be specified as a related service. That training would be provided at no cost to the parents or family. Global Leadership Entrepreneurial Academy will refer these parents to public agencies that maintain their own or contracted personnel to provide such parent training.

Example: Audiology, otology, and speech and language services

Persons concerned with the education of deaf and hard of hearing children will naturally be concerned with several kinds of related services, including audiology services, otology services, speech and language services, and interpreter/translator services. Global Leadership Entrepreneurial Academy, in concert with its partnership through the Deaf and Hard of Hearing Community, will make the appropriate referrals or gain resources through the County LEA. The Implementing Regulations at §300.24 specifically clarify what audiology and speech and language services consist of:

Audiology includes—

- (i) Identification of children with hearing loss;
- (ii) Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;
- (iii) Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation;
- (iv) Creation and administration of programs for prevention of hearing loss;
- (v) Counseling and guidance of children, parents, and teachers regarding hearing loss; and
- (vi) Determination of children's needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

Speech-language pathology services includes—

- (i) Identification of children with speech or language impairments;
- (ii) Diagnosis and appraisal of specific speech or language impairments;
- (iii) Referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
- (iv) Provision of speech and language services for the habilitation or prevention of communicative impairments; and
- (v) Counseling and guidance of parents, children, and teachers regarding speech and language impairments.

It will also be noted that IDEA makes a special effort to ensure that educational agencies keep hearing aids worn in school in proper working order. Section 300.303 requires that, "Each public agency shall ensure that the hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly." (Authority: 20 U.S.C. 1412(a)(1))

Example: Assistive technology devices

Assistive devices and services fall into the category of supplementary aids and services as well as assistive technology device or assistive technology services. These are defined in the Implementing Regulations at §300.5 and §300.6:

As used in this part, Assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability.

(Authority: 20 U.S.C. 1401(1))

As used in this part, Assistive technology service means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. The term includes—

- (a) The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment;
- (b) Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;
- (c) Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;
- (d) Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
- (e) Training or technical assistance for a child with a disability or, if appropriate, that child's family; and
- (f) Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of that child.

(Authority: 20 U.S.C. 1401(2))

If there were a question about a student needing an assistive technology device, Global Leadership Entrepreneurial Academy will first obtain an assistive technology evaluation to determine if this is the case. Most commonly, FM systems, sound fields, and computer assisted real-time captioning (CART) are considered for deaf and hard of hearing students. Additionally, visual alerts, such as visual smoke alarms, bells (for change of class or otherwise), closed captioning, and visual messaging are also commonly required, as is access to a TTY for use on the same basis that general education students have use of a telephone. (These accommodations may also be required pursuant to §504 of the Rehabilitation Act and the Americans with Disabilities Act.)

Consideration is not limited to these most common provisions, however. Deaf and hard of hearing students may need personal hearing aids to receive FAPE. If public agency personnel believe that a student needs a particular piece of equipment or service, it becomes the responsibility of the public agency to provide it. If the student, the parents, or Global Leadership Entrepreneurial Academy staff need training in the proper use of the equipment, that will also be explicitly stated in the IEP and appropriate training arranged.

A source of great confusion is whether or not a student may use an assistive technology device outside of the school setting. If the team determines that this is the case, then it is permissible, and will be written explicitly on the IEP. The Department of Education's official interpretation on this issue is given at Question 36 in Appendix A to the Implementing Regulations:

36. Under what circumstances is a public agency required to permit a child with a disability to use a school-purchased assistive technology device in the child's home or in another setting?

Each child's IEP team will consider the child's need for assistive technology (AT) in the development of the child's IEP (§300.346(a)(2)(v)); and the nature and extent of the AT devices and services to be provided to the child will be reflected in the child's IEP (§300.346(c)).

A public agency will permit a child to use school-purchased assistive technology devices at home or in other settings, if the IEP team determines that the child needs access to those devices in nonstop settings in order to receive FAPE (to complete homework, for example).

Any assistive technology devices that are necessary to ensure FAPE will be provided at no cost to the parents, and the parents cannot be charged for normal use, wear and tear. However, while ownership of the devices in these circumstances would remain with the public agency, State law, rather than Part B, generally would govern whether parents are liable for loss, theft, or damage due to negligence or misuse of publicly owned equipment used at home or in other settings in accordance with a child's IEP.

Example: Transportation

The Global Leadership Entrepreneurial Academy IEP team will also weigh the need for special transportation. For deaf and hard of hearing students, a source of conflict is often whether an interpreter, translator, or aide will be provided on the bus or van, particularly for transportation to and from school. Aside from noting that transportation will be provided if the IEP team so determines, IDEA is silent on other transportation-related issues.

It is the Global Leadership Entrepreneurial Academy IEP team responsibility to determine whether the IEP will require the provision of an aide, translator, or interpreter for the student, while being transported. However, safety and liability issues outside of the scope of IDEA may apply.

The length of bus rides is also of concern to parents. The IDEA is similarly silent on this issue. Global Leadership Entrepreneurial Academy will be in compliance with North Carolina statutes on special education rules and education code.

Special Education

Audiblox – Education Theory and Foundation, Instructional Method & Teaching Approach

The Entrepreneur Charter (ECS) Charter School will employ a technique entitled, *Audiblox*³⁷, which is "...a system of cognitive exercises aimed at the development of foundation learning skills. Utilizing this world acclaim system will provide our special education students the skills to improve concentration, perception, memory, reasoning, sensory motor integration, visual and auditory discrimination, spatial awareness, number concept and motor co-ordination. The demonstrated benefits include better achievement in reading, writing, mathematics and spelling with less learning difficulties, effective help for dyslexics, faster learning and working rate, improved classroom discipline, greater self-esteem and better motivation towards learning by the participants.

The Program's Origin

This system was first devised by Dr. J. Strydom in the late 1970's as a school readiness program for his daughter. It soon became apparent that the program had far-reaching benefits for children of all ages, especially those with learning disabilities. A number of case studies have been documented and these are recorded in the book *The Right to Read*, co-authored by Dr. Strydom and Susan du Plessis. Most of the cases involve the individual tuition of children with learning problems. Our aim is to apply the practical application of the *Audiblox* program in Grades K-5 in the schools first 2 years, and modify process for older learners.

The equipment required consists of a perspex board with the numbers 1-50 running in lines of 10 from left to right. Below the numbers are lines of shapes. The board is referred to as the Persepto. There is a box of colored squares, which can be attached to the Persepto for the teacher's use, and a separate box of colored, plastic blocks and a cardboard screen for each child. It is necessary to attend training with an *Audiblox* master trainer before presenting the program in the classroom. The manual is well laid out and the exercises are set down in the order necessary for implementation.

In Grade K it is recommended that the *Audiblox* exercises are done every day for a period of twenty minutes. The teacher places the Persepto on a table in front of the class with the children sitting on the floor directly facing her. The preferred seating arrangement is for the children to be at tables, but this is seldom possible in Grade K as children usually work in groups of four to six at a table which does not facilitate direct vision. Each child has a box of blocks in front of him and stands the cardboard screen so as to prevent his neighbor from copying his patterns. Oh yes, they know all about copying, even at this stage!

The Method – Instructional Method and Teaching Approach

The basic method used is Socratic. Leading questions are asked and all the information comes from the children. The teacher cannot indicate in any way as to the accuracy of the child's answer until the exercise is complete. Silence must be observed and rules must be followed. The exercises present a constant challenge and are devised to stretch the learners' capabilities to the limit. The program is comprised of a variety of exercises namely Pattern, Auditory, Spatial, Arrows, Counting and two variations of Sequencing. These exercises are grouped and arranged into five progressive levels. Each set of exercises is then repeated daily and extended according to the group's ability for a period of about two months before moving up to the next level. Each exercise targets certain foundation skills. The Pattern exercise, for example, focuses on the development of concentration and the visual discrimination of foreground-background, form, position in space, color, visual memory and shapes, while the Arrows and Spatial tasks help to develop a sense of directionality and assist with co-ordination and balance.

From a practical point of view it is challenging to fit the *Audiblox* program into the daily timetable as the Grade K program is already very intense. The best time to implement it would be first thing in the morning, but some specialist teachers have early morning slots and the children often arrive bursting with 'news'! We have made a concerted effort to include it at some time in the morning and have made the following commitment:

Global Leadership Entrepreneurial Academy will set aside at least thirty minutes for a twenty-minute lesson in a group situation. The children take a while to set up and more teacher intervention is necessary when checking and correcting their work. For example, when working with Grade-K, they do not always realize that they have reversed two colors and the correction needs to be pointed out.

The time allowed for each exercise is short, often only five minutes and while this is adequate with regards to Arrows, Auditory, Spatial and Counting; the children are not extended to their full potential during Pattern and Sequencing work. This is due to the various abilities of the children. The solution would be to group the children according to ability for this lesson.

Another example of practical application would be that research supports the best process is to begin with the easiest exercises and to progress slowly up the levels when teaching the class as a whole. Instructions have to be very clear. For example, the children are told to close their eyes while listening to instructions during auditory exercises and then told to proceed and build the sequence they have just heard. Initially, some of the younger children proceeded bravely, but because they were not told to open their eyes, (one simply assumed that they would), they were trying to build the sequence with their eyes closed!

The Grade K age level falls between four-and-a-half and six years which is a broad spectrum at this stage of development. Though Grades K-2 enjoys the counting and pattern exercises, Grades 3-5 cope better with the spatial exercises. The auditory exercises provide the highest level of difficulty and are extremely good for developing listening skills. The children of today are bombarded with visual stimuli from sources such as television and many have poor listening skills.

The Global Leadership Entrepreneurial Academy's research notes a definite improvement in all the areas mentioned under the *Audiblox* claims. A special note must be made here regarding a Grade K class that began following the program at the beginning of the third term. By the middle of the fourth term, the majority of the class could remember a sequence of up to fifteen color blocks, a few children remembering up to twenty color blocks. Every child in the class was able to complete a hundred piece puzzles and the improvement in the children's figure-ground abilities, their counting and their visual discrimination skills was amazing. It has assisted teachers to identify children with specific problems, such as visual memory or directionality. The repetition of the exercises helps these children to make progress in their areas of weakness.

Global Leadership Entrepreneurial Academy believes that the exercises are most beneficial and lay a good foundation for better achievement in reading, writing, mathematics, spelling and learning. The program grows with the children and it constantly challenges and develops the skills necessary for optimal achievement. The research supports that we cannot comment on the effectiveness of the program for dyslexics as our Grade K's are not yet at a diagnostic level for dyslexia. We do agree, however, that some learning difficulties are identified and these areas can be targeted and strengthened before they enter Grade 1.

The code of discipline calls for quiet, order and a high level of concentration. It is a good way to set the tone for the day and there has been a marked improvement in the behavior of highly active children. These children are often very bright and cope well during short periods of intense concentration. We have found that this discipline is soon adhered to and respected by the group, with complaints such as "You are disturbing my brain!" directed towards offenders.

Research further shows and supports that the children are really proud of their achievements and have certainly grown in confidence through experiencing success. If they do not get an exercise correct they know they can correct it themselves after the checking interval. Some children have been heard to say, "That was a piece of cake!" after a particular challenging exercise. The children's enthusiasm has grown and they are excited about doing the *Audiblox* program. It has been recorded that they are known for complaining if a day is missed. Further, it has been observed that while most children enjoy the challenge, there may occasionally be a child with emotional or marked auditory processing problems who cannot cope with the pace of the lesson. This can be problematic for the teacher because at Global Leadership Entrepreneurial Academy, the child will not be excluded who may continually disrupt exercises and hold back the class. Such children will need and receive individual tutorial and at the same time as the class lesson. Additional methods would be to implement the home program, which involves the parents working with the children at home.

At Global Leadership Entrepreneurial Academy, our task is to prepare our children to meet the challenges of the future and to motivate them to always strive for excellence. The benefits of implementing the *Audiblox* program in Grades K-5 are numerous and far-reaching. They extend to all areas of the children's day and have a profound influence on future learning. By implementing the *Audiblox* program at the K-5 level, we are helping them to build a solid foundation for future learning and gaining the ability to adapt for any special academic needs.

Spelling Help: How to Improve Spelling

At Global Leadership Entrepreneurial Academy, spelling is one curriculum area in which neither creativity nor divergent thinking is encouraged. It is also an area that hinders a student's life-time progress, if not conquered during the early education period. Only *one* sequence or arrangement of letters can be accepted as correct; there is no compromise or leeway. What makes spelling even more difficult is that the written form of the English language has an inconsistent pattern.

Although learning to spell correctly is a difficult task to master for most children, it is especially difficult — and sometimes impossible — if there are underlying shortcomings, such as a learning disability. The skill of spelling embraces many sub skills. Sub skills of particular importance are (1.) the ability to analyze, i.e. to perceive the whole in its individual parts, (2.) auditory perception of letter sounds and auditory memory (3.) decoding skills, and (4.) visual memory for sequences. Shortcomings in one or more of these sub-skills can greatly affect a person's spelling ability. *Audiblox* is effective in overcoming spelling problems by addressing these underlying shortcomings.

At Global Leadership Entrepreneurial Academy, special emphasis is placed on the three R's for all students, while recognizing and addressing the needs of special education students:

- ✓ Reading
- ✓ Dysgraphia - writing
- ✓ Math Learning Disabilities

Dysgraphia: Handwriting Help for Children

The word *dysgraphia* was coined from the Greek words *dys* meaning ill or difficult and *graphein* meaning to write, and is used to describe a severe problem with handwriting.

Even in these days of the magic of computers, handwriting is a necessary competency. In school, it is the usual medium through which students convey to teachers what they have learned. In many situations, adults also find writing a necessity that they cannot avoid.

It is the philosophy of Global Leadership Entrepreneurial Academy that writing skills are a critical competence area. Further, all students will be provided with faculty equipped to identify the symptoms and the instruction necessary to obtain and sustain this competency.

Dysgraphia can be identified by the following symptoms:

- Generally illegible writing
- Letter inconsistencies
- Mixture of upper/lower case letters or print/cursive letters
- Irregular letter sizes and shapes
- Unfinished letters
- Struggle to use writing as a communications tool

What Causes Dysgraphia?

To understand the cause of dysgraphia it is important to take note of the principle that human learning is a stratified process. This implies that certain skills have to be mastered *first, before* it becomes possible to master subsequent skills. One has to learn to count before it becomes possible to learn to add and subtract. In the same way, there are skills that a child must have mastered *first, before* he or she will be proficient in handwriting.

Audiblox is effective in overcoming dysgraphia by addressing the underlying shortcomings that interfere with handwriting performance, such as:

- a) poor motor skills,
- b) poor visual perception of letters and words, and
- c) difficulty in retaining visual impressions, caused by a poor visual memory.

Math Learning Disabilities –

Math learning disabilities can be a debilitating problem in school and in later life. In today's world, mathematical knowledge, reasoning, and skills are no less important than reading ability. The effects of math failure during the years of schooling, as well as math illiteracy in adult life, can seriously handicap both daily living and vocational prospects.

According to the statistics approximately 6% of school-age children have significant math difficulties and among students classified as learning disabled, arithmetic difficulties are as pervasive as reading problems. This does not mean that all reading disabilities are accompanied by math problems, but it does mean that math problems are widespread and in need of equivalent attention and concern as reading problems. In the *Journal of Learning Disabilities*, McLeod and Crump stated that about one-half of students with learning disabilities require supplemental work in mathematics.

Mathematics is a subject that consists of two aspects:

Knowledge: There is much in math that one simply has to know and therefore has to learn, for example many terms, definitions, symbols, theorems and axioms. These are all things that the learner must know, not things that he must know how *to do*.

Skills: There are, on the other hand, many things in mathematics that the learner must learn *to do*, like, for example, the skills of counting, of adding and subtracting, of multiplication and division. Furthermore, one of the most important skills for math is logical thinking, which makes problem solving possible.

Much of the basic knowledge and many of the skills mentioned above, that relate to mathematics, are taught and exercised by means of *Audiblox*, like for example counting, adding and subtracting, and multiplication tables. In addition, the skill of logical thinking is also taught. In the case of a younger learner, this should in most cases be sufficient to solve his math problem adequately.

When an older learner has problems with math, it may be because he has so far been unable to acquire the math skills adequately and to learn the knowledge that has been presented to him. Through the *Audiblox* exercises, he will certainly acquire the skills required for math, but he may also have fallen behind as far as the knowledge aspect of math is concerned. It may therefore be advisable to send him for extra math classes also, so that he may catch up on the knowledge aspect.

What will the Global Leadership Entrepreneurial Academy do when a Learner has Math Problems and Reading Problems and/or Spelling Problems?

The *Audiblox* Math Program is not recommended when a learner has reading and/or spelling difficulties also. In such a case, researchers recommend that faculty deal with these problems *first*, by means of the *Audiblox* programs that address reading and/or spelling, *before* attending to math problems.

Research reflects that one should see at least some improvement in math simply by following the relevant *Audiblox* programs. In fact, in the case of younger children, researchers found that math is the first subject to improve, irrespective of the *Audiblox* program that the instructor follows. This program is primarily aimed at improving reading. Once the learner's reading and spelling are on par, and still needs help with math, the instructor will then follow the *Audiblox* Math Program.

What will Global Leadership Entrepreneurial Academy do when Learners have Severe Math Problems?

In the case of severe math problems a combination of *Audiblox* and [Kumon](#)³⁸ Program for Math will be initiated. Only doing *Audiblox* usually delivers results, but not good enough to completely overcome a serious problem. The same applies to doing only [Kumon](#) Math — it delivers some results, but not enough. However, following a **combination of Audiblox and Kumon** usually delivers excellent results! The two programs seem to support one another extremely well and the research reflects that there is progress in learners who do both programs.

³⁸ Kumon Program for Math, www.kumon.com – Progresses from counting to calculus, increase the child's math comprehension, improves performance in math class, Kumon Math Program, number recognition...

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

Provide drafts, included in this section (do not include as an appendices), of student handbooks and other policies governing student conduct and discipline. Include policies and procedures governing suspension and expulsion of students. Specifically address these policies with respect to exceptional children. Also describe how a parent could appeal the decision of a school administrator through a grievance process.

STUDENT CONDUCT AND DISCIPLINE

The Global Leadership Entrepreneurial Academy will take a positive approach to all matters of conduct and behavior. Students will need to be well-informed about the expectations at our school and at our school events. Students will be expected to be polite to one another, respectful to our faculty and staff, and all guests in our building.

Students will be ambassadors for our school whenever they travel outside our building and will be expected to represent our school with dignity and class. Our students will be members of the Character Model School.

Our goal is to offer a quality education program. To fulfill this goal, students need a positive, safe, and orderly school environment in which learning can take place without disruption. Students who do not observe the rules of good conduct in the classroom or on the playground decrease both the learning and safety of others and their own opportunities to learn. Therefore, our staff takes a very proactive role in enforcing the Global Leadership Entrepreneurial Academy Student Code of Conduct outlined below.

Expectations

Students are expected to demonstrate respect and courtesy by obeying staff members, being kind to others, and being considerate of others' and the school's property. Students are also expected to follow the dress code, be punctual, and refrain from cheating in any way.

Acts of Misconduct

Both minor and major acts of student misconduct will initiate school disciplinary procedures. Generally, discipline will be administered by the teachers but may also be administered by the Head of School or another staff member. Acts of misconduct are listed in the Global Leadership Entrepreneurial Academy Student Code of Conduct. This list is not to be construed as an all-inclusive list or as limiting the authority of school officials to deal appropriately with other types of conduct which interfere with the good order of the school, the proper functioning of the educational process, or the health and safety of students.

A student violating any of the acts of misconduct listed in the Global Leadership Entrepreneurial Academy Student Code of Conduct shall be deemed to be guilty of a gross misdemeanor and will be disciplined. Additionally, a student who engages in an act of misconduct that violates the law may be referred to the appropriate police authority.

The acts of misconduct and penalties listed below are applicable when a student:

- engages in acts of misconduct on school property;
- engages in an act of misconduct in a motor vehicle being used for a school related purpose;
- engages in an act of misconduct at a school-related activity, function or event; and
- engages in an act of misconduct off school premises, which act, in the judgment of the administration, is of such seriousness that the student's continued attendance in school would present a danger to the health and safety of students or employees or would endanger the proper functioning of the educational process.

The Global Leadership Entrepreneurial Academy recognizes that bullying or harassing behavior is defined under NC Law (G.S. 115C-407.5(a) as "any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication, that takes place on school property, at any school-sponsored function, or on a school bus, and that:

(1) Places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or

(2) Creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits. For purposes of this section, "hostile environment" means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior. Bullying or harassing behavior includes, but is not limited to, acts reasonably perceived as being motivated by any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics." It should be noted that this definition was enacted by the General Assembly during the last session (S.L.2009-0212).

Acts of misconduct include, but are not limited to, the following:

- Failure to cooperate or comply with directions of school personnel and volunteers
- False allegations against staff, volunteers, or students
- Falsification of records or scholastic dishonesty (including cheating and plagiarism)
- Misuse of copyrighted materials
- Improper or disrespectful communications to staff, volunteers, or students
- Disruption of school
- Sexual harassment
- Criminal sexual conduct

- Bullying and hazing
- Improper dress in violation of the dress code
- Indecency (either with clothing/exposure, pictures or public display of affection)
- False alarms
- Damage of property or theft/possession of stolen property
- Coercion, extortion or blackmail
- Arson
- Possession of firework(s), explosive(s) and/or chemical substance(s)
- Possession and/or sale of alcohol and/or drugs (narcotic drugs, look-a-like substances and illegal chemical substances)
- Possession of look-a-like weapons
- Possession of dangerous weapons as defined by state law and dangerous weapons or instruments not otherwise enumerated herein

If, after providing the student with his/her due process rights, the Head of School determines that the student has engaged in a prohibited act under this Student Code of Conduct, then he/she may impose a disciplinary penalty of a suspension not to exceed ten (10) days. The Head of School, or his designee, shall inform (in person or by phone) the student's parent of the suspension and of the reasons and conditions of the suspension. A Conduct Report is to be completed, with copies going to the parent and the student's file. A decision to suspend a student for ten (10) or fewer school days is final and not subject to further review or appeal.

Suspension for Eleven (11) or More School Days and Expulsion

A parent shall be notified by the Head of School in writing and in the native language of the parents of the Head of School's intent to suspend or expel. At the Head of School's discretion, a long term suspension may be imposed. A long term suspension is defined as a suspension from school and all extracurricular activities of more than ten school days.

A 365 day suspension is a denial to a student of the right to attend school and to take part in any school function for a full 365 days. The Board must suspend a student for 365 days for weapons and bomb threat violation. The Board must suspend a student for 300 – 365 days for assaults which seriously injure a teacher or other employee. The Board may suspend a student for up to 365 days if a student 1) assaults a teacher; 2) assaults a student, if witnessed; 3) assaults and seriously injures another student; or 4) other threats/false reports. An expulsion results in the student's exclusion from school and all extracurricular activities. The Board must find that the student presents a "clear and convincing" threat to the safety of others.

The written notice of violation shall state the nature of the violation and the proposed consequence. The parent of the child shall be responsible for making arrangements for the child's educational needs during a long term suspension and/or expulsion.

Miscellaneous Provisions Voluntary Agreements of Discipline

At any time during the disciplinary proceedings, the Head of School or his designee may enter into a written contract with the student and/or his/her parent(s) setting forth the parties' agreement in settlement of the disciplinary charges. In such cases, the written agreement shall be final and binding and may not be later challenged by the Head of School or his designee or the student and/or his/her parent(s).

Expelled Students on School Property or Attending School Activities

A suspended or expelled student who enters onto school property or appears at a school activity, event or function without the permission of a building administrator shall be deemed to be trespassing.

Class Progress

When practical in the judgment of the Head of School, a suspended student may be permitted to maintain progress during the period of suspension.

Disciplinary Process

Level 1: The teacher addresses the inappropriate behavior with the student. If the act of misconduct is considered minor, the teacher records the incident on the “Incident Report” form and makes a telephone call to the student’s parent.

Level 2: If the same act of misconduct continues or if a more serious act occurs, the teacher disciplines the student and informs the parents by phone. The teacher provides the student with intervention strategies and records the incident on the “Incident Report” form.

Level 3: If the inappropriate behavior continues or if a more serious act of misconduct occurs (not covered in Levels 1 and 2), a conference with the parent(s), teacher, and/or Head of School is held in order to discuss the incident and appropriate disciplinary action. A written record of what was decided at the meeting is kept on file and a copy is given to the parents, and a copy is also placed in the student’s file. The teacher provides the student with intervention strategies and records the incident on the intervention form.

Level 4: If the previous disciplinary actions taken at levels 1-3 have not been successful in stopping the inappropriate behavior or if a very serious act of misconduct occurs, the teacher records the information on the “Incident Report” form, and the student is referred to the School Counselor. The School Counselor schedules a meeting with the parents in order to discuss a corrective action plan. The plan will be written and will take into consideration the cause of the inappropriate behavior, positive interventions that might be utilized to diminish the inappropriate behavior and necessary sanctions that will take place if the behavior continues. This plan is written, attached to the conduct report that precipitated it, and then distributed to all persons included in the meeting. A copy is also placed in the student’s file.

Level 5: If the corrective action plan is not effective, or a major act of misconduct occurs, the Head of School may require an in-school suspension for the student. Before a student can resume attending classes, the Head of School shall convene a meeting with the student, parents, and others involved in the development of the corrective action plan in order to determine further intervention strategies, which may include parent “shadowing” of their student for an entire academic day and/or a required performance of community service relative to the incident/infraction. A copy of the plan is distributed to all persons included in the meeting. A copy is also placed in the student’s file.

Level 6: If all the actions taken at Levels 1-5 have not corrected the inappropriate behavior and/or if the act of misconduct is so extreme that it threatens the safety of others, the Head of School may suspend or expel the student from school. A meeting with all involved persons shall be convened by the Head of School to determine the next course of action. Such action may consist of the Head of School's recommendation that the student serve a long term suspension or be expelled from school. If the Head of School recommends an expulsion, the Board of Directors will grant the student a due process hearing and thereafter will make a final decision about expulsion within ten days of the incident. Parents, the student, and any other person with relative information may give input to members of the Board before a final decision is made. A written record is made of all actions taken. The record is then copied and distributed to all involved parties.

Students who are served under IDEA (Special Education) or under Section 504 of the Rehabilitation Act of 1973 are entitled to certain additional rights in the area of discipline based upon their qualification for services under these federal laws.

Examples of major acts of misconduct (including but not limited to those below) that do not require progression through Levels 1-4 but rather call for discipline to be administered immediately at Levels 5 or 6 are the following:

- Malicious types of behavior that endanger the safety of others
- Physical assault
- Extreme acts of defiance and/or threats toward teachers/other adults/fellow students
- Defacement/destruction/theft of school property
- Sexual Harassment (depending upon severity)
- Criminal Sexual Conduct, as defined by law
- Bullying
- Weapons
- Possession/use of any form of alcoholic beverages, tobacco, inhalants, illicit drugs
- Arson
- Possession of personal protection devices (such as tasers, mace, pepper-spray, etc.)
- Fighting, assault and/or battery on another person
- Gangs and gang related activity
- Violation of Technology Acceptable Use Policy
- Persistent disobedience
- Verbal assault
- Criminal acts other than as enumerated herein
- Parents or students who are unsure of what conduct is prohibited by each act should consult with the Head of School.

Due Process Procedures

Inappropriate behavior addressed by a teacher in the classroom that does not result in a disciplinary referral shall be recorded, along with any disciplinary action used, in the teacher's record book or "Incident Report" form. The administration reserves the right to address acts of misconduct, or to supplement any disciplinary action, through the implementation of a Corrective Action Plan.

Introduction to the Rules of Due Process for Misconduct Not Addressed in the Classroom

The following due process procedures only govern the suspension or the expulsion of a student from the school's regular educational program. Discipline in the form of legally appropriate administrative intervention is solely within the discretion of the Head of School and is not subject to the procedures of due process as provided in this Student Code of Conduct.

If a student charged with a violation of the Global Leadership Entrepreneurial Academy Code of Conduct has been returned to the regular school program pending a decision by either the Head of School or other board designee, then such action of reinstatement shall not limit or prejudice the school's right to suspend or expel the student following that decision.

The Head of School shall approve all discipline referrals for suspension and/or expulsion.

Suspension of Ten School Days or Less

As a general rule, prior to any suspension of the student, the Head of School shall provide the student with the following due process:

The Head of School shall inform the student of the charges against him/her, and, if the student denies the charges, the Head of School shall provide the student with an explanation of the evidence the Head of School possesses.

The student shall be provided an opportunity to explain to the Head of School his/her version of the facts. If a student's presence in school poses an immediate danger to persons or property or an ongoing threat of disruption to the educational process, the Head of School may immediately suspend the student, and as soon thereafter as reasonable, provide the student with his/her due process rights as set forth above.

Definition of Terms

- Incident Form is a specific written record of the student's act of misconduct. It documents the date, the nature of the offense, and the interventions performed by the teacher.
- Conduct Report is a specific written record of the student's act of misconduct. It documents the date, nature of the offense, and the disciplinary action taken by the teacher and/or Head of School.
- Corrective Action Plan is a written document that identifies the cause of misconduct and what steps will be taken in order to help a student overcome inappropriate behavior. It is signed by the parent(s), student, and staff member.
- In-School Suspension Plan refers to the Head of School's decision to temporarily remove a student from the mainstream classroom and to place the student in a segregated environment within the school building that allows the student to continue to progress in their coursework but denies them access to regular classroom instruction and social interaction with their peers. The In-House Suspension room must be supervised by an adult employee of the building at all times.
- Out-Of-School Suspension Plan refers to the Head of School's decision to temporarily remove a student's right to attend school or any school-related activity not to exceed ten (10) school days. A meeting with the parents will be convened to discuss the incident that led to the suspension and to develop a plan of action for the future. Students suspended from school are not allowed to visit the school or attend any school-related activities during the period of suspension.
- Long-Term Suspension Plan refers to the Head of School's decision to remove temporarily a student's right to attend school or any school-related activity for a specified period of time, which exceeds ten school days. A meeting with the parents is convened to discuss the incident that led to the suspension and to develop a plan of action for the future. Students suspended from school are not allowed to visit the school or attend any school-related activities during the period of suspension.
- Expulsion is defined as a decision to remove a student from school due to extreme non-compliance with school rules/state law. This decision shall be made by the Board of Directors. All decisions made by the Board of Directors are final.

Note: Any public display of affection having sexual connotations (holding hands, kissing, etc.) is unacceptable behavior and may result in an in-school suspension to isolate the student from the rest of the school community. The length of the suspension will be determined by the type of behavior that is displayed.

DRESS CODE

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

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

Shirts, Sweaters, Sweatshirts, Jackets

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

Pants, Shorts, Skirts, Dresses

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

Shoes

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

The Global Leadership Entrepreneurial Academy is projected to use school uniforms.

TIMELINES

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

Global Leadership Entrepreneurial Academy (GLEA)

Projected Detailed Start-up Action Plan	Responsible Individual/Party
<p><i>Timeline of Events to Take Place, from the Awarding of the Charter to First Day of School</i></p>	
<p>February 2012: North Carolina Board of Public Schools Department of Instruction awards a charter to the Global Leadership Entrepreneurial Academy (GLEA).</p>	<p>North Carolina Dept of Public Instruction</p>
<p>February 2012: The North Carolina Public Schools, on behalf of the Board of Directors, advertises for a Headmaster of the GLEA.</p>	<p>North Carolina Dept of Public Instruction / BD</p>
<p>February 2012: Active recruitment of students for GLEA’s 2012-13 school year begins.</p>	<p>BD</p>
<p>March 2012: By the first month’s anniversary of the award of the charter, the Board of Directors will be made final and notice of the final Directors’ identities will be sent to NC Department of Public Schools.</p>	<p>BD</p>
<p>March 2012: Training will be provided for the Board of Directors regarding meeting their obligations under the charter and the laws of North Carolina.</p>	<p>BD</p>
<p>March 2011: Board of Directors will interview qualified and duly licensed applicants for the Principal’s position.</p>	<p>BD</p>
<p>March 2012: Recruitment of teachers (through external advertisements and internal postings) will begin for GLEA.</p>	<p>BD</p>
<p>March 2012: Lease arrangement for GLEA to operate in 2012 -13, with lease effective not later than July 1, 2012, will be reached with lessor.</p>	<p>BD</p>
<p>March 2012: Recruitment of students will continue.</p>	<p>BD</p>
<p>April 1, 2012: Superintendent of Schools will appoint the Principal of GLEA.</p>	<p>BD</p>
<p>April 2012: Board of Directors will adopt a proposed budget for GLEA in the 2012 - 13 school year, and submit the proposed budget to the Superintendent of Schools.</p>	<p>BD</p>
<p>April 2012: Purchase and ordering of equipment, materials and supplies for GLEA’s operation will take place.</p>	<p>BD</p>

<p>April 2012: Recruitment of students will continue if vacancies exist.</p>	<p>BD/Headmaster</p>
<p>May 2012: Recruitment of students will continue if vacancies exist.</p>	<p>BD/ Headmaster I</p>
<p>May 15, 2012: All teachers and support personnel for GLEA will be hired by the Headmaster for the 2012 - 13 school year.</p>	<p>BD/ Headmaster</p>
<p>June 2012: Recruitment of students will continue if vacancies exist.</p>	<p>BD/ Headmaster</p>
<p>June 2012: The Headmaster Committee will approve the 2012 - 13 school budget, which will include an appropriation or line funding of GLEA for the 2012 - 13 school year.</p>	<p>BD/ Headmaster</p>
<p>June 2012: NC DPI approves appropriation for the Guilford County Public Schools for FY 2012, which includes the funding sought by the School Committee in its budget to provide funding for the GLEA in 2012 - 13.</p>	<p>BD/ Headmaster</p>
<p>July 5, 2012: Staff of GLEA and personnel from the North Carolina Public Schools who will work with the GLEA special populations (i.e., students with IEPs, ELL students) will begin professional development in anticipation of opening of school.</p>	<p>BD/ Headmaster</p>
<p>July - August 2012: Professional development and planning will take place by GLEA personnel under guidance of the Principal and in coordination with the Guilford County Schools.</p>	<p>BD</p>
<p>July-August 2012: Recruitment of students will continue if vacancies exist.</p>	<p>BD/ Headmaster /Staff</p>
<p>August 2012: Principal and staff of GLEA will report for work on the first day of the teachers' work year.</p>	<p>BD/ Headmaster /Staff</p>
<p>August 2012: GLEA will open for students.</p>	<p>BD/ Headmaster /Staff</p>

Global Leadership Entrepreneurial Academy

Projected 2012-2013 Academic Calendar

July 16 – July 20:	Professional Development, No Students
July 23 – July 25:	Teachers Prepare Classrooms
July 26:	Start of Classes
August 24:	P.E.P. Meeting
August 28, 29:	Progress Reports & Parent/Teacher Conf.
August 31:	Parent/Guardian Dinner
September 3:	Labor Day, School Closed
September 20:	P.E.P. Meeting
September 21:	Professional Development, No Students
September 24 – October 5:	Fall Break, No School
October 18:	Start of Quarter
October 19:	Report Cards Distributed
October 19:	P.E.P. Meeting
November 12:	Veteran's Day, No School
November 13, 14:	Progress Reports & Parent/Teacher Conf.
November 19:	P.E.P. Meeting
November 21-23:	Thanksgiving, No School
November 26:	Parent/Guardian Dinner
December 10:	P.E.P. Meeting
December 17:	End of Quarter
December 18:	Professional Development, No Students
December 19 – January 6:	Christmas Break, No School
January 7:	Start of Quarter
January 21:	MLK, No School
January 31:	P.E.P. Meeting
February 14, 15:	Progress Reports & Parent/Teacher Conf.
February 25:	P.E.P. Meeting
February 28:	Parent/Guardian Dinner
March 11:	End of Quarter
March 12:	Professional Development, No Students
March 13:	Start of Quarter
March 21:	P.E.P. Meeting
April 8 – April 19:	Spring Break, No School
April 25:	P.E.P. Meeting
May 1, 2:	Progress Reports & Parent/Teacher Conf.
May 9:	Parent/Guardian Dinner
May 22:	P.E.P. Meeting
May 27:	Memorial Day, No School
June 5:	End of Quarter
June 6, 7:	Professional Development, No Students

VII. BUSINESS PLAN**PROJECTED STAFF:**

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

Entrepreneur Projected Staff Chart for 2012-2013

Position	Full Time/ Part Time	Number
Head of School	FT	1
Assistant Head of School	FT	1
Director of Finance & Business	Contracted	1
Administrative Support Specialist	FT *	1
Counselor	FT	1
Master Teachers	FT	6
Teacher Associates	FT	1
Specials Teachers (PE, Arts, Etc.)	PT	1
Exceptional Children's Teacher	FT	1
Media Coordinator	FT	1
Extended Day Program Staff	PT/Contracted **	8
School Nurse	Contracted	1

*Note:

1) GLEA plans to utilize the Workforce Investment Act (WIA) Department of Labor Job Training and Apprenticeship Programs and hire, w/on-the-job training support positions and optimize on salary supplement plans.

2) GLEA plans to utilize and optimize cooperative learning opportunities with the multiple higher education institutions in the Greensboro area w/student interns and graduate students.

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

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

For Academic Year 2012-2013 – no individuals have already been identified for specific positions

MINIMUM QUALIFICATIONS FOR THE HEAD MASTER AND ASSISTANT HEAD MASTER

- A four year degree (BA/BS) is required in Business Administration, preferred education training
- Administrative experience and ability
- Academic experience and knowledge
- Community Involved and connected
- Business Management Experience
- Experience with youth K-12
- First Aid and CPR training
- NCDPI training and meeting with ability to assimilate information to Charter School staff

MINIMUM QUALIFICATIONS FOR LEAD TEACHER

- A four year degree (BA/BS) in education or related discipline
- State teacher's certification
- Four years experience in K-6 grades
- Proficiency in 1 or 2 foreign languages
- Two years of administrative training and experience
- Willingness to work in an environment where administration monitors work on a regular basis and visited without prior warning
- One year of Special Education training and experience
- Proven leadership skills
- Fondness for children and enthusiastic for teaching
- Certification in First Aid and CPR

MINIMUM QUALIFICATIONS FOR TEACHER LEVEL II

- A four year degree (BA/BS) in education or related discipline
- State teacher's certification
- Two years experience in special education and K-5 grades
- Proficiency in 1 or 2 foreign languages
- Demonstration (in interview) of the required knowledge to teach the grade level subject effectively
- Demonstrate innovative methods of teaching subject matters
- Fondness for children and enthusiastic for teaching
- Certification in First Aid and CPR

MINIMUM QUALIFICATIONS FOR TEACHER LEVEL I

- A four year degree (BA/BS) in education or related discipline
- Demonstration (in interview) of the required knowledge to teach the grade level subject effectively
- Willingness and ability to learn American Sign Language
- Proficiency in Spanish
- Studying for SBE certification
- Working knowledge of K-5 subject matter
- Fondness for children and enthusiastic for teaching
- Certification in First Aid and CPR

MINIMUM QUALIFICATION FOR TEACHERS' AID

- One year of experience as a teacher's aide in the public or private school setting
- Prefer an associate degree or certificate in early childhood education
- Willingness and ability to learn American Sign Language
- Fondness of children and willing to assist teacher
- Follow instructions and think through different scenarios in an orderly manner and a willingness and ability to recognize changes in children to assist the teacher
- Certification in First Aid and CPR

MINIMUM QUALIFICATIONS FOR EXECUTIVE ADMINISTRATIVE SUPPORT SPECIALIST

- A degree in Business Education (associate or BS/BA) or related discipline
- Four years of experiences in school environment
- Computer proficiency
- Experience in preparing reports, spreadsheets, flyer, letter writing
- Bond (insurable) and must have a broad knowledge of confidentiality
- Certification in First Aid and CPR
- Experience with student and staff record keeping
- Must have an excellent work record and recommendation from two employers
- Substitute teaching experience
- Willingness and ability to learn American Sign Language

MINIMUM QUALIFICATIONS FOR DRIVER – projected contractor

- Appropriate driver's licenses for the operation of an activity and school bus
- Must have an outstanding driving record with no conviction of driving under the influence
- Must have an excellent work record with no criminal record or misdemeanor of child neglect or abuse
- Willingness and ability to learn American Sign Language
- Certification in First Aid and CPR

MINIMUM QUALIFICATION FOR OSHA / SAFETY HEALTH PERSONNEL

- Certification in First Aid, CPR, Hazardous Chemicals and Blood borne Pathogens
- Certificate in OSHA/ Safety rules and regulations
- Working knowledge of sanitation rules and regulations
- Working knowledge of Building and Fire Codes
- Working knowledge of playground equipment and outdoor safety
- Maintain incident reports, authorization and dispensing of medication reports
- Maintain compliance for handicap accessibility
- Reporting suspension of child neglect and abuse to child protective services and the Department of Social Services
- Make home visits to parents to discuss disciplinary issues concerning a child who has violated a safety issue (i.e. pulled fire alarm, destruction of school property, etc.) prior to expulsion or suspension.
- Willingness and ability to learn American Sign Language
- Train staff and students in fire, terrorist and disaster drills

MINIMUM REQUIREMENTS FOR SCHOOL NURSE

- Licensed Practical Nurse with an associate degree
- Three years experiences in pediatrics care
- Ability to maintain confidential student medical records
- CPR, First Aid and Blood-borne training certification
- Proficiency in Spanish and/or American Sign Language

MINIMUM QUALIFICATION FOR CUSTODIAN

- Working knowledge of city and state requirement for sanitation of an education facility
- Five years of continued employment in a cleaning service in child care and/or education facility
- Maintained documented checklist of facility maintenance and repairs
- Must have ability to make minor repairs to the facility
- Must be willing and have the ability to use American Sign Language
- Prefer proficiency in Spanish and English

Licensing Requirements. In accordance with 115C-238.28F(e), at least seven-five (75) percent of the teachers (whether full or part-time) in grades kindergarten through five at least fifty percent (50%) of the teachers in grades six through eight, and at least fifty percent (50%) of the teacher in grades nine through 12 shall hold teacher certificates. Prior to each academic year, as required by the SBE, the School will report the total number of employed teaches and the total number of employed teachers who hold valid licenses.

The Charter 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.

If a School employee, on leave from the LEA, is suspended, terminated, asked to resign, or subjected to disciplinary action by the School, the School will notify the LEA, and provide whatever information is requested about the employee.

Required documentation for employment: To be considered for employment at the Charter School, prospective employees are required to complete and submit an application package to the School Principal that includes the following:

- W-4 and 1-9 forms
- Personnel Application
- Two sets of fingerprints
- TB Test Results
- Curriculum Vitae and Resume
- Official Transcripts
- 2 Letters of Recommendation
- Current North Carolina Teaching Credential (faculty)
- Sample Lesson Plan (faculty)
- 2 valid forms of identification

Criminal Background Checks: In accordance with 115C-238.29K (c), the School Board will require the Charter School employees to check references for prospective employees and will use fingerprints submitted to conduct a background check through the North Carolina Department of Justice’s criminal history records. All of the information received by Global Leadership Entrepreneurial Academy in accordance with the required criminal history check is privileged information, not a public record, and only for the exclusive use of the School Board. The cost for conducting criminal history checks will be borne by the School.

The Global Leadership Entrepreneurial Academy will not hire individuals who have a “criminal history” which is defined as county, state, or federal criminal history of conviction of a crime, whether a misdemeanor or felony, that indicates an individual either poses a threat to the physical safety of students or personnel, or has demonstrated that he or she does not have the integrity or honesty to fulfill his or her duties as school personnel.

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 Global Leadership Entrepreneurial Academy Charter 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.

Our school promotes diversity, school pamphlets and information documents are available in multiple languages. Additionally, our school embraces diversity, our faculty and staff are trained on cultural diversity awareness.

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school. Explain the analysis utilized to determine these specific enrollment figures

Analysis for student ratio for GLEA:

Global Leadership Entrepreneurial Academy plans to utilize the “One School House” COHORT method of one class per grade migration beyond Grades K-5 beginning in Year Two through Year Eight. The philosophy of the school is that our methodology creates a cohesive bond between student and teacher that adds value to the total learning environment.

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

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

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

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY
COME

List LEA #1 – _____

List LEA #2 – _____

List LEA #3 – Guilford County

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	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
Kindergarten	K	_____	_____	<u>15</u>	_____	_____	<u>15</u>	_____	_____	<u>15</u>	_____	_____	<u>15</u>	_____	_____	<u>15</u>
First	1	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>
Second	2	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>
Third	3	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>
Fourth	4	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>
Fifth	5	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>
Sixth	6	_____	_____	_____	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</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>20</u>	—	—	<u>20</u>	—	—	<u>20</u>
Eighth	8	—	—	—	—	—	—	—	—	—	—	—	<u>20</u>	—	—	<u>20</u>
Ninth	9	—	—	—	—	—	—	—	—	—	—	—	—	—	—	<u>20</u>
Tenth	10	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Eleventh	11	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Twelfth	12	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Totals	LEA	—	—	<u>115</u>	—	—	<u>135</u>	—	—	<u>155</u>	—	—	<u>175</u>	—	—	<u>195</u>
Overall Total Enrollment		<u>115</u>			<u>135</u>			<u>155</u>			<u>175</u>			<u>195</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>\$442,729</u>	<u>\$531,275</u>	<u>\$637,530</u>	<u>\$765,036</u>	<u>\$918,043</u>
--Local Per Pupil Funds	<u>\$252,193</u>	<u>\$302,632</u>	<u>\$363,158</u>	<u>\$435,790</u>	<u>\$522,498</u>
--Federal Funds	<u>\$20,880</u>	<u>\$25,056</u>	<u>\$30,067</u>	<u>\$36,080</u>	<u>\$43,296</u>
--Grants*	<u>\$46,200</u>	<u>\$55,440</u>	<u>\$66,528</u>	<u>\$79,834</u>	<u>\$95,800</u>
--Foundations*	<u>\$850,577</u>	<u>1,020,692</u>	<u>\$1,224,830</u>	<u>\$1,469,796</u>	<u>\$1,763,755</u>
--Private Funds*	<u>\$</u>	<u>\$24,000</u>	<u>\$28,800</u>	<u>\$34,560</u>	<u>\$41,472</u>
--Other Funds*	<u>\$150,000**</u>	<u>\$150,000</u>	<u>\$150,000</u>	<u>\$150,000</u>	<u>\$150,000</u>
TOTAL INCOME	<u>\$1,762,579</u>	<u>\$2,109,095</u>	<u>\$2,500,913</u>	<u>\$2,971,279</u>	<u>\$3,534,864</u>
<p>*Grant & Foundation Funds are contingent upon acceptance *other funds is based upon promissory note funds for start-up costs, Attach E</p> <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.

\$ 4,427.29. x 100 = \$ 442,729 **State Operating Income**

\$ 2,521.93x 100 = \$ 252,193.00 **Local Operating Income**

\$ 694,922 Total Operating Income

**For salary computations used: Available online: www.ncpublicschools.org/fbs/finance/salary/
Financial & Business Services
NC Department of Public Instruction**

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 17 noncontract	\$\$ _____	\$\$ _____	\$\$ _____	\$\$ _____	\$\$ _____
--Administrator(s) # 2	\$107,000	\$128,400	\$154,080	\$184,896	\$221,875
--Clerical #1	\$30,000	\$36,000	\$43,200	\$51,840	\$62,208
--Teachers #6-10	\$30,000	\$36,000	\$43,200	\$51,840	\$62,208
--Librarians #1	\$520,000	\$624,000	\$748,000	\$898,560	\$1,078,272
--Guidance #1	\$45,000	\$54,000	\$64,800	\$77,760	\$93,312
--Teacher Assistants #1	\$28,500	\$34,200	\$41,040	\$49,248	\$59,098
#1	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
Custodian #1	\$26,500	\$31,800	\$38,160	\$45,792	\$54,950
--Maintenance # _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Food Service # _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Bus Driver # _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Other	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
Transportation 3-4 Con	\$75,000	\$90,000	\$68,000	\$93,312	\$111,974
Legal Contractor	\$6,000	\$7,200	\$8,640	\$10,368	\$12,442
Accounting Contractor	\$15,000	\$18,000	\$21,000	\$25,200	\$30,240
	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
<i>EMPLOYEE BENEFITS</i>	\$125,000	\$150,000	\$	\$ _____	\$ _____
<i>STAFF DEVELOPMENT</i>	\$17,500	\$21,000	\$25,200	\$30,240	\$36,288
<i>MATERIALS AND SUPPLIES</i>	\$37,000	\$44,400	\$53,280	\$63,936	\$76,723
<i>OFFICE SUPPLIES</i>	\$23,000	\$27,600	\$33,120	\$39,744	\$47,693
<i>INSTRUCTIONAL EQUIPMENT</i>	\$56,000	\$67,200	\$80,640	\$96,768	\$116,122
<i>OFFICE EQUIPMENT</i>	42,500	\$51,000	\$61,200	\$73,444	\$88,132

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

BUDGET EXPENDITURE PROJECTIONS	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
TESTING MATERIALS	<u>\$22,000</u>	<u>\$26,400</u>	<u>\$31,680</u>	<u>\$38,016</u>	<u>\$45,619</u>
INSURANCE	<u>\$80,000</u>	<u>\$96,000</u>	<u>\$115,200</u>	<u>\$138,240</u>	<u>\$165,888</u>
UTILITIES	\$	\$	\$	\$	\$
RENT, includes Utilities & Maintenance & Repair	<u>\$180,000</u>	<u>\$216,000</u>	<u>\$259,200</u>	<u>\$311,040</u>	<u>\$373,248</u>
	\$	\$	\$	\$	\$
MAINTENANCE & REPAIR	\$	\$	\$	\$	\$
TRANSPORTATION	<u>\$69,990</u>	<u>\$83,988</u>	<u>\$100,766</u>	<u>\$120,943</u>	<u>\$145,132</u>
MARKETING	<u>\$9,000</u>	<u>\$10,800</u>	<u>\$12,960</u>	<u>\$15,552</u>	<u>\$18,662</u>
FOOD/CAFETERIA SUPPLIES	<u>\$102,000</u>	<u>\$106,080</u>	<u>\$126,960</u>	<u>\$151,776</u>	<u>\$182,131</u>
TOTALS	<u>\$1,646,990</u>	<u>\$1,960,068</u>	<u>\$2,130,326</u>	<u>\$2,568,515</u>	<u>\$3,082,217</u>

Assumptions:

- 1) Income and Expenditure projections are prorated to reflect an increase of 20% per year for inflation and economic uncertainty. Surplus allocation allocated for economic uncertainty and unforeseen catastrophic situations.
- 2) Grants and Foundation Funds are based upon projections for private and public foundations, federal, and state funding opportunities.
- 3) Other funds are based upon fundraising and philanthropic donations with commitment letters.
- 4) Private funds are based upon consortium member contributions and commitment letters.
- 5) Charter Schools will continue to be funded by 'Grade Level Groups' so the Enrollment projections are further segregated into the various levels from which the school's revenues are derived.
- 6) The charter school will serve: 115 Year 1, 135 Year 2, 155 Year 3, 175 Year 4, 195 Year 5 for grades K-5; continue to add one grade per year to include 215 for Year 6, 233 for Year 7, and 255 for Year 8.
- 7) The Charter School will provide transportation to all of its students to support working parents and area(s) with limited to no public transportation
- 8) The Charter School will serve primarily the Northeast Area of Greensboro, 27405 Zip Code
- 9) The Charter School will incorporate its collegiate collaborative partnership with institutions of higher learning to optimize student teaching positions / practicum to achieve optimal fiscal and human resource allocations in the areas of: linguistics instruction, software programming, entrepreneur instruction, entrepreneur external cooperative education opportunities
- 10) The Charter School will incorporate the Department of Labor Job Training and Apprenticeship Programs and Workforce Investment Act (WIA) participants to optimize allocations for the following support positions: Food Handlers, Administrative/Clerical Support, Maintenance – building, lawn, and garden support
- 11) The Charter School will incorporate a partnership with institutions of higher learning to achieve optimal fiscal and human resource allocations for its American Sign Language (ASL) and Interpreter Training Programs: Linguistics instruction; external cooperative education opportunities
- 12) The Charter School will incorporate "Green Initiatives" to achieve optimal fiscal and resource management with its usage of: Paper, Paper Products, Plastics, All other recyclable materials, e.g. – cans, yard waste, discarded food to local farms
- 13) The Charter School will optimize technology, e.g. Smart Boards, iPads, computers, etc., enhance student technology readiness, reduce the usage of paper – Green Initiatives - for cost savings

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

Cash on Hand	\$
Certificates of Deposit	\$_____
Bonds	\$_____
Real Estate	\$_____
Capital Equipment	<u>\$50,000</u>
Motor Vehicles	\$_____
Other Assets	<u>\$150,000</u>
TOTAL	<u>\$200,000</u>

ADDITIONAL NOTES:

\$150,000 start-up cost promissory note – Attachment E

SCHOOL AUDITS:

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

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

The Global Leadership Entrepreneurial Academy acknowledges the level of importance of the North Carolina Standards Program and the No Child Left Behind (NCLB) Act is and agrees with the North Carolina Board of Education's position to raise student performance standards to help prepare students to meet today's challenges and required skills, specifically in the increasingly more competitive academic environment. Hence, the Global Leadership Entrepreneurial Academy will adopt these standards as the minimum academic standards of the school. As such, end-of-grade and end-of-course test results will be closely evaluated and monitored by the Entrepreneur Board of Directors, the School's Executive Director, teachers and evaluation team, and shared with the school's staff members.

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

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

The Global Leadership Entrepreneurial Academy shall be audited annually by an independent auditor retained by the school. The school shall adhere to the auditing and reporting procedures and requirements that are applied to public schools operating in North Carolina. Auditing and reporting requirements shall be in compliance with the principles set forth in the Single Audit Guide, the Financial Accounting Handbook, and the Funding Manual, which are published annually by the Office of District Auditing and Field Services.

The Global Leadership Entrepreneurial Academy Board of Directors has retained the contractual services of Earl McBride to conduct the annual independent audit. Contact information for the firm is as follows:

Earl McBride, CPA
Burlington, NC 27215 and
Greensboro, NC 27410
(336) 585-4662

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

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

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

Global Leadership Entrepreneurial Academy Board of Directors and administrative leadership understand the challenge of recruiting potential students. To ensure the widest dissemination of information possible, Global Leadership Entrepreneurial Academy's Board marketing activities will include: informational sessions and public presentations; appearances on T.V. and radio shows; and placement of ads in community newspapers and other print publications. The method of which our Charter School will market itself to the public will be that in which many kinds of strategies will be put into action.

The School recognizes marketing as a three-step process³⁹:

- (1) Determining customer needs
- (2) Developing a product to meet those needs, and
- (3) Delivering that product to the market place

It is a systematic approach to building a relationship between our school and the people you want to attract--students, parents, teachers, alumni, potential consumers, and the wider public."

Marketing is absolutely essential for us to build positive images about our schools and instill pride in our staff and students. It can enhance internal and external awareness of the good work being accomplished by our schools and our district.

Perhaps the first challenge in any marketing campaign is to establish in the minds of your customers--or potential customers--what your product or service stands for. What does Spring Branch ISD stand for?

When asked, "... What does your school stand for?" We acknowledge that we can't only say, "...Education." That's like saying, "Drink Coca-Cola because it's wet." If we want parents to feel confident that our school is the very best place to send their children, we have to tell them why.

The question becomes how does the school do that? Through a step-by-step process that's research-based and feeds off of collaboration, creativity and communication among those involved.

³⁹ Gupta, S., Hanssens, D., Hardie, B., Kumar, V., Lin, N., Ravishanker, N., Sriram, S. Modeling customer lifetime value. Journal of Service Research 9(2), 139-155, 2006.

Global Leadership Entrepreneurial Academy Board will also leverage community partnerships and employ direct mail campaigns to connect with students and families throughout the Greensboro community. Some of our specific student recruitment activities are outlined below (refer to activity timeline on page 147:.

- Contact with community organizations that promote the interest of children such as schools and daycares, athletic facilities, and churches
- Advertisements in local family based magazines such as “Carolina Living” and “Family Fun”
- Billboards placed strategically along key highways
- Meetings held at a local facility to educate the public of the schools mission and future impact
- Projected website: www.entrepreneurcharterschool.edu will be used as a resource to inform the public of future meetings and processes of the school
- Advertisements in local newspapers such as” “The Greensboro News and Record”, “The Highpoint Newspaper”
- Word of mouth, neighbor to neighbor
- Submit public relations articles for local newspaper
- Education job fairs at local universities to recruit teachers

MARKETING OUR SCHOOL AS A SCHOOL OF CHOICE

Serving Our Customers

The Global Leadership Entrepreneurial Academy has a customer-centric perspective for customer service and marketing. To others educators, marketing may be a scary term. What it means to our team is showing what happens to students inside the building and what parents can expect their children to gain by attending our school.

Let's take a closer look at why parents choose a school... according to [SchoolMatch⁴⁰](#)--an independent, nation-wide service which helps corporate employees find schools that match the needs of their children.

Our marketing plan examines... what characteristics do parents want in a school?

- academically solid, but not so rigorous as to intimidate their children
- accredited
- competitive in academic test scores
- recognized for excellence
- above-average expenditures on pupil instruction
- above average teacher salaries
- above average library and media services
- small class sizes
- high expectations of students
- results-oriented
- special programs offered to meet students' needs
- good curriculum for their students
- open, warm atmosphere
- accessible staff
- positive communication
- academic and athletic achievement
- involved parents
- safe neighborhood
- location convenient for parents
- alumni speak well about the school

⁴⁰ SchoolMatch, www.schoolmatch.com – an independent nation-wide service referral service that helps corporate employees find schools that match the needs of their children during corporate relations.

Global Leadership Entrepreneurial Academy Charter School

The National School Public Relations Association--an organization which has been providing communication assistance to school leaders in North America since 1935 lists the following benchmarks for a school of choice:

- High expectations for all students
- Realtors sell the most homes
- Businesses decide to locate and the tax base increases
- Bureaucracy is minimal and decision-making is local and flexible
- Accountability is communicated
- Access to staff is easy
- Communication is responsive and two-way
- Community and parent involvement is the norm
- Recognition for both adults and children is a priority
- Alumni programs flourish
- Parents want their children to go to the school
- Students want to go to the school
- Teachers want to teach at the school

Marketing Process Flow

We acknowledge, successful marketing is always results-driven. The most successful schools have a plan--a blueprint--for how their school will function during a designated period of time.

Our plan includes a focus on marketing--as it should—acknowledging that the most effective marketing plans are developed through the following steps:

- identifying our target audiences
- listing the desirable characteristics that appeal to each target market
- creating messages that link the characteristics to the markets. (We will plan to have more than one message to appeal to different markets)
- determining the mix of communication strategies that we will use to carry those messages
- developing a plan

Our needs assessment survey conveyed what the community wanted for education services and requires us to identify:

1) Who are some of our other publics? We have a few identified by the National School Public Relations Association:

- parents
- students
- taxpayers
- employees
- media
- service organizations
- business leaders
- business/school partners
- realtors
- developers
- homebuyers
- parent support groups
- volunteers
- ex-students
- advisory committees
- dropouts
- special interest groups such as churches, homeowner associations, and MUD districts
- non-parents like preschool parents, young adults, and senior citizens

Additionally, there are many sub-groups, which may have been identified when we conducted research into the types of clients who may be attracted to our school under the right conditions. Some examples include:

- young families with their first child entering school
- -single parent families who need before- or after-school care
- families who have two working parents and who need before- or after-school care
- transient families
- families who have several children
- families who want strict discipline
- families who are interested in bolstering their child's self-esteem
- families who want a strong "basics" approach
- families with special needs children
- older parents, or
- low-income families with health and nutritional needs

2) We are thinking about who we need to reach with our message, and how we can reach them most effectively.

- Now we need to match the characteristics that we've developed with each of the target market groups:
- For example, if one of our target markets is families in which both parents work and who need before-school and after-school child care, we will list the specific characteristics of our school that will address those needs.
- The whole point of defining our school of choice and then marketing it is to position our school as being responsive to the specific needs of the clients we want. We have recognized early that trying to be all things to all people defeats that purpose.

3) We are thinking about what we want our target audiences to do for our school? What we have to do to make that happen and how we will know we made it happen... We also recognized that there is a big difference between selling and marketing. When selling, we have essentially already determined the nature of our product or service that we're offering.

When marketing, we make a conscious decision to create and adapt the product to meet the needs of our consumers.

Obviously, we don't have the resources to market in the same way as major corporations. But, we can learn a lot from research and avoid some of the most common marketing mistakes:

- lack of research
- lack of planning
- emphasis on paper
- shotgun approach
- involvement of few
- lack continuous accountability features

4) If we understand how people make decisions, we can focus our efforts wisely and still have a significant impact on the marketplace. What messages do our target clients need to hear? What message will motivate them to consider sending their children to our school?

- From whom do they need to hear that message? In their view, who is a credible source they can trust?
- What is the best way for that credible source to carry that message so the target clients will act?
- If we have done effective research with our potential clients, you have already identified the message they need to hear and we have adapted our school's services to accommodate those needs.
- The source of information is critical. Without a credible "cheerleader", we're fighting an uphill battle.
- Research shows that the least credible sources about schools, in general, are the superintendent and members of the board.
- Parents consider school building administrators to be more credible, but teachers are seen as being even more believable than administrators.
- The truth is that a major decision like, "Where should I send my child to school?" will be affected most by other parents who have had personal experiences in the school.
- What does that suggest? Satisfied customers--who speak positively about our school and its attributes, are probably the single most effective marketing tool that you possess. How can we use them to the greatest advantage?
- Begin a serious outreach effort to speak to our current parents. Get them to understand the reasons for a marketing approach, and encourage them to spread the word.
- We will make sure we give them the training and tools they need to do the job effectively.
- A lot of research has been done about what causes people to remember--or forget--messages to which they are exposed. Repetition and reinforcement of our message is important. Simplicity is also essential.
- Regardless of our message, theme or slogan, no marketing effort can be effective without internal support. We must continually promote team-building techniques and increase staff satisfaction in order to offer the highest level of service. Staff and parental attitudes play a critical role in making our school the school of choice.
- Employees not only need to be competent--but responsive and customer-friendly--to thrive in a competitive school marketplace. We recognize that the most effective marketing is "word of mouth."
- However, communication in a group setting is more powerful than impersonal communication forms such as newsletters and other printed material.

Global Leadership Entrepreneurial Academy Charter School

- Although publications are important, they should be no means be the only vehicle of communication with our patrons. The best method of communication is interaction between the public and our staff and students.
- And, the amount of interaction with the community that a school has will have a big effect when negative publicity occurs. If the school has interacted often and well with the

Marketing:

The projected timeline for these marketing activities appears in the below table.

GLOBAL LEADERSHIP ENTREPRENEURIAL ACADEMY CHARTER SCHOOL

Timeline for Proposed Marketing Activities Dates	Projected Marketing Activities
February 2012 until April 2012	Information Sessions/Open Houses will be strategically held throughout Greensboro. They will be held at local libraries, churches, and community organizations. These sessions will allow for the communication of the Global Leadership Entrepreneurial Academy mission and key program components. Parents will have the opportunity to meet staff, board members and have questions or concerns answered.
February 2012 until April 2012	The Global Leadership Entrepreneurial Academy website will include general information for parents and students. Families will be able to print out and complete an enrollment form.
February 2012 until April 2012	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.
February 2012 until April 2012	Public Access Television will be utilized in order to market the school to families in the viewing audience.
February 2012 until April 2012	Flyers and Pamphlets will be distributed and posted at strategic locations. Community organizations, churches, shopping malls and supermarkets will serve as some of these locations.
May 2012 until July 2012	Posters for the purposes of marketing Global Leadership Entrepreneurial Academy and providing relevant information will be placed at local businesses and organizations. These posters will be placed in and around grocery stores, banks, local carry-outs, barber shops, beauty salons and Laundromat.

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

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

SAFETY

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

WEATHER EMERGENCY

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

- State guidelines for regular fire drills and tornado drills will be followed to ensure all staff and students are prepared to handle such emergencies safely.
- Based on information from appropriate sources, the Principal, or designee, will determine any necessary schedule changes due to weather or emergency circumstances. Such schedule changes or closings will be made known on TV Channel 5 and other media as soon as possible.

Global Leadership Entrepreneurial Academy reserves the right to differ in these decisions from those of Guilford County Public Schools.

- In case of a delayed opening, the Charter School will still dismiss on a normal schedule.
- In case of an early release, the Principal and sufficient staff will remain at the school until all students have been picked up by a caregiver.

MAJOR CRISIS EVENT

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

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

IMMUNIZATION OF STUDENTS

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

- Proof of Tetanus-diphtheria vaccine
- 2 MMR vaccinations or Proof of 1 Mumps vaccination
- Proof of 2 Rubella vaccinations, and Proof of 1 Rubella vaccination
- Polio Series.
- The record of these immunizations must be signed by a health care professional or have the stamp of a clinic or health department.

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

FIRE AND SAFETY REGULATIONS

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

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

FOOD INSPECTIONS

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

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

HAZARDOUS CHEMICALS

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

IF OUTSIDE:

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

IF INSIDE:

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

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

BLOODBORNE PATHOGENS

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

- Determination of employee exposure
- Implementation of various methods of exposure control, including:

Personal protective equipment

Housekeeping

- Hepatitis B vaccination
- Post-exposure evaluation and follow-up
- Communication of hazards to employees and training
- Recordkeeping
- Procedures for evaluating circumstances surrounding exposure incidents

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

State the proposed coverage for:

Comprehensive General Liability	\$3,000,000 aggregate limit
Officers and Directors/Errors and Omissions	\$2,000,000 aggregate limit
Property Insurance	Full replacement cost coverage
Motor Vehicle Liability	\$1,000,000 for bodily injury and property damage
Bonding	
Minimum amount:	\$250,000
Maximum amount:	
Other	

State Board of Education Policy EEO-U-004 establishes minimums.

Go to: <http://sbepolicy.dpi.state.nc.us/>

See Resource Manual for Minimums required by SBE Policy.

TRANSPORTATION (G.S. 115C-238.29F(h))

Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation.

The Global Leadership Entrepreneurial Academy is committed to ensuring that transportation is not an obstacle for any student within the local school administrative area. Hence, the school anticipates adhering to the following plan:

- Contract with a Transportation Agency to Provide Public School Buses / Vans – transportation will be provided at no cost to students – special needs children will receive specialized van support
- Contract with a Transportation Agency to Provide Public School Bus Drivers – driving support will be contracted and all driver’s training requirements will be met, as noted in faculty/staff section above

The children, who reside in the school district, in which our charter school is located shall be provided transportation to the charter school on the same terms and conditions as transportation is provided to children attending local district schools. In providing such transportation, Global Leadership Entrepreneurial Academy shall accommodate the particular school day and school year of the charter school.

All students in grades K through 6, who reside more than two miles from our school will be provided with transportation to school by our school with a bus stop being not more than one mile from the student’s residence.

All students in grades K through 12, who reside in our school district will be provided with transportation to school by our school.

For special events, K thru 12, transportation will be provided for school events on a cost basis.

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

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

Insert Information – Name the facility admin area separate and refer to it by that name – colleges do it all the time

Name of the facility (if known): GLEA Hall
Address: 2207 E. Cone Blvd
City/State/Zip: Greensboro, NC 27405-4858

Description of the Facility: (see attachment – Appendix D)
Total square feet: Approximately 20,000 square feet
Number of Classrooms: 8
Number of Restrooms: 4
Other Rooms: Foyer / Lobby / Admin area(s)
 Auditorium: 1 – multipurpose room
 Gymnasium: 1 – shared space
 Music Room: 1 – shared space
 Art Room: _____
 Laboratory: _____

Exterior Playground Facilities

Ownership: Fee Simple or Lease

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

- (a) Term of the Lease: 72 months
(b) Type of Lease: Commercial
(c) Rent: \$15,000 per month (includes utilities: water, electricity, internet, cable, maintenance, janitorial, and grounds upkeep)

Name of Landlord: Evangel

Address: 2207 E. Cone Blvd.

City/State/Zip: Greensboro, NC 27405-4858

Phone: 336-954-1363

Fax: 336-375-0201

Document inspections for the following:

- (a) Fire: Current
(b) Safety: Current
(c) Handicapped accessibility? Yes

Describe how the maintenance will be provided for the facility. **Incorporated in the lease agreement**

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? Facility plans have been secured

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.

IX. APPENDICES

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

- Appendix A – Survey Tool Sample 1
- Appendix B – National Association of Gifted Children (NAGC) Standards
- Appendix C – 501c (3)
- Appendix D – Global Leadership Entrepreneurial Academy (GLEA) – Hall Facility Blueprint
- Appendix E – Start-up Cost Note

X. SIGNATURE PAGE

The foregoing application is submitted on behalf of Global Leadership Entrepreneurial Academy Charter School (*name of non-profit corporation or individuals submitting application*). 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: Jeffrey Alexander, Jr.

Position: Executive Director, Global Leadership Entrepreneurial Academy Charter School Consortium

Signature: _____

Date: Nov 9, 2011

Sworn to and subscribed before me this

_____ day of _____, 20_____.

Notary Public

Official Seal

My commission expires _____, 20_____.