

CHARTER SCHOOL APPLICATION

Destination Leadership Academy

Schools opening in the fall of 2013

See Resource Manual for Assistance

Due by 12 noon Friday, April 13, 2012

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

OCS February 2012

TABLE OF CONTENTS

TIMELINE.....	3
I. APPLICATION COVER PAGES.....	3
II. TABLE OF CONTENTS FOR THE APPLICATION.....	5
MISSION, PURPOSES and EDUCATIONAL FOCUS.....	6
III. GOVERNANCE.....	9
PRIVATE NONPROFIT CORPORATION.....	9
TAX-EXEMPT STATUS (501 (c)(3)).....	9
PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CMO).....	9
ORGANIZATIONAL STRUCTURE OF PRIVATE NONPROFIT.....	10
ADMISSIONS POLICY.....	12
EDUCATION PLAN.....	13
INSTRUCTIONAL PROGRAM.....	13
SPECIAL EDUCATION.....	15
STUDENT CONDUCT AND DISCIPLINE.....	16
TIMELINES.....	16
PRIVATE SCHOOL CONVERSIONS.....	17
IV. BUSINESS PLAN.....	18
PROJECTED STAFF.....	18
QUALIFICATIONS REQUIRED FOR INDIVIDUAL POSITIONS.....	20
ENROLLMENT and BUSINESS PLAN.....	21
PROJECTED ENROLLMENT.....	23
2013-14 through 2017-2018.....	23
Budget: Revenue Projections 2013-14 through 2017-2018.....	24
Budget (continued): Expenditure Projections 2013-14 through 2017-2018.....	26
BUDGET NARRATIVE.....	27
WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION.....	29
SCHOOL AUDITS.....	29
CIVIL LIABILITY AND INSURANCE.....	30
TRANSPORTATION.....	31
FACILITY.....	31
HEALTH AND SAFETY REQUIREMENTS.....	32
V. LEA IMPACT STATEMENT.....	34
VI. APPENDICES (OPTIONAL).....	35
VII. SIGNATURE PAGE.....	35

CHARTER SCHOOL
2012 Application Process
To open a charter school in the 2013-2014 school year

TIMELINE

APPLICATION DUE DATE/TIME

- APRIL 13, 2012** A **complete** application package must be received in the Office of Charter Schools by 12 noon on April 13, 2012. If the preliminary chartering entity is other than the State Board of Education (SBE), please contact the Office of Charter Schools for guidance.
- APRIL 20, 2012** Copy of the application due to the Local LEA.
- MAY 11, 2012** LEA Impact Statements due to the Office of Charter Schools
- MAY, 2012** Public Charter School Advisory Committee receives applications and begins the process of reviewing applications ahead of their initial meeting.
- JUNE/JULY, 2012** The Public Charter School Advisory Committee meets and discusses applications. Candidates receiving the highest ratings will receive interviews.
- JULY, 2012** Charter School Advisory Committee interviews candidates and makes recommendations to SBE for preliminary charter school approval.
- SEPTEMBER, 2012** SBE votes for applicants which will begin their preliminary planning year training with final approval to be granted in March of 2013.

The Office of Charter Schools must receive the entirely complete application package no later than 12 noon on April 13, 2012. A copy must be submitted to the LOCAL Board pursuant to G.S. 115C-238.29B(d) within 7 days.

I.

APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: Destination Leadership Academy
 NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: The Rock Foundation
 HAS THE ORGANIZATION APPLIED FOR 501(c)(3) NON-PROFIT STATUS: Yes No X

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: Tamara Page
 TITLE/RELATIONSHIP TO NONPROFIT: Founding Member
 MAILING ADDRESS: 3205 Tallia Court
 PRIMARY TELEPHONE: 980-218-9870 ALTERNATE TELEPHONE: 330-647-1420
 E-MAIL ADDRESS: gkpromises@hotmail.com

Location Proposed Charter School (LEA): United States

Conversion:

No: X

Yes: If so, Public or Private: ___

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

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

Description of Targeted Population:

Destination Leadership Academy has been created to educate scholars in the Charlotte Mecklenburg County School System. We will reach a diverse population of students that need an alternative to the traditional school environment in order to achieve optimal success.

Proposed Grades Served: K,01,02,03,04,05

Proposed Total Enrollment: 270

Projected School Opening Year 2013 Month August

School Year	Grade Levels	Total Projected Student Enrollment	Year Round
First	K,01,02	135	N
Second	K,01,02,03	180	N
Third	K,01,02,03,04	225	N
Fourth	K,01,02,03,04,05	270	N
Fifth	K,01,02,03,04,05	270	N

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

Signature

Title

Printed Name

Date

II. TABLE OF CONTENTS FOR THE APPLICATION

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

See Above

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

MISSION:

The mission of the proposed charter school is as follows:

The Destination Leadership Academy (DLA) mission is to develop scholars by providing rigorous academics and character development, using real life application and experiences. The Rock Foundation's charter school will serve and educate students from kindergarten through fifth grade. The school's structure will create problem solvers, critical thinkers, and self-directed students who will be capable of making an effective transition into middle school, high school and college.

EVIDENCE FOR NEED OF THE PROPOSED SCHOOL:

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

DLA will be located in Charlotte, NC where parents are seeking educational opportunities for their children other than the traditional CMS classroom. According to Charlotte Mecklenburg Schools planning services there are approximately 2,355 K-5 students on a wait pool list in the districts 2012-2013 magnet school lottery. The current magnet program in CMS has 18,791. Parents desire and deserve options that provide innovative learning opportunities that are rigorous and relevant in the 21st century. DLA will provide that environment by offering an innovative educational model known as Expeditionary Learning (EL). Inherent in the EL model are five core practices that will help meet the needs of our targeted population. These core practices include:

1. Learning Expeditions which consist of implementing project-based learning that designs products and linked projects incorporating fieldwork, local community expertise and service learning all producing high-quality student work. Students of DLA will benefit from a hands on approach to education where the community and cultural diversity is incorporated into the fabric of their learning.
2. Active pedagogy which incorporates teaching reading and writing across the disciplines, teaching math, science and social studies through an inquiry-based approach, actively using the arts as an instructional tool and developing effective instructional and assessment practices. Students of DLA will excel in an environment with an integrated approach to curriculum where practice in math, reading, and writing is incorporated into the specific interest areas of the students.
3. Culture and Character which actively involves the parents, teachers, students and community to form a safe, respectful and orderly school environment while fostering the development of a strong school culture that promotes equity and high expectations. All students at DLA will excel and be more engaged in a healthy learning environment with a support system that includes family, school, and community.
4. Leadership and School Improvement stressing teacher training in EL strategies while building partnerships with parents and community members in order to improve student achievement and school improvement plans. DLA students' achievement will be assured because there are connections between all parts of their lives.
5. Structures that allow time for curriculum planning and development and provide staff the opportunity to revise the curriculum and its delivery in response to the student needs identified at each grade level. Students at DLA will be better served by teachers who have the time to plan, reflect, and revise

curriculum and lessons to meet student needs.

GOALS FOR THE PROPOSED CHARTER SCHOOL:

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

Destination Leadership Academy will develop scholars that are college and work ready. We have adopted 9 goals from the Common Core Standards as benchmarks for all scholars. Students that matriculate through the school from K-5 will:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Attend to precision.
5. Build strong content knowledge.
6. Respond to the varying demands of audience, task, purpose, and discipline.
7. Comprehend as well as critique.
8. Use technology and digital media strategically and capably.
9. Come to understand other perspectives and cultures.

Progress towards these goals will be measured by students' mastery of common core standards. Instructors will use a three tier assessment model to collect data for measuring students' success.

Tier I Classroom Measurements

exit tickets, class assessments, portfolios, checklist, project rubrics, progress monitoring

Tier II Grade Level Measurements

common assessments, expeditionary unit completion, unit assessments

Tier III

Northwest Evaluation Association (NWEA) MAP formative and benchmark assessments

North Carolina ABC Assessment requirements

Goals

1. At minimum one year of growth in reading and math by 2014, and science by 2017 as demonstrated on the North Carolina ABC Assessments.
2. 90 % of students in DLA for two or more years will enter middle school on grade level
3. Decrease the number of students entering third grade needing remedial reading services by 85% within 2 years of opening.
3. Students in K-2 will experience high academic achievement as demonstrated on the NWEA MAP for Primary Grades Survey with Goals Test.

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.

See State the relationship between the six legislated purposes Download

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.

The research-based educational design of the Destination Leadership Academy Charter School will advance each of the stated purposes of North Carolina's charter school statute, as follows:

I. Improve student learning

- By implementing the Expeditionary Learning (EL) model, Destination Leadership Academy will ensure that all students have access to a rigorous curriculum. The EL model will improve student learning through discovery, inquiry, and collaboration by creating learning opportunities that require students to gather information and think critically inside and outside of the classroom setting (Expeditionary Learning 2010). This constructivist approach will enable students to develop their own understanding which will prepare them for middle school, high school, college, and beyond.
- By reducing the student /teacher ratio in the classroom to a maximum of 1:20 will facilitate a higher level of teacher focus on each student.

II. Increase learning opportunities for all students

- The EL model partnered with DLA's approach to instruction will increase opportunities for students to learn through learning projects, work plans, independent study, field research, cooperative groups, technology, and instructional materials that address all learning modalities.
- Student-engaged assessment practices will build student ownership of learning, focus students on reaching learning targets, and drive achievement. This approach to assessment is key to ensuring that all scholars achieve.
- In all subject areas teachers will differentiate instruction and maintain high expectations in order to bring out the best in all students and cultivate a culture of high achievement.

III. Encourage the use of different and innovative teaching methods

- DLA's approach to curriculum will incorporate the Expeditionary Learning (EL) model. EL is a national model that promotes rigorous and engaging curriculum, active, inquiry-based pedagogy, and a school culture that demands and teaches compassion and good citizenship. At the heart of EL are learning expeditions, interdisciplinary units aligned with state standards. The EL approach is experiential and project-based, involving students in original research—with experts—to create high-quality products for

audiences beyond the classroom .(EL 2010)

- DLA's approach to curriculum makes content and skill standards come alive for students by connecting learning to real-world issues and needs. Academically rigorous learning expeditions, case studies, projects, fieldwork, and service learning inspire students to think and work as professionals do, contributing high-quality work to authentic audiences beyond the classroom.

IV. Create new professional opportunities for teachers...

- Extensive professional development will be provided for all teaching staff in the summer months prior to the opening of school, as well as throughout the school year. Sessions will be held on the school's philosophy and culture, the curriculum, student engaged assessments and portfolios, lesson delivery, classroom management, the school's disciplinary rules and procedures, parent outreach, and the school's technology system.
- Leading specialists will be contracted to conduct workshops for staff members that correlate with the curriculum design and best practices.
- The teaching staff at DLA will be fully empowered and supported as stake holders in the academic success of each scholar.

V. Provide parents and students with expanded choices in the types of educational opportunities...

- The schools in the West Charlotte Corridor of Charlotte North Carolina currently serve approximately 8,000 students. 84% of these students receive free and reduced lunch. The local high school has a graduation rate of 51%. Elementary and middle school students in the Corridor perform below grade level and reading scores range from 34% to 56%. This same population has a range of 54% to 74% of students performing below grade level in math (CMS 2010). Based on these statistics the current educational system in the Charlotte Mecklenburg West Corridor is failing to address the academic needs of its students. DLA will allow parents to choose an alternative academic path for their children that embraces diversity, encourages learning through exploration and closes the achievement gap.
- Research shows that students with involved families demonstrate greater success (Jeynes, 2005). Destination Leadership Academy will actively pursue family

involvement to ensure all families have the support and means they need to help their children succeed. DLA will also work to ensure that these relationships support a two-way dialogue in which families and the community participate in a true partnership with the school, building a shared vision for children's learning that grows over time.

- Parents will be required to participate in every aspect of their child's education in order for their child to attend Destination Leadership Academy. DLA will implement a parent/school connection model titled, Parents and Students Succeed (P.a.S.S). This parental involvement design requires that parents and students enroll in short courses designed to assist in better understanding activities and initiatives in which students are participating.
-

VI. Hold charter schools accountable for meeting measurable student achievement...

- The criteria for academic excellence are mastery of common core standards, fulfillment of school expectations in academics, service, and leadership.
- Progress towards these goals will be measured by student's mastery of common core standards. Instructors will use a three tier assessment model to collect data for measuring students' success.

Tier I Classroom Measurements

exit tickets, class assessments, portfolios, checklist, project rubrics, progress monitoring

Tier II Grade Level Measurements

common assessments, expeditious unit completion, unit assessments

Tier III

Northwest Evaluation Association (NWEA) MAP formatives and benchmark assessments, assessments required under the North Carolina ABCs Program

- Destination Leadership Academy is committed to attaining, at minimum, the following performance goals
 1. At minimum one year of growth in reading and math by 2014, and science by 2017 as demonstrated on the North Carolina ABC assessments.
 2. 90 % of students in DLA for two or more years will enter middle school on grade level.
 3. Decrease the number of students entering third grade needing remedial reading services by 85% within 2 years of opening.
 4. Students in K-2 will experience high academic achievement as demonstrated on the NWEA MAP for Primary Grades Survey with Goals test.

5. Parental involvement, as measured by volunteer hours per parent or P.a.S.S. course completion.
6. Monthly meetings with parent/community volunteers for feedback, clarification of school programs and specific suggestions.

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.

Destination Leadership Academy focuses on developing scholars by providing rigorous academics and character development using real life application and experiences. DLA will serve and educate students from kindergarten through fifth grade. DLA offers to the children and families of Charlotte an innovative, relevant, project based education. The school's structure will create problem solvers, critical thinkers, and self-directed students who will be capable of making an effective transition into middle and high school.

To achieve this, DLA will provide small class sizes with a maximum student teacher ratio of 1:20. When applicable, gender specific classes will be constructed to optimize student success and diminish distractions. Smaller class size and gender specific grouping will enable the staff to: meet the individual needs of students; accelerate those students ready for greater critical analysis of content; develop students who need to further master content; encourage cooperation as opposed to competition; build leadership skills, and self-esteem.

In addition DLA will require parents to be actively involved in the school community through the innovative parent/school connection model, Parents and Students Succeed (P.a.S.S.). Through P.a.S.S, programming parents and students will learn how to partner with the school for optimal success. Parental representatives will also serve on the School Advisory Council (SAC) and Leadership Team.

IV.GOVERNANCE

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

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

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

Name of Private Nonprofit: The Rock Foundation
Mailing Address: 1235-E East Boulevard
City/State/Zip: Charlotte NC 28203
Street Address: Suite 271
Phone: 980-202-0570
Fax:

Name of registered agent and address:
Not Applicable

FEDERAL TAX ID: 30-0730149

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) :

X No

See Tax Exempt Status Letter Download

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

PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CMO)

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

- 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.

See Proposed EMO management agreement Download

- What other EMO/CMOs were pursued and why did the applicant select this particular one? Please include information regarding other management fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.
-
- Provide and discuss performance and financial data from other schools managed by the management company

Board of Trustees

Destination Leadership Academy

School Director

School Leadership Team

School Staff

School Advisory Council

Dean of Instruction

Support Staff Coordinator

Exceptional Child Coordinator

Lead Teachers

P.A.S.S.

Community Liaison

Arsella R. Gilbert

7048 Providence Sq. Dr. Apt. 121
Charlotte, NC 28270

.....
arsellag@yahoo.com

Objective

To help create and maintain an educational facility that embraces and engages in a creative and conducive environment. To foster the growth of each child's learning potential utilizing the community, my skills and experiences obtained through my years of teaching.

Education

1999-2007 **Point Park University**
Bachelor of Arts—Elementary Education

Experience

2011-Current **Charlotte Mecklenburg School District**
3rd Grade Teacher

2007-2011 **Charlotte Mecklenburg School District**
1st & 2nd Grade Teacher

2003-2007 **Aliquippa School District**
1st & 4th Grade Teacher

Duties/Responsibilities

Taught all subjects— social studies 4th grade focus. Taught Science - Asset hands on curriculum. ESL inclusion, EC inclusion, creating individual education plans, parental inclusion, online lessons, grades and community partnerships.

Training in Writing Across the Curriculum, Guided Reading, Differentiating in Literacy SIOPP (ESL) differentiation and Educating and Engaging Families in the Learning Process.

References

Andre Davis, Assistant Chief, Municipality of Aliquippa, 724-601-4553
Alvin Gipson, Principal, Aliquippa School District, 724-857-7500

Lincoln Edward Sigwald
6110 Woodbridge Road Charlotte, North Carolina 28227
704-650-7961 lsigwald@mercysc.org

Summary of Qualifications:

Experienced educational leader and teacher in community college education as well as various middle/high school, professional, and community settings. Varied teaching and leadership experience in special, elementary, middle, secondary, and post-secondary levels of education.

Skilled communicator through both written and spoken word. Innovator in curriculum design and implementation. Experienced personnel and finance manager. Highly organized, successful international teacher and study-abroad program administrator.

Education:

December 2014 Doctor of Education (Leadership Studies)—candidate Graduate Theological Foundation

December 1998: Master of Liberal Arts (History/Humanities)-Winthrop University *Summa Cum Laude*

August 1992: Bachelor of Arts (History/Education) - Winthrop University *Magna Cum Laude*

Teacher Certification—Social Studies SACS Certification—English/Social Studies/Science

Experience:

Director-Organizational Development Leader March 2010-present

Sisters of Mercy of the Americas—South Central Community

Created and implemented strategic plan for over 600 lay associates, traveled to and communicated with associates in Jamaica, Guam, and 18 contiguous US states, developed direction, vision, mission statements, implemented organizational structure, managed staff/employees

Faculty Mentor-Curriculum Coordinator-Innovative Educator August 1999-June 2010

Mecklenburg Area Catholic Schools Diocese of Charlotte

Taught Religion, English, Math ; Developed “Mercy In Action” course; Designed “Mercy” Curriculum for 6-8 graders; Coordinated school-wide service projects and prayer services; Supervised and coordinated seventh grade team teachers; Mentored new and beginning teachers; Conducted on-going teacher development; Engaged in curriculum development, planning, and design; Chaired Religion Curriculum Committee; Participated in lateral and vertical subject and grade level curriculum development

Graduate University Faculty Instructor (Ph.D. Program) August 2006-December 2006

University of South Carolina College of Education:

Coordinated two graduate level degree programs; Advised over fifty graduate students; Developed and implemented course syllabi for graduate instructional methodology and pedagogy; Evaluated and modeled innovative instructional techniques.

History/Humanities Instructor-Adult Educator-Curriculum Designer January 2002-Present

York Technical College

Developed and implemented course curriculum for all courses taught.

International Travel Administrator-Consultant-Coordinator June 1998-Present

EF Educational Tours

Conducted three seminars in Paris, France for EF Educational Tours, training over 150 educators new to international travel; Organized and administered student groups to foreign countries;

Honors/Awards:

2009 NC Catholic Educators Conference—Presenter—“Mercy Matters!”

2007-present Multiple Grants for Excellence in Education Recipient

2006 EF Educational Convention Delegate to Peru and Ecuador

2005, 2006 EF Educational Tours International Travel Keynote Speaker/Leader

2004 EF Educational Convention Delegate to Morocco and Spain

2003-2005 Invited as national AP United States Government Reader/Grader

2003 EF Educational Convention Delegate to India and Austria

PATRICE GAINES
writer • author • journalist
Lake Wylie, S.C.
803-631-4009
Brnangel50@bellsouth.net
www.patricegaines.com

Veteran journalist, writing coach, teacher and author of two books—with experience working in the newsroom, writing for newspapers, magazines and radio.

EDUCATION & PROFESSIONAL TRAINING

University of the District of Columbia
Washington, DC
English major, three years

Coach Training Alliance
Charlotte, NC
Certified Life Coach

CAREER SUMMARY

Writer **USA Today** **01/2008 – 01/2011**
McLean, Va.

- Wrote monthly Q & A column, “What I Read,” in the Money section

Columnist **Washington Informer** **06/2001 – 12/2009**
Washington, DC

- Weekly column in which I wrote opinion of current issues as well as musings about everyday life

Feature Writer/Metro **Washington Post** **01/1985 – 03/2001**
Washington, DC

- Wrote human interest stories about people in the inner city. Although I was assigned to Metro, I wrote for every section of the paper over the years. I also worked for three years investigating an old murder case in which seven young men were sentenced to life. Based on new evidence I discovered, the Innocence Project has filed a motion to have the verdicts set aside or to have a new trial.

RELATED EXPERIENCE

Freelance Writer **2001 – Present**
Stories have appeared in the New York Times Magazine, Black Enterprise, Essence and numerous other publications.

Writing Coach **Charlotte, NC** **01/2007 – Present**
• Guide beginning and professional writers through the completion of nonfiction and fiction writing projects.

Radio Commentator – Has been a regular commentator for NPR’s *All Things Considered* and NPR’s *Blues & Notes*.

Author of Two Books:
Laughing in the Dark: From Colored Girl To Woman of Color- A Journey from Prison to Power (autobiographical), 1994
Moments of Grace: Meeting the Challenge to Change (self-help), 1997

OTHER ACTIVITIES

Founder and Director of The Brown Angel Center, a nonprofit that does workshops for incarcerated and formerly incarcerated women
Media: Has been featured on *The Oprah Winfrey Show* and on a segment of *Dateline*.
International **Motivational Speaker** at conferences, colleges and other programs

JEANETTE SMALLS
1334 Middlecrest Drive NW
Concord, NC 28027
704-421-6004 · jsmall2k10@gmail.com

Profile:

Highly experienced Compliance Specialist with years of legal evaluation in search of a long term position with a company whose goal is to maintain legal awareness and comply with State and Federal law.

Education:

Bachelor of Science – May 2007, University of Phoenix, Charlotte, North Carolina
Major – Business Management
Associate – October 2006, Georgia Military Academy, Fort Gordon, Georgia
Major – Applied Science

Professional Strengths & Abilities:

- * Excellent written and verbal communication
- * Strong problem solving skills
- * Strong analytical skills
- * Works independent with minimal supervision
- * Sound decision making skills
- * Coaching Skills
- * Ability to organize, prioritize & meet deadlines
- * Ability to interact effectively with peers, and management

Professional Experience:

Family Dollar Inc 2009 – Present

Team Relations, I-9 Compliance Supervisor, Charlotte, NC

- Ensures policy and procedures are continuously monitored and evaluated
- Responsible for company compliance with Department of Homeland Security laws
- Manage Employment Eligibility Verification Form I-9 Compliance for over 7000 stores in 45 states
- Evaluate system effectiveness
- Project development including correspondence with all levels of management

Family Dollar Inc 2007 - 2009

Team Relations Specialist, Charlotte, NC

- Expert in multiple state law as it pertains to employment practices
- Provide strategic advice and recommendations develop to field management
- Access risk and remedial action plans.
- Compliance specialist and audit director for team relations
- Excelled in understanding of basic and complex legal terms as it relates to compliance of the business

Charlotte Mecklenburg High School 2006 - 2007

Interim Teacher, Charlotte, NC

- Plan and customize curriculum for students
- Accurately track and document complete documentation of performance of students
- Managed classroom behavior while employing positive reinforcement
- Designed and implemented integrated unit competencies

Belk Inc. 2005 - 2005

Human Resources Assistant, Charlotte, NC

- Managerial support to HR Services Director & benefits specialist
- Educate, motivate and develop teams to ensure effective performance through consistent on the job training.
- Recruiting, interviewing, selecting and retaining quality associates and executives, as well as ensure major positions are filled in a timely manner.

Rix Industries

HR Administrative, Benicia, CA 2003 - 2005

- Sourced and negotiated purchase of office equipment and supplies
- Assisted purchasing officers in reducing backlogs of purchase orders by over 55%

Professional Skills & Software Proficiencies:

Microsoft Office Suite (Word, Excel, Access, PowerPoint, & Outlook), Taleo and Oracle Systems

THOMAS JOHNSON-BEAN

Permanent Address:

6026 Laurent Avenue
Fort Mill, SC 29715

Email: Thomas.Johnson-Bean@Bankerslife.com

Business Address

11301 Carmel Commons Blvd., Suite 200
Charlotte, NC 28226

Phone: (704) 940-3853

OBJECTIVE

To contribute to and participate in a field that will benefit from a dedicated professional with proven leadership, supervisory, and personnel skills.

EDUCATION

Davidson College, Davidson, NC, Alumna as of December 2005
Bachelor of Arts Degree

Major: Political Science **Minor:** Spanish

The Insurance School, Inc., Charlotte, NC, Summer 2005

Life and Health Insurance Licensed Agent

Medicare Supplement and Long-Term Care Licensed Agent

Johns Hopkins University SAIS center, Washington, D.C., Summer 2004

Credits earned in Northeast Asian studies and U.S. relations

Davidson in Cádiz, Universidad de Cádiz, Cádiz, Spain, Summer 2003

Credits earned in Spanish Advanced Literature and Spanish Culture

HONORS & AWARDS

BANKERS LIFE

Rookie agent of the Month March 2006, Two-time \$10,000 club inductee, Certificate for completion of Winner's Edge November 2005, Completion of NAS training September 2005

HONORS & AWARDS

Bonner Community Service Scholar; Awarded Dean Rusk International Studies \$3000 Grant; Nomination to Davidson Black Alumni Network Award, 2003, Early Graduate December 2005

ACTIVITIES

The Alpha Phi Alpha Fraternity, Inc.; College Peer Mentor, 2004; Big Brother program, 2004; Resident Advisor, 2003-2004; Faith, Hope, and Love service and tutoring in Charlotte, NC, 2004; BSC (Black Student Coalition) Student Government Representative, 2004; SAC (Student Advisory Committee) Assistance in Career Services, 2003-Present; E.H. Little Library Circulation desk worker, 2002-2004

PROFESSIONAL

EXPERIENCE

Bankers Life and Casualty, Charlotte, NC 2005 - Present
Senior Fiduciary and Retirement Consultant

- ◆ Developed and analyzed financial models based on fixed and variable income assets in portfolios
- ◆ Evaluated and constructed suitable and long-term investment options for clientele
- ◆ Generated and held weekly presentations for prospective clients
- ◆ Led seminars focused on retirement planning and held informationals

TiJiB Focus Consulting Firm, Davidson, NC 2005-Present
President and Founder

- ◆ Pioneered a firm geared toward College counseling for Parents of High School students
- ◆ Mentored for the purpose of molding students to be more involved in leadership roles, thereby, strengthening their extracurricular résumés
- ◆ Created individualized comprehensive guides for optimal college admission
- ◆ Edited essays and organized multiple college applications

The National Coalition for the Homeless, Washington, D.C. Summer 2004
Homelessness Advocate

- ◆ Lobbied Congressional representatives to support humanitarian legislation
- ◆ Drafted formal organization petition, endorsement, and "Dear Colleague" letters
- ◆ Coordinated Congressional support for legislation to end homelessness
- ◆ Liaised with 63 local media contacts and aid-facilitated multiple press conferences

Activities Tax Council, Davidson, NC 2004
Member at Large for Appropriations

- ◆ Delegated 1% of total tuition (\$475,000*) to fund 95% of campus organizations
- ◆ Managed organization budget proposals with regulated funding
- ◆ Dispersed monies to student government subgroups

Bylaws
Of
The Rock Foundation

ARTICLE I
Name and Seal

The name of the Corporation is The Rock Foundation (the "Corporation").

The seal of the Corporation will be circular in form which shall bear the name The Rock Foundation and words indicating that the Corporation was incorporated in North Carolina. Failure to affix the seal to corporate instruments shall not affect the validity of any such instrument

ARTICLE II
Purposes of the Corporation

Statement of Purpose. The organizational purpose of the Rock Foundation is to be a public charity which can engage in activities and provide various services that are beneficial to the public interest and may include the advancement of literacy and education of children.

ARTICLE III
Members

The Corporation shall have no members, certificate holders or shareholders. All functions and affairs of the corporation shall be directed entirely by the Board of Directors.

ARTICLE IV
Offices and Registered Agent

1. **Offices.** The Corporation continuously shall maintain in North Carolina a registered office at such place as may be designated by the Board of Directors. The principal office of the Corporation and such other offices as it may establish shall be located at such place(s) either within or without North Carolina, as may be designated by the Board of Directors.

2. **Changes.** Any change in the registered office or registered agent of the Corporation shall be accomplished in compliance with the North Carolina Non-Profit Corporation Act.

ARTICLE V
Board of Directors for the Corporation

1. **General Powers and Duties.** The property, business, and affairs of the Corporation shall be managed, controlled, and directed by a Board of Directors or such executive committees as the Board may establish. The Board of Directors shall have, and may exercise, any and all powers provided in the Articles of Incorporation or the North Carolina Non-Profit Corporation Act that are necessary or convenient to carry out the purposes of the Corporation as established in these Bylaws.

2. Composition.

(a) The Board shall consist of a minimum of 5 and a maximum of 11 voting directors elected or appointed as provided herein.

(b) Initial Board. The initial Board of Directors shall be

(c) Election. The Initial Board shall select three (3) of its members to serve an initial one (1) year term, four (4) members to serve an initial two (2) year term and the remaining four (4) members shall serve an initial (3) year term. New directors shall be elected in each succeeding year to fill any expiring terms. New directors shall be elected by the existing Board of Directors at the annual meeting. Members eligible for re-election may vote on new board members. Those receiving the highest number of votes shall be deemed elected. In the event any Director so demands, election of Directors shall be by secret ballot.

3. Qualifications of Directors. Directors shall be at least twenty-one (21) years of age, and shall hold at least a high school diploma or its equivalent.

Any such qualified person seeking election to the Board of Directors must submit to a reasonable screening process by the nominating committee, which shall include submitting a personal written statement that provides the following:

- * Statement as to personal reason for wanting to serve on the Board of Directors of this corporation;
- * Statement of support for this corporation's purposes;
- * Statement of personal education philosophy;
- * Statement of personal background, including any talents or experience that can contribute to the function of the corporation Board;
- * separate list of references, including the name, address and phone number of each, to at least (2) board members or other person who can verify personal background.

4. Vacancies. A vacancy occurring in the Board of Directors may be filled by a majority vote of the remaining directors. The director so elected shall serve the unexpired term of the director replaced thereby.

5. Removal. Directors may be removed from office with or without cause by a vote of a majority of the directors. In the event any director is so removed, a new director or directors may be elected at the same meeting.

6. Officers of the Board.

(a) Chair. The Board of Directors shall elect a chair from the members of the Board. The Chair shall preside at meetings of the Board and perform such other duties as may be directed by the Board. The Chair shall be elected at each annual meeting of the Board of Directors by the Board of Directors from among its members.

(b) Vice-chair. The Board may elect from among its members a Vice-chair who shall preside at all meetings of the Board when the Chair is absent.

7. Term. The term of the Directors shall be as follows:

(a) Except as provided in Article V, paragraph 2(c), each Director shall hold office for the term of three (3) years or until a successor is appointed and qualified.

(b) Each Director is eligible for re-election for two (2) successive terms. After serving two (2) three (3) year terms,

the Director shall not be eligible for re-election until after a one (1) year absence from service on the Board of Directors.

8. Compensation. No compensation shall be allowed to members of the Board except pursuant to a contract. Expenses incurred by a member in conducting corporate business may be paid if approved by the Board.

9. Resignation. A Director may resign at any time by giving notice thereof in writing to the Chair.

10. Duties of Directors. It shall be the duty of the directors to:

(a) Register their addresses and phone numbers with the Secretary of the corporation, and notices of meetings mailed or telephoned to them at such addresses shall be valid notices;

(b) Meet at such times and places as required by these Bylaws;

(c) Appoint and remove, employ and discharge, supervise the duties of, and, except as otherwise provided in these Bylaws, prescribe the duties and fix the compensation, if any, of all officers, agents and employees of the corporation;

(d) Perform any and all duties imposed on them collectively or individually by law, or by these Bylaws.

11. Committees.

(a) Executive Committee. The Board Directors may, by a majority vote of its members, designate an Executive Committee consisting of two (2) or more directors and may delegate to such committee the powers and authority of the board in the management of the business and affairs of the corporation, to the extent permitted, except that the Executive Committee:

* may not dissolve the corporation or plan its merger or consolidation;

* may not change the Bylaws or Articles of Incorporation;

* may not conduct any transaction involving all or substantially all corporate assets or property;

* may not create committees;

* may not fill board vacancies;

* may not alter board resolutions;

* may not act as otherwise restricted by law.

By a majority vote of its members, the board may at any time revoke or modify any or all of the Executive Committee authority so delegated, increase or decrease but not below two (2) the number of members of the Executive Committee, and fill vacancies on the Executive Committee from the members of the board.

The Executive Committee shall keep minutes of its proceedings, cause them to be filed with the corporate records, and report the same to the board from time to time as the board may require.

(b) Nominating and Board Development Committee. A nominating and Board Development committee shall be established which shall consist of three (3) individuals designated by the Chair. The purpose of said committee shall be to review applications and research candidates to serve as directors and officers of the Corporation and to recommend nominees for such office to the Board of Directors. Additionally, said committee shall have the responsibility to train and orient new members of the Board of Directors on a director's duties and responsibilities, as well as the goals and purposes of

the Corporation. Members of the nominating committee shall serve until their terms as directors have expired.

(c) Other Board Committees. The Chair of the Board may establish any other committees deemed necessary to carry out the work of the Corporation. The Chair shall appoint Board Members to these committees, and the Chair shall designate chairs for each committee. Committees serve in an advisory capacity to the Board.

(d) Limitation on Authority of Committees. Neither the executive committee nor any other committee formed hereunder shall have the authority to repeal or amend a resolution duly adopted by the Board of Directors unless the resolution expressly states that it may be so repealed or amended by a committee.

(e) Meetings and Actions of Committees. Meetings and Actions of committees shall be governed by, noticed, held and taken in accordance with the provisions of these Bylaws concerning meetings of the Board of Directors, with such changes in the context of such Bylaw provisions as necessary to substitute the committee and its members for the Board and its members, except that the time for regular and special meetings of committees may be fixed by resolution of the Board or by the committee. The Board of Directors may also adopt rules for the conduct of meetings of committees to the extent that they are not inconsistent with the provisions of these Bylaws.

12. Majority Action as Board Action and Conflict of Interest.

Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the Board of Directors, unless these Bylaws, or provisions of law require a greater percentage or different voting rules for approval of a matter by the board.

A member of the Board may have a conflict of interest of his or her vote on a matter before the Board in the best interest of the school if the vote is adverse to the personal, family or business interests of the Board member. If any member of the Board faces a conflict of interest in a matter pending before the Board- such member shall make full and candid disclosure to the Board of the nature of the conflict.

If one (1) or more directors present at a meeting abstain from voting on a particular motion before the Board, due to a personal conflict of interest with the subject of the motion or due to restrictions contained in these Bylaws, then the remainder of the directors shall still constitute a quorum for that particular vote and a two thirds majority of those voting directors shall be required to approve the motion.

No board member will be a full time employee of the Destination Leadership Academy, nor will they benefit financially from their position on the board.

ARTICLE VI Officers of the Corporation

1. Designation. The officers of the Corporation shall be the President, such number of Vice Presidents as may from time to time be determined by the Board (and, if more than one, the Board of Directors at the time of determining the number thereof, may also determine the priority of the respective Vice Presidents), a Secretary, a Treasurer and any other officers that the Board of Directors may designate. Individuals to serve in these capacities shall be designated by the Board of Directors and given powers and duties consistent with these Bylaws. Any two (2) or more offices may be held by the same person, except the offices of President and Secretary; however, no officer shall execute, unless acknowledged, or verified by two (2) or more officers.

2. Qualifications. The President, Vice President, Secretary and Treasurer shall be members of the Board of Directors.

3. Officers of the Corporation

(a) President. The Chairman of the Board shall serve as the President and Chief Executive Officer of the

Corporation. The President as the chief executive officer of the corporation shall, subject to the control of the Board of Directors, supervise and control the affairs of the corporation and the activities of the officers. He or she shall perform all duties incident to his or her office and such other duties as may be required by law or by these Bylaws, or which may be prescribed from time to time by the Board of Directors. Except as otherwise expressly provided bylaw, or by these Bylaws, he or she shall, in the name of the corporation, execute such deeds, mortgages, contracts, bonds, checks, or other instruments which may from time to time be authorize by the Board of Directors.

(b) Vice President. The Board may elect a Vice President who shall perform those duties as the Board may designate.

(c) Secretary. The Board shall elect from among its members a Secretary who shall preside at all meetings of the Board when the Chair and Vice-Chair are absent and who, with the assistance of the Corporation staff, shall be responsible for keeping an accurate record of the proceedings and actions of the Board. The Secretary shall have the custody of the corporate seal and shall maintain a current record of all the persons who are Directors of the Corporation, showing their respective places of residence, and such book shall be open for inspection as prescribed by law. Subject to the control of the Board of Directors, the Secretary shall in general perform all the duties incident to the office of Secretary, and shall perform such other duties as the Board or the President may assign.

(d) Treasurer. The Board shall elect from among its members a Treasurer who shall have the custody of all funds, property, and securities of the Corporation, subject to such regulations as the Board of Directors may impose. The Treasurer may be required to give bond for the faithful performance of his duties in such sum and with such sureties as the Board may require. When necessary or proper, the Treasurer, on behalf of the Corporation, may endorse for collection checks, notes, and other obligations, and shall deposit the proceeds to the credit of the Corporation at such bank or banks as the Board may designate by resolution as depository. The Treasurer shall sign all receipts and vouchers and, together with such other officer or officers, if any, as shall be designated by the Board, the Treasurer shall sign all checks of the Corporation and all bills of exchange issued by the Corporation, except in cases where the signing and execution thereof shall be expressly assigned by the Board or by these Bylaws to some other officer or agent of the Corporation. The Treasurer shall make such payments as may be necessary or proper to be made on behalf of the Corporation. The Treasurer shall maintain full and accurate books of account reflecting the transactions, assets and obligations of the Corporation and shall exhibit such books at all reasonable times to any Director on application at the offices of the Corporation. In general, the Treasurer shall perform all the duties incident to the office of Treasurer, subject to the control of the Board.

(e) Assistant Secretary. The Board may elect one (1) or more Assistant Secretaries not from among its members who may assist the Secretary and the Treasurer in the performance of their duties and shall have all legal authority to perform those duties.

4. Compensation. No compensation shall be allowed to Officers of the Corporation, except pursuant to a contract. Expenses incurred by an Officer in conducting corporate business may be paid if approved by the Board.

5. Removal. Any Officer of the Corporation may be removed from office with or without cause upon two-thirds vote of the membership of the Board then in office at any regular or special meeting called for that purpose. Any officer of the Corporation proposed to be removed shall be entitled to at least five (5) days notice in writing by mail and in person of the meeting of the Board of Directors at which such removal is to be voted upon and shall be entitled to appear before and be heard by the Board at such meeting.

6. Terms of Officers. The terms of the Officers of the Corporation shall be from the time of their election to the next annual meeting or until their successors are chosen.

ARTICLE VII

Meetings

1. **Regular Meetings.** The Board of Directors shall meet at least monthly at such times and dates as designated by the Chair of the Board, through a written call of the majority of Board members, or upon resolution of the Board. The annual meeting of the Board shall be held each year in June or at such other time as the Board may fix, for the purpose of electing directors and officers and for the transaction of other business. Regular meetings of the Board may be held without written notice.

2. **Place of Meetings.** The meetings of the Board of Directors shall be held at the principal office of the Corporation, or at such other place as the Chair of the Board of Directors may designate.

3. **Special Meetings.** The time, date, and place of a special meeting of the Board may be set at the call of the Chair, upon written call by the majority of Board members, or upon resolution of the Board. Notice shall be given by the usual means of communication at least ten (10) days prior to a special meeting, unless waived in writing by all members.

4. **Attendance.** Attendance by a member at a meeting shall constitute a waiver of notice of such meeting, except where a member attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called.

5. **Notice of Inability to Attend.** Members of the Board shall be required to notify the Chair of the Board of the Corporation of their inability to attend a lawfully scheduled meeting at least twenty-four (24) hours prior to meeting time.

6. **Quorum.** A majority of the directors in office shall constitute a quorum for the transaction of business. The quorum shall be determined at the beginning of the business meeting.

7. **Parliamentary Rules and Open Meeting Law.** All meetings shall be conducted in an open, orderly, and fair manner; and any guidelines established by the Institute of Government shall apply to all deliberations. All meetings of the Board shall be held in compliance with the North Carolina Open Meetings Law, N.C. General Statutes Sections 143-318.9-143-318.19. While the Board may elect not to proceed in full compliance with modified Roberts Rules of Order, those procedures may be invoked at any time for use during part or all of a particular meeting upon motion supported by a majority vote.

8. **Manner of Acting.** Except as otherwise provided by law, the Articles of Incorporation, or by these Bylaws, all matters before the Board of Directors shall be decided by a majority vote of the Directors present and eligible to vote at a meeting at which a quorum exists.

Any one or more or all of the directors or members of a committee may participate in a meeting of the Board of Directors or committee by means of a conference telephone or similar communications device that allows all persons participating in the meeting to hear each other. Participation in a meeting by means of a conference telephone or similar communications device shall be deemed presence in person at such meeting.

9. **Meeting Agenda.** Regular meetings of the Board shall strictly follow the written agenda prepared by the Chair. Any person having business to be brought before the Board shall notify the Chair at least four (4) days prior to the meeting of their request to be heard by the Board.

ARTICLE VIII

Contracts, Checks, Deposits, and Funds

1. **Contracts.** The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract

or execute and deliver any instrument in the name of and on behalf of the Corporation; and such authority may be general or confined to specific instances.

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

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

4. **Funds.** All funds of the Corporation not otherwise employed shall be deposited to the credit of the Corporation at such banks, trust companies, or other depositories as the Board may select, or as may be designated by any officer, officers, agent, or agents of the Corporation to whom the Board may delegate such power.

5. **Acceptance of Gifts.** The Board or any officer or officers or agent or agents of the Corporation to whom such authority may be delegated by the Board, may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the purpose of the Corporation.

6. **Audits.** Upon request of a majority of the Board, the accounts of the Corporation shall be audited by a reputable certified public accountant, whose report shall be submitted to each member of the Board, and kept on file at the offices of the Corporation as required by law.

7. **Bond.** At the direction of the Board, any officer or employee of the Corporation shall be bonded. The Corporation shall pay the expense of procuring any such bond.

ARTICLE IX Indemnification

The directors and officers of the Corporation shall be indemnified by the Corporation to the fullest extent permissible under North Carolina law.

The Board of Directors shall take all such action as may be necessary and appropriate to authorize the Corporation to pay the indemnification provided by this Bylaw, including without limitation, to the extent necessary, making a good faith evaluation of the manner in which the claimant for indemnity acted and of the reasonable amount of indemnity due him or her.

ARTICLE X Corporate Records and Reports

1. **Maintenance of Corporate Records.** The Corporation shall keep at its principal office:

(a) A copy of the Corporation's Articles of Incorporation and these Bylaws as amended to date;

(b) A record of its directors, indicating their names and addresses and telephone numbers, dates of election to the board, and if applicable, dates of election to office;

(c) A record of its committees and committee members, including the specific task for which each committee was formed and members' names, addresses and telephone numbers;

(d) Minutes of all meetings of directors, and of committees of the board, indicating the time and place of such meetings, whether regular or special, how called, the notice given, the names of those present and the proceedings thereof;

(e) Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains, and losses.

2. **Directors' Inspection Rights.** Every director shall have the absolute right at any reasonable time to inspect and copy all books, record and documents of every kind and to inspect the physical properties of the corporation and shall have such other rights to inspect the books, records and properties of this Corporation as may be required under the Articles of Incorporation, other provisions, of these Bylaws, and provisions of law.

Any inspection under the provisions of this Article may be made in person or by attorney and the right to inspections shall include the right to copy and make extracts.

3. **Periodic Report.** The board shall cause any annual or periodic report required under law to be prepared and delivered to an office of this state or other government agency and to be so prepared and delivered within the time limits set by law.

ARTICLE XI

Fiscal Year

Except as altered by a resolution of the Board of Directors, the fiscal year of the Corporation shall begin on the first day of each July, and end on the last day of June next ensuing.

ARTICLE XII

General Provisions

1. **Limit of Use of Property and Funds to Purposes of the Corporation.** No funds or property of the Corporation shall be devoted to or expended for any purpose or objective not stated in Article II, but all the Corporation's funds and properties shall at all times be used exclusively for said corporate purposes. In no event shall any of the funds or property of the Corporation be used for personal benefit, by way of compensation, directly or indirectly, of these directors, with the exception of the Officers, who may be paid a salary set by the directors for services actually rendered.

2. **Waiver of Notice.** Whenever any notice is required to be given to any director or other person under the provisions of these Bylaws, the Articles of Incorporation, or any applicable law, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice.

3. **Amendments.** These Bylaws may be altered, amended, or repealed, or new Bylaws may be adopted, at any meeting of the Board of Directors, by a vote of a majority of the Directors in office, if at least ten (10) day written notice is given of the intention to take such action at such meeting.

Adopted by the Board of Directors on the _____ day of _____, 20 ____

Director _____

Director _____

Director _____

Director _____

Director _____

Director _____

Director _____

Director _____

Director _____

Director _____

Director _____

GAILE DRY-BURTON
253 VICTORIA AVE
CHARLOTTE NC 28202

RE: The Rock Foundation



NORTH CAROLINA

Department of The Secretary of State

To all whom these presents shall come, Greetings:

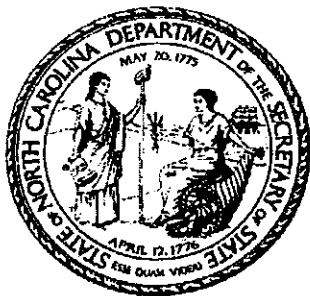
I, **ELAINE F. MARSHALL**, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

THE ROCK FOUNDATION

the original of which was filed in this office on the 17th day of October, 2011.



IN WITNESS WHEREOF, I have hereunto
set my hand and affixed my official seal at the
City of Raleigh, this 17th day of October, 2011

Elaine F. Marshall
Secretary of State

SOSID: 1226085
 Date Filed: 10/17/2011 5:21:00 PM
 Effective: 10/14/2011
 Elaine F. Marshall
 North Carolina Secretary of State
 C201128700015

State of North Carolina
 Department of the Secretary of State

ARTICLES OF INCORPORATION
 NONPROFIT CORPORATION

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

1. The name of the corporation is: The Rock Foundation
2. _____ (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).
3. The street address and county of the initial registered office of the corporation is:
 Number and Street 253 Victoria Avenue
 City, State, Zip Code Charlotte, North Carolina 28202 County Mecklenburg
4. The mailing address *if different from the street address* of the initial registered office is:

5. The name of the initial registered agent is:
Gaile G. Dry-Burton
6. The name and address of each incorporator is as follows: See Attached

7. (Check either a or b below.)
 a. The corporation will have members.
 b. The corporation will not have members.
8. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.
9. Any other provisions which the corporation elects to include are attached.
10. The street address and county of the principal office of the corporation is:
 Number and Street 253 Victoria Avenue
 City, State, Zip Code Charlotte, North Carolina 28202 County Mecklenburg
11. The mailing address *if different from the street address* of the principal office is:

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

This is the 6 day of October, 2011.

Gaile G. Dry-Burton
Signature of Incorporator
Gaile G. Dry-Burton, Co-Founder, Incorporator
Type or print Incorporator's name and title, if any

NOTES:

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

Revised January 2000

Form N-01

CORPORATIONS DIVISION

P. O. BOX 29622

RALBIGH, NC 27626-0622

Dissolution Provision

In the event of dissolution, the residual assets of the organization will be turned over to one or more organizations, which are, exempted organizations described in sections 501 (c)(3) and 170 (c)(2) of the Internal Revenue Code, or to the Federal, State, or Local government for exclusive public purpose.

Incorporators

Anita Cue

5101 Camp Stewart Road

Charlotte, North Carolina 28215

Galle Dry-Burton

253 Victoria Avenue

Charlotte, North Carolina 28202

Arsella Gilbert

7048 Providence Square Drive Apt 121

Charlotte, North Carolina 28270

Telsa Lacy

6723 Devongate Lane

Charlotte, North Carolina 28269

Trenease Lampkin

5623 Santeelah Court

Charlotte, North Carolina 28217

Tamara Page

3205 Tallia Court

Charlotte, North Carolina 28269

LaChone Winston

8610 Twined Creek Lane

Charlotte, North Carolina 28227

to demonstrate how this organization is a good fit for the proposed population of students

- Describe how the governance structure will be affected; if at all, by the EMO/CMO and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO. An organizational chart showing the lines of authority should be included.
-

- 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.
-

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

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

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

- A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school as well as any advisory council. This chart should also include lines of authority to and from any outside entity that will play a role in managing the charter school.
See Organization Chart Download
 - Each founding board member must submit, in this section of the application, a one-page resume highlighting his or her experiences over the past ten or more years.
See Resume Downloads
 - 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)
See Proposed By-laws Download
 - A copy of the articles of incorporation, if available. If not available, must be available prior to interview by SBE, so must show that it has been applied for prior to submission of application.
See Articles of incorporation Download
 - A description of the governing board's functions, duties, roles and responsibilities as it relates to overseeing the charter school and its mission.
-

The Board of Directors of The Rock Foundation, shall have such powers and duties as provided in the North Carolina General Statutes, Chapter 115C and as delegated to it by the State Board of Education. The Board of Directors shall decide matters related to the operation of the school, including budgeting, curriculum, and operating procedures. The powers and duties of the Directors include, but are not limited to, the following:

- (a) Pursuant to North Carolina General Statutes and Board established criteria, shall interview and hire for such term and under such conditions as it may fix, a Director for the Destination Leadership Academy.
- (b) Approve the appointment of personnel annually, upon recommendation by Destination Leadership Academy's Director, subject to standards established by the State Board of Education.
- (c) Acquire by purchase or otherwise all land and facilities required for the Destination Leadership Academy.
- (d) Apply the standards and requirements for admission of students established in the Destination

Leadership Academy application and standards established by the State Board of Education.
(f) Upon recommendation by the Director, and within state guidelines, establish and/or terminate programs of instruction it deems appropriate to enhance or further the mission of Destination Leadership Academy and for which financial resources are adequate to ensure quality.

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

The board will vote on all school policy decisions in accordance with the mission and purpose of the school, acting in the best interest of students in keeping with state and federal laws. All policy decisions will be made only after presentation of any proposed policy and full discussion of said policy at publicly announced Board meetings. The school director, who is an ex officio non-voting member of the board, will not vote on such policy decisions. The school director, or director designee, will participate in discussions and provide input on all matters. Every decision made by the majority of Board of Directors present at a meeting held in which a quorum is present is the act of the Board of Directors.

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

The School Advisory Council (SAC) will provide all of the stakeholders an opportunity to be active participants in the assessment of needs, development of priorities, and identification and use of resources based on an analysis of available school data.

Specific functions include, but may not be limited to, the following:

1. Develop and review the implementation of the School Improvement Plan.
2. Enlist, promote, and support greater interaction between school and community.
3. Provide input in matters concerning disbursement of school improvement funds to ensure that such expenditures are consistent with the School Improvement Plan.
4. Recommend policies for adoption to the board.
5. Provide critical support to the school director.

The SAC will meet at least monthly and consist of:

- School Director and up to 4 staff members elected by their peers
- Up to 4 parent/community leaders approved by the Board of Directors
- Up to 2 students elected by their peers

The SAC member terms will commence at the beginning of the first school year and at the end of each school year thereafter. This should ensure ample preparation prior to the beginning of each school year. There is a limit of 3 consecutive terms of membership on the SAC, With the exception of the school director.

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

1. By May of 2016 full implementation of the Expeditionary Learning school model (www.elschools.org)
2. 90% of students will achieve high growth in math and reading as designated by the North Carolina ABCs program by June of 2016
3. 90 % of students will end their school year working at or above grade level by June of 2017
4. 100 % parent participation in P.a.S.S. by the fall of 2016

5. Implementation of Dimensions of Personal Character and the School Culture That Supports Them	
Personal Character	School Character
Intellectual Character	Culture of Thinking
Moral Character	Culture of Love and Justice
Civic Character	Culture of Service and Engagement
Performance Character	Culture of Quality and Excellence

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

All Board members will be required to sign a conflict of interest statement that will ensure that current and future board members and their families will avoid conflicts of interest (See attachment Conflict of Interest Statement). Further, there are policies in place, reflected in bylaw Article V, Section 12, prohibiting Board members from being full-time employees of the school and benefiting financially from their position on the Board

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

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

Destination Leadership Academy Charter School will incorporate and utilize all admission requirements and exceptions as set forth in GS 115C-238.29F(g). DLA will implement enrollment priorities for siblings and children of DLA's director, teachers, teacher assistants and founding board members allowed under GS 115C-238.29F(g)(5).

The target population for Destination Leadership Academy is students residing in Mecklenburg County with a focus on those residing in the Charlotte, North Carolina West Corridor. Admission into Destination Leadership Academy will be open by application to any student in grades kindergarten through fifth grade. No preference will be given to any race, creed, religion or academic status.

The following admission procedure will be used:

- A) Applications will be accepted beginning late winter 2013 through the proposed deadline.
- B) If applications exceed the schools capacity, a lottery will be held as defined in section D below,
- C) Each year the process will be repeated with the exception that those enrolled in the prior year, their currently enrolled siblings, children of founding members and children of DLA teachers will have priority to attend,
- D) The lottery will be held among all applicants with the exception of those outlined in section C above. Each applicant will be assigned a number that is written on a card. Cards will be placed in a large container, mixed and selected at random until school capacity is reached. Once capacity is reached, the lottery will continue to assign waiting list positions. The waiting list will be used to fill vacancies throughout the school year.
- E) Overflow applications and applications submitted after the designated time will be filed for review in order of lottery placement should an opening become available at any time during the calendar year. Waiting lists will be maintained for only one year in order of lottery placement until the student or his/her parents withdraw their application. If a space becomes available and the applicant declines immediate acceptance of the placement, that application goes to the end of the waiting list for any further consideration.

**Conflict of Interest Statement for
Board Members of Destination Leadership Academy**

No board member or board committee member, or any member of his or her family should accept any gift, entertainment, service, loan, or promise of future benefits from any person who either personally or whose employees might benefit or appear to benefit from such board or committee member's connection with Destination Leadership Academy (DLA), unless the facts of such benefit, gift, service, or loan are disclosed in good faith and are authorized by the board. Board and committee members are expected to work out for themselves the most gracious method of declining gifts, entertainment, and benefits that do not meet this standard.

No board or committee members should perform, for any personal gain, services to any DLA supplier of goods or services, as employee, consultant, or in any other capacity which promises compensation of any kind, unless the fact of such transaction or contracts are disclosed in good faith, and the board or committee authorizes such a transaction. Similar association by a family member of the board or committee member or by any other close relative may be inappropriate.

No board or committee member or any member of his or her family should have any beneficial interest in, or substantial obligation to any DLA supplier of goods or services or any other organization that is engaged in doing business with or serving DLA unless it has been determined by the board, on the basis of full disclosure of facts, that such interest does not give rise to a conflict of interest.

This policy statement is not intended to apply to gifts and/or similar entertainment of nominal value that clearly are in keeping with good business ethics and do not obligate the recipient.

Any matter of question or interpretation that arises relating to this policy should be referred to the president for decision and/or for referral to the board of directors for decision, where appropriate.

I have received, read and understand fully the Conflict of Interest Statement and will comply with the statement by bringing any potential conflict of interest situations to the board for consideration.

Signature: _____

Date: _____

Destiny Leadership Academy will follow the educational philosophy and approach of Expeditionary Learning (EL). EL is a national, non-profit organization that . . .

“ . . . promotes rigorous and engaging curriculum, active, inquiry-based pedagogy, and a school culture that demands and teaches compassion and good citizenship. At the heart of EL are learning expeditions, interdisciplinary units aligned with state standards. The EL approach is experiential and project-based, involving students in original research with experts to create high-quality products for audiences beyond the classroom.” (Expeditionary Learning, 2010)

Expeditionary Learning is based on a set of Design Principals and Core Practices that will be incorporated into all aspects of Destination Leadership Academy’s educational approach. The Design Principals are the fundamentals of the educational philosophy. The Core Practices assure that the Design Principals will be met.

Design Principles	Core Practices
<ul style="list-style-type: none"> ● Self-discovery ● The having of wonderful ideas ● Responsibility for learning ● Empathy and caring ● Success and failure ● Collaboration and competition ● Diversity and inclusion ● The natural world ● Solitude and reflection ● Service and compassion 	<ul style="list-style-type: none"> I. Learning expeditions implemented across the curriculum II. Active pedagogy and effective instructional practices III. School and individual culture and character IV. Leadership and school improvement V. Specific structures are used to ensure student and adult learning and that adults know students well

Destination Leadership Academy founders believe that the Expeditionary Learning model will promote our students’ development into academically prepared 21st century scholars. The rigorous experiences offered through learning expeditions will build strong critical thinking skills and deep content knowledge. Expeditionary Learning focuses on “habits of mind” which is characterized by a person strongly disposed toward critical thinking. It includes a courageous desire to follow reason and evidence wherever they may lead, open-mindedness, foresight, attention to the possible consequences of choices, a systematic approach to problem solving, inquisitiveness, creativity, fair-mindedness, and maturity of judgment. The emphasis of Expeditionary Learning on habits of mind will equip students with the passion for learning, determination, and sense of purpose and compassion that will allow them to use their academic knowledge to build happy, productive lives. We believe that this academic and affective learning goes hand-in-hand and is mutually supportive. At Destination Leadership Academy our curriculum will incorporate inquiry-based practices in all the content areas to ensure student success and engagement in learning. we will continuously monitor student learning through the use of a variety of assessments and refine our active teaching practice based on this data

Learning Expeditions

Destination Leadership Academy will implement an integrated curriculum, at the center of which is the use of learning expeditions. Learning expeditions are units that “feature linked projects that require students to construct deep understandings and skills to create products for real audiences” (Expeditionary Learning, 2003). Learning expeditions are designed around common core standards and focus on guiding questions that allow students to master this content in meaningful ways. At DLA, students will spend at least two hours each day engaged in the exploration of content through learning expeditions. These expeditions will simultaneously develop understanding in a variety of content areas as students read and write to deepen their disciplinary knowledge in math, social studies, and science. For example, students who are studying the local history of the Dilworth community might learn how to collect and read primary source documents and formulate a timeline of Dilworth’s history. Using data they collect, students would then develop questions for an oral history project in which they interview community members. Students might share their final oral history projects through dramatic presentations at the children’s library.

Learning expeditions will vary in the amount of time they last, from a matter of weeks to multiple months depending on the complexity of the topic and the number of standards to be addressed. Destination Leadership Academy will expect that students will learn approximately five science and five social studies standards with depth during each quarter. At the same time, the instruction of the math and reading standards will be integrated into the expeditions for science and social studies through writing products, text-based knowledge of primary sources, and the variety of real-life math outcomes that student will be engaged in. Teachers and students will develop high expectations for outcomes for each learning expedition, compiling these expectations in specific and comprehensive rubrics for the expedition. Rubrics will be aligned with the common core standards in all relevant subject areas to ensure the learning within expeditions is moving students toward mastery of these standards. The elements of a learning expedition include:

- Focused and Narrowed Topic in a Context
- Guiding Question
- Immersion, Kick-off, or Hook
- Learning Targets
 - The “Big ideas” of the disciplines
 - Content, skills, character,
 - Common core standards
 - Strong emphasis on teaching reading and writing
- Learning experiences planned like the over-all expedition
 - Projects and products that show understanding
 - Real audiences
 - Craftsmanship (multiple drafts and critique)
 - Tasks that meet portfolio requirements
 - Ongoing literacy experiences
 - Significant instructional events (labs, simulations, role-plays)
- Evidence that students have met standards
- Seamless integration of technology

- Authentic assessment
- Service
- Authentic Research
 - Fieldwork
 - Primary sources, experts, and data
- Culminating Event or Exhibition
- Reflection and Debriefing Time
- Physical Adventure, when possible

Literacy Instruction

Destination Leadership Academy will teach reading through a balanced literacy approach that emphasizes rigorous academic expectations and authentic literacy experiences. Current reading research acknowledges that reading is made up of a variety of interrelated processes and competencies including phonemic awareness, phonics, comprehension, fluency and vocabulary knowledge (National Reading Panel, 2010) We will construct a curriculum based on strong principles of balanced literacy instruction.

During the reading class time, we will teach reading based on the gradual release of responsibility model (Pearson & Gallagher, 1983) in which teachers first model a strategy, then work with student to develop competence in the strategy, then support students as they apply the strategy independently. Second, reading instruction will follow a reading workshop model. Reading workshop is a model in which students develop skills as independent readers through a variety of formats that involve different levels of support and emphasize the foundational reading competencies. Destination Leadership Academy's reading workshop will incorporate the following strategies: read aloud, shared reading, independent reading, phonics or words study, and a combination of interactive writing and writing workshop. The emphasis, time spent, and design of each component will shift throughout the grade levels based on the needs of students as they grow in reading (see tables below).

While we will not purchase a scripted to curriculum for reading, we will rely on cornerstone professional texts and resources to support literacy instruction DLA will provide training for teachers in reading and writing workshop. Professional development texts will include the following: *Units of Study: A Curriculum for the Reading Workshop, Grades 3-5*, *Units of Study for Primary Writing*, *Units of Study for Writing, Grades 3-5* (both published by Firsthand), *Growing Readers: Units of Study for the Primary Classroom* (Collins, 2004), *Teaching with Intention* (Miller, 2008), *Strategies that Work* (Harvey & Goudvis, 2007), *On Solid Ground: Strategies for Teaching Reading K-3* (Taberski, 2000), *Interactive Writing: How Language and Literacy Come Together, K-2* (McCarrier, Fountas, & Pinnell, 1999). *Guiding Readers & Writers: Teaching Comprehension, Genre, and Content Literacy, 3-8* (Fountas & Pinnell 2001). *The Continuum of Literacy Learning: A Guide to Teaching* (Fountas & Pinnell 2nd edition, 2011)

Language and Word Study	Reading Workshop	Writing Workshop
Students explore the intricacies of language across multiple genres including literature, informational texts, and poetry. They investigate the meaning and structure of words, and the conventions and forms of written language	Students read a variety of self-selected and teacher selected texts for extended periods. They construct meaning and make personal and textual connections as they learn from and about reading. Students learn effective comprehending strategies they apply to fiction and nonfiction texts	Students develop writing strategies and skills, learn about the writer's craft, and use writing as a tool for learning and communication. Writing for sustained periods, they explore different genres and formats for a range of purposes and for a variety of audiences.
Fountas, I. C. & Pinnell, G.S. (2006). Teaching for Comprehending and Fluency K-8: Thinking, Talking, and Writing About Reading. Portsmouth, NH: Heinemann. Fountas, I.C. & Pinnell, G.S. (2000). Guiding Readers and Writers (Grades 3-6) Teaching Comprehension, Genre, and Content Literacy. Portsmouth, NH: Heinemann		

Elements of the 3 block Literacy Framework

Grade Level	Language Arts and Word Study	Reading Workshop	Writing Workshop
K-2 Primary Level	30-60 minutes <ul style="list-style-type: none"> • Interactive Read Aloud • Interactive Writing • Modeled/Shared Reading • Modeled/Shared Writing • Handwriting • Phonics/Word Study/Spelling • Storytelling 	45-90 minute <ul style="list-style-type: none"> • Guided Reading • Independent Literacy Work 	45-60 minutes <ul style="list-style-type: none"> • Independent Writing • Guided Writing • Interactive Writing (small group)
2-5 Intermediate Level	30-60-Minutes <ul style="list-style-type: none"> • Interactive Read Aloud • Current Events • Modeled/Shared Reading • Interactive Edit • Modeled/Shared Writing • Interactive Vocabulary • Readers' Theatre/Process Drama • Choral Reading • Handwriting • Test Reading & Writing • Word Study/Spelling • Poetry Sharing/Response 	60 minutes <ul style="list-style-type: none"> • Independent Reading • Guided Reading • Literature Stud 	60 minutes <ul style="list-style-type: none"> • Independent Writing • Guided Writing • Investigation
Fountas, I. C. & Pinnell, G.S. (2006). Teaching for Comprehending and Fluency K-8: Thinking, Talking, and Writing About Reading. Portsmouth, NH: Heinemann. Fountas, I.C. & Pinnell, G.S. (2000). Guiding Readers and Writers (Grades 3-6) Teaching Comprehension, Genre, and Content Literacy. Portsmouth, NH: Heinemann			

Mathematics Instruction

Destination Leadership Academy will research and select a math program that begins with the premise that students can and must learn math at a higher level of understanding and practice than ever before. Some programs being investigated include: Everyday Math, Investigations, and Singapore Math.

The chosen curriculum will be incorporate inquiry-based instruction and lesson planning that allows students to explore the process of finding an answer rather than just a number as an answer. Mathematics will be taught in a 60 minute block with an additional 30 minutes of intervention time each day. Teachers will deliver whole group mini-lessons to students before students spilt into small instructional groups. Teachers and Educational Assistants will deliver small group instruction in order to provide opportunities for pre-teaching, re-teaching and/or enrichment.

The selected math program must include:

- Problem solving about everyday math situations;
- Linking past experiences to new concepts;
- Sharing ideas through discussions;
- Developing concept readiness through hands-on activities and explorations;
- Cooperative learning through partner and small group activities;
- Increasing understanding of basic math facts;
- Providing ongoing review and applications, reinforcement and enrichment;
- Solving problems using multiple strategies;
- Using mathematics in daily classroom routines;
- Providing a variety of assessment opportunities and
- Enhancing home-school partnerships and better parent understanding of these new concepts

Physical Education

Physical education will be provided in all grade levels. An emphasis will be placed on developing an awareness and appreciation of lifelong healthful activities and health education will be a part of the program.

Art and Music

Art and music instruction will be required for all students. Art classes will include production of art with a variety of media as well as social and historical perspectives with the goal of developing an appreciation of a variety of art. Likewise, music classes will explore music using grade level appropriate activities and instruments with the goal of developing an appreciation and understanding of a variety of music

Character Education

Charter education will be embedded throughout the curriculum. DLA will take the character as the aim of education approach. (David Light Shields 2011). Students will be taught to develop their intellectual, moral, civic, and performance character.

DLA will have one additional admission step which will promote parental involvement through a program entitled P.a.S.S- Parents and Students Succeed. Parents and students will be required to sign a parent-student-school contract. The contract will specify obligations of parents, students and the school as partners in education.

V. EDUCATION PLAN

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

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

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

- Educational theory, foundation of the model, and proposed innovative offerings.

Destiny Leadership Academy will follow the educational philosophy and approach of Expeditionary Learning (EL). EL is a national, non-profit organization that . . .
 ". . . promotes rigorous and engaging curriculum, active, inquiry-based pedagogy, and a school culture that demands and teaches compassion and good citizenship. At the heart of EL are learning expeditions, interdisciplinary units aligned with state standards. The EL approach is experiential and project-based, involving students in original research with experts to create high-quality products for audiences beyond the classroom" (Expeditionary Learning, 2010).

- Teaching approach, class structure, curriculum design, courses of study, sample daily schedule, pillars of the school culture, and instructional methodology that align with the school's mission.

See attachment teaching approach

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

-
1. By May of 2016 full implementation of the Expeditionary Learning school model (www.elschools.org)
 2. 90% of students will achieve high growth in math and reading as designate by the North Carolina ABCs program by June of 2016
 3. 90 % of students will end their school year working at or above grade level by June of 2017
 4. 100 % parent participation in P.A.S.S. by the fall of 2016
 5. Implementation of Dimensions of Personal Character and the School Culture That Supports Them

Personal Character	School Character
Intellectual Character	Culture of Thinking
Moral Character	Culture of Love and Justice
Civic Character	Culture of Service and Engagement
Performance Character	Culture of Quality and Excellence

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

Not Applicable

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

See attachment Calendar 2013-2014

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

In addition to all state and federally mandated tests, DLA will administer the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP), NWEA MAP formative and benchmark assessments in addition student in K-2 will take the NWEA MAP for Primary Grades Survey.

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

Destination Leadership Academy's professional development plan will equip teachers with the skills and knowledge that will allow them to develop a rigorous, effective curriculum and continuously improve over time. DLA will also set aside significant amounts of time for teacher collaborative work so that teachers are able to plan strong lessons and units, reflect on their teaching practices, investigate data, and share ideas. Teachers will come together for a Summer Institute for a minimum of 5 days during the summer to be trained in and participate in curriculum mapping and writing. Throughout the year, teachers will also participate in weekly professional development time after school. This time will be used for ongoing professional development in best practices, reflection on instruction, study of data, and ongoing planning and development of expeditions. DLA views this time as essential to the quality of work our teachers will do and the foundation for the collaborative culture of our school. Through the leadership of our director as well as clear structures for collaborative work, we will ensure that this time is used for honest reflection and continuous improvement that enhances student learning.

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

Students who need additional assistance and/or remediation to meet the performance goals outlined in the education plan will be provided opportunities for assistance through peer, teacher, and parental tutoring, in addition to participating in an extra class apart from the instructional day at Destination Leadership Academy. In addition, a skill specific remediation instructional program with assessments will be utilized to provide whole class and individual student assessment data on a routine basis by all instructional faculty.

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

Parental involvement will be a major characteristic of Destination Leadership Academy. Through the

Destination Leadership Academy

Academic Calendar 2013-14 185 School Days

H-HOLIDAY
 FD-FIRST DAY FOR STUDENTS
 SB-SPRING BREAK
 TW-TEACHER WORKDAY
 WB-WINTER BREAK
 LD-LAST DAY FOR STUDENTS
 EQ-END OF QUARTER

MAKE-UP DAYS:
 11/27, 1/2, 1/3, 2/17, 4/21, 5/26

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	EQ1		

S	M	T	W	T	F	S
1	H	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	TW	TW	TW	24	
25	TW	FD	28	29	30	31

S	M	T	W	T	F	S
			WB	TW	TW	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	H	21	22	23	EQ2	25
26	27	28	29	30	31	

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	WB	WB	WB	WB	WB	28
29	WB	WB				

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	H	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	H	H	H	30

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	SB	SB	SB	SB	SB	19
20	SB	22	23	24	25	26
27	28	29	30			

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	113	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
31	EQ3					

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	H	18	19	20	21	22
23	24	25	26	27	28	

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	LD/EQ4	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	LD/EQ4	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	H	27	28	29	30	31

Calendar 2013-2014
185 School Days

Item	Date
Workdays before school	8/20-8/26
Labor Day Holiday	9/2
1 st Quarter Ends	10/31 47 days
Veterans Day Holiday	11/11
Thanksgiving	11/27 11/28 11/29
Winter Break	12/23- 1/2 Allows one full week and 4 days 1/2 and 1/3 Teacher Workdays
2 nd Quarter Ends	1/24 46 days
Martin Luther King, Jr. Holiday	1/20
Presidents Day Holiday	2/17
3 rd Quarter Ends	3/31 45 days
Spring Break	4/14-4/21
Good Friday	Included in Spring break
Memorial Day Holiday	5/26

4 th Quarter Ends-Last day of school	6/13 47 days
Teacher Workday(s)	7
Annual Leave Day	0
Make-up days	11/27,1/2, 1/3, 2/17, 4/21, 5/26

schools P.a.S.S. program, PTA, and SAC parental/community support and involvement will be essential to our existence.

Parents/guardians will sign an agreement with the school indicating their willingness to serve in one or more capacities as a volunteer.

Through Destination Leadership Academy's P.a.S.S. Program, parents/guardians will be required to take advantage of one or more of the following:

1. Enrollment in short courses designed to assist in better understanding activities and initiatives in which students are participating.
2. Instruction in computer applications at school, home and work.
3. How to assist in homework.

Parents and community members will be asked to participate in fund raising activities. Community members will be used as resources to facilitate and enhance school and student projects.

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

Academically gifted learners will be given the opportunity to participate in a full range of Talent Development programs.

At risk students will be identified through the North Carolina Response to Intervention plan.

<http://www.dpi.state.nc.us/docs/curriculum/responsiveness/psmgraphics/psmrti.pdf>. Students with existing Individual Education Plans (IEPs) will be assigned appropriate services and interventions based on the students IEP.

DLA will provide tailored instruction in English language skills to meet the needs of the limited English proficient (LEP) students whose parents choose English as a Second Language (ESL) services.

ESL students will participate in mainstream classes and scheduled ESL instruction based on each students proficiency in English and grade level.

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

not applicable

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

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

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

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

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

Destination Leadership Academy will meet all applicable state and federal requirements including the Individuals with Disabilities Education Act (IDEA) and G.S 115C-238.29F(g)(5). North Carolina, Response to Intervention process will be used to adequately identify and address the needs of exceptional children. Destination Leadership Academy will obtain informed parental consent for conducting an evaluation to determine eligibility for exceptional education student needs. We will also obtain consent before providing the services proposed on a student's IEP. Immediately following the development of the IEP and without undue delay, Destination Leadership Academy will provide the parents with a copy of the proposed IEP together with the required notice of procedural safeguards and parents handbook of rights. Destination Leadership Academy will ensure that all students have access to the general curriculum.

Exceptional students will be provided with programs implemented in accordance with state policies and procedures. All students with disabilities, regardless of the nature or severity of their disability, who need special education and related services, will be served in the least restrictive environment possible. Destination Leadership Academy will hire special education teachers as needed to work both as inclusion teachers in the classroom setting and consultants to classroom teachers to help them better meet the needs of exceptional students. We will contract psychologist or hire staff to provide educational testing as needed. All regular classroom teachers will participate in training to help them better meet the needs of exceptional students in their classrooms.

For those students whose special needs are so unique or severe that the needs cannot be adequately addressed at the school, the child will be appropriately referred to another educational setting. An Individualized Education Program (IEP) will be in place for every enrolled student requiring or receiving exceptional education services. The IEP will be utilized to provide services addressing the individual needs of exceptional students.

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

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

A parent may appeal any administrative discipline by submitting a written request for review to the Director within 7 days of the written notification of the administrative discipline. The Director will either reconsider the discipline or forward the request for review to the Board of Directors within 3 days. The Board will hold a hearing where the parents and a representative, if desired, will be given a chance to speak on why the administrative discipline should be changed. The Board of Directors decision on the request for review will be final.

See Student handbooks and other policies governing student conduct and discipline [Download](#)

TIMELINES

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

for accomplishing those tasks.

See Time Line Download

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

- Provide a detailed description of the existing private school's financial status.
-

- Describe the rationale for converting from a private entity to a public school. Include information regarding how the proposed charter school will be nonsectarian in nature and will be open for all students (not just those currently attending the private school).
-

- Depict and analyze the current enrollment trends of the school over the past three academic years.
-

- Document and expound upon evidence that the existing private school is successful in student achievement. Base this explanation upon academic data available through summative assessments.
-

- Explain the proposed charter school's expected staff turnover due to the statutory requirements for teacher licensure and highly qualified status.
-

Destination Leadership Academy Opening Timeline

The task below will be completed through a collaborative effort of the Board of Directors and Founding Partners

I. Laying the Foundation (3-5 months beginning January 2012)

Key Activities:

- Investigate state laws and policies
- Review chartering agency policies
- Assemble a core founding group and access experts
- Design a comprehensive school plan
- Engage the community

II. Applying (3-6 months beginning February 2012)

Key Activities:

- Draft the charter proposal
- Locate and tentatively secure a facility for the school
- File for nonprofit status, recruit, and install the governing board, draft bylaws and policies, and create an administrative structure
- Identify and choose a lead administrator (or administrative team)
- Present and get the charter approved by the state of North Carolina

III. Pre-Operations: Getting Ready (after charter is approved)

Key Activities:

- Develop formal operating agreements with CMS staff to identify any services they will provide and the terms under which they will provide them
- Recruit and admit students; recruit and hire staff
- Formalize the instructional program; choose and purchase instructional materials, choose methods of assessing student achievement, create the school calendar, and plan professional development
- Prepare facility and support services, such as fiscal support (accounting, budget, payroll, banking, auditing, purchasing), transportation, food service, insurance, staff benefits, telecommunications, etc. Establish or formalize relationships with community groups, supporters, CMS, the media, and other potential partners

IV. Opening - Fall 2013

Key Activities:

- Formally open the doors and celebrate the commencement of the school

- Transition the school's governance structure from the initial "start-up" stages to one of ongoing policy-making and oversight
- Deepen relationships with community groups, supporters, CMS, the media, and other potential partners

Timeline adapted from the National Charter School Resource Center

Draft of Student Handbook

Destination Leadership Academy

Student Handbook

Attendance

In accordance with G.S. 115C-378, every parent, guardian or other person in North Carolina having charge or control of a student between the ages of seven and 16 years shall cause such student to attend school continuously for a period equal to the time which the public school to which the student is assigned is in session. No person shall encourage, entice, or counsel any such student to be unlawfully absent from school.

In order to be considered in attendance, a student must be present in the school for the school day or at a place other than the school with the approval of the appropriate school official for the purpose of attending an authorized school activity. Such activities may include field trips or any similar approved activity.

A student must be present at least one-half of the school instructional day in order to be recorded present for that day.

No student shall leave the school grounds during regular school hours without prior permission from school authorities. A student enrolled in school will attend every day of the prescribed school calendar unless excused. It is important for parents to encourage attendance and to notify school authorities as to the nature of absences. All anticipated unavoidable absences should be reported to the school administration. A student may be excused if satisfactory evidence of the excuse is provided through documentation to the appropriate school official. Such documentation shall be kept on file.

Excused Absences

1. When illness or injury prevents the student from being physically able to attend school.
2. When the local health officer or the State Board of Health orders the isolation of a student.
3. When the student is absent due to the death of a member of the immediate family.
4. When the student has an emergency medical or dental appointment or such an appointment which has been approved in advance by the Director.
5. When the student has obtained prior approval by the Director, or Director Designee, to be absent due to the observance of an event required or suggested by the religion of the student or the student's parents.
7. When the student obtains prior approval to take advantage of a valid educational opportunity, such as travel.

Unexcused Absences

Unexcused absences are absences for any reason other than those listed as excused.

Making Up Absences and School Work

The following provisions have been made for "making up" absences and schoolwork.

1. Only four (4) unexcused absences to be made up per quarter.
2. The student must make provisions to make up absences within two (2) days of returning to school or forfeit the opportunity to do so.
3. Made up absences will not contribute to a "perfect attendance" record.
4. A student may attend Extended Day School to cancel absences. Extended Day School may be scheduled any day, Monday through Saturday, by the Director, or Director Designee.
5. The Director, or Director Designee will designate the time for Extended Day School.
6. Students making up absences must bring appropriate schoolwork to Extended Day School. Failure to do so will result

in dismissal from Extended Day School and therefore, no credit for making up the day.

7. All school work missed as a result of absences, excused and unexcused and as a result of a first suspension (one per quarter) will be allowed to be made up. Suspended students shall be provided an opportunity to take quarterly, or grading period examinations missed during the suspension period.

Tardy Policy

1. According to policy, 6 consecutive tardies will be counted as an absence and a letter will be sent home to parents for a mandatory meeting with administrator to determine reasons for tardies..
2. Subsequent tardies will result in one or more of the following consequences at that school site based on frequency and intensity of the occurrences:
 - In-school detention
 - Lunch detention
 - Break detention
 - Extended day

Discipline

In accordance with G.S. 115C-1, the administration recognizes its responsibilities to assure an atmosphere which is

conducive to teaching and learning which protects the fundamental rights of students. The administration also recognizes that it is the shared responsibility of students, parents, and school personnel to assure a safe and orderly environment for all students and school employees. The Director shall have the authority to exercise discipline over the pupils of the school. Corporal punishment is prohibited at Destination Leadership Academy. Appropriate student behavior will be encouraged through positive alternatives and interventions. When such interventions are not successful, the student is subject to short-term suspension, long-term suspension, or expulsion. The Director, or designee, is authorized "to suspend for a period of 10 days or less any student who willfully violates policies of conduct established by Destination Leadership Academy, provided that the suspended student be given an opportunity to take any quarterly, or final grading period examination missed during the suspension period. Suspensions in excess of 10 days require the approval of the Board of Directors. Expulsions require board action.

The board shall suspend for 365 days any student who brings a firearm onto school property.

School administrators will notify law enforcement officers of violations of state and federal laws. They have the authority to call officers to assist with the maintenance of order, and to prosecute offenders.

Exceptional Children:

When considering administrative disciplines for special needs students, the school Director, or director designee, will review and consider any accommodations made as a result of the student's IEP or 504 status and if the behaviors are a manifestation of the student's disability. If a student with an IEP or 504 plan exhibits continuous or egregious disruptive behavior, a functional behavioral assessment and/or a behavior intervention plan may be put in place

Procedures For Addressing Student Behavior Issues

The school will encourage appropriate student behavior through classroom management plans and when appropriate, individual student behavior plans that address expectations, interventions, and alternatives. When students demonstrate behavior that is extremely disruptive to the class or goes beyond what the teacher's system can handle in scope or frequency, the student will be referred to the office for administrative discipline. Administrative discipline will always include notification of and consultation with the parent and may include lunch, break or in-school detention in school suspension, or out of school suspension

Cell Phones

Destination Leadership Academy, allows students to have cell phones so long as they are turned off, concealed, and not used during school hours. If a student has a cell phone where it is visible it may be confiscated. If a student refuses to stop using the phone, or refuses to give the phone to personnel, the student will be suspended. Standardized testing protocol prohibits cell phones in rooms where tests are administered.

Student Dress Code

All students will be required to wear a school uniform: khaki or black pants, shorts, skirts or capris and Kelly Green or white polo shirts.

Appropriate dress is important.

These guidelines will be followed.

- Students are not allowed to wear jeans.
- Capri length pants will be allowed.
- Clothing must be appropriately sized. No baggy or sagging pants or shorts are allowed.
- Shorts and skirts must be no higher than 3 inches above the top of the knees.
- No "low rider" clothing is allowed.
- If clothing has belt loops, then a plain black or brown belt with a plain buckle must be worn.
- Shirts must be appropriately sized and must be long enough to be tucked in at all times.
- Students may wear plain white T-shirts under the polo shirts.
- The sleeves of the T-shirts cannot extend past the sleeves of the polo shirts.
- Students may wear un-hooded sweaters or plain sweat shirts in the school colors over the polo shirts.
- Students are not to wear coats in the classrooms. Teachers may make an exception if a classroom is unusually cold.
- Proper footwear is required. Shoes that have laces must be laced, tied and fit. Students should wear plain shoes or tennis shoes.
- No flip flops, "beach sandals", or bedroom slippers are allowed. Students are discouraged from wearing sandals without straps in the back for safety reasons.
- Students may not wear boots or shoes that extend above the ankle.

- Students are expected to be dressed according to the uniform standards at all times school is in session.
- Directors may require students to wear uniforms at other school functions that occur outside the normal school day.
- Student may not wear large pendants or medallions. For safety reasons, necklaces should be worn inside the shirts.
- The Director may make exceptions to the uniform policy for special events such as picture day and may allow a different standard for athletic teams or other school clubs or activities.
- No hats, sweatbands, bandanas, or sunglasses will be worn inside the school buildings.

Student violations of this policy shall be handled by the Director or designee. Violations of this policy may result in a short-term suspension. Repeated violations of this policy during the school year may result in long-term suspension.

Code of Conduct

The State of North Carolina uniform code of discipline describes incidents that need to be reported each year. School administrators are responsible for entering student infractions in the Discipline Data Collection for the Department of Public Instruction. The following discipline events are numbered as they appear in the DDC system. For clarification of any of the rules, please call the Director.

The following discipline incidents are reportable to law enforcement, and may result in out-of-school suspension or expulsion from school.

1. Assault resulting in serious injury
2. Assault involving the use of a weapon
3. Assault on school personnel
4. Bomb threat
5. Burning of a school building
6. Death by other than natural causes
7. Kidnapping
8. Possession of a controlled substance in violation of the law
9. Possession of a firearm or powerful explosive
10. Possession of a weapon
11. Robbery with a dangerous weapon
12. Robbery without a dangerous weapon

The Director and Director Designees will use the following Levels of Options when assigning consequences for inappropriate behavior. The Level of Options assigned will be determined by the nature of the offense, the severity of the offense, and the frequency the offender exhibits the behavior. (The list is not intended to be a progression of consequences for inappropriate behaviors.)

1st Level of Options – Lunch detention, break detention, in-school detention.

2nd Level of Options – OSS for less than 10 days.

3rd Level of Options – OSS for more than 10 days.

4th Level of Options – Recommendation for long-term suspension.

In accordance with G.S. 115C-288(g), the Director shall report incidents of violent or illegal actions to the local law enforcement agency.

The following are examples of behaviors that can result in one of the above Options being assigned. The list is not inclusive. Consequences from the list of Options can be assigned for any behavior that poses a threat to safety or interrupts the educational opportunity of other students.

1. Student dress code violation. Students should abide by the dress code as established by the Director.
2. Out of specified area or out of class for any part of the day without permission.
3. Tardiness to class or tardiness to school. Students are to be in class on time.
4. Nuisance items. Students shall not bring to school or have in their possession items which interfere with the normal operation of a class or school such as noise makers, cameras, radios, tape players, electronic games, water guns, beepers, laser pointers, or similar items. Items will be confiscated and additional consequences are possible.
5. Obscenities/profanity in language or dress. Students shall respect other students by refraining from malicious name-calling, obscenities, profanity, and racial slurs. Consequences will be based on the severity of the act.
6. Violation of local school rules. No student shall willfully violate the rules, regulations, or procedures of their school as stated in the Student Handbook.
7. Unexcused absences. Students are expected to be in school for the 180 days of the school year. Students out of school for unexcused absences will be handled by the Director.
8. Disrespect toward school employees or other adults is prohibited. Students shall respect all employees.
9. Obscenities, profanities and name-calling directed toward adults will not be tolerated.
10. Tobacco use. Students shall not possess, smoke, or use any tobacco products or paraphernalia at school, in any school building or in any school vehicle, at any school-sponsored or school-related activity or authorized school event before, during or after regular hours, or during any period of time they are subject to the authority of school personnel.
11. Non-compliance with directions or teacher, administrators, or other school personnel. Students shall comply with all reasonable requests of teachers, substitute teachers, teacher assistants, student teachers, and any other authorized school personnel during any period in which they are subject to school authority.
12. Failure to report to BARE personnel and/or to accept the BARE referral form as instructed. Students shall comply with the directions of a teacher or other school personnel to report directly to BARE personnel and submit the written referral form to the BARE personnel.
13. Threatening, intimidating, bullying, or sexually harassing another student. No student shall threaten, intimidate or bully another student on campus or at any school-related activity. Students are expected to avoid these situations and report them to school personnel. (G.S. 14-288.4.2)

14. Fight – first offense only. No student shall fight another student while on campus, at school-related activities or within school jurisdiction. The administration may opt for OSS on the first offense if the severity of the fight endangers the safety of students. In addition to a violation of the Guidelines for Student Behavior, such acts of violence or threats to cause bodily harm are a violation of state criminal laws and they may result in prosecutions, punishable by criminal fines, and judgments.
15. Reckless or belligerent, or horse-play type behavior which might result in injury or bodily harm. No student shall engage in any behavior which is so careless, reckless or belligerent it would, if continued, result in bodily harm or injury to himself or others.
16. Any major act clearly intended to disrupt school. No student shall purposely disrupt the lawful function of the school or its special activities, events, trips, or performances. In the classroom, no student shall unreasonably impair the teaching/learning process. No student shall engage in behavior which is detrimental to the progress, function or purpose of any school activity or event or infringe on the rights of other students, faculty, spectators, or public. (G.S. 14-288.4(6))
17. Pornographic materials. Possession and/or sharing of pornographic materials will not be tolerated. The following infractions will result in the assignment of Option Levels 2, 3, or 4 with law enforcement notified when required by General Statutes. Law enforcement may be notified in other incidents in which the administration deems necessary.
18. Fight – Second or more offenses. No student shall fight another student while on campus, at school-related activities or within school jurisdiction. Involvement in repeated fights will result in OSS.
19. Inappropriate use of the Internet. Any student who violates the Internet Acceptable Use Policy will be subject to consequences.
20. Indecent exposure. No student shall knowingly expose any part of the human anatomy considered private.
21. Bomb Threat. The administration shall suspend for 365 days any student who makes a bomb threat (G.S. 115C- 391.d3). Making a bomb threat is a felony.
22. Assault or violence directed toward any student or school employee. No student shall assault, cause bodily harm to or threaten any student or school employee. Assault can be interpreted as threatening language, signs or gestures. In addition to a violation of the Guidelines for Student Behavior, such acts of violence or intent to cause bodily harm are a violation of state criminal laws and they could result in prosecution, punishable by criminal fines, judgments. Assault upon school administrator, school teacher, substitute teacher, teacher assistant, sports official, or other school employee, when any of these persons is discharging or attempting to discharge official duties, may result in imprisonment up to two years and a \$500 fine. (G.S. 14-33(b) (6)).
23. Possession or use of a weapon, incendiary, or explosive (including guns, knives, etc.) or use of any object as a weapon to cause bodily harm or injury. No student shall possess, handle, transmit, manufacture or use any weapon, such as a firearm, knife, or any device used for or intended as a weapon, nor any explosive or incendiary device. In addition to a violation of the Guidelines for Student behavior, possessing or carrying any gun, rifle, pistol, other firearm, dynamite cartridge, bomb, grenade, mine, or powerful explosive onto school property constitutes a felony punishable by up to 5 years imprisonment. Carrying any weapon such as a BB gun, paint-ball gun, knife, blackjack, metallic Knuckles, razors, blades, sharp pointed instruments constitutes a misdemeanor carrying a prison term and/or substantial fine. The administration shall suspend for 365 days any student who brings a weapon onto school property. (G.S. 115C-391-d1). A weapon defined in G.S. 14-269.2 (b) and (g) is any gun or firearm (excluding BB guns, stun guns, air rifle, or air pistol) or bomb, grenade, or powerful explosive. It is unlawful for any person to possess,

whether openly or concealed any weapon on a school campus (G.S.14-269.2). The Director is required by law to report assault involving the use of a weapon or the possession of a firearm or weapon to law enforcement.

24. Breaking into and entering a school building, trespassing on school property. No student shall enter a school building after school hours unless an official school activity is being held and/or school officials have authorized such use. Unauthorized entry, either by force, contrivance or otherwise, is considered breaking and entering and is a serious criminal offense. Other charges, such as larceny, may also be filed.
26. Hazing or extortion. No student shall force or threaten another student to obtain money, property, or to participate in humiliating acts. No student shall bully other students for any reason.
27. Sexual activity, sexual assault or assault with intent to cause bodily harm to another student. The Director is required by law to report sexual assault or sexual offense to law enforcement.
29. Possession, sale, exchange or use of any illegal drug, counterfeit drug, or alcohol (including mixed drink, beer, or any beverage with any level of alcoholic content) on the school bus, activity bus, school ground, or in private vehicles on school grounds or at any school function, wherever held, are strictly prohibited. No student shall possess, use, transmit or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, or other drug defined as a controlled substance (pursuant to Chapter 90 of the North Carolina General Statutes) while in any school building, on any school premises, at any school function or event before, during or after school hours, or during any period of time when the student is subject to the authority of school personnel unless such possession, use or transmission is authorized by law and school regulations, or unless prescribed by and take in accordance with the prescription of a physician. In the case of the sale of a prohibited substance, in addition to a discipline action:
 - a. 1st offense: Referral to law enforcement.
 - b. 2nd offense: Referral to an outside agency.
 - c. 3rd offense: Referral to an alternative setting.

A violation of this policy may result in suspension for the remainder of the school year. In addition to disciplinary action consistent with the Guidelines of Student Behavior, possession of any amount of illegal drug will result in criminal prosecution pursuant to state laws (G.S. 18B-301). Compliance with the standards of conduct relative to drugs and alcohol is mandatory. The Director is required by law to report possession of a controlled substance to law enforcement.

30. Inciting a riot or disturbance, or encouraging others to disrupt school. No student shall engage in riotous, insubordinate conduct which causes or is intended to cause a disturbance or disruption to school operations and activities. The safe normal operation of the schools in an atmosphere conducive to teaching, learning and quiet study is a major responsibility of school administrators, teachers, parents and students. All students have the right to attend a school where they can learn without being harmed or disturbed (G.S. 14-288.4).
31. Vandalism, theft, defacement, arson to school building or property. No student shall willfully damage, deface, mar or destroy any building, property, grounds, supply, furnishings, or equipment belonging to the school (G.S. 115C-398). Larceny is a criminal offense which could result in a misdemeanor or felony conviction. (Larceny of \$1000 or more in value is a felony.) Theft of any property, whether public or private, regardless of the value, is a crime. Students may be held liable for damage, loss or destruction of any school property.

32. Theft or damage to private property. No student shall damage or steal any private property while under the authority of school personnel or during the school day, on school-sponsored events or trips, or while riding the school bus. Theft of property, whether public or private, is against the law. Shoplifting is a criminal offense which is always considered serious. In addition to disciplinary action consistent with the Guidelines for Student Behavior, the student may also be charged criminally. The student may also be required to make restitution for losses and damages.
33. Possession or use of counterfeit money. No student shall possess or use counterfeit money.

Points to Remember

1. All accumulated suspensions are carried by the student the whole year.
2. If a student goes six weeks without being referred to BARE for 1st Level of Options consequences, his/her BARE record will be wiped clean of those consequences and the record will start over at the beginning of the next six weeks. (Interventions do not start over.)
3. Students suspended or expelled from Destination Leadership Academy are not to return to the campus at any time during the suspension/expulsion.
4. In certain cases, the Director may determine that alternative or more severe disciplinary action is necessary. A suspension may be split between alternative consequences and out-of-school suspension when in the best interest of the student.
5. Probation – Students may be placed on disciplinary probation at any point that their behavior becomes disruptive. If they break the specified probation, they may be recommended for suspension for the remainder of the school year.
6. Any student suspended from school is not allowed to attend or participate in any school function.
7. In addition to disciplinary action consistent with the Guidelines for Student Behavior, a student may also be charged criminally.

The following procedures are recommended for disruptive behaviors. Classroom management plans should be in place in all classrooms. Individual behavior plans should be developed as needed. Teachers should document all interventions and results of the interventions. Directors should keep complete disciplinary records on students. These are suggested strategies for interventions:

1. Isolate within the classroom.
2. Have student write a letter to a parent or guardian concerning misbehavior (with teachers supervision).
3. Have student call parent at home or work to explain misbehavior (with teacher's supervision).
4. Teacher contacts parents to invite their input on changing student behavior (phone and written communication are very important).
5. Withhold privileges. No student will be denied participation in any part of the instructional program or to have a lunch period.
6. Isolate outside the classroom in a location away from the classroom and under supervision, in the BARE room. Consult with Director concerning misbehavior.
7. Refer student to Director or Director Designee for further corrective action.
8. Director contacts parent to arrange a conference with teacher, parent and Director.
9. After conferring with the teacher, the Director may remove a student from the classroom for periods of time up to the remainder of the school day and may schedule a parent conference.
10. Students may be taken to their parent/guardian for an immediate conference. The student may be left with the parent/guardian for the remainder of the day. This is not considered a suspension

from school. Records will be kept of situations handled in this manner.

11. Directors may consult with the Board of Directors to establish a parent conference to determine other alternatives.

Policy on Search and Seizure

Periodic general inspections of book bags may be conducted by school authorities for any reason at any time without notice, without student consent, and without a search warrant. School premises may be subject to canine searches at any time. Other searches will be conducted according to the circumstances presented and as allowed by laws.

Administration of Medication

It is the policy of the Destination Leadership Academy that medications should not be administered to a student during school hours or by school personnel unless the health of the student will be adversely affected. If a student is required to take medication during school hours and the parent cannot be at school to administer the medication, school personnel may administer medication with proper documentation from a physician and parent/guardian. Under certain circumstances students may self-administer medications with proper authorization. The intent of this policy is to discourage students from bringing prescription and non-prescription medicines to school for administering such drugs to themselves without the assistance of school officials. Neither Destination Leadership Academy nor any of its employees are responsible for the improper self-administration of prescription or non-prescription drugs at school. This is the responsibility of the student's parents. Medication administered during school hours by school personnel should be kept to a minimum. Medications should be administered at home, if at all possible. The child in need of medication to sustain his/her maintenance during school is the child who has a chronic health problem, where emergency measures are indicated.

Family Educational Rights and Privacy Act- News Media Access

Throughout the school year, there may be occasions when media and/or school personnel will be photographing and/or videotaping classroom and school-related activities to be used in school publications and/or sent to the local media for publishing or to be reviewed by school personnel for educational purposes. If you do not wish for your child to be interviewed or identified in photographs or other types of media, please contact the Director in writing, expressing your child's restriction.

*******END OF STUDENT**
HANDBOOK*****

VI.BUSINESS PLAN

PROJECTED STAFF:

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

Position Name	Job Description
--Administrator(S)	See attachment DLA job descriptions
--Clerical	See attachment DLA job descriptions
--Teachers	See attachment DLA job descriptions
--Librarians	See attachment DLA job descriptions
--Guidance	See attachment DLA job descriptions
--Teacher Assistants	See attachment DLA job descriptions
--Custodian	See attachment DLA job descriptions
--Maintenance	Services will be contracted
--Food Service	See attachment DLA job descriptions
--Bus Driver	See attachment DLA job descriptions
--Other	Parent, Community Liaison and contracted services from auditor, nurse, accountant
Not Applicable	n/a
Not Applicable	n/a
Not Applicable	na
N/A	na
Not Applicable	n/a
Not Applicable	n/a

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

Destination Leadership Academy acknowledges that the most important aspect of attaining excellence in education is the quality of the teaching staff and administrative staff. Destination Leadership Academy hereby adopts as policy and states its determination to strive for such excellence and further declares its intent to employ only those teachers and administrators, who possess, have exhibited, and who continue to strive for excellence in their preparation for, performance of, and contribution toward the educational process. DLA will assign a mentor to all educators hired with less than one year of classroom experience.

Proficient performance shall be considered the minimum acceptable standard of performance for teachers and administrators in the school; however, proficient performance shall not constitute any assurance to any teacher or administrator of rights to, or consideration for, employment or reemployment or career status for teachers.

Subjective and objective appraisals of preparation for, performance of, and contribution toward the educational process and the needs of the school shall be considered in making decisions to employ or re-employ teachers or administrators, or grant career status to teachers.

Basis for Non-renewal

Destination Leadership Academy may refuse to renew the contract of any probationary or other non-tenured teacher or school administrator or to reemploy any teacher or school administrator who is not under contract, for any cause it deems sufficient; provided, however, that the cause may not be arbitrary, capricious, discriminatory, or for personal or political reasons, or because the teacher or administrator engaged in activities that are protected by the United States Constitution.

Career Status

It is the policy of Destination Leadership Academy to award career status to teachers or award contract extensions to administrators who have exhibited excellence in their performance through the maintenance of consistently high standards of performance. The awarding of career status is not an entitlement based upon length of service, but a status which may be earned through the exhibition of high performance during a teachers probationary period. Destination Leadership Academy seeks performance in excess of proficient and seeks to employ and retain professionals who are performing at the highest levels of competence.

If a probationary teacher is eligible for career status and the recommendation is not to give career status the probationary teacher has the right to a hearing. Probationary teachers, not in the final year before teacher is eligible for career status, recommended for nonrenewal have the right to petition for a hearing. A hearing may be granted.

Notice of Non-renewal

Destination Leadership Academy shall provide written notice to a probationary teacher no later than May 15th of the intent to recommend nonrenewal. Also, the teacher must be notified in writing of the right to request and receive written notice of the reasons for nonrenewal.

If the decision has been made for non-renewal the contract of a non-tenured teacher for the following school year, the Director shall notify the teacher prior to the end of the school year. However, if a teacher submits a request for information or a hearing, the Board of Directors shall provide notification within 15 days. If the Board of Directors has decided that it will not renew the contract of a school administrator for the following school year, the Board of Directors shall notify the school administrator by May 30th.

Also include the following information for the proposed charter school:

- *Process to advertise for and employ members of the school*
-

All vacancies occurring during the regular school year shall be advertised a minimum of ten (10) calendar days prior to filling of said vacancies except for hardship and/or circumstances affecting the instruction of students which warrant filling the position sooner.

No one shall be employed for a position until said position has been incorporated in the current budget by the finance officer.

- *Procedures for grievance and/or termination*
-

It is the policy of Destination Leadership Academy in keeping with the ultimate goal of serving the educational welfare of children, to develop and practice reasonable and effective methods of resolving difficulties which may arise among employees. The intent is to reduce potential areas of grievances and to establish and maintain recognized channels of communication between staff and administration. The purpose of this procedure is to secure, at the lowest possible level, equitable solutions to the problems which may arise and affect employees.

- *Sample employment policies to be implemented by the proposed charter school*
-

General Employment Policies
Equal Employment Opportunities
Protection Against Sex Discrimination Title IX Diversity of Staff
Recruitment and Selection
Nepotism
Advertising Vacancies
Criminal Record Checks
Health Certificates
Conduct of Employees
Code of Ethics for Educators General Code of Ethics Responsibilities and Duties
Prohibition Against Discrimination, Harassment and Bullying
Sexual Harassment
Prohibited Relationships with Students
Drug-Free Workplace
Reporting Information to Administrators and External Agencies
Conflict of Interest
Weapons Prohibited On School Property Prohibited Conduct at School Events Alcoholic Beverages
Tobacco-Free Environment
Staff Participation in Political Activities
Faculty/Employee Dress
General Conditions of Employment
Communicable Diseases or Conditions
Personnel Records and Files Employee Grievance Policy Leave/Benefits and Employment Employee
Compensation Insurance
Retirement

See Attached Employee Handbook for policy explanations..

- *Description, if the proposed charter school partners with an EMO, of the relationship that will exist between the charter school employees and the management company.*
-

Not Applicable

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

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.

The Director and Assistant Director will possess teaching and administrative licensure from the State of North Carolina.

Teachers will possess the following minimum teaching credentials.

Bachelor of Arts or Science

Certification appropriate to the grade level in which duties and responsibilities are required.

Director

Important to the success of Destination Leadership Academy is the choice of a strong and dynamic School Director. In filling this position, The Rock Foundation will pursue an individual who possesses the following:

- a. A proven record of leadership and sound management in an urban educational setting,
- b. Strong public relations and interpersonal skills and experience in team-building,
- c. An understanding of the diversity and unique character of the School community and community at large,
- d. A passion for helping students attain high standards and expectations,
- e. Consistently exceptional professional evaluations,
- f. Outstanding references from peers, former colleagues, parents, and members of the School community.

Candidates for this position will be recruited from across the country after the school is chartered, the founders and The Rock Foundation Inc. will use their extensive network of educator, educational experts and contacts in the field to identify men and women of the highest competence.

The School Director will report to The Rock Foundation and will accept principal responsibility for implementing the School's education program; attaining the School's objectives for high student achievement; managing, evaluating, promoting, and terminating school personnel; creating a school culture that is disciplined, orderly, and conducive to learning; and nurturing a strong relationship among the school, parents, the community, and the media.

The School Director will oversee and work with the on-site business manager to ensure that the school's targets for financial performance are met. The business manager will have overall responsibility for the business operations and finances of the school, including the management of student information and financial accounting systems, budgeting, purchasing, and contract management.

The Director will also oversee and work closely with the school's Professional Development Coordinator, an expert in instruction and staff management and training. This individual will serve as an on-site, permanent coach for teachers, going from classroom to classroom working with teachers and helping them to enhance constantly their instructional skills.

Working with The Rock Foundation, the Director will shape an outstanding teaching staff, seeking individuals with the following qualities:

- A strong undergraduate education
- High instinctive intelligence
- A passion for helping scholars attain high standards
- High scores on standardized teachers' exams
- High grade point averages from high school and college
- Consistently exceptional professional evaluations
- Teaching awards and other professional honors from parent groups, local businesses, and educational partnerships
- Outstanding references from peers, former scholars, and parents.

Assistant Director

The Assistant Director will act in the capacity of administrative assistant to the director and assist him/her in the performance of duties noted under the following categories:

1. Leadership
 - a. Articulates the vision and mission of the school and the district.
 - b. Reviews, evaluates, and revises instructional programs using relevant data.
 - c. Knows and encourages appropriate uses of instructional technologies.
 - d. Involves staff in preparing and implementing professional development plans that are related to high student achievement.
 - e. Understands the principles of mentoring and peer coaching.
 - f. Promotes activities that honor academic excellence.
2. Administration
 - a. Demonstrates effective oral and written communication skills.
 - b. Uses effective methods of personnel selection, supervision, and evaluation
 - c. Identifies, implements, and evaluates content-based instruction based on the NC Curriculum.
3. Frameworks
 - a. Practices relevant fiscal management policies and procedures.
 - b. Uses technology appropriately: as an organizational tool for record keeping and scheduling; as a communication tool; data collection and accountability; and educational research.
 - c. Assists in the improvement of instructional programs.
 - d. Provides support and leadership in implementing standards-based classrooms and the use of the Principles of Learning.
 - e. Understands plant facilities and equipment management.
4. Equity
 - a. Assures presence and quality of educational practices and programs that address the needs, interests, and abilities of all students.
 - b. Understands, models, and encourages the belief that effort is a key factor in achievement.
 - c. Helps all students see themselves as unique individuals responsible for their own actions
 - d. Follows and helps train teachers to use the Destination Leadership Academy's Code of Conduct.

Assistant Director Continue

 - e. Understands, uses, and supports the use of intervention services for students.
 - f. Assures high academic expectations for all students
 - g. Holds teachers, students, and self to high standards of performance and behavior.
5. Community Relations
 - a. Involves families and other community members in developing the vision, goals, School Improvement Plans, and programs for the school/district.

- b. Promotes partnerships among staff, families, the business community, and other community groups and uses community resources to enhance instruction.
6. Professional Responsibilities
- a. Is familiar with Destination Leadership Academy's student support services.
 - b. Knows multiple strategies to assess student performance.
 - c. Understands organizational change, school-based management, and school restructuring.
 - d. Understands federal, state, and local laws and regulations including laws on disability, civil rights and responsibilities, issues of liabilities, and requirements of due process.
 - e. Participates in parent conferences, and community relations
 - f. Takes an active part in professional organizations.

Teacher

The classroom teacher creates a positive learning environment to facilitate the personal, social, and intellectual development of students. In order to respond to the individual needs and abilities of students, the classroom teacher must work closely with other staff and the administration of Destination Leadership Academy.

Essential functions and responsibilities:

- a. Teaches assigned subject area other appropriate learning activities.
- b. Creates a classroom environment that is conducive to effective learning and appropriate to the maturity and interest of the students.
- c. Employs a variety of instructional techniques and instructional media consistent with the needs and capabilities of the individuals or student groups involved.
- d. Strives to implement by instructional and action the philosophy of the school.
- e. Evaluates student academic and behavioral progress, keeps appropriate records and prepares progress reports.
- f. Diagnoses students needs on a regular basis and cooperates with the other professional staff members at the school in helping students solve health, attitude, and learning problems.
- g. Communicates with parents through conferences and other means to discuss the student's academic and behavioral progress.
- h. Develops lesson plans and instructional materials and provides individualized small group instruction in order to adapt the curriculum to the needs of each student.
- i. This job description in no way states or implies that these are the only duties to be performed by the employee occupying this position. As appropriate, the classroom Teacher will be required to follow any other job related instructions and perform other job related duties directed by the school director.

Teacher Assistant

The teacher assistant will provide support to the instructional program within the school, with specific responsibility for assisting in the supervision and instruction of students, observing and documenting student progress and implementing plans for students.

Essential Functions and Responsibilities

- a. **Adopt classroom activities, assignments and/or materials under the direction of the supervising teacher for the purpose of supporting and reinforcing classroom objectives**
- b. **Attend meetings and in-service presentations (e.g. first aid, CPR, emergency procedures, etc.) for the purpose of acquiring and/or conveying information relative to job functions**
- c. **Monitor students during assigned periods within a variety of school environments, (e.g. lunch, bus stops, playground, classroom, restroom, field trips etc.) for the purpose of maintaining a safe and positive learning environment**
- d. **Perform clerical tasks for the purpose of helping the teacher get instructional materials prepared for students**

Financial Secretary

The school financial secretary will perform under supervision, specific duties associated with the school building's financial operation. This includes maintaining the building budget within the guidelines set by the school's board of directors.

Performance Responsibilities:

- a. Maintains records of annual allocations and expenditures for school and/or department budgets
- b. Performs all bookkeeping duties as required to maintain accurate school accounting procedures.
- c. Collects, receipts, records and deposits various school revenues; prepares billing invoices as required, maintains individual accounts as assigned, including pupil activity accounts.
- d. Prepares purchase orders and processes invoices for payment.
- e. Prepares records for internal and external audits.

Clerical Secretary

The secretary, under direction, performs a variety of clerical, secretarial, and other minor administrative functions required for the operation of school sites and other instructional programs; performs other related duties as required.

Performance Responsibilities:

- a. Greets all guests entering the office area and communicates with a variety of individuals and groups, including immediate supervisor, co-workers, other school administrators and staff, district administrators and staff, parents/guardians, students, and the general public.
- b. Refer all guests to appropriate offices or school personnel
- c. Answer telephone, receive and deliver messages
- d. Assist with student enrollment and withdrawal application process
- e. Update and transfer yearly academic permanent records and transcripts of all students
- f. Order and maintain inventory of office and teacher supplies
- g. Update employee contact information for phone directory and database system
- h. Maintain appearance of front office and workroom
- i. Responds to inquiries and request for information and assistance from school/district personnel, students, parents, and the general public; provides copies of printed informational materials as requested.
- j. Enters and retrieves computer data pertaining to attendance et al

Food Service Director

Summary of Work:

Administers the foodservice program in a multiple-site program according to policies and procedures, and federal/state requirements. Supervises and trains foodservice personnel. Develops and maintains high standards

of food preparation and service with emphasis on menu appeal and nutritional value. Maintains high standards of sanitation and safety. Maintains records of income and expenditures, food, supplies, personnel and equipment. Facilitates cooperation with education partners such as administrators, teachers, parents and students.

Principle Tasks:

- a. Plans and analyzes menus for all schools in the district to ensure that USDA Meal Pattern and nutritional requirements are met.
- b. Plans menu adaptations for children with special needs.
- c. Maintains a purchasing system consistent with USDA and state purchasing guidelines.
- d. Enforces federal and state regulations regarding nutritional standards, reports and records. Prepares and maintains all records for required audits and reviews.
- e. Oversees the administration of the district's free and reduced price meals program according to federal regulations.
- f. Prepares, monitors and administers the food services budget. Monitors and analyzes all revenue sources.
- g. Reviews and authorizes all program expenditures.
- h. Assesses customer preference, industry trends and current research to develop a long range plan that facilitates continuous program improvement.
- i. Maintains an efficient food service operation and a high quality food service staff by recruiting, selecting, training, scheduling, supervising and evaluating all food service personnel.
- j. Coordinates all equipment maintenance and building repairs with the appropriate school district personnel or a private service provider.
- k. Ensure that established sanitation and safety standards are maintained.
- l. Develops a marketing plan that promotes the school nutrition services to students, parents, other school personnel, and the community.
- m. Develops and implements a catering plan that is consistent with school board policies.

Bus Driver

The Bus Driver will transport students to and from school within designated route (s) and ensure the safety of the students while passengers in the school vehicle. The Bus Driver will report to the Director or Director Designee and receive direction within a well-defined framework of standard policies and procedures;

1. Responsibilities

- a. Transport students on special event trips; perform daily inspection of bus or other Transportation equipment; operate school bus.
- b. Operates a school bus and/or other transportation vehicles within prescribed route (s) in accordance with the time schedules; picks up and discharges students at designated stop.
- c. Escorts and assists students on and off vehicles and across the streets when necessary.
- d. Transports students and teachers on field trips to various locations, planning necessary route (s) and stops as needed.
- e. Maintains order and proper discipline of student passengers according to Destination Leadership Academy policy.

- f. Instructs students on safety regulations and policies related to passenger conduct.**
- g. Conducts safety and operations inspections of assigned vehicle daily, noting fuel and oil levels.**
- h. Evacuates vehicle in a safe and timely manner when necessary and conducts periodic drills for same as required by law.**
- i. Maintains cleanliness of vehicle to ensure safe operating conditions; sweeps and cleans bus interior as required.**
- j. Maintains accurate records, including student counts and route cards as required; completes all necessary reports upon request.**
- k. Checks out and reports needed mechanical repair on vehicles when necessary; maintains mileage and other logs as required.**
- l. Attends driver-training programs to maintain current knowledge of North Carolina Motor Vehicle code and the Education Code as they apply to the operation of vehicles in the transportation of school children.**

Custodial

The custodial will perform work as required in and around school buildings; maintains clean, safe and efficient educational facility; reports to the Director or Director Designee any conditions beyond the custodial employee's control. Reports to Director or Director Designee

1. Essential Functions

- a. Sweeps, mops, scrubs, seals and finishes floors; dusts furniture and equipment; empties and cleans pencil sharpeners, wastebaskets; polishes furniture and fixtures; washes windows; vacuums carpets, curtains, blinds, and furniture; shampoos carpets.
- b. Cleans and disinfects restrooms; keeps them supplied with paper towels and soap.
- c. Cleans assigned offices/rooms.
- d. Moves furniture and equipment; arranges tables and chairs for special events.
- e. Collects and disposes of garbage and trash; cleans chalkboards and erasers; shovels snow; sweeps and washes sidewalks; keeps grounds clean; waters lawns and shrubbery.
- f. Performs minor maintenance and repairs such as unstopping sinks, replacing burned out light bulbs and tubes, replacing faucet washers.
- g. Secures buildings by locking doors, closing windows, turning off lights, exhaust fans and other equipment, and setting alarms.
- h. Assists staff, parent and community groups.
- i. Performs other related work as required by the conditions of the facility or as requested by the Director or Director Designee.

Library Media Specialist

The library media specialist develops, implements and interprets an effective library media program. The library media specialist provides access to information and resources for all students, staff and community users.

Essential Functions and Responsibilities:

- a. Makes resources available to students and teachers through a systematically developed collection within the school and through access to resources outside the school.
- b. Provides access to the library media center collection through the management of an accurate and efficient organization and retrieval system.
- c. Assists students in identifying, locating and interpreting information housed in the library media center and helps students locate information outside the library media center.
- d. Provides access to the library media center throughout the school day, scheduling class visits flexibly to encourage use at the point of need; organizes and manages the library media facility in a manner that encourages access.
- e. Develops and implements policies and procedures which ensure that access to information is not impeded
- f. Informs teachers, students, parents and administrators of new materials, equipment and services that meet their information needs.
- g. Manages selection and ordering of materials through a process which involves teachers, administrators, students and parents; administers budgets for library media resources.
- h. Communicates library media program needs to the administration.

Draft of Employee Handbook

Destination Leadership Academy

Employee Handbook

**Destination Leadership Academy
Employee Handbook**

TABLE OF CONTENTS:

General Employment Policies

Equal Employment Opportunities
Protection Against Sex Discrimination – Title IX
Diversity of Staff
Recruitment and Selection
Nepotism
Advertising Vacancies
Criminal Record Checks
Health Certificates

Conduct of Employees

Code of Ethics for Educators
General Code of Ethics
Responsibilities and Duties
Prohibition Against Discrimination, Harassment and Bullying
Sexual Harassment
Prohibited Relationships with Students
Drug-Free Workplace
Reporting Information to Administrators and External Agencies
Conflict of Interest
Weapons Prohibited On School Property
Prohibited Conduct at School Events
Alcoholic Beverages
Tobacco-Free Environment
Staff Participation in Political Activities
Faculty/Employee Dress

General Conditions of Employment

Communicable Diseases or Conditions
Personnel Records and Files
Employee Grievance Policy
Leave/Benefits and Employment
Employee Compensation
Insurance
Retirement

EQUAL EMPLOYMENT OPPORTUNITIES

It is the policy of Destination Leadership Academy to provide equal opportunities for employment and compensation for all persons without regard to race, color, sex, age, religion, national origin, political affiliation, marital status or disability, except where specific sex, age, or physical or mental requirements constitute bona fide and essential occupational qualifications.

All candidates will be evaluated on their merits and qualifications for positions. It is also the policy of Destination Leadership Academy that when providing training, compensation, promotion, and other attributes of employment it shall provide them without regard to race, color, religion, national origin, sex, age, disability, or political affiliation, except where specific sex, age, or physical or mental requirements constitute bona fide and essential occupational qualifications. Further, Destination Leadership Academy requires all employees to abstain from any discriminatory practices.

PROTECTION AGAINST SEX DISCRIMINATION – TITLE IX

It is the policy of Destination Leadership Academy not to discriminate against anyone on the basis of sex in its educational programs and activities, in admission to its educational programs or activities, or in employment policies and practices, in accordance with Title IX of the Education Amendments of 1972. Inquiries regarding compliance with Title IX may be made to the Board of Directors or the United States Department of Education, Office of Civil Rights. The United States Department of Education, Office of Civil Rights can be reached at:

District of Columbia Office
Office of Civil Rights
United States Department of Education
1100 Pennsylvania Ave., N.W., Room 316
Post Office Box 14620
Washington, D.C. 20044-4620
Telephone: 202/208-2545
Fax: 202/208-7797; TDD: 202/208-7741
Email: OCR_DC@ed.gov

Complaints or grievances regarding this policy may be addressed in accordance with the employee grievance policy. Grievances regarding alleged sexual harassment may be raised according to the procedures outlined in the sexual harassment policy.

DIVERSITY OF STAFF

Destination Leadership Academy believes in the value of providing students with an opportunity to learn from staff members of diverse backgrounds. The school shall provide, through a positive and effective recruitment and selection program, equal opportunities for employment, retention, and advancement of all persons regardless of gender, age, political affiliation, race, color, religion, national origin, or disability.

The Board of Directors will work toward the accomplishment of this goal through their personal commitment to diversity. The specific expectation is that those persons in administrative positions will be cognizant of the values of staff diversity.

Destination Leadership Academy recognizes the educational and professional advantages of racial, sexual, and cultural diversity in the make-up of the employees who serve the students enrolled in the school. Therefore, the Board of Directors are committed to recruiting applicants who reflect the racial, sexual and cultural diversity of community at large and the students who attend the Destination Leadership Academy.

The Board of Directors directs the Director to be active in recruitment efforts and to comply in good faith with all relevant laws and regulations.

RECRUITMENT AND SELECTION

It shall be the policy of Destination Leadership Academy that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed.

The Board of Directors will employ the best candidate for the job.

The Director will recommend and the Board of Directors will hire candidates for employment based on the following:

1. Application
2. Qualifications, including those required by No Child Left Behind
3. State licensure, where applicable
4. Record of experience, background information, performance, including references (Professional references should include those from a supervisor. They cannot come from a personal reference.)
5. Personal interviews
6. Criminal record checks
7. Any other relevant information

The selection/interview process shall include the following:

1. Development of an interview
2. Interview committee must review applications to select candidates to be interviewed. The same committee shall interview all selected candidates for a particular vacancy.
3. The committee should attempt to reach consensus to recommend the highest qualified candidate to present to the Board of Directors.
4. This process will be followed for all certified positions and teacher assistant positions. All hiring practices will comply with the Equal Employment Opportunities policy.

NEPOTISM

Destination Leadership Academy recognizes that there are times when the most qualified candidate for a particular vacant position might be related to a current employee. Destination Leadership Academy further recognizes that an educational institution functions best when all staff members are free of situations which might encourage conflicts of interest in the supervision and evaluation of employees. The following guidelines shall be established to eliminate the possibilities of conflicts existing in the direct supervision and evaluation of an employee:

1. No administrator or employee shall directly supervise or evaluate an employee in that administrator's immediate family. For purposes of this policy, "immediate family" shall refer to father, mother, sister, brother, daughter, son, spouse, daughter-in-law, son-in-law, sister-in-law, brother-in-law, mother-in-law, father-in-law, grandparent, grandchild, stepparent, step-child, step-sister, step-brother, or guardian.
2. No member of an immediate family of an employee will be shown preference for employment in either a temporary or permanent position because of that family relationship. No employee or Board of Director member shall recommend the employment of immediate family without disclosure to the Director.
3. Members of the immediate families of Board of Directors members may be considered for employment in either temporary or permanent positions. Board of Director members must disqualify themselves from discussions or votes related to the employment of immediate family members.
4. This policy does not prohibit the continued employment of individuals who are employed in any position at the time of the initial adoption of this policy.

ADVERTISING VACANCIES

All vacancies occurring during the regular school year shall be advertised a minimum of ten (10) calendar days prior to filling of said vacancies except for hardship and/or circumstances affecting the instruction of students which warrant filling the position sooner.

No one shall be employed for a position until said position has been incorporated in the current budget by the finance officer.

CRIMINAL RECORDS CHECKS

The Board of Directors seek to provide a safe, secure learning and working environment for students and staff by employing individuals who are honorable citizens, who exemplify sound moral character, and who represent the school positive manner.

As a condition of employment, a criminal history check will be conducted on all newly-hired employees (including independent contractors who are being considered for the duties of a school personnel position) and re-hired employees who have a break in service for more than 90 days. Criminal history checks may also be conducted, with reasonable cause, on current employees.

School personnel positions are defined as all positions based in a school, including the following: Director, assistant Director, school administrative staff, certified staff, teaching assistant, coaching assistant and trainer, substitute teacher, custodian, and bus driver.

A reasonable effort will be made to ascertain whether the employee has any criminal history in the county of residence, employment, or schooling for at least the past five years. The employee will be required to be fingerprinted and to provide any

other information necessary to conduct the criminal history check. Any refusal will result in withdrawal of the employment offer or dismissal.

Newly-hired employees will be considered temporary pending a favorable review of the criminal history check. If the employee has a criminal history, there must be written documentation of how the criminal history information was used in the employment decision. It shall include a determination of whether the individual (1) poses a threat to the physical safety of students or personnel or (2) has demonstrated that he/she does not have the integrity or honesty to fulfill the duties of the position.

All criminal history will be confirmed by certified copy of the conviction or other means permitted by State Board rules.

This policy and any procedures established will follow N.C.G.S. 114-19.2 (a) (Criminal Record Checks of School Personnel); N.C.G.S.115C-332 (School Personnel Criminal History Checks); and 16 N.C.A.C. 6C-0300.

HEALTH CERTIFICATES

Any person initially employed in a public school, or re-employed after an absence of more than one school year, shall provide a certificate certifying that he/she does not have any physical or mental disease, including tuberculosis in the communicable form or other communicable disease, that would impair the person's ability to perform his or her duties effectively.

Any public school employee who has been absent for more than 40 successive school days because of a communicable disease must, before returning to work, provide a certificate certifying that he/she is free from any communicable diseases.

The certificate required by this policy must be prepared by:

1. a physician licensed to practice in North Carolina,
2. a nurse practitioner approved under G.S. 90-18(14), or
3. a physician's assistant licensed to practice in North Carolina.

In the case of a person initially employed, any of the following who holds a current, unrestricted license or registration in another state may prepare the certificate as long as evidence of the license or registration is on the certificate:

1. a physician,
2. a nurse practitioner, or
3. a physician's assistant

CODE OF ETHICS FOR EDUCATORS

CODE OF ETHICS FOR NORTH CAROLINA EDUCATORS

Adopted by the State Board of Education June 5, 1997

PREAMBLE

The purpose of this Code of Ethics is to define standards of professional conduct.

The responsibility to teach and the freedom to learn, and the guarantee of equal opportunity for all are essential to the achievement of these principles. The professional educator acknowledges the worth and dignity of every person and demonstrates the pursuit of truth and devotion to excellence, acquires knowledge, and nurtures democratic citizenship. The educator strives to maintain the respect and confidence of colleagues, students, parents and legal guardians, and the community, and to serve as an appropriate role model. The educator exemplifies a commitment to the teaching and learning

processes with accountability to the students, maintains professional growth, exercises professional judgment, and personifies integrity.

To uphold these commitments, the educator:

I. COMMITMENT TO THE STUDENT

- A. Protects students from conditions within the educator's control that circumvent learning or are detrimental to the health and safety of students.
- B. Maintains an appropriate relationship with students in all settings; does not encourage, solicit, or engage in a sexual or romantic relationship with students, nor touch a student in an inappropriate way for personal gratification, with intent to harm, or out of anger.
- C. Evaluates students and assigns grades based upon the students' demonstrated competencies and performance.
- D. Disciplines students justly and fairly and does not deliberately embarrass or humiliate them.
- E. Holds in confidence information learned in professional practice except for professional reasons or in compliance with pertinent regulations or statutes.
- F. Refuses to accept significant gifts, favors, or additional compensation that might influence or appear to influence professional decisions or actions.

II. COMMITMENT TO THE SCHOOL AND SCHOOL SYSTEM

- A. Utilizes available resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent.
- B. Acknowledges the diverse views of students, parents and legal guardians, and colleagues as they work collaboratively to shape educational goals, policies, and decisions; does not proselytize for personal viewpoints that are outside the scope of professional practice.
- C. Signs a contract in good faith and does not abandon contracted professional duties without a substantive reason.
- D. Participates actively in professional decision-making process and supports the expression of professional opinions and judgments by colleagues in decision-making processes or due process proceedings.
- E. When acting in an administrative capacity:
 - 1. Acts fairly, consistently, and prudently in the exercise of authority with colleagues, subordinates, students, parents and legal guardians.
 - 2. Evaluates the work of other educators using appropriate procedures and established statutes and regulations.
 - 3. Protects the rights of others in the educational setting and does not retaliate, coerce, or intentionally intimidate others in the exercise of rights protected by law.
 - 4. Recommends persons for employment, promotion, or transfer according to their professional qualifications, the needs and policies of the LEA and according to the law.

III. COMMITMENT TO THE PROFESSION

- A. Provides accurate credentials and information regarding licensure or employment and does not knowingly assist others in providing untruthful information.
- B. Takes action to remedy an observed violation of the Code of Ethics for North Carolina Educators and promotes understanding of the principles of professional ethics.
- C. Pursues growth and development in the practice of the profession and uses that knowledge in improving the educational opportunities, experiences, and performance of students and colleagues.

GENERAL CODE OF ETHICS

All school employees hold positions of public trust; they are responsible for the education of students and also serve as examples and role models to students. Each employee is responsible for both the integrity and the consequences of his or her own actions. The highest standards of honesty, integrity, and fairness must be exhibited by each employee when engaging in any activity concerning the school, particularly in relationships with vendors, suppliers, students, parents, the public, and other employees. Employee conduct should be such as to protect both, the person's integrity and/or reputation and that of the school. An unswerving commitment to honorable behavior by each and every employee is expected. Integrity can accommodate the inadvertent error and the honest difference of opinion; it cannot accommodate deceit or subordination of principle.

This policy applies at all times and locations where the employee's conduct might reflect poorly on the school, the employee's status as a role model for students, or to the extent otherwise permitted by law.

Employees shall perform their jobs in a competent and ethical manner without violating the public trust or applicable law, policies, and regulations. It is not practical or possible to enumerate all of the situations that might fall under the guidelines of this policy. Employees must honor other policies, regulations, and approved practices that have been established covering specific areas of activity, such as conflicts and student testing. The absence of a law, policy, or regulation covering a particular situation does not relieve an employee from the responsibility to exercise the highest ethical standards at all times.

Failure to comply with this policy will result in disciplinary action up to and including dismissal.

RESPONSIBILITIES AND DUTIES

All employees shall be held responsible for familiarizing themselves with all school policies and shall be held accountable for compliance with those policies, as well as any other rules, plans or procedures.

Each employee is responsible for:

1. The smooth and efficient operation of the school;
2. The growth and development of students;
3. Conducting oneself as a role model for students;
4. Complying with applicable state and federal laws;
5. Performing all duties in a professional and effective manner; and

6. Demonstrating and maintaining the required competence and qualifications for the assigned position.

PROHIBITION AGAINST DISCRIMINATION, HARASSMENT AND BULLYING

Destination Leadership Academy believes that all employees and students should be free of unlawful discrimination, harassment, and bullying as a part of a safe, orderly, caring and inviting working and learning environment. Destination Leadership Academy commits itself to nondiscrimination in all its educational and employment activities. Destination Leadership Academy expressly prohibits unlawful discrimination, harassment or bullying on the basis of race, color, ethnicity, national origin, sex, pregnancy, religion, age or disability. This policy is in addition to the Sexual Harassment policy. Destination Leadership Academy also prohibits retaliation against an employee or student who has exercised any rights made available through state or federal law, including prohibiting retaliation for reporting violations of this policy. Any violation of this policy is considered a serious violation and appropriate action will be taken in response to a violation.

Application of Policy

Harassment is prohibited at all levels: between students, between peers or co-workers, between supervisors and subordinates, between employees and students, or between non-employees, including visitors and employees and/or students. All persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school must comply with all applicable federal and state laws and regulations regarding nondiscrimination. Visitors also are expected to comply with applicable laws, including the prohibition against harassment and bullying of students or harassment of employees.

This policy will apply in the following circumstances:

1. while in any school building or on any school premises before, during or after school hours;
2. while on any bus or other vehicle as part of any school activity;
3. while waiting at any bus stop;
4. during any school function, extracurricular activity or other activity or event;
5. when subject to the authority of school personnel; and
6. any time or place when the behavior has a direct effect on maintaining order and discipline in the schools.

Definitions

For purposes of this policy, the following definitions will apply.

Discrimination means any act that unreasonably and unfavorably differentiates treatment of others based solely on their membership in a socially distinct group or category, such as race, ethnicity, sex, religion, age, or disability.

Harassment can be a type of unlawful discrimination. Harassment is any pattern of gestures or written, electronic, or verbal communications, or any physical act or threatening communication that places a student or school employee in actual and reasonable fear of harm to his person or damage to his or her property or creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits. The hostile environment can be created through pervasive or persistent misbehavior or a single incident of misbehavior, if sufficiently severe, that interferes with a student's ability to participate in or benefit from an educational program or activity, or that alters the conditions of an employee's employment. 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. Harassing behavior may include, but is not limited to, acts reasonably perceived as being motivated by any actual or perceived differentiating characteristics 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, abusive jokes, insults, epithets, derogatory comments or slurs and lewd propositions, threats, bullying, intimidation, assault, impeding or blocking movement, offensive touching or any physical interference with normal work or movement, and visual insults, such as derogatory posters or cartoons. Legitimate age-appropriate pedagogical techniques are not considered harassing behavior.

Bullying is a form of harassment. Bullying means the repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted or emotional abuse or through attacks on the property of another. Bullying may include, but is not limited to, verbal taunts, name-calling and put-downs, extortion of money or possessions, implied or stated threats, and exclusion from peer groups.

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.

- No student or school employee shall be subjected to bullying or harassing behavior by school employees or students.
- No person shall engage in any act of reprisal or retaliation against a victim, witness, or a person with reliable information about an act of bullying or harassing behavior.
- A school employee who has witnessed or has reliable information that a student or school employee has been subject to any act of bullying or harassing behavior shall report the incident to the appropriate school official.
- A student or volunteer who has witnessed or has reliable information that a student or school employee has been subject to any act of bullying or harassing behavior should report the incident to the appropriate school official.

Reporting and Complaint Procedures

Any student who believes that he or she has been bullied or harassed in violation of this policy should report such behavior immediately to a teacher or the Director. A school employee who is notified of or otherwise becomes aware of conduct which may violate this policy shall report the matter to the Director, and failure to do so may subject the employee to disciplinary action. All reports of bullying or harassment made by students shall be promptly and thoroughly investigated by the Director. All complaints of harassing or bullying made by employees shall be promptly investigated by the Director and the Board of Directors. If the individual required to investigate a complaint made under this policy is the alleged harasser or bully, the investigation shall be conducted by the Board of Directors.

Any employee who believes that he or she has been bullied or harassed in violation of this policy should report such behavior to the Director. Any supervisor who reasonably believes that an employee has been subjected to harassment in the workplace shall report the information promptly to the Director. Complaints of bullying or harassment may be submitted anonymously and all reports of bullying or harassment shall be promptly and thoroughly investigated. This shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report. This policy also shall not be construed to permit school officials to punish student expression or speech based on an undifferentiated fear or apprehension of disturbance or out of a desire to avoid the discomfort and unpleasantness that always accompany an unpopular viewpoint. Evidence of harassment may result in disciplinary action being taken, up to and including dismissal in the case of employees, or up to and including long-term suspension or expulsion in certain cases for students. Destination Leadership Academy specifically prohibits retaliation against any individual who makes a complaint or reports an incident of harassment or who participates in an investigation or grievance proceeding initiated under this policy. Nothing in this policy precludes the school from taking disciplinary action against a student or employee where the evidence does not establish harassment but the conduct otherwise fails to satisfy the school's high expectations for appropriate conduct. The Board of Directors shall report to the State Board of Education all verified cases of discrimination, harassment or bullying. This policy shall be reviewed and

disseminated yearly and shall be presented yearly to all school employees and volunteers who have significant contact with students.

SEXUAL HARASSMENT

Destination Leadership Academy believes that all employees and students are entitled to work and study in school-related environments that are free of sexual harassment. To this end, Destination Leadership Academy prohibits employees and students from engaging in sexual harassment and advises employees and students that when evidence of sexual harassment is established, disciplinary action may be taken, up to and including dismissal (for employees) and suspension (for students).

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- A. Submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual's employment, academic progress, or completion of a school-related activity; or
- B. Submission to or rejection of such conduct is used as the basis for employment decisions affecting such individual, or, in the case of a student, submission to or rejection of such conduct is used in evaluating the individual's performance within a course of study or other school-related activity; or
- C. Such conduct has the purpose or effect of unreasonably interfering with an employee's work or performance or a student's educational performance, or creating an intimidating, hostile, or offensive environment.

Examples of sexual harassment include, but are not limited to, deliberate, unwelcome touching; suggestions or demands for sexual involvement accompanied by implied or overt promises of preferential treatment or threats; pressure for sexual activity; continued or repeated offensive sexual flirtations, advances or propositions; continued or repeated verbal remarks about an individual's body; sexually degrading words used toward an individual or to describe an individual; or the display in the work place or school setting of sexually suggestive objects or pictures. Sexual harassment does not include personal compliments welcomed by the recipient, or social interactions or relations freely entered into by employees or prospective employees or appropriate social interactions between students. In the case of consensual relations between students, there may be reason to question the consensual nature of the conduct if one or both of the students are very young or there is an age disparity between the students.

It is possible for sexual harassment to occur at various levels: between peers or co-workers, between supervisors and subordinates, between employees and students, between students, or imposed by non-employees on employees and/or students. Romantic or sexual advances toward students by employees or romantic or sexual relationships between school employees and students are never appropriate, whether or not they are consensual or otherwise outside the definition of sexual harassment. Such relationships are prohibited. Employees engaging in inappropriate relationships with students will be subject to disciplinary action, up to and including dismissal.

Any employee who has reason to believe that another employee is inappropriately involved with a student, as described above, shall report this information to the Director and/or the Board of Directors.

An employee who fails to inform the Director or the Board of Directors of a reported or suspected inappropriate relationship between an employee and a student may be subject to disciplinary action.

All complaints of sexual harassment and all incidents of sexual harassment of which school Director and/or the Board of Directors have actual knowledge shall be promptly and thoroughly investigated according to the following procedure:

- A. All investigations of sexual harassment shall be confidential. Information shall be given only to those individuals who need to have access to it in order to appropriately investigate and address the complaint. The Director shall act as the compliance coordinator and will be primarily responsible for assuring that sexual harassment complaints are investigated.
- B. A student who believes that he or she has suffered sexual harassment may report the matter to the school Director. However, any teacher or other school employee who receives from a student a report of alleged sexual harassment or otherwise becomes aware of such conduct shall immediately report the same to the school Director. Failure by the employee to do so may subject the employee to disciplinary action. If the school Director is the alleged offender, such report by the student or by other school employees shall be made to the Board of Directors.
- C. An employee who believes that he or she has suffered sexual harassment may report the matter to the Director or Board of Directors. However, any school employee who occupies an organizationally superior position relative to an employee who receives from such employee a report of alleged sexual harassment or otherwise becomes aware of such conduct shall promptly report to the Director or the Board of Directors. Failure by such employee to do so may subject the employee to disciplinary action. If the school Director is the alleged offender, such report by the student or by other school employees shall be made to the Board of Directors.
- D. In any case involving alleged sexual harassment by the Director, reports shall be made to any member of the Board of Directors.
- E. The Director shall promptly and thoroughly investigate allegations of sexual harassment and recommend to the Board of Directors an appropriate course of action. The Board of Directors shall review the recommendation and implement an appropriate course of action. The actions taken should be reasonably calculated to end any harassment, eliminate a hostile environment if one has been created, and prevent harassment from occurring again. Incidents of sexual harassment shall be deemed to be serious disciplinary infractions.
- F. The Board of Directors may establish such guidelines and additional procedures deemed necessary for the purpose of implementation of this policy.
- G. If for any reason, the complainant is not satisfied with the administrative response; he/she may file an appeal with the chairman of the Board of Directors. Such an appeal should be filed by the complainant within 30 days of being informed of the Director response to the complaint.
- H. The Board of Directors specifically prohibits retaliation against any individual who makes a complaint or reports an incident of sexual harassment or who participates in an investigation or grievance proceeding initiated under this policy.
- I. Nothing in this policy precludes the school from taking disciplinary action against a student or employee where the evidence does not establish sexual harassment but the conduct otherwise fails to satisfy the school's high expectations for appropriate conduct.

It shall be the responsibility of the Director to inform school employees and students regarding this policy.

PROHIBITED RELATIONSHIPS WITH STUDENTS

All employees of Destination Leadership Academy including student teachers, substitute teachers, and contractors hired to perform instructional or professional services, are prohibited from dating, courting or entering into a romantic or sexual relationship with any student enrolled in the school, regardless of the student's age. Employees engaging in such inappropriate conduct will be subject to disciplinary action, up to and including dismissal.

Any employee who has reason to believe that another employee is inappropriately involved with a student, as described above, shall report this information to the Director and/or the Board of Directors. An employee who fails to inform the Director and/or the Board of Directors of a reported or suspected inappropriate relationship between an employee and a student may be subject to disciplinary action.

DRUG-FREE WORKPLACE

It is the policy of Destination Leadership Academy that a drug-free workplace shall be maintained. The Board of Directors prohibits the unlawful manufacture, transmission, conspiring to transmit, distribution, dispensation, possession, use, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroids, alcoholic or other intoxicating beverage, counterfeit substances, other intoxicants of any kind, or any other controlled substance as defined in Schedules I through V of Section 202 of the Controlled Substances Act (21 U.S.C. § 812) and further defined by regulation at 21 CFR 1300.11 through 1300.15. In addition, no employee shall exude the odor of any alcoholic beverage or controlled substance while acting within the course and scope of his/her employment. The Board of Directors prohibits the possession, use, transmission, or conspiring to transmit drug paraphernalia.

This policy shall govern each employee before, during or after school hours, while on any property owned or leased by the Board of Directors, at any time during which the individual employee is acting in the course and scope of his/her employment, and at any other time that the employee's violation of this policy has a direct and adverse effect upon the performance of his or her job.

No employee shall be impaired by the excessive use of prescription or nonprescription drugs in the workplace. The proper use of a drug authorized by a valid medical prescription from a legally authorized health care provider shall not be considered a violation of this policy when the drug is taken by the person for whom the drug was prescribed. Any employee with prior knowledge that the use of a prescribed medication under a doctor's direction or an over-the-counter medication could alter the employee's ability to perform the duties and responsibilities of his/her position must notify the Director. An employee is responsible for finding out from a health care professional the effects of any prescribed drug being taken. Failure to take such action may result in disciplinary action under this policy.

If in the opinion of the Director, an employee's action and/or behavior are considered unsafe as a result of the proper use of medication, the employee may be sent home. A conference shall be conducted with the employee prior to the employee's resuming his/her duties. Prior to the employee returning to work, the employee must provide written assurance that:

- A. The medication's use has been terminated; or
- B. The medication has been adjusted / modified to avoid impairment.

Each employee shall be given a copy of this policy and shall be responsible for knowing and adhering to the requirements of this policy.

An employee having reasonable grounds to believe that another employee is using or in possession of any illegal drug, or is under the influence of or in possession of alcohol while in the workplace, or is impaired by the use of prescription or nonprescription drugs while on duty shall immediately report the facts and circumstances to the Director. Any employee who has been convicted of violating any criminal drug statute shall notify the Director within five (5) days of such conviction.

Violation of this policy shall subject an individual to personnel action by the Board of Directors up to and including termination of employment and referral for criminal prosecution.

Where there are reasonable grounds to believe that an employee is in violation of the Drug-Free Workplace Policy, the Director may require that the employee submit to a medical examination, including a drug or alcohol assessment. The drug or alcohol assessment will be conducted to determine whether the employee has been under the influence of illegal drugs, under the influence of alcohol while on duty, or impaired by the use of prescription or nonprescription drugs while on duty. If the drug or alcohol assessment is positive and there is no legitimate medical explanation for the results, the employee may be subject to disciplinary action, including termination of employment. Any drug testing shall conform with state law governing administration of controlled substance examinations.

Any employee who refuses a drug or alcohol screening test may be terminated.

REPORTING INFORMATION TO ADMINISTRATORS AND EXTERNAL AGENCIES

It is the policy of Destination Leadership Academy in serious matters relating to the safety and welfare of the students and employees that certain actions and information be reported to external agencies as require by law or regulation.

All school personnel, including substitute teachers, student teachers, and volunteers, must immediately report to the Director or designee any act of violence in school, on school property, or at school-sponsored events. Acts that should be reported are all those known or believed to be violent. This includes, but is not limited to, all acts reportable by the Director to law enforcement under this policy.

The Director who has personal knowledge or actual notice from school personnel that an act has occurred on school property involving assault resulting in serious personal injury, sexual assault, sexual offense, rape, kidnapping, indecent liberties with a minor, assault involving the use of a weapon, possession of a firearm or other weapon in violation of the law, possession of a controlled substance in violation of the law, death by other than natural causes, robbery with or without a dangerous weapon, or assault on a school official, employee or volunteer not resulting in serious injury, shall immediately report the act to the appropriate law enforcement agency. "Immediately" means without undue delay and as soon as possible after the act has occurred.

As soon as practicable, the Director shall also notify the Board of Directors.

For purposes of this requirement, "school property" shall include any school building, bus, grounds, recreation area, or athletic field in the charge of the Director.

Designated crimes that occur on school property shall be reported without regard to whether they occur before, during, or after normal operating hours. The report must be made without regard to the age of the victim or the perpetrator. Student offenders and victims should be identified by age, grade, sex, race, and educational status (i.e., regular or exceptional).

CONFLICT OF INTEREST

Except as otherwise expressly provided by law, no employee:

1. who is involved in making or administering a contract on behalf of the school shall derive a direct benefit from the contract.

2. who will derive a direct benefit from any contract entered into by or on behalf of Destination Leadership Academy shall attempt to influence any other person who is involved in making or administering the contract.
3. may solicit or receive any gift, reward, or promise or reward in exchange for recommending, influencing, or attempting to influence the award of any contract
4. shall use non-public or confidential knowledge to gain any pecuniary benefit from the action or aid another to do so.

WEAPONS PROHIBITED ON SCHOOL PROPERTY

It is the policy of Destination Leadership Academy that the school shall be free of all unauthorized weapons. No employee or other person shall carry, or encourage another person to carry, whether openly or concealed, an unauthorized weapon as defined below, onto school property at any time or to a curricular or extra-curricular activity sponsored by the school.

Weapon is defined as any gun, rifle, pistol, or other firearm of any kind, or any dynamite cartridge, bomb, grenade, mine, or powerful explosive as defined in G.S. 14-284.1, any BB gun, stun gun, air rifle, air pistol, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade knife (a knife containing a blade that opens automatically by the release of a spring or a similar contrivance), blackjack, metallic knuckles, razors and razor blades (except solely for personal shaving), firework, and any sharp-pointed or edged instrument except instructional supplies, unaltered nail files and clips and tools used solely for preparation of food, instruction, and maintenance, on school property. For the purposes of this policy, "weapon" is also defined as any ammunition, weapon parts, or facsimile of a weapon.

School property is defined as any public or private school building or bus, public or private school campus, grounds, recreational area, athletic field, or other property owned, used, or operated.

This policy shall not apply to:

- a) A weapon used solely for educational or school-sanctioned ceremonial purposes, with the prior approval of the Director;
- b) With the prior approval of the Director, a weapon used in a school-approved program conducted under the supervision of an adult whose supervision has been approved by the Director; or
- c) Firefighters, emergency service personnel, North Carolina Forest Service personnel, any private police entity when acting in the discharge of their official duties or law enforcement officers or any of those persons specifically exempted by G.S. 14-269(b).

Any employee who is aware that an unauthorized weapon has been carried onto school property must immediately notify the Director. Violation of this policy may subject the employee to dismissal. The Director shall immediately report violations of this policy to law enforcement and the Board of Directors.

PROHIBITED CONDUCT AT SCHOOL EVENTS

In an effort to promote safe schools and good character and to reduce the opportunities for disruption of or interference with school and school-related activities, while preserving the school grounds for their intended purposes and promoting the basic educational mission of the school, the following conduct shall be prohibited at all times on school grounds and at all school-related events:

- Profane, lewd, obscene or offensive conduct, including the use of profane, lewd, obscene or offensive language.

- Conduct that creates a material and substantial disruption of school activity or appropriate discipline in the operation of the school or the rights of students.
- Rude or riotous noise or conduct.
- Disorderly or assaultive conduct.
- Defacing public property.
- Commission of any nuisance.
- Threatening the health or safety of others.
- Any games of chance or other forms of gambling that are illegal under state or federal law.
- Any other conduct that violates any applicable laws or policies of Destination Leadership Academy.

Employees or any other individuals who engage in such conduct are subject to immediate expulsion from school grounds or from a school-related activity. Where appropriate, individuals engaging in such conduct may be subject to arrest and prosecution.

The Director shall have the authority to take other reasonable measures to implement this policy and to maintain a safe and positive learning environment for students and staff. The Director is specifically authorized to invoke state trespassing laws to maintain safety and order in school.

For purposes of this policy statement, "school grounds" shall include the school parking lot, auditorium, gymnasium, athletic fields, buildings, school buses

ALCOHOLIC BEVERAGES

The possession or consumption of alcoholic beverages, including beer, malt liquor, and wine is not permitted on school property. Any school visitor who possesses or consumes any such beverage on school property will be asked to leave the school property immediately, and, if he or she fails to do so, will be reported to law enforcement for criminal trespass, disorderly conduct or such other charges as may be appropriate.

TOBACCO-FREE ENVIRONMENT

Destination Leadership Academy recognizes that the use of tobacco products is a health, safety, and environmental hazard for students, employees, visitors, and school facilities. The Board of Directors believe that the use of tobacco products on school grounds, in school buildings, and facilities, on school property or at school-related or school-sponsored events is detrimental to the health and safety of students, staff and visitors. The Board of Directors acknowledges that adult employees and visitors serve as role models for students. The Board of Directors recognizes that it has an obligation to promote positive role models in schools and promote a healthy learning and work environment, free from unwanted smoke and tobacco use for

the students, employees, and visitors at the school. Finally, the Board of Directors recognizes that it has the legal authority and obligation pursuant to G.S. 115C-407 policy prohibiting Tobacco Use in School Buildings as well as the federal Pro-Children's Act, Title X of Public Law 103-227 and the No Child Left Behind Act.

STAFF PARTICIPATION IN POLITICAL ACTIVITIES

Destination Leadership Academy believes that employees have the right and obligation to be informed and politically active citizens - including the right to register, the right to vote, the right to be active members of the political party of their choice, the right to campaign for candidates and the right to seek, campaign for, and serve in public office provided there is no local, state or federal law prohibiting them from seeking a certain political office. No employee's position will be in jeopardy due to his or her political activities as long as the employee adheres to the terms of this policy.

No person employed by Destination Leadership Academy shall engage in partisan political activity during the employee's working hours or at any time the employee is performing his or her job duties. No employee may use school equipment at any time for a partisan political activity.

FACULTY/EMPLOYEE DRESS

Destination Leadership Academy believes that all employees, while on duty or in attendance at school functions, should dress professionally and appropriately for their job duties and responsibilities. Employees are expected to dress in appropriate professional attire that distinguishes them from students, and to follow basic rules of good grooming and personal hygiene.

PERSONNEL RECORDS AND FILES

Destination Leadership Academy shall maintain at the school a confidential personnel file for each employee.

This file shall hold all records and documents concerning the employee, including, but not limited to:

1. Unsatisfactory evaluation reports.
2. Commendations for and complaints against the employee
3. Written suggestions for changes and improvements
4. Health certificate
5. Pre-employment record and references
6. Academic record
7. Contracts
8. Resignations
9. Achievements, honors

The pre-employment file shall include those materials relating to the selection process for personnel employed by Destination Leadership Academy. It shall be confidential and shall be placed in an envelope and shall not be a part of the employee's personnel file and shall not be open to inspection by the employee. Its contents shall include but shall not necessarily be limited to the employment application, recommendations, applicant statements, interview summaries, and correspondence concerning the status of the application or the selection process.

All complaints or suggestions shall be signed by the person making such and shall be placed in the employee's personnel file after five days of notice to the employee. In the event there is denial or explanation relating to such complaint or suggestion, the employee shall have the right to make such denial or explanation in writing, and this document shall also be placed in the file.

The file shall be available to employees for inspection between the hours of 8:00 a.m. and 5:00 p.m., Monday through Friday. Requests to examine files shall be made to the Director and/or the Board of Directors.

The Board of Directors, Director, and other designated employees shall have access to employee files. No other person without the written consent of the employee shall be allowed to review the personnel files. Permission must specify the records to be released or to be seen and to whom they are to be released.

GRIEVANCE PROCEDURE FOR EMPLOYEES

It is the policy of Destination Leadership Academy in keeping with the ultimate goal of serving the educational welfare of children, to develop and practice reasonable and effective methods of resolving difficulties which may arise among employees. The intent is to reduce potential areas of grievances and to establish and maintain recognized channels of communications between staff and administration. The purpose of this procedure is to secure, at the lowest possible level, equitable solutions to the problems which arise from time to time and affect employees.

COMMUNICABLE DISEASES OR CONDITIONS

It is the policy of Destination Leadership Academy to attempt to provide a safe and secure environment for all students and employees. In an effort to maintain a balance between the need to protect the rights of students and employees and to control the spread of serious communicable diseases and conditions, the Director and the Board of Directors will make decisions regarding the employment status of employees with communicable diseases or conditions will be made on a case-by-case basis. An employee suffering from a communicable disease or condition is encouraged to inform the Director so that appropriate accommodations may be made and appropriate precautions may be taken.

LEAVE/BENEFITS AND EMPLOYMENT

It is the policy of Destination Leadership Academy to comply with the benefits and employment policies promulgated by the State Board of Education in the most current edition of the Public Schools of North Carolina Benefits and Employment Policy Manual, as well as meeting all requirements from the Office of State Personnel.

EMPLOYEE COMPENSATION

All employees shall be compensated in accordance with the State and/or local salary schedules plus any salary supplement or bonus which may be approved by the Board of Directors in its discretion.

INSURANCE

Destination Leadership Academy shall provide within its discretion such reasonable and necessary insurance as required. Workers' compensation shall be provided for all employees in accordance with state law.

Destination Leadership Academy offers full-time employees the opportunity to enroll in medical insurance available for teachers and state employees. The employee's share, if any, of the premium is deducted on a monthly basis from the employee's paycheck, the amount determined by the type of coverage selected.

Disability insurance is available for all full-time employees through the Teachers' and State Employees' Retirement System of North Carolina.

A death benefit is provided all employees through their membership in the Teachers' and State Employees' Retirement System of North Carolina, effective after one year of membership in the Retirement System.

RETIREMENT

Unless otherwise specified in a written contract, any employee who anticipates retirement must notify the human resources office thirty days prior to his or her intended retirement date, except in cases where conditions of health or other extenuating circumstance make shorter notices necessary. There shall be no mandatory retirement age for school employees.

RETENTION, CAREER STATUS AND NONRENEWAL

Destination Leadership Academy acknowledges that the most important aspect of attaining excellence in education is the quality of the teaching staff and administrative staff. With that in mind, Destination Leadership Academy hereby adopts as policy and states its determination to strive for such excellence and further declares its intent to employ only those teachers and administrators, who possess, have exhibited, and who continue to strive for excellence in their preparation for, performance of, and contribution toward the educational process. DLA will assign a mentor to all educators hired with less than one year of classroom experience.

Proficient performance shall be considered the minimum acceptable standard of performance for teachers and administrators in the school; however, proficient performance shall not constitute any assurance to any teacher or administrator of rights to, or consideration for, employment or reemployment or career status for teachers.

Subjective and objective appraisals of preparation for, performance of, and contribution toward the educational process and the needs of the school shall be considered in making decisions to employ or reemploy teachers or administrators, or grant career status to teachers.

Basis for Nonrenewal

Destination Leadership Academy may refuse to renew the contract of any probationary or other non-tenured teacher or school administrator or to reemploy any teacher or school administrator who is not under contract, for any cause it deems sufficient; provided, however, that the cause may not be arbitrary, capricious, discriminatory, or for personal or political reasons, or because the teacher or administrator engaged in activities that are protected by the United States Constitution.

Career Status

It is the policy of Destination Leadership Academy to award career status to teachers or award contract extensions to administrators who have exhibited excellence in their performance through the maintenance of consistently high standards of performance. The awarding of career status is not an entitlement based upon length of service, but a status which may be earned through the exhibition of high performance during a teacher's probationary period. Destination Leadership Academy seeks performance in excess of proficient and seeks to employ and retain professionals who are performing at the highest levels of competence.

If a probationary teacher is eligible for career status and the recommendation is not to give career status the probationary teacher has the right to a hearing.

Probationary teachers, not in the final year before teacher is eligible for career status, recommended for nonrenewal have the right to petition for a hearing. A hearing may be granted.

Notice of Nonrenewal

Destination Leadership Academy shall provide written notice to a probationary teacher no later than May 15th of the intent to recommend nonrenewal. Also, the teacher must be notified in writing of the right to request and receive written notice of the reasons for nonrenewal.

If the decision has been made not to renew the contract of a non-tenured teacher for the following school year, the Director shall notify the teacher by June 15. However, if a teacher submits a request for information or a hearing, the Board of Directors shall provide notification by July 1. If the Board of Directors has decided that it will not renew the contract of a school administrator for the following school year, the Board of Directors shall notify the school administrator by June 1.

LICENSURE

A professional employee must hold at all times a valid North Carolina license appropriate to the position in which he or she is employed. Licensure renewal is the responsibility of the individual, not of the school. Renewal activities for all professional employees shall have prior approval by the Director. Any courses or activities undertaken shall directly relate to the employees' position responsibilities and shall have suitable content level. A record of all approvals; satisfactorily completed renewal activities; and timely submission of certificate renewal data to the State Department of Public Instruction shall be maintained in the Personnel file. Any employee allowing a license to expire must have it reinstated prior to the beginning of the next school year. An expired license is a basis for dismissal.

HIGHLY QUALIFIED TEACHERS

By June 30, 2006, all teachers, regardless of hire date, must meet the qualifications and competencies established by federal and state law, policy and regulations, including the requirements of No Child Left Behind.

*******End of Employee Handbook*******

Licensed Staff Qualifications

The Director and Assistant Director will possess teaching and administrative licensure from the State of north Carolina.

Teachers will possess the following minimum teaching credentials.

- Bachelor of Arts or Science
- Certification appropriate to the grade level in which duties and responsibilities are required

Teacher Assistant

A minimum of two years of post high school education and/or commensurate experience in skill development through prior employment as a teacher assistant for a period of no less than five years.

Library/Media Assistant

A minimum of two years post high school education and/or commensurate experience in information science technologies.

Clerical

A minimum of two years post high school education and/or commensurate experience in skill development through prior employment as a school office employee.

Custodial

A minimum requirement of a high school education and/or commensurate work experience in skill development through prior employment as an institutional custodian or maintenance employee will be required.

It is anticipated that as many teachers as possible will be employed who possess a graduate degree. A minimum of one third of the teachers should have a graduate degree. This will ensure that the school meets the percent required to secure accreditation (assuming all others are met) from the Southern Association of Schools and Colleges.

Every effort will be made to ensure that the faculty reflects at each grade span (K-5) a range of cohorts and teaching experience so that staff strengths can be maximized and a leadership succession plan can be put in place.

See Qualification Required for Individual Positions Download

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

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

The proposed school will abide by the charter school legislation, G.S. 115C-238.29F(g)(5), as stated below:

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

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

The Rock Foundation has developed a strategic marketing plan to solicit highly-qualified teachers and potential students for its Destination Leadership Academy. This marketing plan will include:

Mailers/postcards sent to the homes of residents in targeted neighborhoods highlighting information about Destination Leadership Academy.

Flyers with pertinent school timelines and other information distributed to churches and businesses in the community.

Destination Leadership Academy informational signs will be posted in businesses in the school community.

Public service announcement on radio and public access television will be utilized in order to market the school to families in the listening and viewing audiences.

Advertisements will be purchased in the Charlotte Observer and other local newspapers to reach a broad demographic.

Destination Leadership Academy will host two open house meetings in July and August of its opening year to share the vision and mission of the school.

A school website will be established as well as utilization of social media outlets to advertise to teachers and parents of potential students.

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

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

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

Destination Leadership Academy will open in 2013-2014 with kindergarten through second grade. Each grade level will have a maximum of 45 students. Each school year after that a grade level will be added until 2016-2017 when we will reach fifth grade.

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

Our spending priorities include financing for our partnership with Expeditionary Learning, contracted transportation, and continuous staff development that increases as the staff numbers increase. The budgets were prepared using assumptions for enrollment figures. Although realistic revenue and expenditure projections were used, we understand projections are not always the same as actual results. We plan to use the services of a CPA firm as well as business leaders to help us implement sound financial management systems and effective internal controls. We expect to receive additional money for Title I and EC services along with several grants. These additional amounts were not included in the budget because they are not certain and are yet to be determined.

PROJECTED ENROLLMENT 2013-14 through 2017-2018

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

List LEA #1 – 600

List LEA #2 – 000

List LEA #3 – 000

Grade	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
Kindergarten	45	0	0	45	0	0	45	0	0	45	0	0	45	0	0
Grade 01	45	0	0	45	0	0	45	0	0	45	0	0	45	0	0
Grade 02	45	0	0	45	0	0	45	0	0	45	0	0	45	0	0
Grade 03	0	0	0	45	0	0	45	0	0	45	0	0	45	0	0
Grade 04	0	0	0	0	0	0	45	0	0	45	0	0	45	0	0
Grade 05	0	0	0	0	0	0	0	0	0	45	0	0	45	0	0
Grade 06	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 07	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 08	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 09	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LEA Totals	135	0	0	180	0	0	225	0	0	270	0	0	270	0	0
Overall Total Enrollment	135			180			225			270			270		

Budget: Revenue Projections 2013-14 through 2017-2018

INCOME: REVENUE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
--State ADM Funds	\$588,688	\$784,917	\$981,146	\$1,177,375	\$1,177,375
--Local Per Pupil Funds	\$314,885	\$419,846	\$525,808	\$629,769	\$629,769
--Federal Funds	\$0	\$0	\$0	\$0	\$0
--Grants*	\$0	\$0	\$0	\$0	\$0
--Foundations*	\$0	\$0	\$0	\$0	\$0
--Private Funds*	\$0	\$0	\$0	\$0	\$0
--Other Funds*	\$0	\$0	\$0	\$0	\$0
TOTAL INCOME	\$903,573	\$1,204,763	\$1,506,954	\$1,807,144	\$1,807,144

*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.

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

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

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

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

2013-2014

State 4360.65 x 135

Local 2332.48 x 135

2014-2015

State 4360.65 x 180

Local 2332.48 x 180

2015-2016

State 4360.65 x 225

Local 2332.48 x 225

2016-2017 and 2017-2018

State 4360.65 x 270

Local 2332.48 x 270

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

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Personnel Total # Of Staff And Projected Costs	24 \$603,000	33 \$896,500	42 \$1,172,020	48 \$1,442,170	246 \$1,442,170
--Administrator(S)	1 \$55,000	2 \$109,000	2 \$113,000	2 \$117,000	200 \$117,000
--Clerical	1 \$28,000	1 \$29,000	1 \$31,120	2 \$57,120	2 \$57,120
--Teachers	9 \$315,000	14 \$498,000	18 \$659,000	23 \$877,000	23 \$877,000
--Librarians	1 \$20,000	1 \$20,400	1 \$21,800	1 \$22,400	1 \$22,400
--Guidance	0 \$0	0 \$0	1 \$30,000	1 \$31,000	1 \$31,000
--Teacher Assistants	4 \$80,000	6 \$121,600	7 \$147,600	7 \$154,600	7 \$154,600
--Custodian	1 \$25,000	1 \$25,500	2 \$41,500	2 \$42,500	2 \$42,500
--Food Service	3 \$50,000	3 \$50,000	3 \$50,000	3 \$51,500	3 \$51,500
--Bus Driver	1 \$10,000	1 \$10,000	2 \$20,000	2 \$21,000	2 \$21,000
--Other	3 \$20,000	4 \$33,000	5 \$58,000	5 \$68,050	5 \$68,050
--Maintenance	0 \$0	0 \$0	0 \$0	0 \$0	0 \$0
Employee Benefits	0 \$48,573	0 \$83,443	0 \$109,305	0 \$141,974	0 \$141,974
Staff Development	0 \$12,000	0 \$12,550	0 \$13,500	0 \$15,000	0 \$15,000
Materials And Supplies	0 \$60,000	0 \$50,770	0 \$45,000	0 \$45,000	0 \$45,000
Office Supplies	0 \$20,000	0 \$15,000	0 \$12,629	0 \$10,000	0 \$10,000
Instructional Equipment	0 \$56,000	0 \$46,000	0 \$41,000	0 \$38,000	0 \$38,000
Office Equipment	0 \$20,000	0 \$15,000	0 \$12,000	0 \$10,000	0 \$10,000
Testing Materials	0 \$7,000	0 \$7,000	0 \$9,000	0 \$10,500	0 \$10,500
Insurance	0 \$8,000	0 \$8,000	0 \$8,500	0 \$8,500	0 \$8,500
Utilities	0 \$15,000	0 \$15,500	0 \$17,000	0 \$17,000	0 \$17,000
Rent	0 \$25,000	0 \$25,000	0 \$25,000	0 \$28,000	0 \$28,000
Maintenance & Repair	0 \$10,000	0 \$10,000	0 \$15,000	0 \$15,000	0 \$15,000
Transportation	0 \$9,000	0 \$9,000	0 \$15,000	0 \$15,000	0 \$15,000
Marketing	0 \$5,000	0 \$5,000	0 \$5,000	0 \$3,000	0 \$3,000
Food/Cafeteria Supplies	0 \$5,000	0 \$6,000	0 \$7,000	0 \$8,000	0 \$8,000
Professional Development	0 \$0	0 \$0	0 \$0	0 \$0	0 \$0

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
TOTALS	24.00 \$903,573	33.00 \$1,204,763	42.00 \$1,506,954	48.00 \$1,807,144	246.00 \$1,807,144

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

BUDGET NARRATIVE:

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

The following assumptions were made when creating the budget expenditures

- 2014-2014
- Others
- Contracted Services from Auditor
- Maintenance
- Accountant

- 2014-15
- Staff Additions
- 5 teachers
- Assistant Director
- 2 teacher assistants (one for technology services)
- Others (contracted services)
- Part-time nurse

- 2015-2016
- Staff Additions
- 4 teachers
- 1 teacher assistant
- 1 counselor
- 1 bus driver

1 part-time custodian
Others
Parent/Community Liaison

2016-2017
Staff Additions
5 teachers

2017-2018
Staff numbers are expected to stay the same

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

<i>Cash on Hand</i>	<u>\$\$.00</u>
<i>Certificates of Deposit</i>	<u>\$\$.00</u>
<i>Bonds</i>	<u>\$\$.00</u>
<i>Real Estate</i>	<u>\$\$.00</u>
<i>Capital Equipment</i>	<u>\$\$.00</u>
<i>Motor Vehicles</i>	<u>\$\$.00</u>
<i>Other Assets</i>	<u>\$\$.00</u>
TOTAL	<u>\$\$.00</u>

ADDITIONAL NOTES:
not applicable

See Financial Statements Download

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.

DLA's Board Audit Committee will compile an annual performance report that will, at a minimum, include the following data:

A summary showing student progress toward goals using data from the assessment instruments and techniques.

Individual student progress will be closely monitored by the classroom teacher through routinely documented students daily classroom participation, academic activities, and the students learning progress throughout the course of the year.

End-of-grade and test results will be closely evaluated and monitored by DLA's director, and teachers, and be shared with all DLA's staff.

A summary of major decisions and policies established by DLA's Board of Directors during the year.

Data on the level of parent involvement in DLA and summary data from an annual parent and student satisfaction survey.

Data regarding the number of staff working at DLA and their qualifications.

A copy of DLA's health and safety policies and/or a summary of any major changes to those policies during the year.

An overview of DLA's admissions practices during the year and data regarding the number of students enrolled, the number on waiting lists and the number of students expelled and/or suspended.

Other general information regarding the educational program and the administrative, legal and governance operations of DLA relative to compliance with the terms of the charter.

Annual parent, student and staff surveys will be conducted to assist in the identification of programs strengths and weaknesses. Such parent surveys will include Parent Satisfaction Surveys to assess the school programs achievements.

See Program Audit Download

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.

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

See Letter from Auditor Download

CIVIL LIABILITY AND INSURANCE (GS 115C-238.29F(c))

State the proposed coverage for:

<i>Comprehensive General Liability</i>	\$1,000,000
<i>Officers and Directors/Errors and Omissions</i>	\$1,000,000
<i>Property Insurance</i>	\$0
<i>Motor Vehicle Liability</i>	\$1,000,000
<i>Bonding</i>	\$250,000

Minimum amount: \$250,000

Maximum amount: \$250,000

Other

Workers Compensation State-Statutory limits

Employer's Liability-

\$500,000.00-Bodily Injury/Accident

-\$500,000.00-Disease Policy Limit

-\$500,000.00-Disease/Employee

Umbrella Liability-\$1,000,000.00

Student Accident-\$10,000.00

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

See Insurance Quote Download

See Resource Manual for Minimums allowed by SBE Policy.

TRANSPORTATION (G.S. 115C-238.29F(h))

Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation.

DLA's proposed budget includes contingency funds to assure student transportation arrangements. Transportation shall not be an obstacle to any child attending this school.

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

Describe the facility in which the school will be located. Include information on how the site is appropriate to your structural 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.

Destination Leadership Academy is currently seeking facilities. The facility will be in compliance with applicable building codes, health and safety laws, and with the requirements of the Americans with Disabilities Act (ADA). Before the start of School operations, the Board will provide all necessary information to the Office of Charter Schools, including a Certificate of Occupancy for Educational Use.

See Floor plans, photos, etc of the facility Download

Name of the facility (if known): Not Known at the time

Address: Not Applicable

City/State/Zip: Charlotte NC 00000

Description of the Facility:

Total square feet: _____ 0

Number of Classrooms: _____ 0

Number of Restrooms: _____ 0

Other Rooms: _____ 0

Auditorium: 0
Gymnasium: 0
Music Room: 0
Art Room: 0
Laboratory: 0

Ownership: Fee Simple or Lease

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

- (a) Term of the Lease: Not Applicable
(b) Type of Lease: Not Applicable
(c) Rent: \$ 0 per month

Name of Landlord: Not Applicable
Address: Not Applicable
City/State/Zip: Not Applicable NC 00000
Phone: 000-000-0000 Fax: 000-000-0000

Document inspections for the following:

- (a) Fire: See Fire Inspection Download
(b) Safety: See Safety Inspection Download
(c) Handicapped accessibility? See Handicapped Accessibility Download

Describe how the maintenance will be provided for the facility.

DLA will hire a full-time custodian and contract maintenance services to maintain the school facilities. Parent and community volunteers will be encouraged to help with periodic clean-ups

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?

DLA is working with reputable Real Estate Agencies in the Charlotte, NC community to secure a facility that meets the North Carolina Facilities Guidelines. DLA is searching for a facility with approximately 30 classrooms, a gymnasium, multi-purpose room, library, office space and appropriate restroom accommodations.

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**

DLA will train staff and provide all necessary measures to meet required Federal and State health and safety laws and regulations. Key members of our staff will be trained as first responders by the American Red Cross in first aid and CPR. Further, all staff members will be trained on the school's emergency response plan.

- **Immunization of Students**

DLA staff will work to make sure all students meet the immunization requirements. Students attending DLA will provide documentation of immunization. Parents of students who have not had the proper immunizations will be advised about where and when they may obtain those immunizations. Parents may submit written requests to be exempted from immunizations for medical or religious reasons in accordance with state requirements.

- *Fire and Safety Regulations*

DLA will meet the building and furnishings code for fire and safety regulations. The school director will schedule, hold, and report monthly fire drills. Teachers and students will be informed of fire drill procedures. Exits and fire evacuation plans will be posted in each room and hallways of the building. The school's building will be available for inspection to appropriate officials for regular inspections.

- *Food Inspections*

DLA will comply with the regulations set by the Department of Health and Human Services for food purchases, preparation, serving, and disposing of food and food products. The school will welcome the local health inspector as he makes random visits to inspect food service processes. The school will take due diligence to correct any food service issues found during the inspections.

- *Hazardous Chemicals*

Employee training programs will provide the necessary hazard information to school staff so they can participate in and support measures in place at school. Material Safety Data sheets (MSDS) will be on site and available for review of anyone coming in contact with chemicals. A central file will be kept in the main office of MSDS.

- *Bloodborne Pathogens*

DLA will act in accordance with OSHA's Bloodborne Pathogen Standard to establish an exposure control plan to minimize workplace risks. DLA will have a written Exposure Control Plan that is accessible to all employees as well as training on the plan at the beginning of the school year.

- *Diabetes care plans*

For each student enrolled in DLA with diabetes, DLA will help develop and implement an Individual Diabetes Care Plan. Staff members and teachers will be trained to appropriately assist and support students with diabetes and implement their Diabetes Care Plan. DLA will annually report any enrolled students with diabetes to the State Board of Education. DLA will further provide information demonstrating compliance with the guidelines under G.S. 115C-12(31).

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

Not Applicable

- *Providing parents and guardians with information about:*

- *Meningococcal meningitis and influenza and their vaccines at the beginning of each year*
-

DLA will give information to parents and guardians at the beginning of each year with information about meningococcal meningitis and influenza. These handouts will include information about vaccines, causes, symptoms, how they are spread and where parents can get more information and vaccines for their children.

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

DLA will give parents and guardians of students in grade 5 information about cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent these diseases. This information will be provided at the beginning of each school year, and will include causes, symptoms, how these diseases are transmitted, vaccines that can prevent them, benefits and possible side effects of vaccines, and where parents and guardians can get more information and vaccines.

VII.

LEA IMPACT STATEMENT

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

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

See Return receipt or other documentation Download

VI APPENDICES (OPTIONAL)

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

See Appendix Download

IX. SIGNATURE PAGE

The foregoing application is submitted on behalf of The Rock Foundation. 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: Tamara Page

Position: Founding Member

Signature: Tamara Page

Date: 4/13/2012

Sworn to and subscribed before me this

13th day of April, 2012.

Catherine J. Green
Notary Public Official Seal

My commission expires: 20
My commission expires 02-26-2017