

Leadership Learning Academy
Home of the Aviators

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INTRODUCTION

This Charter School Application represents the culmination of several years of research and conversations with parents and community leaders. It outlines a proposal to create a small school serving students in grades K-8 in the west-side corridor of Mecklenburg County.

In 2008-2009 Charlotte was home to ten high schools and 11 middle schools where fewer than 60% of students were considered “proficient” (Level III or higher) as measured by composite scores on End-of Course tests. 76% of all high schools did not reach their CMS grade proficiency goals. On May 25, 2005, Judge Howard Manning issued a 45-page report specifically dealing with CMS high schools. In his *Report from the Court: The High School Problem*, Judge Manning stated, “The bottom line is that there is no excuse for these high schools (or for that matter any high schools anywhere in North Carolina with similar disaggregated data and composite score) to be so academically in the ditch year after year. (Report, pp. 23-24)” He was referencing eight non-proficient high schools. Today, several years later it continues, but this time plaguing ten high schools.

Of note, is a community effort to address children living in the West corridor of Mecklenburg County. The program, Project Lift, has adopted the challenge of closing the achievement gap between white and minority children in this region. Their mission includes preparing the students to compete in the global economy and achieve a better return on investment with the public school dollars. This is significant for our charter school application because our proposed space is a recently closed school in the west corridor. We believe there are many ways to address the low graduation rate and high number of low performing schools: including establishing a charter school focusing on cultivating leaders and preparing great students at an early age.

The performance data for these schools demonstrates a clear and continuing need for additional educational options in Charlotte. Our education plan is a culmination of decades of academic research and experience and outlines six clear principles designed to meet and exceed educational standards of excellence. Combined with stalwart business leaders and community support the Leadership Learning Academy is positioned to raise the bar for Charlotte education. We hope you will appreciate our research, and authorize us to move forward with our plans to create a distinguished urban elementary and secondary school in Charlotte.

NAME OF PROPOSED CHARTER SCHOOL: Leadership Learning Academy

NAME OF NONPROFIT ORGANIZATION UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Leadership Learning Academy, Inc.

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

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

NAME OF CONTACT PERSON: Karen Huntley

TITLE/RELATIONSHIP TO NONPROFIT: Board Member

MAILING ADDRESS: 8405 Rego Street Charlotte NC 28216

PRIMARY TELEPHONE: 704 582-2592 **ALTERNATE TELEPHONE:** 704 605-9894

E-MAIL ADDRESS: KEHuntley56@gmail.com

Location of Proposed Charter School (LEA): Charlotte Mecklenburg Schools

Conversion:

No:

Yes: If so, Public or Private:

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

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

Targeted Population:

Leadership Learning Academy's college preparatory curriculum is appropriate for the vast majority of elementary and secondary school students and is not targeted toward any particular population. However, our marketing efforts will be designed to provide a diverse student body in the geographical area where there is the greatest need and thus will be directed toward groups that are traditionally underrepresented in college preparatory programs.

Proposed Grades Served: K-8 grades Proposed Total Enrollment: 540

Projected School Opening Year 2013 Month August

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	K-4	240		X
Second Year	K-5	320		X
Third Year	K-6	380		X
Fourth Year	K-7	450		X
Fifth Year	K-8	540		X

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

Andrew Ladd
 Signature

Board Chair
 Title

Andrew Ladd
 Printed Name

4/12/2012
 Date

MISSION:

Leadership Learning Academy will provide a comprehensive liberal arts education that focuses on the essential values of academic success, leadership, and citizenship, for grades kindergarten through eight. We will have a school where **all** students' learning improves and every child says they enjoy coming to school. We will design instruction to appeal to their multiple intelligences - which will tell us the ways they learn best. New skills will emerge for all students. They will develop responsibility, self-reliance and independence as they take active roles in shaping their own learning experiences. Leadership Learning Academy will build a partnership among the students, families, staff, and the surrounding community that puts learning first. By providing qualified educators, innovative teaching methodologies, a culture of achievement, and a supportive educational environment, we will develop a generation of learners bound for success in higher education and beyond.

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

Our identified facility is located in the west corridor of the County. Unfortunately this area has the three lowest performing high schools in the CMS system as determined by their graduation rates – 51%, 52% and 58%. This compares to the average CMS graduation rate of 70% and the State average of 74%. The highest performing CMS schools have a graduation rate of 92%. The low graduation rates are significant since they are a predictor of several adverse social factors. There is an increase cost to taxpayers – in lost wages, lost taxable income; health, welfare, criminal involvement, drug use, and incarceration cost.

In addition to low graduation rates, test scores consistently highlight the disparity between white and minority students.

Our charter school will begin with elementary school students. The area elementary schools, while indicating some improvement, are not performing equal to their counterparts. There is a high failure rate on the end of grade tests indicating students are not meeting the needed benchmarks to be successful. The most recent test results highlight a unique opportunity for a charter school for students and families in this area, in that:

- The average family, who likely can't afford a private school, will benefit from having options of an individualized program uniquely designed to engage students in academic success, leadership training, and character building.
- Research indicates that socio-economic status is one factor in the dropout rate. As you will see in the charts below, there are a large percentage of economically disadvantaged students in these schools. LLA will embrace these students by teaching coping skills and strategies to address these challenges. We will engage the families and assist them in identifying resources to address ongoing problems.
- Students who dropout often identify their relationships with teachers as a factor in their low attendance and ultimately leaving school. At LLA, each child will have at least one staff identified as their advocate who will establish a relationship with that child and family. As an advocate, staff will assist the student and family in conflict management, problem solving

and assertiveness. Research of risk and resiliency factors; indicate students who believe there is at least one adult, who cares about their wellbeing, do better than those who don't believe anyone cares for them.

- Failing in schools or not performing on same level as their peers is a risk factor for students. LLA will use innovative methods and will appeal to multiple intelligences to reach students. LLA emphasis on college and leadership will address low occupational aspirations which often plague the likely high school dropout.

Results for school year 2010-2011 are listed below:

Performance of Each Student Group on the ABCs End-of-Grade Tests

The percentage of students, grouped by gender, ethnicity and other factors, who passed BOTH the reading and math tests.*

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Pawtuckett	47.8%	43.6%	53.4%	69.2%	42.7%	50.0%	N/A	50.0%	N/A	75.0%	43.8%	80.0%	40.0%	N/A	6.3%
# of Tests Taken	136	78	58	13	96	12	N/A	6	N/A	8	121	15	10	N/A	16
District	66.3%	63.1%	69.6%	88.2%	52.2%	55.4%	62.4%	74.9%	75.0%	75.7%	51.7%	85.0%	35.4%	N/A	30.0%
State	67.0%	64.6%	69.5%	79.0%	48.5%	54.4%	55.1%	78.2%	63.7%	69.3%	53.3%	82.8%	34.4%	45.2%	34.4%

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Whitewater Academy	56.6%	53.7%	60.0%	68.1%	50.0%	53.8%	>95%	75.0%	N/A	50.0%	53.2%	72.7%	34.4%	N/A	14.8%
# of Tests Taken	249	134	115	47	134	39	5	16	N/A	8	205	44	32	N/A	27
District	66.3%	63.1%	69.6%	88.2%	52.2%	55.4%	62.4%	74.9%	75.0%	75.7%	51.7%	85.0%	35.4%	N/A	30.0%
State	67.0%	64.6%	69.5%	79.0%	48.5%	54.4%	55.1%	78.2%	63.7%	69.3%	53.3%	82.8%	34.4%	45.2%	34.4%

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Allenbrook	43.6%	38.1%	49.5%	16.7%	39.6%	65.5%	N/A	38.1%	N/A	66.7%	41.4%	76.9%	44.4%	N/A	12.0%
# of Tests Taken	204	105	99	6	139	29	N/A	21	N/A	6	191	13	27	N/A	25
District	66.3%	63.1%	69.6%	88.2%	52.2%	55.4%	62.4%	74.9%	75.0%	75.7%	51.7%	85.0%	35.4%	N/A	30.0%
State	67.0%	64.6%	69.5%	79.0%	48.5%	54.4%	55.1%	78.2%	63.7%	69.3%	53.3%	82.8%	34.4%	45.2%	34.4%

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Thomasboro	40.9%	35.2%	45.7%	83.3%	39.7%	46.7%	N/A	37.5%	N/A	28.6%	39.5%	75.0%	28.6%	N/A	17.6%
# of Tests Taken	193	88	105	6	141	15	N/A	24	N/A	7	185	8	28	N/A	17
District	66.3%	63.1%	69.6%	88.2%	52.2%	55.4%	62.4%	74.9%	75.0%	75.7%	51.7%	85.0%	35.4%	N/A	30.0%
State	67.0%	64.6%	69.5%	79.0%	48.5%	54.4%	55.1%	78.2%	63.7%	69.3%	53.3%	82.8%	34.4%	45.2%	34.4%

* If the number of students in a category is fewer than five, then results are not shown and are represented by a N/A.

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

We know from a number of research studies that low-income students perform better academically in schools that are socio-economically balanced. Leadership Learning Academy will provide such an environment and will provide the same college preparatory curriculum to all students by providing an option for families in the West Mecklenburg area. Given the factors discussed above, we believe that the proposed charter school, with its strong education model, solid business plan and the formidable resources of its founders and their companies will help to meet the desperate need for successful schools in Charlotte’s west corridor. Our strong commitment to racial and socio-economic diversity will serve a significant public purpose by demonstrating that it is possible to achieve academic success with a diverse student population.

Community Relationship Building Efforts:

In preparation of this charter application, board members and volunteers had several discussions in community regarding the need for a charter school. This includes a public meeting held on March 3, 2012. (agenda and sign in sheet Appendix A) The meeting was attended by twenty (20) parents and interested community members. In addition, a survey was distributed to approximately four hundred households. (Appendix A). We received ninety two (92) returned surveys. Overwhelmingly, respondents said there is a need for other education options for area students. Additionally survey results indicate several families are still angry regarding CMS’ decision to close several area schools. They are distrustful of the system and many believe there are no advocates for the schools in this area. (Analysis of survey results included in Appendix A)

Other Relationship efforts included the following activities:

- Community outreach including face to face meetings with parents and kids; flyers; survey; social media – have Facebook page;
- PSAs submitted to local radio stations (included in appendices)
- Have attended community meetings and announced our plans for a charter school
- Informal conversations with local business owners
- Collaboration with area agencies for mutual referrals when appropriate
- Board members discussing in their circles – meaning with staff, church members, and social network.

- Parent involvement included using parents in development of application
- Several parents have agreed to volunteer once formal planning begins
- HR director- who is also a parent – assisted in Employee Manual development
- Bi-lingual volunteers assisted in translating survey and marketing materials to Spanish
- Local college students assisted in researching evidence based best practices for use in curriculum development
- Meetings held with program director of social services agencies regarding support services which could be available for student and families
- Spoke with nursing program administrator on ways to identify part time school nurse
- Have developed MOA for use with CMS for transferring students between schools
- Had conversations with local church leaders regarding plans for charter school
- Next community meeting is scheduled for April 14, 2012

PURPOSES OF PROPOSED CHARTER SCHOOL:

Public schools serve a variety of purposes including preparing young people for effective citizenship, equipping students for college, and cultivating a skilled workforce. We believe the primary purpose of public education is to develop highly intelligent leadership and the primary means of achieving that end is to provide all students with a high quality liberal arts education with additional emphasis on leadership, technology and character development. Leadership Learning Academy (LLA) will advance that broad purpose as well as each of the following six educational purposes described in the charter school law.

1. Improve student learning.

LLA will use evidence based practices to ensure effective teaching practices and active learning methods. We will use the following techniques to improve student learning:

- Engage students by appealing to multiple intelligences
- Integrated curriculum
- Individualized instruction
- Partnership with students, families, school and community
- Balanced Curriculum of NC Standard Course of Study
- Multifaceted Assessments data used for vertical planning
- Use of variety of technologies integrated into instruction
- Cultivating student leaders who take responsibility for their learning,
- Ongoing assessments of students ability, learning styles, interests
- Train staff on implementing Multiple Intelligences and 21st Century Learning frameworks to be incorporated across school activities.
- Provide stimulating, connected learning environment for students
- Hire and retain qualified, committed staff
- Small class sizes – none larger than 24 students

- JUMP START – structured before school program available for remedial tutoring, enrichment, extra credit,
- Ongoing quality improvement – using results from review and analysis to inform curricular decisions and planning

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

Our curriculum and our personalized learning environment, in which every student will be encouraged to reach his or her full potential, will provide an excellent environment for all students. The following instructional practices will be used daily and will provide additional learning opportunities for at risk and academically-gifted students:

- Use of Multiple Intelligences framework – will provide several methodologies for teaching students based on their strengths, interest and areas of needed improvements
- Differentiated instruction
- Use of volunteers to provide additional one on one assistance
- Remedial tutoring offered twice a week
- Saturday School (2 Saturdays a month)
- Parent training
- Opportunities for extra credit projects
- Peer mentorships
- Increasing student leadership skills
- Integrating variety of technologies in teaching
- Individualized education planning
- Well trained, excited, committed teaching team

3. Encourage the use of different and innovative teaching methods:

The following innovative teaching methods will be incorporated in our daily schedule:

- Multiple Intelligences – teachers will present their lessons in a wide variety of ways using music, cooperative learning, art activities, role play, multi-media, field trips, inner reflection and much more.
- Students will be engaged in active learning and challenged to higher levels of thinking
- Teachers will use 21st century skills education model which adds interdisciplinary learning skills to the teaching of core subjects.
- Positive Actions – evidence based program with a comprehensive and coherent approach to improving the ABCs: Academics, Behavior and Character
- Technology Integration
- Vertical and collaborative planning

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

All teachers will be required to successfully complete training in the use of Multiple Intelligences, Positive Action, 21st Century Learning, Integration Strategies and other research based training. They must see themselves as lifelong learners engaged in a common educational process with students to continually improve our academic performance in both course content and teaching methods. Our teachers will be required to provide innovative teaching and will be supported in their efforts through a collegial environment, extensive professional development opportunities and the assistance of the Academic Advisory Committee. Our curricular innovation includes research supported interventions based on engaging students based on their learning style, leadership courses based on practical application, offering unique foreign languages, college preparation, and technology. These innovations are detailed below in our Education Plan.

One of the most exciting features of our school will be the growth of our teachers as professionals. One benefit of having a clear mission is that it helps us identify relevant professional development opportunities. Annual workshops on Multiple Intelligences are just one example of such professional development opportunities. Because our school is designed to provide an intimate learning experience, the teachers will be able to influence and improve upon the curriculum through the use of our Academic Advisory Committee. By allowing teachers the responsibility to provide input, communicate inefficiencies and successes, and improve upon those systems, teacher growth and retention becomes character traits of the Leadership Learning Academy.

Teachers will be given lead responsibility for the learning program through the roles listed below. Participation and performance will be documented in quarterly evaluations.

1. **Resource Provider:** Teachers help their colleagues by sharing instructional resources. These might include Web sites, instructional materials, readings, or other resources to use with students. They might also share such professional resources as articles, books, lesson or unit plans, and assessment tools.
2. **Instructional Specialist:** An instructional specialist helps colleagues implement effective teaching strategies. This help might include ideas for differentiating instruction or planning lessons in partnership with fellow teachers. Instructional specialists might study research-based classroom strategies; explore which instructional methodologies are appropriate for the school; and share findings with colleagues.
3. **Curriculum Specialist:** Understanding content standards, how various components of the curriculum link together, and how to use the curriculum in planning instruction and assessment is essential to ensuring consistent curriculum implementation throughout a school. Curriculum specialists lead teachers to agree on standards, follow the adopted curriculum, use common pacing charts, and develop shared assessments..
4. **Classroom Supporter:** Classroom supporters work inside classrooms to help teachers implement new ideas, often by demonstrating a lesson, co-teaching, or observing and giving feedback..
5. **Learning Facilitator:** Facilitating professional learning opportunities among staff members is another role for teacher leaders. When teachers learn with and from one another, they can focus on what most directly improves student learning. Their professional learning becomes more relevant, focused on teachers' classroom work, and aligned to fill gaps in student learning. Such

communities of learning can break the norms of isolation present in many schools.

6. **Mentor:** Serving as a mentor for novice teachers is a common role for teacher leaders. Mentors serve as role models; acclimate new teachers to a new school; and advise new teachers about instruction, curriculum, procedure, practices, and politics. Being a mentor takes a great deal of time and expertise and makes a significant contribution to the development of a new professional.
7. **School Leader:** Being a school leader means serving on a committee, such as a school improvement team; acting as a grade-level or department chair; supporting school initiatives; or representing the school on community or district task forces or committees. A school leader shares the vision of the school, aligns his or her professional goals with those of the school and district, and shares responsibility for the success of the school as a whole.
8. **Data Coach:** Although teachers have access to a great deal of data, they do not often use that data to drive classroom instruction. Teacher leaders can lead conversations that engage their peers in analyzing and using this information to strengthen instruction.
9. **Catalyst for Change:** Teacher leaders can also be catalysts for change, visionaries who are “never content with the status quo but rather always looking for a better way” Teachers who take on the catalyst role feel secure in their own work and have a strong commitment to continual improvement. They pose questions to generate analysis of student learning.
10. **Learner:** Among the most important roles teacher leaders assume is that of learner. Learners model continual improvement, demonstrate lifelong learning, and use what they learn to help all students achieve.

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

Educational opportunities available for students and families:

- Training program will be provided for parents to include: technology classes; how to assist with homework; introductory Spanish or Sign Language classes; tips on helping ‘special needs’ students; Volunteering 101
- Foreign language from kindergarten forward
- Balanced curriculum supported by researched based Multiple Intelligences Theory; 21st Century Skills education model and evidence based Positive Action
- Tuition free private-like school environment focused on academic success, leadership and technology
- Open enrollment that will accept all eligible students within approved class sizes
- Small class sizes with low staff to student ratio
- Saturday school
- Before school program - at no cost to families
- Free tutoring
- Multiple opportunities to be involved in school planning

6. Hold the schools established under [the charter school law] accountable for meeting measurable student achievement results, and provide the schools with a method to change from rule-based to performance-based accountability systems.

Our evaluations will be focused on measuring important student outcomes and determining whether we have been successful in accomplishing our primary goal: providing students with a rigorous general education that will enable them to succeed in college or, if they choose not to attend college, a trade skill institution or high-level knowledge-based employment. The assessments will include those listed below, as well as others which may, from time to time, be required by the State. The results of these assessments will be used for readjusting instruction and promoting quality student learning.

- End of grade assessments in reading and math (from grades 3 to 8)
- End of grade assessments in science (grades 5 and 8)
- NC Writing Assessment (4 and 7 grades)
- LEP students will be administered WIDA ACCESS Placement Test (W-APT)
- Students with special needs will be administered NCEXTEND 1 or NCEXTEND 2
- Other multi-faceted assessments as indicated in the classroom

EDUCATIONAL FOCUS:

Leadership Learning Academy will provide a high quality K-8 education in a supportive school environment. We will provide the core curriculum for all students based on the theory of Multiple Intelligences. This means we believe that all students can learn – just in different ways. It is our responsibility to work with students and their families to determine how students learn best and then adapt our teaching to reach them. In addition to academics, our focus includes character development and leadership skill building. We will integrate Positive Actions – an evidence based program with a comprehensive and coherent approach to improving the ABC's: Academics, Behavior and Character. An additional goal is cultivating leaders who communicate effectively, make sound and ethical decisions and believe we are required to help our fellow man. All of our students will participate in at least one community service project a year.

We will have a school where all students' learning improves. Many students will report enjoying school and learning for the first time. As our school progresses new skills will emerge for all students – some students will discover musical, artistic, literary, mathematical and other new found capabilities. Others will become skilled leaders. Self –confidence and motivation will increase significantly for all students. Students will develop responsibility, self-reliance, and independence as they take active roles in shaping their own learning experiences.

The Leadership Learning Academy believes that *shared* leadership is the key to success. We believe no-one is responsible for students' overall performance, rather it is a collective effort of students, parents, staff and the community creating a common culture of expectations regarding skills, knowledge, leadership and character that will result in *our* success.

IV. GOVERNANCE

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

Name of Private Nonprofit: Leadership Learning Academy, Inc.

Mailing Address: 8405 Rego Street

City/State/Zip: Charlotte, NC 28216

Street Address: same as mailing address

Email: kehuntley56@gmail.com

Phone: 704 582-2592

Fax: 980 321-7195

Name of registered agent and address: Corporation Service Co.
327 Hillsborough Street
Raleigh, NC 27603

FEDERAL TAX ID: to be acquired

C201003600292

SOSID: 1135096
Date Filed: 2/8/2010 10:27:00 AM
Elaine F. Marshall
North Carolina Secretary of State
C201003600292

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: LEADERSHIP LEARNING ACADEMY, INC.
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 327 Hillsborough Street
City, State, Zip Code Raleigh, North Carolina 27603 County Wake
4. The mailing address *if different from the street address* of the initial registered office is:
PO BOX 19649, Charlotte, NC 28219
5. The name of the initial registered agent is:
Corporation Service Company
6. The name and address of each incorporator is as follows:
Derek E. Bullard, PO BOX 19649, Charlotte, NC 28219
Derek Richardson, 9124 South Tryon Street, Charlotte, NC 28273
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:
9124 South Tryon Street, Charlotte, NC 28273 County Mecklenburg
11. The mailing address *if different from the street address* of the principal office is:

C201003600292

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

This is the 5th day of February, 2010.



Signature of Incorporator

Derek E. Bullard, Incorporator
Type or print Incorporator's name and title, if any

NOTES:

1. Filing fee is \$60. This document and one exact or conformed copy of these articles must be filed with the Secretary of State.

Revised January 2000
CORPORATIONS DIVISION

P. O. BOX 29622

Form N-01
RALEIGH, NC 27626-0622

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

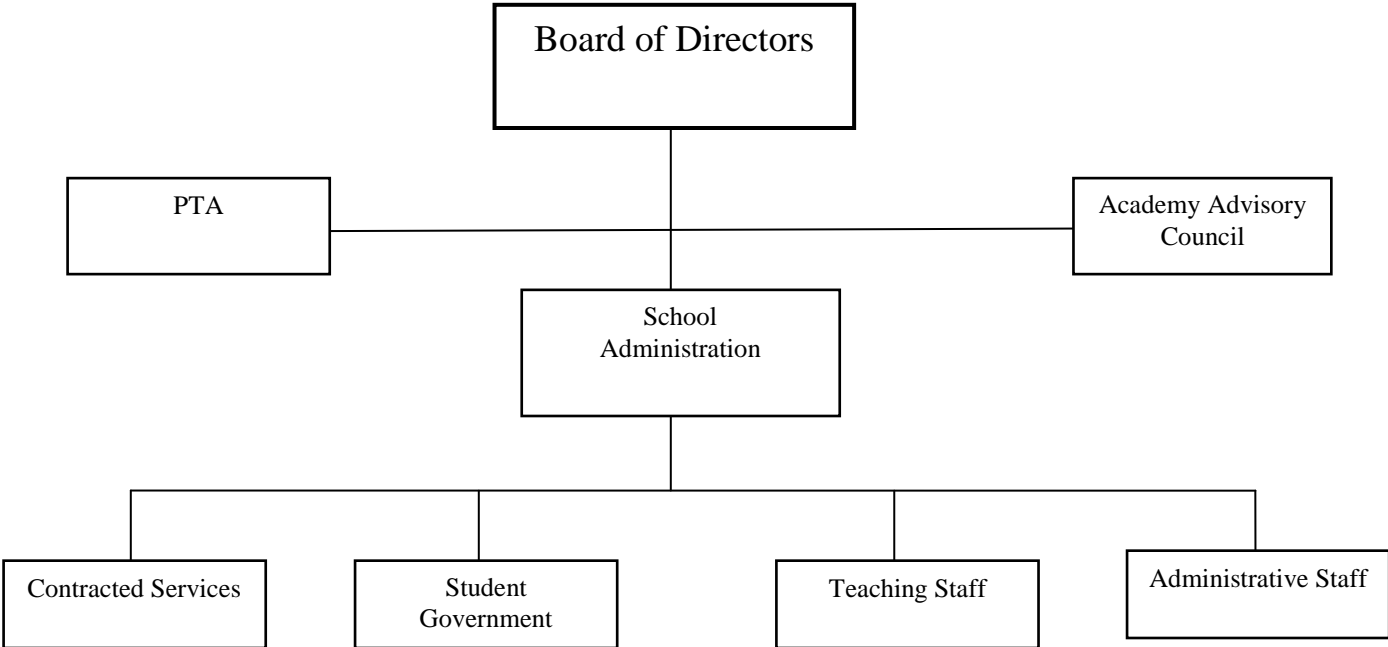
The private nonprofit listed as the responsible organization for the proposed charter school has 501 (c) (3) statuses:

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

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

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.

Leadership Learning Academy Organizational Chart



Administrative Responsibilities

Administrator/CEO

- General compliance with State/local regulations
- National Accreditation
- Quality Assurance
- Board Contact
- Grievance/complaint management
- Supervision of non- education staff
- HR functions
- Health and Safety Requirements (i.e. monthly fire drills)
- Contract management
- Overall management of the corporation
- Ensure compliance with end of school performance based requirements
- Marketing/fund raising
- Ensuring compliance with school calendar
- Responsibility for application process (to include info session and lottery)
- Office equipment/Supplies
- Physical bldg. maintenance
- Ensure implementation of satisfaction surveys (parents, teachers and community stakeholders)

Principal/Head Master:

- Overall responsibility for curriculum development and implementation
- Supervision of education staff (hiring, credentialing, supervision)
- Teacher development/training
- Parent contact (1st)
- Academic Advisory Committee
- PTA
- Student Government
- Ensure compliance with end of year performance standards
- Student achievement goals
- Student conduct and discipline
- Teacher licensure process
- Arrival/departure processes

Role of the Board of Directors

The activities of Leadership Learning Academy will be governed by the Board of Directors; a North Carolina non-profit corporation. The Board of Directors has a critical role in the development and management of Leadership Learning Academy. The Board's primary responsibilities are to **protect the public interest and assist the school in meeting its goals**. The major functions of the Board include hiring management staff that is responsible for the day to day running of the school, evaluating the effectiveness of the organization; monitoring fiscal management and maintaining accountability to funders and donors. In addition, the Board has responsibility for developing and approving strategic plans including major commitments; ensuring the continuity of the organization; making emergency, critical decisions as needed; stepping in when/if crisis endangers the organization; and partnering with staff and families to meet performance objectives. The Board will develop and approve the policies and procedures that govern the organization. Recognizing that large group meetings are not the best place to conduct in depth problem solving, the board will be organized in committees specifically around a task or function. During the first year, the Board will meet a minimum of once a month. Committees may meet more frequently reporting back to the big group during monthly meetings. The monthly board meetings will be held every third Thursday at 6:00. Meetings will be held at our LLA facility. The meetings are open to the public.

. The current board members are listed below.

- Andres Ladd, MHDL, Vice President of Community In Schools – Charlotte NC; extensive experience in program administration; planning and community collaboration building.
- Derek Bullard, business owner of behavioral healthcare companies specialized in providing child and adolescent services. Extensive experience in business finance, non-profit operations and government contracts.
- Karen Huntley, CSWM, MA, business owner extensive experience working with children and adolescents, teens and parents including administration of nationally accredited, licensed, nonpublic school.
- Georgette D. Edgerton, BS, award winning teacher with more than thirty years of experience with diverse students; awards and recognition for unique, out of the box work with children and their families.
- David Pugh, MA, LPC - Committed professional with effective counseling and leadership skills. Excellent clinical, management and communication skills.
- Judy Sanders-Bull - Skilled in building community support, key coalitions and strategic interagency partnerships; backed by solid experience and equal strengths in program development, personnel policy and case management
- Linda J. Stallworth - professional with more than 25 years of IT experience including management of data bases, installing and providing training on custom computer applications; management of network servers and providing technical support to customers.

Andrew L. Ladd
5824 Crown Hill Drive
Mint Hill, North Carolina 28227
Email : Ladd5304@bellsouth.net
(704) 573-8898 (704) 335-0601 (W)

Education:

Masters of Human Development & Learning (MHDL)December 1984
University of North Carolina-Charlotte
Bachelor of Arts, Psychology major.....May 1979
Johnson C. Smith University

Professional Experience:

Vice President, Planning and Agency Partnership.....July 2011- present
*and Program Director for Elementary Services
Communities In Schools/Charlotte-Mecklenburg*

Program Director/Director of Program Operations:
Communities In Schools/Charlotte-Mecklenburg.....October 1993-July 2011

Group Facilitator, Area Mental Health Authority/Mecklenburg County Health.....1991-2001
Mental Health Services (NOVA program).

Independent Reviewer, North Carolina Willie “M” office. Raleigh, NC.....Sept 1997-2000
Conducted assessment and review of services currently being provided to certified group of clients participating
in court ordered program.

Coordinator, Alternative Living Program March 1993- October 1993
Mecklenburg County Youth & Family Services (Willie ‘M’) program

Clinical Social Worker/Case Manager, Specialized Youth Services.....March 1985-October 1993
(Mecklenburg County Willie “M” program).

Individual/Community Services Coordinator. Youth & Family Services.....Nov 1986 - Oct 1987

Social Worker/Therapist, Alexander Children’s Center May 1979-Oct.1985
Provide on-going individual counseling and therapist services for emotionally distributed latency aged children;
conducted family therapist; facilitated grand round evaluation meetings.

RELATIVE TRAINING:

Case Management Training at the Workforce Development Conference Oct. 2005

COMMUNITY and VOLUNTEER INVOLVEMENT:

Leadership Charlotte, XVIII
Member, Westover Community Development Board
Former Member, Alexander Youth Network Board of Directors
Member, Charlotte-Meck. Schools –School Health Integration Committee
Former Member, The Family Center Board of Directors
Former Chair, Board of Managers - McCrorey Branch YMCA
Former Member, Greater Charlotte YMCA Board of Directors

Derek Bullard
11710 Tavernay Parkway
Charlotte, NC 28262

SUMMARY OF QUALIFICATIONS

An experienced, dedicated, and student focused professional who has held a variety of executive, managerial and leadership roles across a diverse array of organizations.

PROFESSIONAL EXPERIENCE

Access Family Services and Compass Adult Care, Inc: December 1999-Present

CEO

- Founder and Chief Executive Officer of Nationally Accredited Behavioral Healthcare Agency (***Accredited by CARF International-Council on Accreditation of Rehabilitation Facilities***).
- Organized a team of associates who provide direct mental health services to children, adolescents, adults and their families.
- Developed a strategic plan and implemented that plan to provide services to children and adolescents across the state. Access Family Services currently serves approximately 400 in Charlotte, Wilmington and Asheville North Carolina.
- Led the agencies efforts to diversify services obtaining contracts with over 14 counties throughout the state of North Carolina providing a continuum of mental health services including Case Management, Day Treatment, Intensive in Home Services, Primary Healthcare, Therapeutic Foster Care, Outpatient Therapy and Psychiatric Services.
- Developed and launched "Access Academy" Day Treatment Program. Access Academy is an accredited and licensed day treatment program and non-public school that provides educational and behavioral services to children and adolescents who have had difficulty maintaining in a traditional school setting due to special needs.
- Implemented policies and procedures to ensure service delivery excellence to each student we serve.
- Assembled a highly skilled and efficient leadership team that is responsible for oversight of over 160 employees, physicians and psychologists.
- Ranked in the "High" category in terms of mental health provider performance as ranked by Mecklenburg County LME. In 2009 Access Family Services ranked 7th out of 46 contract providers with Mecklenburg County in terms of overall service quality and provision.

THE FAMILY CENTER: August 1997-December 1999

Program Director, Connections at The Family Center

- Worked with the Family Services Director to develop and implement the state's first privately organized supervised visitation & exchange services for children and families
- Worked with Mecklenburg County District Court judges and administrators to develop and implement policies for referrals, court reports and processes for referring to the program.
- Marketed the program to various community agencies and programs including the Battered Women's Shelter, Children's Law Center, Mecklenburg County Youth and Family Services, NOVA, the Mecklenburg County Bar Association and the Mecklenburg County Women's Commission.
- Directly managed approximately 10 staff members who provided court ordered supervised visitation services.
- Developed and managed an annual budget of approximately \$600,000.

EDUCATION AND PROFESSIONAL TRAINING

- Thomas Edison State College-BS in Human Services
- Over 150 training hours in various positive behavioral supports and evidenced based programs including "Positive Action", MAPP, Incredible Years and 123 Magic.
- Successful grant writing experience and extensive experience monitoring outcome measures and performance related to state and federal contracts.

AFFILIATIONS AND HONORS

- Married to LaVondria Bullard and father of three wonderful children.
- Board of Directors-Illuminations Child and Adolescent Development 2008-2009
- Volunteer-Mecklenburg County Communities in Schools 2006-2009
- Volunteer-Fundraising Mecklenburg County Communities in Schools "Safe Journey Program"
- Private Pilot 2005
- Member Charlotte Flying Club 2004-Present

Karen Huntley, MA, CSWM
8405 Rego Street
Charlotte, NC 28216

A professional, certified Social Work manager who has over twenty-five years' experience in the provision of services to children, adolescents and adult. A proven track record of results which have insured quality programming for consumers who need mental health, substance abuse and/or developmental disability services. Consistently meet the goal that all services are accessible, appropriate and accountable based on the needs of the consumer and family

EDUCATION:

Johnson C. Smith University, BA, Sociology/Social Work – 1978

East Tennessee State University, Johnson /City Tennessee, MA, Sociology/Social Work – 1982

POSITIONS AND EMPLOYMENT:

2010 – Present, **Owner-Lanterns' Academy** – program developed to address the wellbeing of children and families who are negatively affected by social, emotional or financial factors which interfere with normal child development center training center for parent and consultation services.

2006-2010 **President, Access Family Services/Compass Adult Care – Charlotte, NC**

- Provided daily management of Access Academy – nationally accredited day treatment program for students between the ages of 5 and 18; Duties included ensuring compliance with all federal, state and local requirements; ensuring daily educational programming for licensed nonpublic school; ensuring safe and orderly program; ensuring compliance with established curriculum and therapeutic milieu
- Responsible for the administrative, clinical and financial operations of a behavioral health company providing community based mental health treatment to children, adolescent and adult consumers
- Insure compliance with local, state and federal mandates
- Develop and implement strategic plan which ensures provision of quality, timely, cost efficient services
- Collaboration with community stakeholders

1992-2006 **Program Administrator, Area Mental Health – Charlotte, NC**

- Overall management and supervision of the delivery of mental health, substance abuse and developmental disabilities services for consumers
- Management of both directly provided and contracted services
- Budget management up to 20 million dollars annually
- Collaboration with community stakeholders
- Management and promoting system change
- Trainer
- Contract management

SIGNIFICANT CAREER ACHIEVEMENTS

1. Grant writing:

Either wrote or participated in the grant writing that resulted in the following awards:

- Community Based Alternatives Program for funds totaling **\$200,000**
- Community Policing and Child Development (CDCP) funds totaling **\$500,000**
- System of Care – Meckcares – funds will total more than **6 million dollars**

2. **Managed the divestiture of mental health services to private providers.** I led the process of divesting approximately one thousand (1,000) consumers and families to several private providers in Mecklenburg County. This occurred without significant interruption in the care or treatment of consumers and their families.
3. **Managed 20 million dollar budget** for C&A services. This included both directly provided services as well as contracted services
4. Wrote **RFP for Buncombe County Schools** – Asheville, NC , which resulted in the agency's selection to provide services for some of their 22,000 students.
5. Extensive experience with **national accreditation** process.

PUBLICATIONS:

An Analysis of Internal and External Control for Black Prison Inmates, Karen Huntley Owens, Master's thesis.

Role of Alcoholism in the Incarceration of Black Prison Inmates, Dr. Robert Jerry Leger and Karen Huntley Owens

SUMMARY:

Karen Huntley holds a Certification of Social Work Manager (CSWM) from the North Carolina Social Work Licensing and Certification Board. She has more than twenty-five years of extensive experience working directly and supervising staff working directly with high-risk families dealing with substance abuse, child abuse, domestic violence, developmental, implementing, managing and evaluating programs. In addition, she has extensive experience in forming and maintaining collaborative relationships with consumers, funding sources and community stakeholders. She has developed and implemented strategic plans, social marketing plans, training plans and budgets. She has a proven track record for writing successful grants at the national, state and local levels.

Georgette M. Edgerton
307 Foster Lane
Albemarle, NC 28001
704-985-1955
georgette.edgerton@stanlycountyschools.org

Objective

Educate students in a culturally diverse world knowing that all students can learn in a culturally diverse learning environment.

Work History

May, 1978-September, 1986
ALCOA Metallurgy Company
Laboratory Analyst
Responsible for analysis of water, metal and air quality

September 1986-August 1991
Homemaker

August 1991-June 1993
Teacher Assistance
Responsible for teaching students content knowledge and computer skills

August 1993– May 2004
Certified Science Teacher, Montgomery County Schools
Responsible for teaching Biology, Physical Science, Physics, and Earth Environmental Science

August 2004-Present
Certified Science Teacher, Stanly County Schools
Responsible for teaching Biology, Anatomy and Physiology, Earth Environmental Science and Physical Science

Education

August 1970–June 1974
North Stanly High School-diploma
New London, NC 28213

August 1974-May 1978
Johnson C. Smith University
BS-Biology/General Science
Charlotte, NC

September 2002-January 2003
Western Carolina University
Courses toward a Master's Degree

March 2010– Present
University of Phoenix
Master's degree Curriculum and Instruction with Certification in Reading

Judy Sanders-Bull - BS, Counseling & Psychology

Judy Sanders-Bull 2324 River Oaks Drive Waxhaw, NC 28173 704-724-2724 jsb811@aol.com

Qualifications Summary- Management:

- Supervise and manage services provided to CIS: Safe Journey/APP (*teen parents*) participants and their families in Mecklenburg County.
- Responsible for writing the annual Smart Start and APP grant proposals; insuring grant goals and activities are achieved and funds are justified.
- Dedicated and service focused program director with 25+ years' of demonstrated expertise in assessments, counseling and family advocacy
- Possesses a proven record of successful experience in planning, developing, implementing, and budget management
- Excellent capacity to multi-task and manage other areas of responsibility, while maintaining quality, comprehensive, holistic services
- Solid administrative experiences to include admissions, assessments, treatments, referrals and education of students and service delivery
- Outstanding interpersonal and communication skills; superior accuracy in patient history, charting and other documentation
- Conscientious and strong support for excellent patient care and advocacy
- Skilled in building community support, key coalitions and strategic interagency partnerships; backed by solid experience and equal strengths in program development, personnel policy and case management
- Currently in my 14th year as *Program Director* for two teen parenting program with Communities In Schools

Career Experience- Service:

Communities In Schools
601 E 5th Street, Suite 300
Charlotte, NC 28202

Program Director: Teen Parenting Services

(2000-Present)

- Recruit, hire, retain employees for assigned program area(s), ensuring the proper, interview and pre-employment process is in place.
- Work with Program Operation's Director to manage employees performance, utilizing performance management policies and procedures consistently, documenting as necessary.
- Communicate, administer, model, and ensure compliance of CIS personnel policies and procedures as necessary.
- Supervise and manage services provided to program participants and their families in Communities In Schools-Safe Journey/APP Program.
- Maintain high level of communication and relationship building with collaborative partners and community stakeholders in an effort to improve services to teen parents.
- Work in partnership with CMS staff at designated sites in order to facilitate comprehensive programming for teen parents in Mecklenburg County.

Educational Background- Commitment:

Charleston Southern University-(1978)
BS, Counseling & Psychology

Charleston, SC

LINDA J. STALLWORTH
2502 Albatross Lane
Matthews, NC 28104

EDUCATION:

1978 - 1983

Alabama Agricultural & Mechanical University,
Normal, AL

BS Computer Science

EXPERIENCE:

9/1/2011 – Present

Administrative Coordinator

- provide support to Planning and Sustainability Team and Divisional Director for Family Finding.
- oversight of monthly report to Department of Social Services in counties served.
- purchase of office furniture and equipment and supplies

05/96 – 8/31/2011

Director of Office/Systems Management

Youth Homes, Inc., Charlotte, NC 28202

- supervised administrative clerical, records management and IT staff.
- managed databases relative to client services
- responsible for oversight and creation of monthly reports;
- purchased office and computer equipment;
- installed and provided training for custom applications
- managed network server
- provided technical support to staff by problem solving software problems and troubleshooting hardware issues.
- member of the Technology Operating Group
- member of Senior Management Team

04/94 – 05/96

Office/Business Manager

Youth Homes, Inc., Charlotte, NC 28202

- Supervised clerical and fiscal staff
- Automated manual booking system;
- prepared financial reports for board presentation,
- handled staff benefits,
- purchased office and business equipment
- served as liaison to vendors.
- active member of the agency's Senior Management Team.

11/87 – 4/94

Office Manager

Children's Law Center Charlotte, NC 28202

- Supervise and train support staff and high school interns on office procedures.
- Responsible for accounts payable and receivable.
- Prepare financial reports for board presentation.
- Assist in preparation of budgets.
- Ordered office supplies and assisted in purchase of office equipment.
- Handle insurance matters for the agency.
- Created case management spreadsheet using Lotus 1-2-3.
- Maintain monthly statistics of attorney time for reporting to Administrative Office of the Courts.
- Assist CBA Coordinators in preparation of quarterly meetings.
- Perform related duties as required.

References available upon request

DAVID ELLIS PUGH
1017 Murandy Lane
Matthews, North Carolina 28104
(704) 451-5634 (C)

PROFILE Committed professional with effective counseling and leadership skills. Excellent clinical, management and communication skills.

LICENSE Licensed Professional Counselor (LPC)-North Carolina
Licensed Professional Counselor (LPC)-Virginia

CERTIFICATION Certified Rehabilitation Counselor (CRC)

EXPERIENCE

4/10 – Present Clinical Director - Bridgebuilders Family and Youth Services, INC. Charlotte, NC
Provides mental health and substance abuse clinical oversight and supervision for all clinicians and non-medical staff within the CABHA. Designs and supports implementation of treatment protocols employed in service delivery. Provides input and approval of staff training modules and provides training to agency staff. Identifies and monitors operational and service outcomes. Assists therapists with clinical interventions for all age ranges. Reviews clinical documentation for best practices and appropriateness. Knowledge and understanding of managed care practices.

1/2002 – Present Owner- Pugh Counseling and Consulting Services, INC. – Charlotte, NC
Responsible for providing Individual and Family therapy to persons with mental health problems, emotional problems, substance abuse, and other life issues. Specialty areas include: mental health, emotional and behavioral disorders, substance abuse, family systems, anger issues, and trauma. Age ranges include children, adolescents and adults.

5/2007 – Present Military Family Life Consultant – Managed Health Network/HealthNet – United States
Assigned to specific military installations to provide direct interventions in various settings to include summer camps, family situations, and classroom settings. Facilitates psycho-educational groups and conducts presentations to staff, children and parents. Issues addressed include school adjustment, deployment/redeployment, reunion adjustment, sibling and parent/child communication, fear, grief/loss and behavioral problems.

12/07 - 1/09 District Manager - Access Family Services- Charlotte, NC
Responsible for providing overall management and supervision of the delivery of services to persons with mental health, substance abuse and other disorders. Responsible for Day treatment operations and liaison to public schools. Completed diagnostic assessments and provided therapy for children, adolescents, adults and their families.

8/02 - 11/07 Vocational Consultant IntraCorp/Cigna – Charlotte, NC
Medically or vocationally managed and facilitated return to work of injured/ill clients to productive lifestyles in an efficient and cost effective manner. Managed the safe and healthy return to work of injured workers at Family Dollar stores. Developed the first RTW database for Family Dollar Corporation.

4/99 – 8/02 Unit Supervisor I - Mecklenburg County Area Mental Health -
Child and Adolescent Division - Charlotte, North Carolina
Directed and coordinated case management and clinical services for 400+ children and adolescents who have mental health, substance abuse, and/or developmental disabilities. Directly responsible for the supervision of 20 case management staff. Knowledge of Managed Care principles related to mental health and substance abuse service delivery.

1/96 - 4/99 Children's Services Program Director - S.C. Dept. of Social
Services - Managed Treatment Services for Children
Columbia, SC
Directed and coordinated regional programs for the care of severely emotionally disturbed children and adolescents.

4/97-4/98 Counselor –Charter Rivers Psychiatric Hospital-Columbia, SC- Facilitated substance abuse and psycho-educational groups in the Inpatient Unit. Part Time

EDUCATION Winthrop University, Rock Hill, South Carolina
Bachelor of Arts, Psychology
Minor: Business Administration
South Carolina State University, Orangeburg, South Carolina
Master of Arts, Rehabilitation Counseling
Honors Graduate: Alpha Kappa Mu National Honor Society

ASSOCIATIONS Licensed Professional Counselor Association of North Carolina
American Counseling Association

STRENGTHS Excellent clinical skills, energetic, proven leadership skills, solution focused, organizational skills, communication skills, strategic management skills, program management skills, and excellent decision making skills.

BYLAWS
OF
LEADERSHIP LEARNING ACADEMY, INC.

ARTICLE I
PURPOSE: OFFICES

Section 1.1 Purposes. Leadership Learning Academy, Inc., a North Carolina nonmember nonprofit corporation (the “Corporation”), was formed for the purpose of organizing and operating a public charter school (the “School”) in Mecklenburg County, North Carolina.

Section 1.2 Principal Office. The principal office of the Corporation shall be located at such place, within or without the State of North Carolina, as shall be determined from time to time by the Board of Directors and as shall have been so designated most recently in the Corporation’s Articles of Incorporation or annual report (or amendment thereto) filed with the North Carolina Secretary of State pursuant to the North Carolina Nonprofit Corporation Act.

Section 1.2 Registered Office. The Corporation shall maintain a registered office in the State of North Carolina as required by law, which may be, but need not be, identical with the principal office.

Section 1.3 Other Offices. The Corporation may have offices at such other places, either within or without the State of North Carolina, as the Board of Directors may from time to time determine, or as the affairs of the Corporation may require.

ARTICLE II
DIRECTORS

Section 2.1 General Powers; Ex-Officio Members. All corporate powers of the Corporation shall be exercised by or under the authority of, and the business and affairs of the Corporation shall be managed under the direction of, the Board of Directors which shall consist of not less than five (5) or more than eleven (11) persons. In addition, the Administrator, Principal of the School and the President of the Parent-Teacher Organization (“PTA”) shall be ex-officio members of the Board of Directors. Additional ex-officio members may also be selected by the Board of Directors. Ex-officio members shall not be eligible to vote on any matter.

Section 2.2 Number of Directors; Term of Office.

(a) The exact number of directors within the minimum and maximum limitations specified in Section 2.1 shall be fixed from time to time by the Board of Directors pursuant to a resolution adopted by a majority of the entire Board of Directors; provided that no decrease in the number of directors shall shorten the term of any incumbent director.

At the 2012 initial meeting of the Board of Directors, the directors shall be divided into three classes, as nearly equal in number as possible, with the term of office of the first class to expire at the 2013 annual meeting of the Board of Directors, the term of office of the second class to expire at the 2014 annual meeting of the Board of Directors, and the term of office of the third class to expire at the 2015 annual meeting of the Board of Directors. At the annual meeting of the Board of Directors for any year following such initial classification in which the term of a class of directors expires, directors elected to succeed those directors whose terms expire shall be elected for a term of office to expire at the third succeeding annual meeting of the Board of Directors after their election.

- (b) Notwithstanding the stated terms of directors, a director shall continue to serve after expiration of his or her stated term until his or her successor is elected and qualifies, and a director shall cease to serve as such and his or her position shall be deemed vacant upon his or her death, resignation, removal or disqualification.

Section 2.3 Election of Directors. Except as provided in Section 2.6, directors other than the initial directors shall be elected as provided in these Bylaws at the annual meeting of the Board of Directors for any year in which the term of a class of directors expires. Employees of the Corporation shall not be eligible for election or appointment to the Board of Directors.

Section 2.4 Manner of Election or Appointment. Directors to be elected by the Board of Directors shall be so elected if they receive the affirmative vote of at least a majority of the directors in office at the time of such election. No less than sixty (60) days prior to any annual meeting of the Board of Directors at which directors are to be elected, the Board of Directors shall provide a notice to the Administrators of the School, the President of the PTA and other interested persons in the community. Any person may nominate a person (including himself or herself) to be a director by delivering adequate information concerning that person's qualifications as a potential director, and a letter signed by such person agreeing to serve as a director if elected, to the Board of Directors no later than thirty (30) days prior to such annual meeting.

Section 2.5 Removal. A director elected by the Board of Directors may be removed from office with or without cause prior to expiration of his or her term by the affirmative vote of a majority of the directors then in office; provided, that a director may not be removed by the Board of Directors at a meeting unless the notice of the meeting states that a purpose of the meeting is the removal of such director. If any directors are so removed at a meeting of the Board of Directors, new directors may be elected at the same meeting.

Section 2.6 Vacancies. A vacancy occurring in the Board of Directors may be filled by a majority of the remaining directors, though less than a quorum, or by the sole remaining director. The term of any person elected to the Board of Directors under this Section 2.6 shall be the same as the term of the director whose death, resignation, removal or disqualification caused the vacancy

being filled. A vacancy occurring in the Board of Directors resulting from an increase in the number of directors may be filled by a majority of the directors then in office.

Section 2.7 Compensation. Directors shall not receive any compensation for their services as such. Subject to the provisions of the Corporation's Articles of Incorporation and these Bylaws, the Board of Directors, in its discretion, may provide for the payment of all expenses reasonably incurred by directors in attending meetings of the Board or of any committee or in the performance of their other duties as directors. Nothing herein contained, however, shall be construed to preclude any director from serving the Corporation in any other capacity and, subject to the provisions of the Corporation's Articles of Incorporation and these Bylaws, receiving compensation thereof.

Section 2.8 Committees. The Board of Directors, by resolution adopted by a majority of the directors then in office, may designate and appoint from among its members one or more committees, each consisting of two or more directors, who shall serve as members of such committee at the pleasure of the Board of Directors. Each such committee, to the extent provided in such resolution, shall have and may exercise all of the authority of the Board of Directors in the management of the Corporation, except that no such committee shall have authority to: (a) authorize distributions; (b) approve any dissolution or merger, or the sale, pledge or transfer of all or substantially all of the Corporation's assets; (c) elect, appoint or remove directors or fill vacancies on the Board of Directors or on any committee; (d) adopt, amend, or repeal the Corporation's Articles of Incorporation or these Bylaws; (e) initiate any proceeding with the State Board of Education or the Department of Public Instruction for any purpose, including without limitation amending the Corporation's charter; or (f) amend or repeal any resolution of the Board of Directors that by its terms provides that it is not so amendable or repeatable. Nothing herein shall preclude the Board of Directors from establishing and appointing any committee, whether of directors or otherwise, not having or exercising the authority of the Board of Directors.

ARTICLE III MEETINGS OF DIRECTORS

Section 3.1 Annual Meeting; Other Regular Meetings. A regular annual meeting of the Board of Directors shall be held each year at such date and time as shall be designated by the Board of Directors, for the purpose of electing directors of the Corporation, reviewing the Corporation's conflict of interest policy and signing the statements required by Section 6.6 of these Bylaws, and transacting such other business as may be properly brought before the meeting. In the event that the Board of Directors shall fail to hold an annual meeting within fifteen months after the next previous annual meeting, then any person or persons entitled to call a special meeting of Directors and any person or persons entitled to appoint a director at such annual meeting may, in accordance with the procedures for calling a special meeting of the Board of Directors, call an annual meeting of the Board of Directors, and a meeting so called shall be designated and treated for all purposes as the annual meeting. The annual meeting may be held at the principal office of the Corporation or such other place within the State of North Carolina as may be determined by the Board of Directors. In addition, the Board of Directors may by resolution provide the time and place, within the State of North Carolina, for the holding of additional regular meetings.

Section 3.2 Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the Chair of the Board or any two directors. Such meetings shall be held within the State of North Carolina.

Section 3.3 Notice of Meetings.

- (a) Regular meetings of the Board of Directors may be held without notice, unless notice is otherwise required by these Bylaws or applicable law.
- (b) The person or persons calling a special meeting of the Board of Directors shall give written notice of the meeting to each member of the Board of Directors by any usual means of communication. If such notice is given to a director in writing by mail, it shall be mailed, correctly addressed to such director with postage prepaid, no later than seven (7) days prior to the date of the meeting. If such notice is given to a director in writing otherwise than by mail, it shall be given so that it is received by such director no later than two (2) days prior to the meeting. Delivery or completion of transmission of written notice to the address of a director shall be deemed receipt by such director, and any such written notice given to a director by mail that is not timely mailed shall nevertheless be valid and effective if so received by such director no later than two (2) days prior to the date of the meeting. The person or persons giving such notice may conclusively presume that the address of a director to which such notice is to be directed is the business address of such director appearing in the Corporation's most current annual report to the North Carolina Secretary of State, unless prior to the sending of such notice such director has given such person or persons notice of a different address to which notices to such director should be directed.
- (c) A director's attendance at or participation in a meeting shall constitute a waiver by such director of notice of such meeting, unless the director at the beginning of the meeting (or promptly upon his or her arrival) objects to holding the meeting or to the transaction of business at the meeting and does not thereafter vote for or assent to action taken at the meeting.

Section 3.4 Quorum. A majority of the directors in office immediately before any meeting of the Board of Directors begins shall be required for, and shall constitute, a quorum for the transaction of business at such meeting.

Section 3.5 Manner of Acting. Except as otherwise provided in these Bylaws or required by applicable law, the affirmative vote of a majority of the directors present at a meeting of the Board of Directors shall be the act of the Board of Directors, if a quorum is present when the vote is taken.

Section 3.6 Organization. Each meeting of the Board of Directors shall be presided by the Chair of the Board or, in the absence or at the request of the Chair of the Board, by any person selected to preside by vote of a majority of the directors present. The Secretary, or in the absence or at the request of the Secretary, any person designated by the person presiding at the meeting, shall act as secretary of the meeting.

Section 3.7 Participation by Conference Telephone. Any one or more directors or members of a committee may participate in a meeting of the Board of Directors or committee by means of a conference telephone or similar communications device that allows all directors participating in the meeting to simultaneously hear each other during the meeting, and such participation in a meeting shall be deemed presence in person at such meeting.

Section 3.8 Open Meetings; Public Records. The Corporation shall comply with the North Carolina Open Meetings and Public Records laws, as set forth in Article 33C of Chapter 143 and Chapter 132, respectively, of the North Carolina General Statutes, or any successor law.]

ARTICLE IV OFFICERS

Section 4.1 General. The officers of the Corporation shall consist of the Chair of the Board of Directors, a Secretary, a Treasurer, and the Principal of the School, and may also include such other officers as may be appointed by the Board of Directors or otherwise provided in these Bylaws. The same person may simultaneously hold any two or more offices, but no person may act in more than one capacity where action of two or more officers is required. The title of any officer may include any additional designation descriptive of such officer's duties as the Board of Directors may prescribe.

Section 4.2 Appointment and Term. The officers of the Corporation shall be appointed from time to time by the Board of Directors; provided, that the Board of Directors may authorize a duly appointed officer to appoint one or more other officers or assistant officers, other than appointment of the Chair of the Board. Each officer shall serve as such at the pleasure of the Board of Directors.

Section 4.3 Removal. The Board of Directors may remove any officer at any time with or without cause; provided that any such removal shall not itself affect the contract rights, if any, of the person so removed.

Section 4.4 Compensation. The compensation of all officers of the Corporation shall be fixed by, or in the manner prescribed by, the Board of Directors, subject to the provisions of the Corporation's Articles of Incorporation and these Bylaws.

Section 4.5 Chair of the Board. The Board of Directors shall appoint from among its members an officer designated as the Chair of the Board. If there is appointed a Chair of the Board, then he or she shall, when present, preside over meetings of the Board of Directors and shall have such other duties and authority as may be prescribed from time to time by the Board of Directors or as are provided for elsewhere in these Bylaws.

Section 4.6 Secretary. The Secretary shall have the responsibility and authority to maintain and authenticate the records of the Corporation; shall keep, or cause to be kept, accurate records of the acts and proceedings of all meetings of directors and committees; shall give, or cause to be given, all notices required by law and by these Bylaws; shall have general charge of the corporate books and records; shall sign such instruments as may require the signature of the Secretary; and, in general, shall perform all duties incident to the office of Secretary and such other duties as may be assigned to him or her from time to time by the Board of Directors.

Section 4.7 Treasurer. The Treasurer shall have custody of all funds and securities belonging to the Corporation and shall receive, deposit or disburse the same under the direction of the Board of Directors; shall keep, or cause to be kept, full and accurate accounts of the finances of the Corporation in books especially provided for that purpose, and shall generally have charge over the Corporation's accounting and financial records; shall cause a true statement of its assets and liabilities as of the close of each fiscal year, and of the results of its operations and of cash flows for such fiscal year, all in reasonable detail, to be made as soon as practicable after the end of such fiscal year. The Treasurer shall also prepare and file, or cause to be prepared and filed; all reports and returns required by federal, state or local law and shall generally perform all other duties incident to the office of Treasurer and such other duties as may be assigned to him or her from time to time by the Board of Directors.

Section 4.8 Administrator The Board of Directors shall appoint the Administrator of the School. Subject to the direction and control of the Board of Directors, the Administrator shall supervise and control the management of the Corporation and shall have such duties and authority as are normally incident to the position of chief executive officer of a corporation and such other duties and authority as may be prescribed from time to time by the Board of Directors or as are provided for elsewhere in these Bylaws. In the absence of the administrator, the Chair of the Board of Directors or any other person appointed by the Board of Directors shall carry out the duties set forth in this Section 4.8.

ARTICLE V CONTRACTS, LOANS AND DEPOSITS

Section 5.1 Contracts. The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any document or instrument on behalf of the Corporation, and such authority may be general or confined to specific instances. Any resolution of the Board of Directors authorizing the execution of documents by the proper officers of the Corporation or by the officers generally and not specifying particular officers shall be deemed to authorize such execution by the Chair of the Board of Directors or by any other officer if such execution is within the scope of the duties and authority of such other officer.

Section 5.2 Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by the Board of Directors. Such authority may be general or confined to specific instances.

Section 5.3 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.

Section 5.4 Deposits. All funds of the Corporation not otherwise employed or invested shall be deposited from time to time to the credit of the Corporation in such depositories as the Board of Directors directs.

ARTICLE VI CONFLICTS OF INTEREST

Section 6.1 Purpose. The purpose of the conflicts of interest policy set forth in this Article VI is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Section 6.2 Definitions. For purposes of this Article VI, the following terms shall have the meaning set forth below.

- (a) "Compensation" includes direct and indirect remuneration as well as substantial gifts or favors.
- (b) "Interested Person" means any director, officer, or member of a committee with board-delegated powers that has a direct or indirect Financial Interest. If a person is an Interested Person with respect to any entity that is related to the Corporation, he or she is an Interested Person with respect to the Corporation and all related entities.
- (c) "Financial Interest" means any direct or indirect (whether through business, investment or family):
 - (i) ownership or investment interest in any entity with which the Corporation has a transaction or arrangement;
 - (ii) Compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement; or potential ownership or investment interest in, or Compensation
 - (iii) arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

A Financial Interest is not necessarily a conflict of interest. Under Section 6.3(b) hereof, a person who has a Financial Interest may have a conflict of interest only if the Board of Directors or the appropriate committee decides that a conflict of interest exists.

Section 6.3 Procedures.

- (a) Duty to Disclose. In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence of his or her Financial Interest and must be given the opportunity to disclose all material facts to the directors and members of committees with board-delegated powers considering the proposed transaction or arrangement.
- (b) Determining Whether a Conflict of Interest Exists. After disclosure of the Financial Interest and all material facts, and after any discussion with the Interested Person, the Interested Person shall leave the board or committee

meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists. If such members decide that a conflict of interest exists, then the procedures set forth in Section 6.3(c) shall be implemented.

(c) Procedures for Addressing a Conflict of Interest.

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

(d) Violations of the Conflicts of Interest Policy.

- (i) If the Board of Directors or committee has reasonable cause to believe that a person who is required to disclose actual or possible conflicts of interest has failed to do so, it shall inform such person of the basis for such belief and afford such person an opportunity to explain the alleged failure to disclose.
- (ii) If, after hearing such person's response and making such further investigation as may be warranted in the circumstances, the Board of Directors or committee determines that the person has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 6.4 Records of Proceedings. The minutes of the Board of Directors and all committees with board-delegated powers shall contain:

- (a) the names of the persons who disclosed or otherwise were found to have a Financial Interest in connection with an actual or possible conflict of interest, the nature of the Financial Interest, any action taken to determine whether a conflict of

interest was present, and the decision of the Board of Directors or committee as to whether a conflict of interest in fact existed; and

- (b) the names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Section 6.5 Compensation. A voting member of the Board of Directors who receives Compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's Compensation. A voting member of any committee whose jurisdiction includes compensation matters and who receives Compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's Compensation.

Section 6.6 Annual Statements. Each director, principal officer and member of a committee with board-delegated powers shall annually sign a statement, which affirms that such person:

- 1) Has received a copy of these Bylaws including the conflicts of interest policy set forth in this Article VI;
- 2) Has read and understands the policy;
- 3) Has agreed to comply with the policy; and
- 4) Understands that the Corporation is a charitable organization and that in order to establish and maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

Section 6.7 Periodic Reviews. To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include a determination of whether Compensation arrangements and benefits are reasonable and is the result of arm's-length bargaining.

Section 6.8 Use of Outside Experts. In conducting the periodic reviews provided for in Section 6.7, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of Directors of its responsibility for ensuring that periodic reviews are conducted.

ARTICLE VII RECORDS AND REPORTS

Section 7.1 General.

- (a) The Corporation shall keep all records and submit and file all reports and filings as required by applicable law. Unless the Board of Directors otherwise directs, the Treasurer shall be responsible for keeping, or causing to be kept, all financial and accounting records of the Corporation and for submitting or filing, or causing to be submitted or filed, all reports and filings of a financial or accounting nature, and the Secretary shall be responsible for keeping, or causing to be kept, all other records and for submitting or filing, or causing to be submitted or filed, all other reports and filings.
- (b) The Corporation shall keep as permanent records minutes of all meetings of its Board of Directors and a record of all actions taken by committees of the Board of Directors.
- (c) The Corporation shall maintain its records in written form or in another form capable of conversion into written form within a reasonable time.

Section 7.2 Records at Principal Office. The Corporation shall keep a copy of the following records at the Corporation's principal office: (a) its Articles of Incorporation or restated Articles of Incorporation and all amendments to them currently in effect; (b) its Bylaws or restated Bylaws and all amendments to them currently in effect; (c) a list of the names and business addresses of its current directors and officers; and (d) its most recent annual report delivered to the North Carolina Secretary of State pursuant to the North Carolina Nonprofit Corporation Act.

ARTICLE VIII GENERAL PROVISIONS

Section 8.1 Seal. Any officer of the Corporation authorized to execute or attest a document on behalf of the Corporation may affix or reproduce on such document, as and for the corporate seal of the Corporation, a seal in any form sufficient to evidence that it is intended by such officer to represent the corporate seal of the Corporation.

Section 8.2 Notice and Waiver of Notice.

- (a) Except as otherwise provided in the Articles of Incorporation or these Bylaws, any notice permitted or required to be given pursuant to these Bylaws may be given in any manner permitted by applicable law and with the effect therein provided.
- (b) Whenever any notice is required to be given to any person under the provisions of the North Carolina Nonprofit Corporation Act or under the provisions of the Articles of

Incorporation or Bylaws, a waiver thereof in writing signed by the person or persons entitled to such notice and included in the minutes or filed with the corporate records, whether done before or after the time stated in the notice, shall be equivalent to the giving of such notice.

Section 8.3 Fiscal Year. The fiscal year of the Corporation shall be the twelve-month period (or such shorter period as the Corporation is in existence) ending June 30 of each year.

Section 8.4 Indemnification.

- (a) Subject to, and to the extent consistent with, the requirements for qualification of the Corporation as a tax-exempt corporation described in Section 501 (c)(3) of the Internal Revenue Code of 1986, as amended, any person who at any time serves or has served as a director or officer of the Corporation shall have a right to be indemnified by the Corporation to the fullest extent permitted by law against (i) expenses, including reasonable attorneys' fees, actually and necessarily incurred by him or her in connection with any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, whether formal or informal, and whether or not brought by or on behalf of the Corporation, arising out of his or her status as a director, or his or her status as an officer, employee or agent of the Corporation, or his or her service, at the request of the Corporation, as a director, officer, partner, trustee, employee or agent of any other corporation, partnership, joint venture, trust or other enterprise or as a trustee or administrator under an employee benefit plan, or his or her activities in any of the foregoing capacities, and (ii) any liability incurred by him or her, including without limitation, satisfaction of any judgment, money decree, fine (including any excise tax assessed with respect to an employee benefit plan), penalty or settlement, for which he or she may have become liable in connection with any such action, suit or proceeding.
- (b) The Board of Directors shall take all such action as may be necessary and appropriate to authorize the Corporation to pay the indemnification required by this Bylaw, including without limitation, to the extent necessary, making a good faith evaluation of the manner in which the claimant for indemnity acted and of the reasonable amount of indemnity due him or her.
- (c) Subject to, and to the extent consistent with, the requirements for qualification of the Corporation as a tax-exempt corporation described in Section 501 (c)(3) of the Internal Revenue Code of 1986, as amended, expenses incurred by a director in defending an action, suit or proceeding may be paid by the Corporation in advance of the final disposition of such action, suit or proceeding upon receipt of an undertaking by or on behalf of the director to pay such amount unless it shall ultimately be determined that he or she is entitled to be indemnified by the Corporation against such expenses.

- (d) Any person who at any time after the adoption of this Bylaw serves or has served as a director or officer of the Corporation shall be deemed to be doing or to have done so in reliance upon, and as consideration for, the right of indemnification provided herein, and any modification or repeal of these provisions for indemnification shall be prospective only and shall not affect any rights or obligations existing at the time of such modification or repeal. Such right shall inure to the benefit of the legal guardian of any such person, shall not be exclusive of any other rights to which such person may be entitled apart from the provisions of this Bylaw, and shall not be limited by the provisions for indemnification in Sections 55A-8-51 through 55A-8- 56 of the North Carolina Nonprofit Corporation Act or any successor statutory provisions.
- (e) Any person who is entitled to indemnification by the Corporation hereunder shall also be entitled to reimbursement of reasonable costs, expenses and attorneys' fees incurred in obtaining such indemnification.

Section 8.5 Construction.

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

Section 8.6 Amendments.

- (a) These Bylaws may be amended or repealed and new bylaws may be adopted by action of the Board of Directors; provided, that no amendment may be made which would prevent the Corporation from qualifying as a tax-exempt corporation described in Section 501 (c)(3) of the Internal Revenue Code of 1986, as amended, or which would otherwise be inconsistent with the Corporation's Articles of Incorporation.

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 Leadership Learning Academy 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, an Administrator for the Leadership Learning Academy.

- (b) Approve the appointment of personnel annually, upon recommendation by the Administrator, subject to standards established by the State Board of Education.
- (c) Acquire by purchase or otherwise all land and facilities required for the Leadership Learning Academy.
- (d) Apply the standards and requirements for admission and of students established in the Leadership Learning Academy's application and standards established by the State Board of Education.
- (e) Provide the instructional services for the Leadership Learning Academy as delineated in its application and according to regulations and standards adopted by the State Board of Education.
- (f) Upon recommendation by the Administration, and within state guidelines, establish and/or terminate programs of instruction it deems appropriate to enhance or further the mission of the Leadership Learning Academy and for which financial resources are adequate to ensure quality.
- (g) Require the execution of such studies and take steps as are necessary to ensure that the functions of the Leadership Learning Academy are those that are most helpful and feasible in light of the resources available to the school.
- (h) Adopt and recommend current expense and capital outlay budgets.
- (i) Perform such other acts and do such other things as may be necessary or proper for the exercise of the foregoing specific powers, including adoption of the mission statement for the Leadership Learning Academy adoption and enforcement of all reasonable policies, rules, regulations and bylaws necessary for the governance and operation of the Leadership Learning Academy, Rules and regulations of the State Board of Education, and the North Carolina General Statutes shall have precedence over bylaws and policies of the School, Inc.
- (j) Evaluate the performance of the Administrator annually and prepare a report by June 30th each year. The performance evaluation shall be conducted by predetermined criteria established and approved by the Board of Directors of the Leadership Learning Academy.
- (k) Approve policies for the Leadership Learning Academy for inclusion in the Board Policy Manual for the school. The Board of Directors has ultimate approval authority over institutional policies. The Administrator or his/her designee is responsible for the development of proposed policies or policy revisions for presentation to the Board of Directors.
- (l) The Board of Directors reserves for itself all other duties, responsibilities, and powers, not inconsistent with Chapter 115C or the regulations of the State Board of Education.

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

The Leadership Learning Academy Board of Directors is committed to the dissemination of knowledge, the engendering and development of skills, competencies and understandings, and to the nurture of sound and enduring personal and intellectual habits and attitudes. To that end, it shall be the purpose of the Board of Directors at all times to ensure that all employees of all classifications in the Charter School shall be of such character, habits, philosophy, qualifications, experience, and competence that their influence upon students, each other, and upon the various publics of the Charter School is wholesome and constructive.

Members of the Board of Directors will encourage development of policies designed to maintain this environment and to further excellence and quality in charter school education, recognizing that all policy decisions should reflect this commitment, enhance the school environment and accomplish the school's stated mission. All policy decisions will be made only after presentation of any proposed policy and full discussion of said policy at publicly announced Board meetings.

Board members will render all their decisions based on the available facts and their independent judgments, refusing to surrender that judgment to individuals or special interest groups who might wish to exert undue influence upon a member of the Board or the entire Board. The Board will protect the students and the school from any undue intrusion or influence upon its policies from political, religious, or other external bodies.

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

The Conflict of Interest Policy for Board members is stated below.

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.

The Board of Directors may not amend the Corporation's Articles of Incorporation in a manner that has the same effect as any change or amendment referred to above without the approval required to make such change or amendment of the Bylaws.

Supports to the Board of Directors:

In conducting its activities, the Board of Directors will be supported by several groups designed to ensure that all relevant stakeholders have a voice in the School's governance. Ultimate legal responsibility for operating the School will, of course, remain with the Board of Directors. The specific functions of each group, along with procedures for group membership and the conduct of their separate activities, will be developed in more detail during the planning year. These groups include the following:

Academic Advisory Committee: The Academic Advisory Committee will be comprised of professional educators, as well as other individuals with interest and experience in teaching adolescents. We hope to

include, for example, retired teachers, local business leaders and others interested in education, broadly defined. The Committee will provide a forum for educators and other individuals with relevant expertise to work with the School's Principal and faculty to develop and continually improve the School's curriculum. The Committee also will include at least one person with expertise in meeting the needs of exceptional children.

Parents and the PTA: Parents will be involved in decisions on school policies such as discipline and parent/school communications; in priority setting and planning; providing advice on the school programming including adaptations to the Core Curriculum and extracurricular activities offered; and recommending criteria for hiring of school staff. The School will have an active parent-teacher association (PTA). The PTA will help with fundraising, coordinate parent volunteers for field trips, etc., and promote parent involvement in their children's education. The PTA will also provide another forum where students can observe adults in leadership roles developing plans and working out issues in a voluntary association with its own bylaws and procedures, which will further our specialized education goals.

Student Government: An active student government in which students are meaningfully involved in real decisions affecting their school will be one of the School's most innovative features. We agree with the National Council for the Social Studies (NCSS) that "Effective student governments serve a number of important purposes in our schools. They are laboratories in which students can learn and practice essential citizenship skills, respect for human dignity, and the value of the democratic process. They provide students with effective forums for advocating new ideas and initiating school improvements. Effective student governments also provide a platform for the orderly expression of conflicting viewpoints and procedures for resolving conflicts when students disagree with policies and decisions that affect their lives." The North Carolina legislature endorsed this view in 2003 by enacting a law encouraging all high schools and middle schools to have elected student councils "through which students have input into policies and decisions that affect them." The law further provides that "The purpose of these student councils is to build civic skills and attitudes such as participation in elections, discussion and debate of issues, and collaborative decision making. Schools shall encourage active, broad-based participation in these student councils." In the case of Leadership Learning Academy, we will begin the student council in elementary schools. Students will be involved in school decisions, i.e. design of mascot, input on uniform changes for upcoming year; and/or fundraising ideas.

A close connection between the School and the surrounding community is central to our mission of helping young people develop into competent and active citizens. The student government will serve as a community engagement committee and leadership development tool. Student government will be responsible for selecting, organizing and executing regular community service events for the school. The student government will be comprised of elected student leaders as well as parent and school volunteers to assist and supervise the student government. Service learning combines community service experience with classroom instruction and reflection. It "bring[s] to life important political and social issues and thereby encourages youth activism and engagement." The experiential nature of service learning and its integration with a leadership development make it a perfect fit for the School and will also help the school to strengthen its relationship with the community.

Student Achievement Goals:

Consistent with our mission, our ultimate goal is for our students to learn through multiple intelligences, think critically and creatively, act ethically and develop a powerful leadership skill

set to prepare them for successful higher learning and adult careers. In order to implement these goals, we will need to develop operational definitions that are assessable. There are at least two components to this: we expect our students to acquire a good general education that will prepare them for success in college; and want them to acquire a leadership disposition, i.e. both the ability to be an effective and productive leader and team member. Along the way, we expect our students to make progress from year to year and to perform at or above grade level. During the planning year, the Board, Academic Advisory Committee, volunteers and staff, will develop rubrics and formative assessment instruments like parent evaluations to measure our students' performance (and thus the school's success) in accomplishing the goals contained in our mission statement.

We recognize these are high standards, we will provide the necessary support so that students of all abilities who are willing to make the necessary effort will be able to succeed at Leadership Learning Academy. Support may come from a variety of sources in the form of individualized attention from teachers, cutting edge technology, tutoring by volunteers or from after school learning opportunities.

School Performance Measures:

The true measure of the organization's effectiveness is improved academic achievement for our students. There will be other indicators of success, but none greater than the measure – did the student improve academically. There will be both quantitative and qualitative measures used to evaluate our success.

	Year 1		Year 2		Year 3		Year 4		Year 5	
Quantitative Performance Measures	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target
EOG Math Passing grade		60%		62%		65%		67%		70%
EOG Reading passing grade		60%		62%		65%		67%		70%
Students will have fewer than 3 unexcused absences		60%		65%		68%		70%		75%
Number of students suspended		<5%		<4 %		<3%		<2%		<1%
Parents attending teacher conference at least 1x a year		75%		80%		85%		90%		>95%
Qualitative Performance Measure	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target

Student/Parents satisfaction survey results indicating highly satisfied		80%		85%		90%		95%		98%
Teacher satisfaction survey results indicating highly satisfied		85%		88%		90%		95%		98%
Highly qualified teachers		80%		85%		90%		95%		98%
Demonstrated fiscal compliance aeb annual audit result		100%		100%		100%		100%		100%
Safe school aeb number of violent acts		<5		<5		<5		<3		<2
Compliance Review Scores		>.80%		>85%		>90%		>95%		>95%

D. PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CSO)

Not Applicable

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

Leadership Learning Academy will not discriminate against any student on the basis of ethnicity, national origin, gender, or disability, and will 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. Pursuant to GS 11 5C-23 8.29B(b)(1 1), the School’s Board of Directors may refuse to admit any student who is suspended or expelled from any school due to actions that would lead to suspension or expulsion from a public school under GS 1 15C-391 until the period of suspension or expulsion has expired.

Marketing for new students will be an ongoing process. Our plan will include a variety of strategies including routine mailing to prospective students; radio campaign; print ad campaign; social media: web ads; information sessions; participation in education fairs; and telling “our” story in community meetings, churches, child development centers. Our plan will also address the intangibles of customer service, accessibility and personal attention. (More information included below in our detailed marketing plan).

The School will hold an open enrollment period from January 1st through February 28th of each year. If, in any year, February 28th falls on a Saturday or Sunday, then the enrollment period will end on the preceding Friday.

Prior to submitting an application, a student and his or her parent or guardian will be encouraged to attend an informational session at which the School’s philosophy and educational approach will be explained, and questions answered. All students who submit a complete application by 5:00pm on the

last day of the enrollment period will be admitted, unless the number of applications received for any grade level exceeds the number of openings at that grade level.

If the number of applications received for any grade level exceeds the number of openings at that grade level, then a lottery will be held to determine admissions for that grade. Children of the School's Principal, teachers, and teacher assistants will be given enrollment priority. Beginning with its second year of operations, the School will also give enrollment priority to siblings of currently enrolled students who were admitted to the School in a previous year.

The admissions lottery will be held on the second Saturday in March. The lottery will be conducted in a board meeting that is open to the public by one or more members of the Board of Directors who do not have any children enrolled in, or applying for admission to, the School and at least one additional disinterested person from the community to ensure fairness. All names will be randomly drawn and students will be admitted based on the order of selection. The lottery will continue until all names are drawn. Students not admitted will be placed on a waiting list in the order in which their names are drawn. If any admitted student declines to enroll in the School, then admission will be offered to students on the waiting list, in order. If openings remain available for any grade after the enrollment period ends, then additional applications will be accepted on a first come, first served basis until there are no further openings. Additional applications may also be accepted, in the order in which received, and placed on a waiting list in the same order. Applications will be date- and time-stamped upon receipt. Students on the waiting list but not admitted for any year will be required to file a new application to be considered for admission in a later year.

The school will send either a "notice of acceptance" or "wait-listed" letter to the parent of each applicant. The parent or legal guardian of each child accepted must then confirm the child's eligibility for enrollment and intention to enroll within 14 days of receipt of the notice of acceptance. Prior to enrollment, the following documentation for each accepted student must be submitted by his or her parent or legal guardian:

- Copy of birth certificate
- Immunization record
- Social security number
- Records transferred from previous school

Student transfer process:

We will build collaborative relationships with Charlotte Mecklenburg Schools (CMS) that will include establishing a simple process for transferring student and their records between schools. We will initiate an informal MOA with CMS that identifies roles and responsibilities for each of us that will guide a seamless transition for our students and families. We will build on our already existing relationships to problem solve and avoid conflicts whenever possible. Our intake packets will include a consent to release records which will start the process. Our staff will guide the families - taking them out of the sometimes complicated process, as soon as it is legally possible. It will be the direct responsibility of our guidance staff to submit record request/release forms and to follow up to ensure that the orderly transition happens in a timely manner. The reverse process will be true if a student is leaving us for another school.

V. EDUCATION PLAN

Instructional Program GS 115C-238.29F (d):

1. Education Theory, Foundation of the Model and Proposed Innovative Offerings:

Leadership Learning Academy will provide a great education – which will be personalized and challenge every student to their personal best. We will use an Instruction based curriculum created and implemented using Howard Gardner's Multiple Intelligences Theory (MI). Using the MI framework, Leadership Learning Academy will develop each student's strongest intelligences and natural abilities while strengthening their overall character. The MI method will be used across all disciplines to enhance both our basic core curriculum and our value added educational focus. Gardner's Theory of multiple intelligences states not only do human beings have several different ways of learning and processing information, but these methods are relatively independent of one another: leading to multiple "intelligences" as opposed to a general intelligence factor among correlated abilities. There are currently nine identified intelligences: verbal/linguistic, visual/spatial, mathematical/logical, bodily/kinesthetic, musical/rhythmic, intrapersonal, interpersonal, naturalist and existentialist. These intelligences are defined as:

1. VISUAL/SPATIAL - children who learn best visually and organizing things spatially. They like to see what you are talking about in order to understand. They enjoy charts, graphs, maps, tables, illustrations, art, puzzles, costumes - anything eye catching.
2. VERBAL/LINGUISTIC - children who demonstrate strength in the language arts: speaking, writing, reading, listening. These students have always been successful in traditional classrooms because their intelligence lends itself to traditional teaching.
3. MATHEMATICAL/LOGICAL - children who display an aptitude for numbers, reasoning and problem solving. This is the other half of the children who typically do well in traditional classrooms where teaching is logically sequenced and students are asked to conform.
4. BODILY/KINESTHETIC - children who experience learning best through activity: games, movement, hands-on tasks, building. These children were often labeled "overly active" in traditional classrooms where they were told to sit and be still!
5. MUSICAL/RHYTHMIC - children who learn well through songs, patterns, rhythms, instruments and musical expression. It is easy to overlook children with this intelligence in traditional education.
6. INTRAPERSONAL - children who are especially in touch with their own feelings, values and ideas. They may tend to be more reserved, but they are actually quite intuitive about what they learn and how it relates to them.
7. INTERPERSONAL - children who are noticeably people oriented and outgoing, and do their learning cooperatively in groups or with a partner. These children may have typically been identified as "talkative" or "too concerned about being social" in a traditional setting.
8. NATURALIST - children who love the outdoors, animals, field trips. More than this, though, these students love to pick up on subtle differences in meanings. The traditional classroom has not been accommodating to these children.
9. EXISTENTIALIST - children who learn in the context of where humankind stands in the "big picture" of existence. They ask "Why are we here?" and "What is our role in the world?"

Gardner's theory argues that students will be better served by a broader vision of education, wherein teachers use different methodologies, exercises and activities to reach all students, not just those who excel at linguistic and logical intelligence.

Dr. Gardner says that we should place equal attention on individuals who show gifts in the other intelligences: the artists, architects, musicians, naturalists, designers, dancers, therapists, entrepreneurs, and others who enrich the world in which we live. Unfortunately, many children who have these gifts don't receive much reinforcement for them in school. Many of these kids, in fact, end up being labeled "learning disabled," or "ADD (attention deficit disorder, or simply underachievers)", when their unique ways of thinking and learning aren't addressed by a heavily linguistic or logical-mathematical classroom. The theory of multiple intelligences proposes a major transformation in the way our schools are run. It suggests that teachers be trained to present their lessons in a wide variety of ways using music, cooperative learning, art activities, role play, multimedia, field trips, inner reflection, and much more.

Along with the MI method the Leadership Language Academy will incorporate several facets of the 21st century skills education model. The 21st century skills implementation requires the development of core academic subject knowledge and understanding among all students. Those who can think critically and communicate effectively must build on a base of core academic subject knowledge. Within the context of core knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. When a school builds on this foundation, combining the entire framework with the necessary support systems—standards, assessments, curriculum and instruction, professional development and learning environments—students are more engaged in the learning process and graduate better prepared to thrive in today's global economy.

The 21st century skills education model adds interdisciplinary learning skills to the teaching of core subjects. The interdisciplinary learning skills include: global awareness, financial literacy, civic literacy, health literacy, and environmental literacy. The 21st century model also focuses on learning and innovative skills; information, media and technology skills; as well as life and career skills. The Leadership Academy will cultivate future global leader who will need a variety of skills to thrive in today's ever-changing environment. Leadership and responsibility is a large part of the Academy's mission and the 21st century model works specifically to teach students how to lead. Students will learn how to use interpersonal and problem-solving skill to influence and guide others toward a goal, inspire other to reach their very best via example and selflessness, demonstrate integrity and ethical behavior in using influence and power, and act responsibly with the interests of the larger community in mind.

Our education plan will provide guidance in the following areas:

Superior Study Habits

The student is responsible for making the most of their own education. Instilling effective study habits then allows each student to function as a self-learner and retain more of what is provided by the educators. According to Dr. Bob Kizlik, "Study skills improve learning and understanding and ultimately your grades." Individual and group study assignments under the direction of a highly qualified educator will be assigned to aid the development of highly effective study skills.

Upon arrival at the school, students will be assessed and monitored so staff can identify their “learning” style. Staff will then work with students to develop a personalized study plan.

Challenging Courses

According to educator Dr. Kurt Hahn, “A big enough challenge will bring out strengths and abilities you never knew you had. Take on challenges and you will bring yourself to life.” The MI vehicle allows teachers to challenge each student to their highest potential, but also provides another key component of success for growth through challenge, that is a supportive environment to nurture the process and provide encouragement. 21st century themes will be incorporated into all core subjects.

Outstanding Student Literacy

Research indicates that reading increases writing ability, comprehension, vocabulary, spelling and grammatical development. Reading quality literature on a consistent basis will aid the development of university ready aptitude in literacy. Students will be required to read classic literature as well as contemporary literature that they can relate to in their daily lives, which will enhance comprehension.

Gainful Extracurricular Activities

MI theory states that learning takes many forms. To encourage this learning experience, extracurricular activities will provide students with an exciting opportunity to participate in a variety of multi-cultural, civic and leadership events. All students will be involved in an annual community service project. Possible activities include low and high ropes teambuilding courses, visits to the state capital, guest speakers and sports events.

Motivating Student Interests

Identifying and exploring subjects, vocations and activities students enjoy, foster the desire for educational growth in each individual. Using the MI model to introduce students to an array of educational paths provides students with the necessary experience to select the higher education they wish to pursue rather than whether or not to pursue higher education at all.

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

Leadership Learning Academy will implement The Balanced Curriculum as described by NCDPI for the Standard Course of Study (SCS) for elementary and middle school. Our liberal arts education will challenge students in all areas of learning and allow them the opportunity to demonstrate their knowledge in a variety of ways. Students will be engaged in active learning and challenged to higher levels of thinking. This will help students to connect knowledge to practical application and engage them into multiple learning styles. Providing students with a balanced and rich curriculum - teaching them strategies and processes for determining solution to problems - will enable them to succeed in a variety of arenas including performance on standardized test.

A balanced and comprehensive curriculum means teaching across all areas of the SCS and applying skills and processes across the curriculum in a variety of ways. Every child including those

with disabilities is entitled to a full, well-rounded education as provided by a balanced curriculum. The results will be students who:

- Develop a love for learning and become life-long learners
- Find relevance in and connections with what they learn
- Understand themselves and those around them
- Demonstrate talents they bring with them to school
- Develop new and necessary skills to be successful in school and life

The Principal will be the Instructional Leader who plays a central role in overall schools organization, as well as the day to day schedule. H/she will have primary responsibility for monitoring the curriculum. The Principal will ensure fidelity to the model and will develop appropriate staff development opportunities based on training needs. S/he will serve as the in house expert and lead contact. As needed, the Principal will consult with NC DPI staff for technical assistance in fully implementing a balanced curriculum.

Well trained, committed teachers are critical to the success of the school. The school will ensure extensive training in areas of Multiple Intelligences Theory; Tenets of 21st Century Learning; Positive Actions; Balanced Curriculums; Integration Strategies; Use and creation of open-ended assessment; Inclusion of Exceptional Children in Programming; Diversity and other research based staff development based on the needs of school and staff.

Planning is essential to the success of our curriculum. Teachers will be provided time for both individual and team planning. Planning allows teachers to monitor students' progress, evaluate effectiveness and adapt strategies as needed to make sure that the right intervention is getting to the right students at the right time.

The teaching team will provide an integrated learning environment which includes an interdisciplinary curriculum, integrated studies and thematic approaches. Instead of separating the day into distinct segments based on subject area, topics will be selected and units designed around topics. This will allow for more interactive, hands on learning and activities allowing students to apply the learned knowledge and skill in problem solving activities. The teachers will have opportunity to integrate subjects across the day, week and month. Integration of subjects will help the students in becoming good readers and writers. The best way to prepare students to do well on the EOC/G tests is to help them become proficient readers and writers through teaching the entire SCS.

Teachers will engage students in active learning and challenge them to higher levels of thinking by helping them to connect knowledge. This curriculum will allow Leadership Learning Academy to educate the whole child. Teachers will differentiate the curriculum to meet the needs of all students. These differential practices will include tiered assignments, learning contracts, individual project, acceleration and use of off grade level materials. Students will have uninterrupted blocks of instruction time to receive in depth, connected instruction and to develop concepts rather than memorizing facts in isolation.

Teachers will complete an MI learning assessment for each student at the beginning of the year. Once teachers have discovered the learners' individual mix of strengths, they will tailor teaching methodologies to engage students. Examples below:

- Activities to engage language learners could include: reading plays or poetry out loud; journaling; choral reading; and exploring love of words, i.e. meaning of words, origin of words and idioms.
- Activities to engage spatial learners could include: study and creation of maps, diagram and graphs; making chart from survey results; crossword puzzles
- Activities to engage logic/math learners could include: games that require critical thinking; outlines; analysis of word patterns.
- Activities to engage bodily movement language learners could include: changing the location where writing occurs or use different tools for writing – i.e. computer, blackboard, large sheet of paper; allow students to take breaks from work – allow students to do a cross- lateral walk; form letters out of bread dough then bake bread and eat it,
- Activities to engage musical/rhythmic learners could include: use of familiar tunes, song or rap beat to teach spelling rules or to remember words in a series or test; reading together to work on fluency and intonation; use of music as background while reviewing and for helping to remember new material.
- Activities to engage social learners could include: group discussions or discuss a topic one on one; read a play or dialogue; have students write notes to each other without talking;
- Activities to engage self-learners could include: setting time for reflection on new ideas or information; working on computers; using inspirational thoughts of the day.
- Activities to engage naturalist learners could include: hikes or learning set outside; using books and articles about nature and the environment;

The reasons for the academic and behavioral success of the program are twofold. First, every student has an opportunity to specialize and excel in *at least* one area. Usually, however, it is three or four. Secondly, each student learns the subject matter in a variety of different ways, thereby multiplying chances of successfully understanding and retaining that information. Many student needs are met through this program. Their intellectual needs are met by constantly being challenged and frequently exercising their creativity. At the same time, their emotional needs are met by working closely with others. They develop diverse strengths, and they understand themselves better as individuals.

Our selected foreign languages of Spanish and American Sign Language will be integrated in the daily schedule using a variety of methods to include use of bulletin boards; words/phrases of the day; use of bilingual staff; computer programs; interactive activities and cultural awareness programs.

Daily schedule will include a before school program called "JUMP START". This voluntary, structured program will be opened to all students. This program will provide opportunities for remedial tutoring, homework assistance, leadership skill practice, and enrichment activities. In addition to staff, we will use parent and community volunteers to work one on one with students.

Extracurricular activities will be open to all students. Activities will include Spanish Club; Student Government; community service projects, martial arts, drama, debate club and dance/cheerleading classes. In addition, Saturday school will be available twice each month.

Report cards will be issued quarterly. Parents will be invited to a parent-student-teacher conference at the end of each quarter. Grading for K-2 will be done using mastery indicators, while grading for 3-8 will include both grades and mastery indicators. The mastery indicators will align with the scoring for End of Grade/Course tests. Information on mastery provides confirmation when the student is learning as expected, or provides warning signs and opportunities to intervene early when they are not on track. Each class will have a MASTERY WALL recognizing students who have demonstrated mastery of a meaningful chunk of knowledge and skills. An indicator of mastery is not just the ability to repeat facts or figures, rather it includes being able to integrate a series of skills and knowledge, such as in a substantive class project.

The parent-student-teacher relationship is critical to the success of our school. Parents will be encouraged to participate in the school through volunteering, participating in training, taking an active leadership role on PTA, BOD, Student Government or Academic Advisory Council.

Leadership Learning Academy has adopted the six principles (Pillars) outlined below to maximize student success in school. These principles will provide guidance over time for the entire school community, including the Board of Directors, Academic Advisory Committee, Administrators, teachers, staff, parents, students and volunteers. These principles also provide prospective students and their families an overview of the School's philosophy and the expectations for those who choose to join our school community.

[Provide a Rigorous College Preparatory Program to Prepare Students for a Competitive Higher Learning Environment:](#)

College preparation begins at an early age. The benefits of higher education are proven to have a profound positive impact both individually and on the community as a whole. A 1998 report published by the Institute for Higher Education Policy reviews the individual benefits that college graduates enjoy, including higher levels of saving, increased personal/professional mobility, improved quality of life for their offspring, better student decision making, and more hobbies and leisure activities. According to a report published by the Carnegie Foundation, non-monetary individual benefits of higher education include the tendency for postsecondary students to become more open-minded, more cultured, more rational, more consistent and less authoritarian; these benefits are also passed along to succeeding generations. Additionally, college attendance has been shown to "decrease prejudice, enhance knowledge of world affairs and enhance social status" while increasing economic and job security for those who earn bachelor's degrees. Research has also consistently shown a positive correlation between completion of higher education and good health, not only for oneself, but also for one's children. In fact, "parental schooling levels (after controlling for differences in earnings) are positively

correlated with the health status of their children" and "increased schooling (and higher relative income) are correlated with lower mortality rates for given age brackets". Preparing youth for successful higher academia then provides a most needed service not only for current generations, but also for future generations.

[Instill a Solid Foundation in Cutting Edge Technology and Business Principles](#)

Integrating technology into the curriculum for the purpose of creating analytical thinkers capable of connecting information with workplace experiences plays a vital role in the Leadership Learning Academy experience. Courses will be offered beyond the NC Board of Education's standards for

technology. Using technology in the classroom – more than a once a week class – across all instruction will create better learning opportunities for students. Hands on manipulation of data will provide students opportunities to examine and analyze data. Students will use common technology tools such as Word, Publisher, Excel, Power Point and the internet to research, collaborate, and evaluate information. Using these tools will prepare students both for higher learning and a future in the work force. While using the latest technology in a well-equipped classroom, students will integrate the use of this technology as they practice writing business plans, operations management and decision making under the supervision of educators and business professionals.

[Develop Strong Leadership Skills That Will Benefit Students in Practical Applications](#)

According to a study on Leadership performed by Adsidia, "excellent leadership generates high levels of business performance and success." Strong Leadership Skills are linked to higher financial earning, greater confidence and healthier interpersonal relationships. As our name states, the Leadership Learning Academy is focus driven on developing the youth of today into tomorrow's leaders, armed with outstanding communication and public speaking skills, management proficiency, confidence and experience preparing them for personal and professional success in our community.

Borrowing support from expert individuals across many industries including IBM, Queens University, the Cedar Grove Learning Center, ITT, MAIA and Robbins Research International Inc., we have a powerful leadership development program that has demonstrated overwhelming success on individuals from children to adults. The 14 class programs outlined below, coupled with student class presentations, team building challenges and out-of-class community activities will equip students as effective leaders and integrate cross curricular ties between leadership and core academics.

- Goal setting – Setting goals sets your sight on success
- The communication and learning process – DECR: Demonstrate, Explain, Correct, Repeat
- Beating public speaking anxiety – Tips for success in public speaking
- Providing constructive criticism - Praise, Correct, Praise and indirect correction
- Verbal communication skills – Voice projection and removing filler words

- Non-verbal communication – Positive body language, posture and touch
- Coaching without elephants – Leading with positive instruction over negative instruction
- Preframing and reframing – Follow up to leading with positive instruction
- The leadership blueprint – Building a manual and plan across different leadership environments
- The language of seating – Positioning yourself for interpersonal success
- Crowd control – The dynamics of large group leadership
- The six thinking hats – Edward Debono’s six thinking hats and exploring different perspectives. The six thinking hats focus on information, emotion, good judgment, bad judgment, and creativity.
- Conflict resolution – Based on the Thomas Killman conflict mode instrument
- Ethics – A guide to exploring ethical decision making processes

Providing students with an in depth opportunity to explore leadership as an independent subject and integrate it into regular class studies benefits not just the students, but staff as well. Role modeling the leadership traits we teach is an important part of our curriculum and will help hold our teachers to the highest standard of excellence in their day to day instruction.

Foster Family Involvement and Encourage Active PTA Participation

According to the Harvard Family Research Project “For the overall population of students, the academic advantage for those whose parents were highly involved in their education averaged in the general range of about 1/2 of a standard deviation for overall educational outcomes, grades, and academic. This means that the academic achievement score distribution for children whose parents were highly involved in their education was substantially higher than that of their counterparts whose parents were less involved.” The Michigan Department of Education even reports that, “family participation in education is twice as predictive of student academic success as family socioeconomic status.”

To foster family involvement Leadership Learning Academy will use Joyce Epstein’s Six Types of Parent Involvement. She identifies a framework composed of critical components to ensure maximum parent and family involvement in the child’s education:

- 1) PARENTING: Help all families establish home environments to support children as students.
- 2) COMMUNICATING: Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.
- 3) VOLUNTEERING: Recruit and organize parent help and support.
- 4) LEARNING AT HOME: Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities.

5. **DECISION MAKING**: Include parents in school decisions, developing parent leaders and representatives.

6. **COLLABORATING WITH COMMUNITY**: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

Leadership Learning Academy will ensure active parent involvement through a written parent involvement plan which will include goals for involving parents in decision making; ensuring easy access to school personnel; receiving effective, frequent communication; being offered training and resource materials to support students' learning; and maintaining parent involvement that reflects the diversity of the parents whose children attend the school.

Hire and Continuously Train Professional Teachers to remain Effective and Competent Educators

“To teach is to learn twice” --Joseph Joubert

The Leadership Learning Academy will employ teachers who have a degree in child education. Our curriculum is highly specialized. It not only requires teachers who are trained in education, but dedicated individuals who are able to listen, encourage, support children, and creates a learning environment that enables them to use their skills and motivation to learn. The Leadership Learning Academy will hire teachers that are open-minded and understand that although they are facilitating the learning process, they can learn from their students as well. All staff will encourage a culture of learning and acceptance of students' individual differences.

The Leadership Learning Academy firmly believes that continuous professional development is synonymous with quality academia. Current research overwhelmingly demonstrates that quality teaching practice is one of the most significant influences on children's learning. Because professional development is a vital component in enhancing the quality of teaching practice, the Leadership Learning Academy will hold regular training programs for staff, administrators, parents and others involved in our educational programming.

Integrate Character Development through Martial Arts and Evidence-based Positive Actions:

The philosophy of a martial arts character development education program is to encourage children and adolescents to work toward the following goals: (1) a commitment to a respectful attitude, kindness, and self-protection through nonviolence; (2) a commitment to leadership and nonjudgmental role modeling, moral behavior, and altruistic service to others; (3) a commitment to try hard, stay healthy, learn to overcome fear and possessiveness, develop confidence, and exercise restraint in the face of provocation. There are numerous studies to support the unique value of a martial arts education program on youth character development.

Recent studies of the impact of martial arts on delinquent adolescents found that stressing not only physical but also the psychological aspects, demonstrated lessened aggression, lowered anxiety, and increased self-esteem. In addition, scores on the Jackson Personality Inventory

revealed a significant increase in social adroitness and value orthodoxy. Layton, Higaonna, and Arneil also found that the practice of martial arts lowered aggression. Kurian, Verdi, Caterino, and Kulhavy found that the longer a martial arts student practiced and moved up in belt rank, the higher the levels of self-reliance and optimism. In their study, higher belt rank was associated with more positive attitudes toward life. In an earlier study using Cattell's 16 Personality Factor Questionnaire, Kurian, Caterino, and Kulhavy found that the longer a student studied martial arts, the lower the score on anxiety and the higher the score on independence. Another study concluded that applying the principles of martial arts led to a general improvement in psychological health, especially in terms of assertiveness and stress management. Rothpearl, reviewing four studies, concluded that, despite problems assigning causality, involvement in a martial art helps students cope with stress. Another school in Topeka, Kansas reported their "gentle warrior" martial arts class is having a dramatic impact with a 50% drop in school suspensions, a 32% drop in visits to the principal, and a 20-point increase in standardized academic achievement test scores in the first 18 months of the project. Parents of children and adolescents in a martial arts program noted that the most important benefit of martial arts was their children's increased self-confidence.

In addition to integrating character education through the martial arts program, LLA will implement Positive Actions into the daily instructional curriculum. The primary goal is to offer a program that is **effective, efficient, empowering, and easy to use**. *Positive Action* is a proven **evidence-based** program for improving **academics, behavior, and character**. The program helps students achieve excellence by meeting their needs, challenges, and goals. The program teaches the positive actions for the physical, intellectual, social and emotional areas of the self.

By implementing the Positive Action program Leadership Learning Academy will take a proactive approach to discipline. The Positive Action philosophy addresses the core of each person: "You feel good about yourself when you think and do positive actions, and there is always a positive way to do everything." The Thoughts-Actions- Feelings Circle helps apply this simple truth to any situation by illustrating how positive thoughts lead to positive actions, positive actions lead to positive feelings about yourself, and positive feelings lead to more positive thoughts. This empowering approach teaches students how and why to make positive choices for a lifetime. The program doesn't just teach a few positive behaviors and stop there. It teaches the process and develops the intrinsic motivation; giving students the skills for a happy and successful life—the ultimate goal of education. The philosophy and Circle are taught through six units that are central to all components of the program. These units include:

- Unit 1—The Philosophy and Thoughts-Actions-Feelings Circle
- Unit 2—Positive Actions for a Healthy Body and Mind
- Unit 3—Positive Actions for Self-Management
- Unit 4—Positive Actions for Getting Along with Others
- Unit 5—Positive Actions for Being Honest with Yourself and Others
- Unit 6—Positive Actions for Improving Yourself Continually

Sample Daily Schedule for 1st Grade class

	Monday	Tuesday	Wednesday	Thursday	Friday
8:15 – 8:30	Arrival/Welcome/ Announcements	Arrival/Welcome/ Announcements	Arrival/Welcome/ Announcements	Arrival/Welcome/ Announcements	Arrival/Welcome/ Announcements
8:30-9:00	POSITIVE ACTIONS	POSITIVE ACTIONS	POSITIVE ACTIONS	POSITIVE ACTIONS	POSITIVE ACTIONS
9:00-9:30	OPEN EXPLORATION	OPEN EXPLORATION	OPEN EXPLORATION	OPEN EXPLORATION	OPEN EXPLORATION
9:30-9:45	Snack/rr break	Snack/rr break	Snack/rr break	Snack/rr break	Snack/rr break
9:45 – 11:15	English/Language Art/Social Studies Block	MATH/SCIENCE/ HEALTH	English/Language Art/Social Studies Block	MATH/SCIENCE/ HEALTH	English/Language Art/Social Studies Block
11:15- 11:45	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
11:45- 12:15	DEAR	DEAR	DEAR	DEAR	DEAR
12:15-1:00	Special GROUP TIME – MARTIAL ARTS	Special GROUP Time –SPANISH	Special GROUP Time – ART/MUSIC	Special GROUP TIME- SPANISH	Special GROUP TIME - GAMES, GAMES, GAMES!
1:00 – 2:00	MATH/SCIENCE/ HEALTH	English/LA/ Social Studies Block	MATH/SCIENCE/ HEALTH	English/LA/ Social Studies Block	MATH/SCIENCE/ HEALTH
2:00-2:30	Keep It Moving	Keep It Moving	Keep It Moving	Keep It Moving	Keep It Moving
2:30-3:00	Open Exploration (small group)	Open Exploration (small group)	Open Exploration (small group)	Open Exploration (small group)	Open Exploration (small group)
3:00-3:15	Snack and Pack (class dismissal)	Snack and Pack (class dismissal)	Snack and Pack (class dismissal)	Snack and Pack (class dismissal)	Snack and Pack (class dismissal)

1. Announcements done by student each day,
2. Positive Action is evidence based character education
3. Open Exploration – students self-select from available choices – could be individual or group
4. English, LA, Social Studies - this block could contain direct instruction, centers, small group and writing workshop.
5. Lunch will be fun, interactive experience
6. DEAR – drop everything and read, will be individual and group activities.
7. Special Group Time – alternating subjects tied to day’s lesson plan Game day will include structured games for team building, leadership and/or academic enrichment.
8. Math/Science/Health – this block could contain direct instruction, centers, small group
9. Keep It Moving – PE, dance, outside free play, etc.
10. Open Exploration – small group - students self-select from a small group activity to reinforce earlier taught concepts
11. Snack and pack – end of the day closure activities while students enjoy afternoon snack

This is only a draft, the final schedule will be determined by Principal and teaching team.

Proposed 2013-14 School Calendar

The following proposed calendar for the School's 2013-14 school year generally aligns with the typical CMS calendar. Our anticipated bell schedule is from 8:15 am to 3:15 pm.

FIRST DAY OF SCHOOL	August 26, 2013
Labor Day Holiday	September 2, 2013
Teacher Workday	October 31, 2013
Parent Conferences	November 1, 2013
Veterans Day (Observed)	November 11, 2013
Thanksgiving Break	November 21- 22, 2013
Winter Break	December 23 – January 1, 2014
Dr. King Holiday	January 20, 2014
Parent Conferences	January 24, 2014
Presidents' Day	February 17, 2014
Spring Break	April 14 – 18, 2014
Teacher workday	March 28, 2014
Parent Conferences	April 11, 2014
Memorial Day	May 26, 2014
Last Day of School	June 13, 2014

Calendar for 185 days of class. If makeup days are needed the following days will be used in the order shown.

December 23

May 26

March 28

April 15

April 16

1st Quarter: 43

2nd Quarter: 48

3rd Quarter: 49

4th Quarter: 45

2012-13

- 0 – Reg. School Day
- 00 – Teacher Workday
- 00 – Holidays/Closings

August						
Su	Mo	Tu	We	Th	Fr	Sa
				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	31
				0	5	

September						
Su	Mo	Tu	We	Th	Fr	Sa
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					
					23	18

October						
Su	Mo	Tu	We	Th	Fr	Sa
		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	31		
					45	22

November						
Su	Mo	Tu	We	Th	Fr	Sa
					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
					62	17

December						
Su	Mo	Tu	We	Th	Fr	Sa
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	31				
					77	15

January						
Su	Mo	Tu	We	Th	Fr	Sa
			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	31	
					97	20

February						
Su	Mo	Tu	We	Th	Fr	Sa
						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	
					116	19

March						
Su	Mo	Tu	We	Th	Fr	Sa
						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	31				136	20

April						
Su	Mo	Tu	We	Th	Fr	Sa
		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			
					154	18

May						
Su	Mo	Tu	We	Th	Fr	Sa
				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	31
					175	21

June						
Su	Mo	Tu	We	Th	Fr	Sa
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					
					185	10

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

The Purpose of Programs for Exceptional Children

The main purpose of exceptional children's programs is to ensure that students with disabilities develop mentally, physically and emotionally to the fullest extent possible through an appropriate, individualized education in the least restrictive environment.

Programs and services for children with special needs may be classified as both instructional programs and instructional support services, depending on the educational need of an individual student.

We will follow all applicable federal and state laws and regulations concerning the education of children with special needs. We will utilize special education teachers to consult with regular classroom teachers, provide direct instruction for exceptional children, and help us make appropriate curricular and assessment modifications.

Curricula for most children with special needs will follow the curricula for students in general education. Emphasis will be given to instruction in English language arts, arts education, social studies, health, mathematics, science, career and vocational education, depending on the needs of the individual student. Attention will focus upon cognitive, affective, motor and vocational development within the curricular areas. The Individualized Education Program for students with disabilities will be based on a comprehensive assessment, and states in writing the special education offerings to be provided to each student with a disability.

Learning outcomes - knowledge, skills, concepts, understandings, and attitudes - for students with disabilities will differ from student to student. For many exceptional students, the same learning outcomes developed for students in general education will be appropriate. Some exceptional students will meet the learning outcomes at a different time and in a different manner than students in general education. Some students with severely limiting disabilities might not meet these outcomes in general education and will need a totally different curriculum.

Curriculum Adaptation

The purpose for adapting or changing curricula and teaching and learning strategies for students with disabilities is to help them achieve at their highest level, and to prepare them to function as independently as possible. Although course requirements are the same for exceptional students and non-exceptional students, the instruction will be tailored to meet each student's individual needs. Instruction is based on the curricula needs (academic, affective, motor, and vocational) of each student with a disability. Instruction varies from student to student so curricula may vary also. The key to all education for students with disabilities is the Individualized Education Plan.

At the beginning of each year educators will prepare informal individual learning plans for each student. Students with Individualized Education Programs (IEPs) under the Individuals with Disabilities Education Act (IDEA) will engage in a more formal version of the process that all students go through. Similarly, by basing our discipline policy on school-wide implementation of positive behavior support,

teachers will use the same rules and strategies with respect to all students while also complying with the rules regarding discipline of students under IDEA. We will make every effort to create awareness of, and support for, the challenges often faced by exceptional children.

We will also ensure that our regular classroom teachers are sensitive to the needs of exceptional children, both in the initial hiring process and by providing training and professional development to help teachers learn to identify and assist students with special needs.

At Leadership Learning Academy, we will establish a school-wide culture of sharing and serving all students and a collaborative school structure that supports inclusion. These factors have been shown to foster collaboration between regular classroom teachers and special education teachers, leading to the successful inclusion of exceptional children in regular classrooms minimize the areas in which children with special needs feel singled out.

As previously stated our Academic Advisory Board will consist of at least one member with experience in working with children with special needs. Utilization of this valuable resource in planning our special needs programming will afford that Leadership Learning Academy is capable, considerate and successful in that endeavor.

Measurable Goals:

1. All students will develop increased responsibility, self-direction and independence over the course of the year. The students will become skilled at developing their own projects, gathering the necessary resources and materials, and making well-planned presentations of all kinds.
2. Discipline problems will be significantly reduced. Students previously identified as having serious behavior problems will show rapid improvement during the first six weeks of school. By mid-year, they will frequently make important contributions to their groups. And by year's end, they will assume positive leadership roles which had not formerly been evident.
3. All students will develop and apply new skills. It is anticipated that at the beginning of school most students will describe only one area as their "favorite" skill and as the one where they feel confident. By mid-year, most will identify three to four favorite skills. By year's end, every student will identify at least six areas at which they feel skilled. They will all make multimodal presentations of independent projects including songs, skits, visuals, poems, games, surveys, puzzles, and/or group participation activities.
4. Cooperative learning skills will improve in all students. Students will become highly skilled at listening, helping each other, sharing leadership in different activities, accommodating group changes, and introducing new classmates to the program. They will learn not only to respect each other, but also to appreciate and call upon the unique gifts and abilities of their classmates.
5. Academic achievement will improve. Standardized test scores will show significant improvement from previous year for all students. Retention of concepts will be high on end of grade/course tests. . Students who had previously been unsuccessful in school will become higher achievers in new areas.

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:

LLA will participate in ABC's accountability and other statewide testing. In addition the following instructional tools will be used:

- Pretests and posttest – will evaluate how much the student has learned
- Behavioral management assessments – will evaluate compliance with stated rules
- Benchmark testing - evaluating cumulative learning over the year
- Participation in class, homework, projects
- Report cards
- Quarterly teacher conferences
- Climate surveys – completed by parent, students, community and staff to provide information on strengths and areas of needed growth for class, teacher, school
- Daily assessments – formal and informal; completed by teaching team evaluating students' ability to demonstrate learning
- Self-assessments – completed by students at least twice a year - What do they say they've learned?

Services for students not performing at expected levels:

It is the goal of LLA that every child performs at or above grade level. For the students who do not. We will provide additional resources including:

- Assessments to determine which is their strongest intelligence for learning
- Develop a personal education plan that is individualized for him/her
- Involve parent in plan to address area(s) of concern
- Parent education will be provided on tips for assisting outside of the classroom
- Remedial tutoring will be available twice a week
- Saturday school will be available twice a month
- Student will work one on one with teaching staff or volunteers to meet goals outlined in personal education plan
- Monthly assessments to evaluate learning

Meeting the needs of gifted, at risk children, English language learners:

At risk students, English language learners will be identified through assessments and evaluations completed by LLA staff. For students enrolling with an already established IEP, they will receive identified services outlined in their IEP. As needed, students who display difficulties in meeting expectations will be referred for testing as appropriate.

The following instructional practices will be used daily and will provide additional learning opportunities for at risk, English language learners and academically-gifted students:

- Use of Multiple Intelligences framework – will provide several methodologies for teaching students based on their strengths, interest and areas of needed improvements
- Differentiated instruction
- Use of volunteers to provide additional one on one assistance
- Remedial tutoring offered twice a week
- Saturday School (2 Saturdays a month)
- Parent training

- Opportunities for extra credit projects
- Peer mentorships
- Increased student leadership skills develop
- Integrating variety of technologies in teaching
- Individualized education planning
- Well trained, excited, committed teaching team
- Classroom inclusion – have special education teacher to team teach in classroom
- Pull out of class for specialized instruction – could be individual or small group
- Bilingual staff

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

Among the most important advances in student discipline procedures over the past decade is recognition of the need for school-wide behavior support systems. Historically, discipline in schools has been driven by attention to specific children with problem behaviors. This continues to be an essential component of school policy. However, a major advance has occurred through recent efforts to define proactive, school-wide systems of support. The goals of school-wide systems are to define, teach, and support appropriate behaviors in a way that establishes a culture of competence within schools. When a competent culture is established the students are more likely to support appropriate behavior and discourage inappropriate behavior by their peers. In competent cultures the teachers find themselves working with the majority of the students, rather than continually trying to control the entire student body.

Definition of Discipline

Unfortunately, “discipline” commonly is defined by procedures that focus on control with punishment consequences. This traditional discipline perspective is incomplete without attention to the development and support of pro-social behavior, and research suggests that punishment by itself is ineffective in achieving long-term suppression of problem behavior and enhancement of pro-social behavior. Therefore, a useful definition of discipline is “the steps or actions, teachers, administrators, parents, and students follow to enhance student academic and social behavior success.” As such, discipline is conceived as an instrument for success for all teachers, all students, and all settings. Instead of using a patchwork of individual behavioral management plans, schools are moving toward school-wide discipline systems that address the entire school, the classroom, areas outside the classroom (such as hallways, restrooms), and the individual student with challenging behavior, and that result in a continuum of positive behavior support for all students.

Discipline policies at Leadership Learning Academy will be based on a school-wide system of positive behavior support utilizing the Positive Action program. Positive Action is an evidence-based program with a comprehensive and coherent approach to improving the ABCs: Academics, Behavior, and Character. Years of experience and research have led to the discovery of three missing pieces in education: teaching students the skills for learning, motivating them to achieve, and providing a positive climate that fosters achievement. Positive Action is effective because it provides these missing pieces, completing the educational puzzle.

Positive Action recently received the highest rating from the U.S. Department of Education What Works Clearinghouse—as the only character education program to have "positive effects" on both academics and behavior! In fact, no other program received a top rating in either category!

Positive Action research studies have found compelling results, such as:

- Academic achievement scores improved up to 75%
- Absenteeism reduced up to 45%
- Suspensions reduced up to 80%
- Truancy reduced up to 13%
- General discipline reduced up to 90%
- Violence reduced up to 85%
- Drug, alcohol, and tobacco use reduced up to 71%
- Criminal bookings reduced up to 94%
- Self-concept improved up to 43%

Leadership Learning Academy will focus on taking a team-based system approach and teaching appropriate behavior to all students in the school. Schools that have been successful in building school-wide systems develop procedures to accomplish the following:

1. Behavioral expectations are **Defined**. A small number of clearly defined behavioral expectations are defined in positive, simple, rules. Example: "Use Common Sense, Be Respectful, Take Responsibility"
2. Behavioral expectations are **Taught**. The behavioral expectations are taught to all students in the building, and are taught in real contexts. The goals of the teaching are to take broad expectations (Be Respectful), and provide specific behavioral examples (In class: being respectful means raising your hand when you want to speak or get help. During lunch or in the hall: being respectful means using a person's name when you talk to him or her). Teaching appropriate behavior involves much more than simply telling students what behaviors they should avoid. Behavioral expectations are taught using the same teaching formats applied to other curricula. The general rule is presented, the rationale for the rule is discussed, positive examples ("right way") are described and rehearsed, and negative examples ("wrong way") are described and modeled. Students are given an opportunity to practice the "right way" until they demonstrate fluent performance.
3. Appropriate behaviors are **Acknowledged**. Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis. Some schools do this through formal systems (tickets, rewards); others do it through social events. Schools that are successful in creating a competent culture typically establish a pattern in which adult interactions with students are "positive" four times as often as they are "negative." To achieve this standard, some strategy is needed to build and maintain positive adult initiations to students (both in class and outside of class). Appropriate behaviors should be recognized or rewarded immediately.
4. Behavioral errors are **Corrected Proactively**. When students violate behavioral expectations, clear procedures are needed for providing information to them that their behavior was unacceptable, and preventing that unacceptable behavior from resulting in inadvertent rewards.

Students, teachers, and administrators all should be able to predict what will occur when behavioral errors are identified.

5. **Leading by Example**. Teachers, Student Government and parent volunteers will be expected to role model appropriate behaviors and to lead by example. By placing youth into an environment where leaders demonstrate appropriate behavior, students will have a consistent supply of positive role models to emulate.

Suspension and Expulsion

Even with the school-wide Positive Action program, it may sometimes be necessary to suspend or expel an individual student. The Principal of Leadership Learning Academy will have authority to suspend for a period of up to ten days or less any student who willfully violates policies of conduct established by the School's Board of Directors; provided, that a student who is suspended will be provided an opportunity to take any quarterly, semester or grading period examinations missed during the suspension period.

The Principal, with the prior approval of the Academic Advisory Committee, will have the authority to suspend for periods of times in excess of ten school days but not exceeding the time remaining in the school year, any pupil who willfully violates the policies of conduct established by the School's Board of Directors. The pupil or his parents may appeal the decision of the Principal at any time to the entire Board of Directors by submitting the appeal to the school in writing.

The School's Board of Directors may, upon recommendation of the Principal and an Academic Advisory Committee formed, expel any student 14 years of age or older whose behavior indicates that the student's continued presence in school constitutes a clear threat to the safety of other students or employees. The Board of Director's decision to expel a student must be based on clear and convincing evidence. In addition, the School's Board of Directors may, upon recommendation of the Principal and a discipline committee formed by the Board of Directors, expel any student who is at least 13 and who: (1) physically assaults a teacher or other adult who is not a student; (2) physically assaults another student if the assault is witnessed by school personnel; or (3) physically assaults and seriously injures another student.

When a student is expelled or suspended for more than ten days, the Board of Directors will give notice to the student's parent or guardian of the student's rights to appeal that suspension or expulsion to the entire Board of Directors. If English is the second language of the parent or guardian, the notice will be written in the parent or guardian's first language when the appropriate foreign language resources are readily available and in English, and both versions will be in plain language and easily understandable.

Appeal Process:

If the legal guardian desires a formal hearing to contest the principal's recommendation, he or she must notify the Administrator in writing within three days following receipt of the notice of suspension. The notice of appeal shall include the issues(s) for the appeal including concerns regarding the level of suspension, if any.

The student cannot return to school unless and until the appeal is resolved. In appropriate cases, the Administrator is authorized to waive this rule and allow a student to return to school while an appeal is pending.

If a hearing is not requested within the allotted time, the Administrator shall provide the legal guardian written notice of the decision whether to allow the student to remain in school. The decision will be final.

If legal guardian is not satisfied with the Administrator's decision, an appeal may be made to the Board of Directors within five school days of the decision. The appeal shall be in writing and shall be limited to the issues raised at the hearing before the Administrator.

The Board of Directors will notify the legal guardian of the hearing date making reasonable effort to hear the appeal within seven days of the request. The Board of Directors may select two or more board members to hear the appeal on behalf of the entire board. A tape recording shall be made of the appeal hearing.

The legal guardian/student and the Administrator may attend the hearing to argue their respective positions. The Board of Directors may decide the appeal on record or may receive additional testimony and evidence as needed.

The Board of Directors shall comply with the applicable law in determining whether to permanently expel a student from school.

Suspension of Exceptional Child:

If a child with special needs exhibits behavior, which, if the child was not special needs, could result in the suspension or expulsion of the child from school for a period of more than ten school days or for consecutive periods that total more than ten school days, the school shall require a multidisciplinary team to promptly review the evaluation already completed for the child and conduct any additional evaluations necessary to determine if the behavior is caused by the child's special needs including:

- 1) Is child receiving appropriate education
- 2) Is medication needed or present medication appropriate

If causal effect is not determined, the school will initiate its normal disciplinary procedures, but must continue to provide those services that the school based committee finds are necessary to prevent the student from regressing educationally during the suspension. If the review does establish a relationship, the school will not initiate its normal disciplinary procedures. The findings will be used in determining an appropriate program.

Due Process Rights:

When a suspension of a special needs child for more than ten days occurs in a school year, the parties have available all due process rights of North Carolina General Statute 115C-116 and 20 and United States Code 1415

Leadership Learning Academy
Home of the Aviators

Student Handbook 2013-14

In your **Parent Student Handbook**, the policies of Leadership Learning Academy have been clearly outlined and defined. Here you will find policies to govern your actions/behavior this school year. Please read this policy very carefully. All students are expected to comply with the policy as it is outlined. There may be times when it will be necessary to add additional expectations or guidelines. If this occurs, we will do so with written notification.

LLA MISSION STATEMENT

Leadership Learning Academy will provide a comprehensive liberal arts education that focuses on the essential values of leadership, citizenship, health and wellness, business and technology, and the arts for grades kindergarten through eighth grades. We will empower our students to communicate effectively and make sound and ethical decisions. Our students will be challenged to think critically while expanding their creative and aesthetic awareness. LLA will build a partnership among the faculty and staff, students, parents, and the surrounding community that puts learning first. By providing qualified educators, a culture of achievement, and a supportive educational environment, LA will develop a generation of learners bound for success in higher education and beyond

Teachers are well trained in their respective disciplines. Leadership, business and technology are school-wide priorities that will be integrated into the curriculum at each grade level using Howard Gardner's Multiple Intelligences. Every student will follow the same college preparatory core curriculum and participate in unique physical education programming, with carefully selected electives to allow them to pursue individual interests.

POLICY STATEMENT

Educational activities at the Leadership Learning Academy are governed by the NC Board of Education. As part of the NC Board of Education policy, Leadership Learning Academy does not discriminate against sex, race, or handicapping condition.

SCHOOL WIDE DISCIPLINE PLAN

One of the most important lessons education should teach is self-discipline because it underlies the entire educational structure. It is the training that develops cooperation, respect, self-control, character, orderliness and efficiency, and is the key to good conduct and proper consideration for the rights of property and others.

PHILOSOPHY

The philosophy of the Leadership Learning Academy discipline plan is based on a positive approach to education built upon a solid foundation of knowledge of child development theory. The program

provides an educational setting that seeks the physical, social and intellectual growth of each child by addressing the following seven tenets that characterize the Responsive Classroom approach:

1. The social curriculum is as important as the academic curriculum.
2. How children learn is as important as what children learn.
3. The greatest cognitive growth occurs through interaction.
4. Educators must know children individually, culturally, and developmentally.
5. All parents want what's best for their children and should work with the educators as partners.
6. Educators in their interactions with each other must practice the Principles of The *Responsive Classroom*; this should also include children, and parents.
7. There is a set of social skills that children need to learn and practice in order to be successful. They form the acronym TEAM:

Our Student Code of Conduct

- Trust – students need to see that all are treated fairly
- Enthusiasm – be positive in all things
- Attitude – a respectful attitude towards students, parents and teachers
- Motivation – students need to be motivated to do what is right

Students are expected to think carefully when making critical decisions that affect themselves and others.

Teachers will develop/discuss with students a Classroom Agreement depicting a basic set of class expectations that include desired behaviors (rewards) and consequences (punishments). All teachers and other staff members have authority over any student engaging in unacceptable conduct. The consistent and equitable enforcement of these standards will strengthen a positive, successful learning atmosphere for all students.

Students should also know the progression of classroom consequences. Consequences should reflect an effort to deal with behavior within the classroom. Consequences should also reflect parental notification and involvement. Expectations should be reviewed regularly with students.

Class meetings should be scheduled as a regular part of the school week/month. School wide rules as well as classroom rules should be posted and reviewed regularly. Teachers should review classroom rules with the administration first.

If it is necessary to involve an administrator will complete a discipline referral and inform an administrator of your situation. We will address each situation as necessary.

A discipline referral form will be completed for violations of rules and policies. Note that certain behaviors require a teacher or parent intervention, while other requires an administrator to intervene.

OUR DISCIPLINE POLICY IS DIRECTED TOWARD FIVE (5) ESSENTIAL GOALS

1. Every teacher should be free to teach effectively without unnecessary disruptions.
2. Every student should be free to learn in a school atmosphere that is conducive to both personal safety and to academic success.
3. The school and parents must work cooperatively to help children learn responsible behavior.
4. Students who behave and work appropriately deserve special praise and recognition.
5. Students are to display respect for property and the rights of others.

All teachers and other staff members have authority or jurisdiction over any student engaging in unacceptable conduct. The consistent and equitable enforcement of these standards will strengthen a positive, successful learning environment for ALL students.

CONSEQUENCES FOR DISRUPTIVE BEHAVIOR

Students at the Leadership Learning Academy are expected to follow these rules at school and at all school events.

STUDENT EXPECTATIONS

Respect self, others and property

Come to school/class on time and be prepared

Follow directions when given the first time

Walk silently in hallways on the right side

No physical contact of any kind with other students

Adhere to the dress code as stated in LLA policy

Adhere to the cell phone policy

No items that could be deemed dangerous or weapon-like are allowed on the campus

No gum

DISCIPLINE OPTIONS

Recommended procedures that teachers may implement when handling disciplinary problems in the classroom:

- Parent Contact - Parents will be notified by teacher and/or administrator when there are discipline problems in the classroom. Notifying parents as soon as possible when there are problems will often help to deter future problems.
- Silent Lunch - Teachers may assign Silent Lunch for minor offenses such as talking, off task, lack of preparedness, etc.

- On Team Suspension – Students may be sent to another teacher’s class on the grade level or to another grade as deemed appropriate by the teacher and arrangements for student will be made to see the Guidance coordinator.
- After School Detention - (ASD) - Implement for classroom disruptions, i.e. talking, clowning, gum, tardy, no homework, lack of preparedness, dress code violation etc. Parents will be notified in advance so that they may make the necessary arrangements to have their child picked up from school.
- Period Detention/ASD – Administration will assign period detention. This will be assigned in conjunction with After School detention. Students that are making it impossible for a teacher to conduct class due to repeated disruptions, talking, clowning, etc. When a student receives three period detentions, the student will be assigned to a full day of In School Suspension.
- In School Suspensions (ISS) - Students who are extremely rude and disrespectful, violent, etc. should be referred to administration when their behavior is severe and/or when other measures have been implemented but to no avail. An administrator is the only one with authority to assign ISS. When a student receives six ISS assignments, the student will be assigned a day of Out of School Suspension.
- Out of School Suspension (OSS) - Assigned by an administrator. Parents should always be notified when any of the above disciplinary measures are implemented. The administration and the School Improvement Team reserve the right to evaluate the above stated disciplinary procedures throughout the school year and make changes or adjustments as we deem necessary. Parents will be notified in writing of any changes that may occur.

CELL PHONE POLICY

Leadership Learning Academy’s policy states that no electronic devices are allowed on campus. A cell phone is an electronic device. However allowances have been made for students that may need to stay after school for various reasons, i.e., clubs, athletics, etc. **Cell phones will be allowed on the campus under the following conditions:** Cell phones must be kept in a secure place (at all times), i.e. **locker** and it must be **turned off**; students (**not staff members**) are fully responsible for the security of their cell phone while it is on the campus. **The phone should not be used or ring during any part of the normal operating hours of the school day.** The **first violation** of any of these guidelines, the student will receive a warning and cell phone will be confiscated until the end of the day; **second violation** will result in confiscation of cell phone and the student will receive **ISS**; the cell phone must be picked up by a parent or legal guardian; **third violation** will result in confiscation of cell phone and the student will be assigned **ASD**; parent/guardian must pick up cell phone. After the third violation, all other violations will result in **OSS**. **Finally, the school is not responsible for any cell phone that is lost or stolen.**

Visiting Procedures Parents and Guests of Leadership Learning Academy

We will follow these guidelines in regards to scheduling meetings with teachers. Teachers will not be available for conferences during regular class scheduled time. Schedule all meetings as far in advance as possible. We will need to use the teachers planning periods or after school time for conferences. Planning periods for the grade level teachers will be the same time that your child has an elective class. The administration will try to assist you with any immediate concerns.

If parents/guardians need to visit with their child, we will call them to the office for you. If a parent would like to visit a classroom or volunteer, a volunteer form will need to be filled out and approved by the Principal prior to the visit. All classroom parent volunteers working with children without the supervision of an LLA educator must have completed the volunteer form and passed a background check.

All scheduled visitors for lunches and classroom volunteer work will need to sign in at the front office and get a visitor's pass.

Procedures to follow when meeting with your child's teacher:

Conferences should be scheduled during the teacher's planning period or after-school. Instructional time will not be interrupted for Parent Conferences.

Teachers will provide their school contact information at the beginning of the year. Should you need to schedule a conference please use the contact information provided or call the school directly. Leadership Learning Academy and teachers will work diligently to schedule a time at the earliest convenience of both parents and teachers.

SCHOOL TELEPHONES:

The office telephone is a business phone and should not be used by students except for emergencies. Classroom interruptions will not be made for incoming personal phone calls. Arrangements concerning afternoon activities should be finalized before arriving at school. Incoming emergency messages will be relayed to students as soon as possible.

LOCKERS:

Each student in grades 5-8 may be assigned a locker for the storage of school supplies, equipment, and clothing. It is the student's responsibility to see that his/her locker is kept in order at all times. Since lockers are a permanent part of the building, students are expected to keep them in good, usable condition. Lockers should be visited at designated times or with teachers' permission.

SEARCH AND SEIZURE:

The school principal and other administrators may conduct a search of a student if they believe the student has drugs, weapons, alcohol, or other materials in violation of school rules or state law. The search may include inspection of clothing, purses, wallets, knapsacks, and other personal property.

ATTENDANCE:

Policy states that all students must be present for a minimum of 91% of each class meeting to receive credit for a course during any grading period. That is, if absences from class exceed four per nine weeks, eight per semester, or 16 per year, the maximum grade a student may receive for the grading period is E or 69, regardless of the reasons for the absences. Note also the following:

1. Two unexcused tardies to a class constitute an absence to that class.
2. Students who participate in school related activities are counted as present.
3. The principal may waive the 91% requirement in extremely unusual circumstances.
4. The principal's decision may be appealed to the Board of Directors.
5. An unexcused absence may be waived if a student serves after school detention to make up the class time missed; otherwise the student will receive a grade of 69 for that class if he/she has more than four unexcused absences.

The North Carolina Compulsory School Attendance Law (G.S. 115C-378) contains the following requirements:

- The parent, guardian, or custodian of a child shall notify the school of the reason for each known absence of the child in accordance with local school policy. Policy requires that a parent furnish a note signed by the parent stating the reason for all absences and tardiness.
- Every parent, guardian, or other person in this state having charge or control of a child between the ages of seven and 16 years shall cause such child to attend school continuously.

NOTE: Legal action may be started against you if your child accumulates ten unexcused absences. If you are found guilty in court of failure to comply with the North Carolina Compulsory School Attendance Law, you may be fined, ordered to serve an active jail sentence, or both.

SCHOOL HEALTH:

Our school is served by a public health nurse. The nurse is present at LLA on a rotating basis. Emergencies arising when the nurse is not present will be managed by office personnel.

The LLA nurse follows the State of North Carolina Student Immunization Law, which requires all students to be adequately immunized according to their age and grade level. If an immunization record is not on file at school, the nurse will contact the parent/guardian for this information.

MEDICATION AT SCHOOL:

Medication Policy – All medications, whether over-the-counter or by health care provider prescription, must be authorized in writing by a health care provider. All medications administered by school personnel must have a written request/permission signed by the parent or legal guardian. (GS 115C-307).

All medications, prescription and over-the-counter, must be brought to school by the parent and must be in the original container with label directions intact.

Parents do have the option of coming to school and administering medication at the appropriate times.

In order to protect your child's safety, there will be no exceptions to this policy. Medication forms are available in the school office.

Asthma –Any student with an asthma diagnosis who needs an inhaler at school must have a written asthma action plan from the student's health care practitioner. (GS 115C-375.2)

Diabetes – Senate Bill 911 addresses the need for a Diabetes Care Plan written by the student's health care practitioner for all students with diabetes. The parent or guardian is responsible for having this care plan and any diabetic supplies necessary in place prior to the student beginning the school year.

Immunizations:

North Carolina General Statute (GS) 130A-152 requires "every child present in this state" to be immunized against certain diseases, according to a timeline that is established by the state Commission for Health Services and published in the North Carolina Administration Code (NCAC). Parents/Guardians are advised to contact their local health care provider for more information concerning any immunizations.

Tdap Vaccine – A booster dose of tetanus/diphtheria/pertussis vaccine is required for all children before entering 6th grade that are enrolled in public school if five years or more have passed since the last dose of tetanus-containing vaccine.

Human Papillomavirus – Vaccines are available for young girls to prevent the spread of this virus that is a known precursor to cervical cancer. Additional information is provided during student and parent orientation.

Influenza – The flu vaccine prevents the flu, a common and highly contagious disease that can cause serious illness, and even death. The peak season for flu is November through April. The ideal time for students to get a flu shot is October.

Meningitis – A rare but sometimes deadly disease which strikes adolescents and young adults. Vaccination can prevent most cases of the disease and is recommended for children and adolescents 11 through 18 years of age

Head Lice – Leadership Learning Academy Policy affirms a "no nit" policy. Students who have been excluded from school due to the presence of head lice or nits shall not be allowed to return to school until they are lice and nit free.

BUSES

Students should be on time at the designated school bus stops and should wait until the bus comes to a complete stop before attempting to enter.

While on the bus, students should follow the posted bus rules and directions of the driver at all times. Any misconduct on the bus can cause the driver to be distracted and jeopardize the safety of the students on the bus as well as other vehicles on the road.

BUS RULES

Students are to ride the assigned bus at all times and enter and exit only at their assigned stop. Students may not ride another student's bus without bringing a note from the parent and securing permission from the principal. Parents will be called for confirmation.

Follow directions of driver at all times.

Remain in the bus seat when the bus is in motion.

Speak in a normal tone of voice - no shouting or use of profanity or abusive language.

Keep hands, feet, and other objects to yourself.

Treat the driver and other students with respect.

Consequences for Bus Misconduct:

1st offense...Counsel with student; parent notification and maximum 3 days off the bus

2nd offense...Maximum of 5 days off bus

3rd offense...Maximum of 10 days off the bus

4th offense...Minimum of 10 days off the bus and student may be suspended from the bus for the remainder of the school year

Major offense may result in immediate and permanent suspension from the bus.

Students must load their buses promptly at the end of the day. Buses will depart on time, drivers will not wait for students.

MORNING PROCEDURES

When students arrive, whether by parent drop-off, walking, or bus, they should go directly to their designated area, unless they plan to eat breakfast. Students eating breakfast should go directly to the cafeteria. After breakfast, all students should go directly to their designated area in an orderly and safe manner. A daily schedule will be given to students on the first day of school.

EARLY DEPARTURES/DISMISSAL

It shall be the policy of the Leadership Learning Academy to release children to bona fide parents upon the request of either parent. If the parent is not known by the principal, the principal may require satisfactory identification before release of the child.

In the event one parent requests his or her children not be released to the other parent, the first parent shall be informed that the children shall be released to either parent upon request, unless a valid North Carolina court order awarding custody is presented. In such case the custody provision will be honored.

In no case shall a person other than an authorized parent or guardian be permitted to take a student from school until or unless the principal is satisfied that such person has the approval of the authorized parent or guardian.

If a student is to leave school during the school day, a parent can come to the front office to sign him or her out. The student will then be called to the office. No teacher may release a student without permission from the office. Once a student arrives on campus in the morning, he will remain at school until dismissed.

It is expected that students are to be picked up by 3:15 pm unless they are on campus at the request of a teacher or for elected afterschool programs. Students must be under the supervision of a teacher or staff to remain on premises.

SCHOOL COUNSELING/CASE MANAGEMENT SERVICES

Classroom guidance, testing services, individual and small group counseling, and consultation services are available for students, teachers, and parents. This counseling program focuses on three areas of development: academic, career, and personal/social. Appointments should be made in advance for conferences. Emergency situations will be handled as they arrive. Administrative staff will assist with referrals to community services as needed.

TRANSFER AND WITHDRAWAL

Parents must notify the school prior to withdrawal of students. Students transferring must get a withdrawal form, from the office, which the teacher will fill out. This is so the student can be admitted into a new school with proper up-to-date information.

REPORT CARDS

Report cards and envelopes are given out every nine weeks to notify parents of their student's progress. Our report cards provide room for academic grades, effort evaluation, and general teacher remarks (when appropriate). Please sign and return the report card envelope only. Keep the report card for your personal records.

PROGRESS REPORTS

Progress reports are sent during the mid-point of each nine week grading period to parents of all students. Some teachers may send reports home on a more frequent basis. All progress reports must be signed by a parent and returned to the teacher.

Kindergarten through Grade 2 use mastery indicators criteria listed below:

Grades	Indicators of Mastery	Criteria
K-2	4 = Exceeds the standard	94% or more of the time
	3 = Meets the standard	80% or more of the time
	2 = Partially meets the standard	70% or more of the time
	1 = Does not meet the standard	69% or below of the time

Grade 3 through Grade 8 use grades and mastery indicators criteria listed below:

Grades	Indicators of Mastery	Criteria	Grading Scale
3-8	4 = Exceeds the standard	90% or more of the time	A = 93-100
	3 = Meets the standard	80% or more of the time	A- = 90-92
	2 = Partially meets the standard	70% or more of the time	B+ = 87-89 B = 83-86

1 = Does not meet the standard

69% or more of the time

B- = 80-82
C+ = 77-79
C = 73-76
C- = 70-72
D = 65-69
F = 64 or Below

TESTING

Leadership Learning Academy administers the N.C. Writing test, End-of-Grade tests, Computer Proficiency Tests, and End-of-Course tests in Algebra. Math tests are given to determine math placement for the next year. Quarterly assessments in reading and math are given to assess student progress. All promotions and retentions will be handled per student according to LLA policy.

Waiver of the Test Standard

The North Carolina Student Accountability Policy provide for a request of a waiver for not meeting the test standard.

- The Student Accountability Policy states that a teacher must request a waiver for a student not meeting the test standard on the first and second testing if the student has an A, B, or C average in the tested area and has been marked on grade level at least 2 of the last 3 nine weeks.
- In addition, a parent may request through administration at the school level an appeal hearing for his/her child who does not meet the test standard on the first and second testing. However, it is the responsibility of the teacher to prepare and present the information at the appeal. The parent has the right to speak on behalf of his/her child at the hearing.

ACADEMIC ACHIEVEMENT LIST

At the end of each nine weeks, students receiving A's and B's shall be recognized as being on the Leadership Learning Academy Academic Achievement List.

DRESS CODE

Leadership Learning Academy is a uniform school. Students are expected to be in full uniform every day. See detailed information at end of manual.

AFTER SCHOOL ACTIVITIES

Many students remain after school on a regular basis to participate in the school's extracurricular programs. Students are expected to follow all school rules and regulations when participating in any event, on or off the LLA campus, when representing LLA. At all times, school rules and jurisdiction still apply.

GIFTS SENT TO SCHOOL

It is understood that students like to be recognized on special occasions and birthdays. However, helium balloons, flowers, and other similarly cumbersome items may not be transported home on school buses. For example; because of the number of students involved and limited space, flowers and balloons may not be delivered to school on Valentine's Day.

PERSONAL ITEMS

I-pods, CD players and other electronic equipment are not to be brought to school unless prior approval is given by the teacher or administration. The administration will not be responsible for the security or safety of any items that have been brought to school. Without prior approval such items will be confiscated by a staff member and held until they are picked up by a parent.

PHOTOGRAPHIC PERMISSION

Representatives from the news media or school system employees doing filming or photography in classrooms will do so only with prior permission from the principal. Students who do not have photographic permission forms signed by parents will be excluded from any photographs or filming. Parents will receive prior notice of these activities. The media will interview no students without written consent from parents.

MAINTENANCE AND REVIEW OF STUDENT RECORDS

LLA will maintain cumulative records according to policy. All student records shall be kept up-to-date and tended with appropriate measures of security and confidentiality. An inspection log is placed in every student record for the purpose of recording the names of all individuals reviewing the folder as well as the reason for the review.

A parent or guardian shall be allowed access to all records of the student upon proper request. A student who has attained his eighteenth birthday shall have access to his records upon proper request.

HOMEWORK

Homework is the purposeful continuation or extension of the instructional program and shall be a part of the instructional experiences of each student. Homework shall be carefully planned and evaluated. Teachers consider the importance of student participation in planned family and community activities when assigning homework over weekends and holidays.

SCHOOL SUPPLIES

Students are expected to provide their own materials for school. Students are issued textbooks and may check out books from the media center. A list of necessary materials is available in the school office and on the school webpage.

HALLS

Students should be in the halls only when monitored by a staff member or if they have a pass. Students are expected to walk quietly in the hallways and on the right hand side.

CARE OF THE BUILDING AND GROUNDS

Leadership Learning Academy takes personal pride in the appearance of its buildings and grounds. To keep our school attractive so we can continue to be proud of it, we need total cooperation from everyone. Students and teachers are encouraged to take a few minutes at the end of each day or period to straighten up the classrooms. No materials should be left on the floor, and desks should be left in good order. Students should refrain from defacing the walls or furniture or from throwing trash on the grounds. COOPERATION will be the key to keeping our school neat and attractive.

FINANCIAL INFORMATION

Any check written to the Leadership Learning Academy that is returned for INSUFFICIENT FUNDS or for NOT HAVING AN ACCOUNT at the bank on which the check is drawn, is liable to LLA in an amount of \$30.00 processing fee AND the amount on the check.

INCLEMENT WEATHER

In case of snow and other dangerous weather or emergency situations, a decision may be made to close or delay school. These decisions are made after the National Weather Services and local weather bureaus have been consulted. As soon as a decision is made, local radio and television stations are notified. Please do not call school offices or radio and television stations. Telephone lines must be kept open so that news media can receive special information from schools and business regarding schedule changes.

**Leadership Learning Academy
Student Information Sheet**

Student name: _____
Last **First** **MI.**

Address: _____
Street **City** **State/Zip**

Student's Birthdate: _____ **Social Security:** _____

Home Phone Number: _____

Email Address: _____

Parent/Guardian Info:

Mother's Name: _____

Work Number: _____

Cell Number: _____

Father's Name: _____

Work Number: _____

Cell Number: _____

Guardian's Name: _____

Relationship to student: _____

Work Number: _____

Cell Number: _____

Emergency contact other than parents/guardian:

Name: _____

Phone Number: _____

Relationship: _____

Does your child have any health problems or allergies of which we should be aware of? If so, please explain:

CODE OF STUDENT CONDUCT

Since an educated citizenry is essential to good government and can be attained only in an atmosphere conducive to teaching and learning, the Leadership Learning Academy requires the maintenance of good order in the schools.

Students are expected to demonstrate integrity, civility, responsibility and self-control. This expectation is directly related to the Board's educational objectives for students to learn to be responsible for and accept the consequences for their behavior and for students to respect cultural diversity and ideological differences. Integrity, civility, responsibility and self-control also are critical for establishing and maintaining a safe, orderly, and inviting environment.

All students shall comply with this policy, state and federal laws, and board policies governing student behavior and conduct. This policy applies to any student who is on school property, including school bus stops, who is in attendance at any school or any school-sponsored activity, or whose conduct at any time or place, has a direct and immediate effect on maintaining order and discipline or protecting the safety and welfare of students or staff in the schools. This policy also applies to regular school buses, school activity buses, other school vehicles, or any private vehicle located on property owned by the Leadership Learning Academy.

It should be understood that this policy is not intended to restrict in any way the authority of principals to make such rules, not inconsistent with this code, as they are authorized by law to make for the government and operation of their respective schools or with the authority of teachers to make such rules, not inconsistent with this code, as they are authorized by law to make for their respective classes.

Students shall comply with the directions of principals, assistant principals, teachers, substitute teachers, student teachers, teacher assistants, bus drivers, and all other school personnel who are authorized to give such directions, during any period of time when they are subject to the authority of such school personnel.

Violations of this policy, other board policies, regulations issued by the individual school, or North Carolina General Statutes may result in disciplinary action including suspensions for ten (10) days or less ("short-term"); suspension for the remainder of the school year ("long-term"); and/or suspension for 365 calendar days.

Principals and other school officials are authorized to involve law enforcement in serious violations in any category and are **required** to involve law enforcement in cases involving assault resulting in serious injury, assault involving the use of a weapon, assault on school personnel (not resulting in serious injury), bomb threat, burning of a school building, death by other than natural causes, kidnapping, possession of alcoholic beverage, possession of controlled substance in violation of the law, possession of a firearm or powerful explosive, possession of a weapon (excluding firearms and powerful explosives), rape, robbery with a dangerous weapon, robbery without a dangerous weapon, sexual assault (not involving rape or sexual offense), sexual offense, or taking indecent liberties with a minor. In such cases, school officials shall cooperate fully with the law enforcement agency. Internal disciplinary proceedings shall take place independently from the criminal investigation and prosecution.

1. **Gambling** - Participation in any unauthorized games of chance involving money, action, or statement which relies on chances for the monetary advantage of one participant at the expense of others.

Consequence(s):

- 1st offense - Discipline by principal and/or parent conference.
- 2nd offense - Maximum of 3 days suspension.
- 3rd offense - Maximum of 5 days suspension.

Any subsequent offenses may result in a recommendation for long-term suspension.

2. **Verbal Abuse or Disrespect Towards a Staff Member** - Participation in any language directed towards a staff member which is disruptive, abusive or insulting, or any sign or act which is abusive or insulting.

Consequence(s):

Up to 10 days suspension and possible recommendation for long-term suspension.

3. **Verbal Abuse or Disrespect Towards other Students** - Participation in serious or persistent verbal action that prevents an orderly and peaceful learning environment. Cursing, using vulgar, obscene, or abusive language including slurs or insults intended to mock a person's race, religion, sex, national origin, disability or intellectual ability or using sexually offensive or degrading language-are specifically prohibited.

Consequence(s):

- 1st offense -Maximum of 3 days suspension.
- 2nd offense - Maximum of 5 days suspension.
- 3rd offense - Maximum of 10 days suspension.

Any subsequent offenses may result in a recommendation for long-term suspension.

4. **Peer Relations** - Engaging in behavior which is immoral, indecent, overly affectionate, or of a romantic or sexual nature while in the school setting, or engaging in sexually harassing behavior toward another student.

Consequence(s):

1st offense - Up to 10 days suspension, and possible recommendation for long- term suspension for serious violations.

2nd offense - Up to 10 days suspension, and possible recommendation for long term suspension, with possible expulsion for physical sexual harassment if the student is fourteen years of age or older.

3rd offense - Minimum of 10 days suspension, and possible recommendation for long term suspension, with possible expulsion for physical sexual harassment if the student is fourteen years of age or older.

- 5. Integrity** - Engaging in or attempting to engage in cheating, plagiarism, on school work falsification of any document presented or associated with the school, violation of software copyright laws, or violation of computer access. Giving or receiving of any unauthorized assistance or the actual giving or receiving of an unfair advantage on any form of academic work. Copying of the language, structure, idea and/or thought of another and representing it as one's own work.

Consequence(s):

Zero on the assignment if the violation pertains to schoolwork; it will be recorded on the student's discipline file in the office with the teacher maintaining a record; and parent notification by teacher.

- 1st offense -Maximum of 3 days suspension.
- 2nd offense - Maximum of 5 days suspension.
- 3rd offense - Maximum of 10 days suspension.

Any subsequent offenses may result in a recommendation for long-term suspension.

- 6. Devices Causing Noise or Disturbance** – Bringing into a school building or using during the regular school day any tape recorder, tape player, portable radio, whistle, bell, digital paging device, beeper, walkie talkie, cellular telephone, scanner, laser pointer, or other device used to create noise or disturbance without permission from the principal or assistant principal of the school.

Consequence(s):

- 1st offense – Discipline by the principal, confiscation of the item(s) and notification to parents.
- 2nd offense - Maximum of 3 days suspension.
- 3rd offense – Up to 10 days suspension and possible recommendation for long-term suspension.

- 7. Disruption** - Using passive resistance, noise, threat, fear, intimidation, coercion, force, violence, or any other form of conduct that causes the disruption of any lawful function, mission, or process of the school, or urging any other student to engage in such conduct which unreasonably impairs the educational process.

Consequence(s):

Up to 10 days suspension and possible recommendation for long term suspension.

- 8. Threats** - Directing toward any person within the school context any language, sign, or act which constitutes a threat of force or violence, or a disruption of the educational process.

Consequence(s):

Up to 10 days suspension and possible recommendation for long term suspension, with possible expulsion for serious violations if the student is fourteen years of age or older.

- 9. Hazing and Bullying** - Requiring a fellow student to wear abnormal dress, playing abusive, demeaning, or embarrassing tricks on a fellow student, frightening, scolding, swearing, harassing, or subjecting a fellow student to personal indignity. Subjecting another student to physical injury as part of an initiation, or as a prerequisite to membership into any organized school group, including any society, athletic team, club, or other similar group.

Consequence(s):

Up to 10 days suspension. Any subsequent offenses may result in a recommendation for long-term suspension. Long-term suspension may be recommended for offenses resulting in physical injury or that require medical treatment to another student.

- 10. Intimidation** - Attempting to extort money, personal property, or personal services.

- 11. Non-Physical Sexual Harassment or Harassment** – Engaging verbally or through other non-physical means, in harassment or sexual harassment as defined in the sexual harassment and harassment policies.

Consequence(s):

Up to 10 days suspension and possible recommendation for long term suspension, with possible expulsion for serious violations involving the use of physical force if the student is fourteen years of age or older.

- 12. Protests and Boycotts** - Engaging in any protest, boycott, march, picket, walk-out, sit-in, or similar activity, which has as its purpose the disruption of any lawful function, mission, or process of the school.

Consequence(s):

Up to 10 days suspension and possible recommendation for long term suspension.

- 13. Disruptive or Obscene Literature and Illustrations** - Possessing or distributing literature or illustrations that are obscene or that significantly disrupt the educational process.

Consequence(s):

1st offense - Confiscation, parent notification, and maximum of 3 days suspension.

2nd offense - Maximum of 5 days suspension.

3rd offense - Maximum of 10 days suspension.

Any subsequent offenses may result in a recommendation for long-term suspension.

14. **Fighting** - Hitting, shoving, scratching, biting, blocking the passage of, or throwing objects at another person. Taking any action or making comments or writing messages which might reasonably be expected to result in a fight.

Consequence(s):

1st offense - Up to 10 days suspension for all involved students, and possible recommendation for long term suspension, with possible expulsion for serious violations, including serious assaults, if the student is fourteen years of age or older.

2nd offense - Up to 10 days suspension and possible recommendation for long term suspension, with possible expulsion for serious violations, including serious assaults, if the student is fourteen years of age or older.

3rd offense - Minimum of 10 days suspension and recommendation for long term suspension with possible expulsion for serious violations, including serious assaults, if the student is fourteen years of age or older.

15. **Theft** - Stealing, attempting to steal, or knowingly being in possession of stolen property.

Consequence(s):

1st offense - Maximum of 5 days suspension and parental conference

2nd offense - Maximum of 10 days suspension.

3rd offense - Minimum of 10 days suspension and possible recommendation for long term suspension.

16. **Robbery** – Taking school property or private property by force or threat of force.

Consequence(s):

Minimum of 10 days suspension and possible recommendation for long term suspension.

17. **Damage to Property or Vandalism** - Intentionally damaging, vandalizing, or attempting to damage, vandalize, or deface school or private property while under school jurisdiction.

Consequence(s):

1st offense - Up to 10 days suspension, notification of parents, payment of the cost of replacement, repair or restoration of the property, and possible recommendation for long term suspension.

2nd offense - Minimum of 10 days suspension, payment of the cost of replacement, repair or restoration of property, and recommendation for long term suspension.

If the damage to property or loss of property exceeds \$1000 the student shall be suspended for a minimum of 10 days with a possible recommendation for long-term suspension and shall be required to pay the cost of replacement, repair or restoration of the property.

18. **Tobacco Products** - Students may not possess, display, or use any tobacco products at any time on school premises, including school vehicles, or while participating in school sponsored events. This restriction applies on all school system property and at all times, even when the individual is on the school grounds as a visitor or spectator.

Consequence(s):

1st offense - The product will be confiscated. The parents or guardians will be notified, and the student will receive disciplinary action as determined by the principal.

2nd offense - Maximum of 3 days suspension and/or parent conference.

3rd offense - Maximum of 5 days suspension and/or parent conference.

Any subsequent offenses may result in a recommendation for long-term suspension.

19. **Trespassing** - Being on the campus of any school except the one to which the student is assigned during the school day without the knowledge and consent of the officials of that school. Students who loiter at any school after the close of the school day without special need or proper supervision are trespassers and may be prosecuted if they fail to leave when instructed to do so. A student who has been suspended from school is trespassing if he or she appears on the property of the Leadership Learning Academy during the suspension period without the express permission of the principal.

Consequence(s):

1st offense - Maximum of 10 days suspension.

Any subsequent offenses may result in a recommendation for long-term suspension.

20. **Conduct on the School Bus** - Failing to follow the directives of the school bus driver and the rules and regulations of school bus safety as well as the rules of this policy while at a school bus stop, or in the school bus parking lot, or while riding on a school bus or other school vehicle. Violation of these rules may result in temporary or permanent suspension from the privilege of school transportation services as well as suspension from school.

Consequence(s):

1st offense - Counsel with student; parent notification and maximum 3 days off the bus.

2nd offense - Maximum of 5 days off the bus.

3rd offense - Maximum of 10 days off the bus.

4th offense - Minimum of 10 days off the bus and student may be suspended from the bus for the remainder of the school year.

21. **Skipping School** - Leaving school grounds during the instructional day without prior approval from a site administrator.

Consequence(s):

Notification to parents and student will receive an unexcused absence.

1st offense - Maximum of 3 days suspension.

2nd offense - Maximum of 5 days suspension.

3rd offense - Maximum of 10 days suspension.

Any subsequent offenses may result in a recommendation for long-term suspension.

22. **Fireworks or Ammunition** - Possessing, distributing, igniting or using any fireworks or ammunition on school premises, or in any vehicles on school premises.

Consequence(s):

1st offense - Confiscation of items, notification of parents, and up to 10 days suspension with possible recommendation for long term suspension.

2nd offense - Minimum of 10 days suspension and possible recommendation for long term suspension.

23. **Assault or Attempted Assault**- Assaulting or attacking, or causing or attempting to cause physical injury to another student, school employee, or school volunteer or intentionally behaving in

such a manner that could reasonably cause physical injury to any student, school employee, or school volunteer.

Consequence(s):

1st offense - Up to 10 days suspension for all involved students, and possible recommendation for long term suspension, with possible expulsion for serious violations, including serious assaults, if the student is fourteen years of age or older.

2nd offense - Up to 10 days suspension and possible recommendation for long term suspension, with possible expulsion for serious violations, including serious assaults, if the student is fourteen years of age or older.

3rd offense -Minimum of 10 days suspension and recommendation for long term suspension with possible expulsion for serious violations, including serious assaults, if the student is fourteen years of age or older.

The Board shall remove to an alternative school setting any student who is at least 13 and who physically assaults and seriously injures a teacher or other school personnel. If no alternative setting is available, then the Board shall suspend the student for no less than 300 days but no more than 365 days.

The Board may remove to an alternative school setting a student who is at least 13 years of age and who does one of the following:

- Physically assaults a teacher or other adult who is not a student
- Physically assaults another student
- Physically assaults and seriously injures another student

If no appropriate alternative setting is available, the student may be suspended for up to 365 days.

In all cases of serious physical assault including kidnapping or death, a student who is fourteen years of age or older whose behavior indicates that the student's continued presence in school constitutes a clear threat to the safety of other students or school personnel is subject to expulsion. Law Enforcement will be notified immediately.

24. **Possession of Weapons other than Firearms** -Possessing, handling, transferring, or bringing on to school property any items including but not limited to knife, razor, BB gun, air rifle, air pistol, sling shot, blackjack, brass knuckles, facsimile or other item that could be considered a weapon or dangerous instrument.

Consequence(s):

1st offense - Up to a 10 days suspension and possible recommendation for long term suspension.

2nd offense - Up to a 10 days suspension and possible recommendation for long-term suspension, with possible expulsion if the student is fourteen years of age or older.

25. **Fire Alarms** - Setting off, attempting to set off, or aiding and abetting anyone in giving a false fire alarm. It shall also be prohibited to interfere with or damage any part of a fire alarm, fire detection, smoke detection, or fire extinguishing system.

Consequence(s):

Up to a 10 days suspension and possible recommendation for long term suspension.

26. **Failure to Comply with a Lawful Directive** - Failing to follow a directive after being personally notified by any school employee during any period of time when being subject to the authority of such school personnel.

Consequence(s):

Maximum of 10 days suspension or disciplinary action as determined by the principal.

Any subsequent offenses may result in a recommendation for long-term suspension.

27. **Threats of Death or Serious Bodily Injury** - Threats of death or serious bodily injury communicated toward any student, school employee, or school volunteer by verbal, written or other communication.

Consequence(s):

1st offense - Up to 10 days suspension and possible recommendation for long term suspension.

2nd offense - Up to 10 days suspension and possible recommendation for long-term suspension, with possible expulsion if the student is fourteen years of age or older.

28. **Sexual Assault or Sexual Acts** – Engaging in any sexual act (whether consensual or not), offensively touching another person’s private parts, including buttocks or breasts, or forcing or attempting to force another to engage in a sexual act against their will.

Consequence(s):

1st offense - Up to 10 days suspension, and possible recommendation *for* long term suspension for serious violations.

2nd offense - Up to 10 days suspension, and possible recommendation *for* long term suspension, with possible expulsion for physical sexual harassment if the student is fourteen years of age or older.

3rd offense - Minimum of 10 days suspension, and possible recommendation for long term suspension, with possible expulsion for physical sexual harassment if the student is fourteen years of age or older.

29. **Arson** - Burning or attempting to burn any school building or property. Possessing incendiary material, (i.e., gasoline, kerosene, or other flammable liquid), for the purpose of burning or the attempted burning of school property.

Consequence(s):

1st offense - Up to 10 days suspension, and possible recommendation *for* long term suspension

2nd offense - Minimum of 10 days suspension and recommendation for long term suspension. Recommend expulsion if the student is fourteen years of age or older.

30. **Harassment** - Engaging in physical harassment as defined in the harassment policy.

31. **Use of a Weapon** - Using in a threatening or dangerous manner any weapon or other object that can reasonably be considered a weapon or a facsimile of a weapon.

Consequence(s):

Minimum of 10 days suspension and recommendation for long-term suspension. Recommend expulsion if the student is fourteen years of age or older.

32. **Possession or Use of Drugs or Alcohol** - Knowingly possessing, using, distributing, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid, or prescription drug not prescribed for the student by a physician or medical provider, other controlled substance, any alcoholic beverage, malt beverage, fortified wine, other intoxicating liquor, drug paraphernalia, counterfeit drugs, or inhale or ingest, any chemicals or products with the intention of altering the student's mood or behavior.

Consequence(s):

Up to 10 days suspension and possible recommendation for long term suspension.

Additional investigation shall be done by the principal, and the findings of fact shall use the findings of fact to determine whether the suspension should be short-term.

Criteria or factors to be considered in determining whether the suspension should be short-term are as follows:

(a) Prior disciplinary or criminal record of the student.

- (b) Type of Federal Legend drug, (i.e. prescription), controlled substance, or alcoholic beverage involved in the violation.
- (c) Amount of Federal Legend drug, controlled substance, or alcoholic beverage involved in the violation.
- (d) Age and/or grade of the student.
- (e) The level of participation at which the student was involved in the violation.
- (f) Documentation of prior violation(s) of board policy or violation(s) of criminal law occurring while the student was enrolled at any school, inside or outside of the Leadership Learning Academy.
- (g) Any other relevant mitigating factor(s) that can be documented by the principal, which would have a bearing on the length of the suspension.

If the principal determines that the violation warrants only a short-term suspension, the student shall be placed on probation for the remainder of the school year. Probation shall include attendance and participation in one or more of the following:

- 1) Drug / Alcohol Rehabilitation Program
- 2) Substance Abuse Counseling - Group and/or individual
- 3) Any other alternative or intervention programs approved by the Board of Education

If the Principal determines that a short-term suspension is not warranted, one of the following provisions will apply:

- (1) The student shall be assigned by the principal, on a case by case basis, to an alternative program approved by the board of education; or
- (2) The student shall be long-term suspended from the school for the remainder of the school year.

The student shall be placed on probation with the written consent of the student and his or her parent or guardian. If the student and parent or guardian refuses to sign the probationary agreement, the student shall be suspended for the remainder of the year. If after signing the probationary agreement, the student violates any condition of the agreement, the long-term suspension will be invoked.

33. **Sale or Purchase of Drugs or Alcohol** – Selling, buying, or conspiring to sell or buy, any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid, or prescription drug not prescribed for the student by a physician or medical provider, other controlled

substance, any alcoholic beverage, malt beverage, fortified wine, other intoxicating liquor, counterfeit drugs, or any chemicals or products intended to alter a person's mood or behavior while on school property, including school bus stops, or any school-sponsored activity.

Consequence(s):

Minimum of 10 days suspension and recommendation for long term suspension or possible recommendation for expulsion if the student is fourteen years of age or older.

34. **Possession or Use of a Firearm** - Possessing, handling, using, transferring or bringing onto educational property, or to a school-sponsored curricular or extracurricular activity off of educational property, a firearm.

Consequence(s):

A student who brings a firearm onto school property shall be suspended for up to 365 calendar days

35. **Bomb Threat or Hoax** - (a) Communicating by any means to any person or group of persons, a report, knowing or having reason to know the report is false, that there is located on educational property or at a school-sponsored curricular or extracurricular activity off educational property any device designed to destroy or damage property by explosion, blasting, or burning; or

(b) With intent to perpetrate a hoax, conceals, places, or displays any device, machine, instrument, or artifact on educational property or at a school-sponsored curricular or extracurricular activity off educational property, so as to cause any person reasonably to believe the same to be a bomb or other device capable of causing injury to persons or property.

Consequence(s):

A student who makes a bomb threat or perpetuates a bomb hoax shall be suspended for up to 365 calendar days

36. **Explosives** - Possessing or placing on educational premises any explosive device, including but not limited to dynamite or dynamite cartridge, bomb, grenade, mine, nitroglycerine, or any other powerful explosives capable of causing injury or damages.

Consequence(s):

A student who brings an explosive or incendiary device onto school property shall be suspended for up to 365 calendar days

37. **Assaults and Serious Injuries on any Teacher or Other School Personnel** - Assaulting or causing serious injury to a teacher or school personnel or volunteer or other adult who is not a student.

Consequence(s):

Any student who is at least 13 years of age shall be suspended for not less than 300 days but no more than 365 days the said student.

Any student who is **under** 13 years of age shall be long-term suspended from the Leadership Learning Academy System for the remainder of the school year or assigned to an appropriate alternative educational program approved by the Board of Education.

38. Other Assaults on Teachers or Other Adults who are not Students and Assaults on Another Student -

(a) Physically assaulting a teacher or other adult who is not a student;

(b) Physically assaulting another student if the assault is witnessed by school personnel;

(c) Physically assaulting and seriously injuring another student.

Any student who is at least 13 years of age may be suspended from the Leadership Learning Academy for a period of up to 365 calendar days, or assigned to an appropriate alternative educational program approved by the Board of Education.

Any student who is **under** 13 years of age shall be long-term suspended from the Leadership Learning Academy for the remainder of the school year or assigned to an appropriate alternative educational program approved by the Board of Education.

Any appeals to the Board of Directors shall be based solely on:

(1) Specific violation(s) of due process, or

(2) The principal having abused or exceeded his or her authority in recommending a long-term suspension.

When a student is suspended, either short-term or long-term, from the Leadership Learning Academy, that student is prohibited from being in any Leadership Learning Academy building, on any property or bus owned by the Leadership Learning Academy, or at any Leadership Learning Academy sponsored activity during the period of suspension.

Gang and Gang Related Activity

The Leadership Learning Academy does not support or condone gang membership or gang activity and believes that prohibiting such activity serves as a legitimate goal of the health and safety of the school environment. The Superintendent or his/her designee shall regularly consult with local law enforcement officials to identify gang-related items, symbols and behaviors, and provide each principal with this information.

End of Student Handbook

TIMELINES

PLANNING TIMELINE

Date(s)	Activity	Person Responsible
Present	Compile list of parent volunteers interested in helping with the school; prepare skills	Board of Directors
Present	Begin preliminary work on forming Academic Advisory Committee PTA	Board of Directors
Present	Continue to develop working budget and contingency budgets for planning year and	Board of Directors
Present	Contact and collaborate with community leaders, organizations, and agencies	Board of Directors
Present	Establish calendar for board meetings	Board of Directors
Present	Collect information and compare insurance needed during planning year	Board of Directors
Present	Identify potential vendors for services such as student information	Board of Directors
Present	Prepare list of education reporters and other media contacts with fax numbers for press	Board of Directors
Present	Prepare copy for articles, press releases, public service announcements, display ads, posters,	Board of Directors
Present	Continue work on manuals	Board of Directors
Present	Develop plan for board training to be conducted during planning year	Board of Directors
Present	Complete development of board manual	Board of Directors
Present	Acquire Internet domain name and begin	Board of Directors
Present	Finalize process for developing Board policies (using Carver's Policy Governance	Board of Directors
Present	Complete Faculty and Staff Handbook	Board of Directors
Present	Continue Board training	Board Chair
Present	Continue development of school policies, including communication plan, safety/crisis plan, sexual harassment policy (students and	Board of Directors
Present	Research & plan MI training and certification	Board of Directors
Present	Develop fundraising strategy	Board of Directors
Present		
Present	Begin work Academic Council curriculum	Board of Directors

	<u>After notification of Charter Award</u>	
Planning Yr	Finalize hiring/contracting with CEO candidate	BOD
Planning Yr	Contact local media: provide local	BOD
Planning Yr	Create, test, and finalize the web site.	BOD
Planning Yr	Organize and schedule locations for public	BOD
Planning Yr	Active recruitment and hiring of Principal	BOD
Planning Yr	Begin work on student government plan	BOD
Planning Yr	Active fundraising and grant writing	BOD
Planning Yr	Finalize negotiations bldg. lease; schedule	BOD
Planning Yr	Begin advertising for staff	BOD
Planning Yr	Work with community groups to identify	BOD
Planning Yr	Begin to hold regular public information	BOD
Planning Yr	Continue to widen contacts with community	BOD
Planning Yr	Finalize search for Principal and hire Principal	BOD
Planning Yr	Complete detailed educational plan based on	BOD
Planning Yr	Hire admin assistant	BOD
Planning Yr	Finalize detailed education plan, including	BOD
Planning Yr	Complete the School's policy and procedures	BOD
Planning Yr	Complete board training	BOD
Planning Yr	Complete approval of job descriptions and	BOD
Planning Yr	Continue with press and media campaign	BOD
Planning Yr	Widen contacts with and secure	BOD
Planning Yr	Public presentations	BOD
Planning Yr	Set up presentations to area parents groups	BOD
Planning Yr	Order supplies, furniture, etc.	BOD
Planning Yr	Begin work on technology plan w integrated	BOD
Planning Yr	and administrative functions	BOD
Planning Yr	Continue with regular public presentations for	BOD
Planning Yr	Continue with additional presentations to	BOD
Planning Yr	<i>Recruitment of students formally begins</i>	BOD
Planning Yr	<i>Develop plan for licensure renewal program</i>	BOD
Planning Yr	<i>Open enrollment period begins, application</i>	BOD
Planning Yr	<i>Prepare and file form 1023 to obtain 501(c)(3)</i>	BOD
Planning Yr	Finalize Middle school curriculum	BOD
Planning Yr	Ongoing Advertising and recruitment of staff	BOD
Planning Yr	Start recruitment for School Advisory Board	BOD
Planning Yr	Continue hiring process for non-teaching staff	BOD
Planning Yr	Finalize School curriculum	BOD

Planning Yr	Notice of admitted and “wait-listed” students	CEO/Admin
Planning Yr	Parents of each child admitted must contact	
Planning Yr	Complete any necessary facility renovations	CEO
Planning Yr	Purchase needed classroom/office	CEO
Planning Yr	NCWISE training scheduled or completed by	Principal
Planning Yr	Obtain certificate of occupancy for school	CEO
Planning Yr	Hiring of teachers and checking of credentials	Principal
Planning Yr	Complete detailed budget plan for first year of	BOD/CEO
Planning Yr	Lottery held if necessary	CEO
Planning Yr	Obtain necessary property, liability, health and	CEO
Planning Yr	Formalize any necessary contracts with	CEO
Planning Yr	Staff Development Plan completed with	Principal
	Set up school office and classroom	CEO
Planning Yr	Finalization of human resource issues:	Principal/CEO
Planning Yr	Schools Attuned: Generalist Path for 5-6	Principal
Planning Yr	Schools Attuned: Specialist Path for 4 High	Principal
Planning Yr	Finalize school safety procedures and	CEO
Planning Yr	Finalize needed contracted services	CEO
Planning Yr	Finalize syllabi, lesson plans, and prepare	Principal
Planning Yr	Additional staff development as needed	Principal
Planning Yr	Open House for students and parents	Principal/CEO/BOD
Planning Yr	Conduct Parent Orientation meetings	Principal
Planning Yr	FIRST DAY OF CLASSES	Everybody

VI. BUSINESS PLAN

PROJECTED STAFF:

	2013-14	2014-15	2015-16	2016-17	2017-18
Total # of students	240	320	380	450	540
Administrator/COO	1.0	1.0	1.0	1.0	1.0
Principal	1.0	1.0	1.0	1.0	1.0
Asst. principal				1.0	1.0
Learning Coordinator		1.0	1.5	2.0	2.0
Health and PE Services Coordinator			1.0	1.0	1.0
Nurse/School Health	0.5	0.5	1.0	1.0	1.0
Special Education Specialist(s)	1.0	1.0	2.0	3.0	4.0
Librarian			.5	1.0	1.0
Guidance Counselor(s)		1.0	2.0	2.0	2.0
Administrative Assistant(s)	2.0	2.0	2.0	2.0	2.0
Maintenance Staff	1.0	1.0	1.5	2.0	2.0
Administration	6.5	8.5	13.5	17	18.0
K-5 Teaching Staff					
Classroom teachers	10	14	15	16	18
Lang Enrichment Teacher	1	2	3	4	4
Martial Art/PE Teacher	1	1	2	2	3
Teaching Assistants	10	12	12	14	15
Middle School Core Subject					
English Literature			1	2	2
History/Geography/Civics			1	1	2
Mathematics			1	2	2
Science			1	1.5	2
Total Teaching Staff	22	29	36	42.5	48

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

Staff Qualifications include the following:

Professional Staff:

- Administrator: The successful candidate for school administrator will have demonstrated management experience which includes supervision of diverse staff, fiscal management, community collaboration and an understanding of the social, economic, psychological factors affecting students and their families.
- The Principal and Assistant Principal 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 (Elementary, Exceptional Children)

- Secondary Teachers will have a subject matter concentration in the area of teaching responsibility.
- The Guidance Counselor will possess teaching and guidance licensure.
- Learning Coordinator – licensed teacher with experience in curriculum design and implementation
- Special education specialist – licensed teacher with concentration and experience in special education
- Nurse – licensed registered nurse with two years' experience working in school
- Student health/physical education coordinator – possess teaching licensure and administration experience with specialty in health or PE
- Librarian – degree in library science; possess teaching licensure is preferred.

Support Staff

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 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 require

Teacher Licensure Plan

General Policies

1. All employees who hold professional valid licenses issued by the SBE are subject to the rules pertaining to licensed professionals and their licenses may be revoked based on any of the grounds listed in 16 N.C.A.C. 6C. 0312. In addition, licensed administrators are subject to the mandatory reporting requirement if a licensed employee engages in physical or sexual abuse of a child.
2. Prior to each academic year, and as required by the SBE, the School will report the total number of teachers and the total number of teachers who hold valid licenses who are employed to teach at the School.
3. The School will not employ, or accept voluntary services from, any individual whose certificate or license has been suspended or revoked by the SBE or any other licensing board or agency on the grounds of unethical or immoral behavior, including improper sexual or physical conduct with children or students.
4. In the case of a school employee who is on leave from employment with the local board, the

School will notify the local board of education if such employee is suspended, terminated, asked to resign, or otherwise subjected to disciplinary action because of poor performance or misconduct. The School will cooperate with the local board of education and provide any information requested concerning such employees.

Licensure Renewal Program

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

Initial Licensure Program

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

- The Principal or his or her licensed designee will act as coordinator and eligibility verifier for this program.
- School administration will conduct a formal orientation for holders of an initial license, including a description of available services, training opportunities, and the process for achieving a continuing license.
- The plan will comply with the optimum working conditions for holders of an initial license identified by the SBE.
- The School will comply with the mentor selection guidelines identified by the SBE.
- Appropriate mentors will be selected for each holder of an initial license from the School or from nearby schools.
- Our search committee will ensure that a Principal is found who is supportive of licensure initiatives.
- All teachers will be observed a minimum of four times each year in accordance with the Excellent Schools Act and SB 1126, using the instruments adopted by the SBE for such purposes.
- New teachers will submit an individualized growth plan at the beginning of each year. This plan will be developed with joint consultation between the teacher, the Principal or designee, and the mentor teacher
- Technical assistance and similar services will be provided. The Principal will be responsible for the development, identification and service delivery program for each beginning teacher.
- A cumulative file will be maintained for each teacher, which contains the Individual Growth Plan and the performance-based criteria evaluation reports.
- The timely transfer of the cumulative file to successive employing local education

agencies, charter schools, or non-public institutions will be provided.

- A performance-based assessment system for the Initial Licensure Program will be put in place.

Staff Recruitment, Hiring and Retention Plan:

1. LLA will determine Selection Criteria by:
 - Developing job descriptions for each position, which will include salary range
 - Specifying both skills and traits necessary for candidate to be successful.
 - Ensuring selection criteria includes all requirements for hiring including education, experience, screening/testing, background checks and interview scores (as applicable)
 - Establish and maintain timelines for hiring process
2. LLA will advertise with goal of acquiring a multi-skilled, diverse workforce by:
 - Developing strategies for reaching widest pool of applicants possible which will include posting job vacancies on our website which will include our mission, vision, values and culture; tapping into networks of social media, board members, and industry contacts; word of mouth; professional Associations' websites and magazines; using recruiting companies, like Career Builders
 - Use temporary agencies as appropriate for vacant positions
 - Effective marketing and company publicity will have potential applicants coming to us.
 - Ensuring job postings clearly outline positions, minimum and preferred qualifications with contact information of hiring manager
3. LLA will establish effective application process by:
 - Ensuring application questions are clear, concise and solicit necessary info
 - Ensuring strict confidentiality of applicants
 - Screening applications and ranking based on assessment criteria
 - Maintaining frequent contact with applicants throughout the process
4. LLA will complete effective interviewing by:
 - Conducting screenings before setting up face to face interviews
 - Being prepared by familiarizing self with applicant's resume, application and/or credentials
 - Using consistent relevant questions that are open ended to solicit detailed information from interviewee.
 - Documenting interviewees' responses to questions
 - Managing time, end interview if it becomes obvious not a good match for position or school.
 - Sell the school, sell the job and sell self by presenting in such a way that applicants are excited to be part of the team
 - Verifying information through thorough background checks
5. LLA will hire only highly qualified, well matched staff

6. LLA will provide ongoing orientation, training and supervision of staff
7. LLA staff will participate in quarterly performance evaluations
8. LLA will prioritize retention of good employees to ensure continuity of the program
9. Our retention activities will include the following:
 - Clear expectations for each position
 - Fair competitive salaries
 - Ongoing professional development opportunities
 - Standard quarterly evaluations
 - Mentors and new teacher supports
 - Staff recognition
 - Participation in State benefit program
 - Ongoing, effective supervision which will include recognizing good performance and confronting poor performance
 - Regular constructive staff meetings to ensure communication across the organization
 - Make sure the job is doable – recognizing that all good staff want to be effective and a productive part of the team.
 - Using the talents and skills of the team
 - Provide opportunities to participate and lead school projects
 - Soliciting honest feedback from staff – encouraging frank discussions without the fear of backlash or retribution

The recruitment, hiring and retention of staff is generally the Board and administrators' responsibility. The specific breakdown of supervision will be the Principal supervising teaching staff; the Administrator/COO supervising the Principal and non-teaching staff; and the Board directly supervising the COO. The process of recruitment, hiring and retention will begin immediately after we receive notification of the Charter.

Staff Policy and Procedures Manual below:

Leadership Learning Academy

Employee Policy and Procedures Manual

(Draft)

About This Handbook

This Handbook has been prepared to provide you general information concerning our policies, programs and benefits. However, no employee handbook can anticipate every circumstance or question that might arise. You should therefore consider this Handbook as a helpful guide to which you can refer regarding your employment.

Please note that some of the policies mentioned in this Handbook are covered in detail in other documents and booklets. You should refer to those documents for specific information, since this Handbook only briefly summarizes certain rules, policies, and benefits. Also, the terms of any written insurance policies or benefit plans are controlling, such that any discrepancies between this Handbook and such policies or plans shall be governed by and resolved in favor of the specific policy or plan and not this Handbook.

Leadership Learning Academy, Inc. reserves the right to revise, supplement, rescind, or make exceptions to any of their policies or any portion of the Handbook from time to time as they deems appropriate, in their sole and absolute discretion. We will make every effort to provide you with advance notice of any changes that are likely to affect your employment.

This Handbook replaces and supersedes all previously issued employee handbooks of Leadership Learning Academy, Inc.

CONTRACT DISCLAIMER

This Handbook does not constitute a contract of employment or establish a just-cause termination standard. All employees are terminable at will. Just as an employee may terminate employment at any time, Leadership Learning Academy, Inc. have the right to terminate the employment of any employee at any time, with or without cause or notice.

Welcome!

Welcome to the Leadership Learning Academy family! We are pleased to have you with us and hope that you find your new job rewarding and challenging. Leadership Learning Academy is growing and we feel that all of us have the opportunity to benefit. We want to maintain the benefits of our current environment as we expand and grow over the coming years.

To reach our goal we must provide superior service to our students and community stakeholders, and this means employing the best people. As a member of our team, you are critical to our success. Through your success, we can reach our goals.

We strive to create an exciting, challenging and rewarding work environment that allows you to flourish. In that regard, we want to offer many career opportunities. We want you to build a long and successful association with us and be a happy and productive member of our team. Through your dedication, creativity, perseverance and efforts, Leadership Learning Academy, Inc. will be successful.

Once again, welcome to our team and our best wishes for success. We appreciate your confidence in our future. Let's grow together.

Equal Employment Opportunity Policy:

Leadership Learning Academy, Inc. is an equal employment opportunity employer. It is our policy to maintain a working environment free of discrimination, harassment, and retaliation. This means that all employment decisions at Leadership Learning Academy are made without regard to race, color, religion, gender, sex, national origin, disability, age, veteran status, or any other characteristic protected by applicable state or federal law. This commitment to equal employment opportunity applies to all aspects of employment, including, but not limited to: hiring, selection, training, assignment, promotion, compensation, benefits, transfer, performance evaluation, discipline, and discharge.

Any employee who believes he or she has been subjected to discrimination in violation of this policy has a duty to report the situation our senior staff. Employees may also make anonymous reports of discrimination or violations of ethics policies via the Company's website suggestion link. In addition, employees may file grievances in accordance to our grievance policy, may give comments, concerns or suggestions directly to your supervisor, or anonymously via our comment boxes located in office lobby. In addition, self-addressed stamped envelopes shall be made readily available to all staff persons who wish to file an anonymous complaint or suggestion. No person will be required to make a report of discrimination to the alleged violator. Retaliation against anyone making such a report is prohibited.

Policy Against Harassment (Including Sexual Harassment)

Leadership Learning Academy, Inc. strongly disapproves of and will not tolerate or condone harassment by or of any of our employees. We are committed to providing a workplace free of all forms of harassment, whether based upon race, color, age, gender, sex, national origin, religion, disability, and any other category protected by applicable law. This policy applies to all employees of Leadership Learning Academy, Inc., and covers situations involving employees, students, vendors, suppliers, and patrons.

Examples of harassment that is prohibited by this policy include, but are not limited to, derogatory or inappropriate comments, gestures, threats, jokes, slurs, epithets, or other verbal, visual, or physical conduct in the work place that is based upon a person's protected category (such as race, gender, disability, etc.).

Sexual harassment is also specifically prohibited by this policy. For purposes of this policy, sexual harassment is defined as unwelcome or unwanted verbal, visual or physical conduct of a sexual nature when:

Submission to or rejection of such conduct is made a term or condition of an individual's employment;

Submission to or rejection of such conduct is used as a factor in decisions affecting hiring, evaluation, retention, promotion or other aspects of employment.

Such conduct reasonably could be expected to and does interfere with an individual's employment or creates an intimidating, offensive, or hostile work environment. Examples of prohibited sexual harassment may include sexual advances or overtures, requests for sexual favors, lewd or suggestive comments, jokes, or nicknames, which even if not objectionable to some employees, create a working environment that may be considered by others to be offensive or hostile.

Harassment Complaint Procedure:

If an employee believes that he or she has been harassed, whether by a co-worker, supervisor, member of management, or third party such as a student, vendor, supplier, or patron, the employee has a duty to report the incident immediately to his or her supervisor or CEO. Employees may also make anonymous reports of discrimination or violations of ethics policies via the Company's web based system Accreditation Now (www.accreditationnow.com). In addition, employees may file grievances in accordance to our grievance policy, may give comments, concerns or suggestions directly to your supervisor, or anonymously via our comment boxes located in each office lobby. In addition, self-addressed stamped envelopes shall be made readily available to all staff persons who wish to file an anonymous complaint or suggestion with our Principal or CEO.

No person will be required to make report of harassment to the alleged harasser. Upon receipt of a complaint, the management staff will investigate the complaint in a prompt and thorough manner. Upon conclusion of the investigation, all appropriate corrective action, up to and including discharge of the individual found to be in violation of this policy, will be taken in order to remedy any harassment that may have occurred.

Retaliation against anyone who makes a complaint of harassment or participates in the investigation of a complaint is prohibited.

Credentials and Background Checks

A number of our job positions require the applicant or employee to hold specific educational degrees, certifications, and/or licenses. With regard to those jobs that require such credentials, Leadership Learning Academy will conduct appropriate checks to verify that the applicant's or employee's credentials are legitimate, valid, and up-to-date. Particularly with regard to those jobs that require an undergraduate college bachelor's or other degree of higher education, Leadership Learning Academy requires that such degree have been earned from an educational institution accredited by a U.S. Department of Education approved accrediting agency.

Leadership Learning Academy also conducts a background check on all applicants prior to employment and on current employees during employment, as it deems necessary, and in accordance with applicable law. Leadership Learning Academy expects that applicants and employees will complete job applications and otherwise answer all questions regarding their backgrounds, including those regarding prior criminal convictions, in a complete and truthful manner. Leadership Learning Academy may terminate and/or refuse to hire anyone who violates this policy, presents false or invalid credentials, provides incomplete or untruthful answers on an employment application, or who has a negative background check result.

Open Door Policy

In the spirit of keeping open communications, Leadership Learning Academy maintains an “open door” policy. We encourage you to seek answers to questions or problems from your immediate supervisor. Being most familiar with your work and daily activities, he or she can readily provide answers to most of your questions. Of course, if you feel uncomfortable approaching that person or the issue has not been resolved to your satisfaction then you may contact the CEO.

Electronic Systems Use Policy

Leadership Learning Academy computer and telephone systems provide e-mail, voice mail, and access to the Internet as a basis for communication by and among employees for the purpose of conducting company business. All e-mail, voice mail, and any other electronic communications, as well as the telephone and computer systems used to generate, send, or receive such communications, are the property of LEADERSHIP LEARNING ACADEMY

Because all electronic communications, such as e-mail and voice mail, are considered LEADERSHIP LEARNING ACADEMY property, employees should be aware that all such communications are not private. LEADERSHIP LEARNING ACADEMY reserve the right, where permitted by applicable law, to access, monitor, review, and disclose the contents of any e-mail, voice mail, or other electronic communications sent, created, or received over the computer or telephone systems at any time, with or without notice. While employees may be given a password or code in order to access the computer or telephone systems, LEADERSHIP LEARNING ACADEMY retains a copy of such password or code. Accordingly, such password or code shall not be considered to give the employee an expectation of privacy with respect to e-mail, voice mail, or any other electronic communications.

LEADERSHIP LEARNING ACADEMY’s computer and telephone systems are to be used for business and work-related purposes. Employees are prohibited from using the LEADERSHIP LEARNING ACADEMY computer and telephone systems:

- For non-Company related business ventures;
- For religious or political causes;
- To send offensive, discriminatory, threatening, or harassing messages including, but not limited to, slurs, jokes, nicknames, or any other communications or messages which, even if not objectionable to some employees, create a working environment that may be considered by others to be offensive, hostile, or discriminatory; and
- When such use violates any other Leadership Learning Academy policy.

Any employee who violates any provision of this policy is subject to discipline up to and including discharge.

(FOR ADDITIONAL INFORMATION REGARDING OUR IT POLICIES, YOU MAY REFER TO OUR INFORMATION TECHNOLOGY MANUAL)

Protection of Personal Identity Information

In order to safeguard the personal information of its employees, students, and other persons, and to reduce the potential for “identity theft,” LEADERSHIP LEARNING ACADEMY have adopted this Protection of Personal Identity Information Policy. For purposes of this policy, “personal identity

information” shall mean the first name (or first initial) and last name of any employee, student, or other person, in combination with any other identifying information including Social Security Number, employer identification number, driver’s license number, state identification number, passport number, checking or savings account number, personal identification (PIN) code, e-mail address, or any other number or information that can be used to access a person’s financial resources.

This policy prohibits any Leadership Learning Academy employee from engaging in any of the following:

1) publicly communicating or disclosing a person’s Social Security Number; 2) printing or embedding an individual’s Social Security Number on any card required to access Leadership Learning Academy’s products or services; 3) requiring an individual to transmit his or her Social Security Number over an unsecured Internet connection; 4) requiring an individual to use his or her Social Security Number to access an Internet site, unless a password or other authentication device is also used; 5) printing an individual’s Social Security Number on any materials that are mailed to the individual, unless specifically required by state or federal law; and 6) disclosing an individual’s Social Security Number to a third party without the individual’s consent, when the third party lacks a legitimate purpose for obtaining the Social Security Number. This policy also prohibits any employee from including any person’s “personal identity information” in any document that is to be publicly filed or recorded.

When disposing of any papers, documents or other written materials containing “personal identity information” of any person, the employee must shred the material in one of the shredding machines or place the material into a designated container or bin for shredding. When disposing of any electronic media or other non-paper media (e.g., e-mails) containing “personal identity information” of any person, the employee must delete and permanently erase such media from the LEADERSHIP LEARNING ACADEMY computer system.

If an employee has a question regarding whether a document, paper, electronic communication, or other material contains “personal information” that is subject to this policy, the employee should ask his or her supervisor for guidance. If an employee discloses or communicates “personal identity information” or otherwise engages in any activity (whether intentionally or inadvertently) that is precluded by this policy, the employee must advise his or her supervisor immediately. Any violation of this policy may subject the employee to discipline up to and including immediate discharge.

If we discover that there has been a security breach relating to personal identity information, we will provide written notice to the affected person as soon as reasonably possible. The written notice will describe the information which was the subject of the breach, provide a phone number of a designated spokesman who can provide additional information, describe additional steps that are being taken to protect personal information, and advise the person to be vigilant in checking account statements and monitoring credit reports.

Confidential Information

As a part of their employment with Leadership Learning Academy, employees may have access to confidential and/or proprietary information and records. Confidential information includes, but is not limited to, financial information, personnel information and records, business data, accounting information, payroll information, etc. It also includes private information about Leadership Learning

Academy students, including personal identification information such as social security numbers, home address and telephone numbers, and other personal information.

Employees are prohibited from using, copying, or disclosing any such confidential information to any other person, firm, corporation, or other entity, either during or subsequent to their employment, except as authorized by Leadership Learning Academy.

Non-Solicitation and Distribution

It is important that employees not be disturbed or distracted by activities unrelated to the school's operations. Because every employee's work deserves full attention during scheduled working time, you may not solicit other employees, nor may you distribute literature for any purpose, during working time. For purposes of this rule, working time includes any period during the day when you are or should be performing job tasks. An employee who is not on working time may not solicit or distribute literature to employees who are on working time. Distribution of literature in work areas is prohibited at all times due to safety and sanitary considerations.

Workplace Violence

LEADERSHIP LEARNING ACADEMY desires to provide their employees with a place of employment that is free from physical attack, threats, and menacing and harassing behaviors. Therefore, LEADERSHIP LEARNING ACADEMY prohibit their employees from engaging in acts of violence, threats, physical attack, or harassment of another person, or any act that damages Leadership Learning Academy or employee property or disrupts the work tasks of an individual or group of people within the workforce. This policy applies to all employees of LEADERSHIP LEARNING ACADEMY and covers situations involving employees, students, vendors, or visitors to Leadership Learning Academy.

In furtherance of this policy, LEADERSHIP LEARNING ACADEMY prohibits employees from carrying or possessing any weapon while on property owned, leased, or operated by Leadership Learning Academy, or while operating or riding as a passenger in an Leadership Learning Academy vehicle. Ordinarily, the mere possession of a small pocket knife, mace, pepper spray, or similar item will not be considered a violation of this policy. However, the inappropriate display or use of such items will be considered a violation.

Any employee who believes he or she has been subjected to actions, conduct, behavior, or communication in violation of this policy is required to report the incident immediately to his or her supervisor. Any employee who receives a complaint or witnesses an act of violence, threats, or harassment, who observes a weapon, or who has reason to suspect that someone is in possession of a weapon or that these acts or behaviors are occurring, is required to report that complaint or incident to his or her supervisor or other member of management immediately — regardless of the alleged victim's desire that the matter not be reported. No person will be required to report to the alleged violator. Violations of this policy may result in discipline up to and including discharge.

Security

All employees are expected to conduct themselves in a manner that does not compromise the safety and security of our employees, students, property, and premises.

All visitors must check in at the front desk with the receptionist, and must be accompanied by an Leadership Learning Academy employee at all times while on Leadership Learning Academy property.

Employees are to identify themselves upon request when entering a Leadership Learning Academy facility to ensure that only authorized individuals are on the property. Off-duty employees are not permitted to be in the interior of the facility or other working areas for any reason unless they are reporting to work, on duty, or leaving work.

LEADERSHIP LEARNING ACADEMY reserve the right to search work areas and personal items such as lunch boxes, purses, briefcases, containers, vehicles, other personal property entering or leaving the premises, or any Leadership Learning Academy property, as it deems appropriate.

Safety

It is every employee's responsibility to be safety conscious and to observe every safety rule, for your own safety and for the benefit of other employees, students, and visitors. LEADERSHIP LEARNING ACADEMY requires that employees report immediately to a supervisor any potentially unsafe situation that is observed so that personal injury can be avoided. Any personal injury or illness on the job must also be reported to a supervisor immediately. Also, any conduct that jeopardizes the safety of anyone, including you will not be tolerated and may result in disciplinary action up to and including discharge.

LEADERSHIP LEARNING ACADEMY maintains smoke free facilities. There will be no smoking in those facilities.

Gratuities

In adherence to government regulations, no employee may offer a gratuity to any government employee or official on behalf of, or in pursuance of, Leadership Learning Academy business. Gratuities are defined as meals, drinks, gifts, expenses, cash or any other item of value, including personal service. LEADERSHIP LEARNING ACADEMY strictly forbids any form of a business gift to federal, state, or municipal employees.

Employees also may not offer to give to or accept from an existing or prospective student, vendor, supplier or a representative of either, any gift, cash or other item of value including personal service in pursuance of business or in conjunction with negotiating business on behalf of Leadership Learning Academy. Expenses for meals as part of a seminar, convention or business meeting are not within the definition of gratuities for purposes of this policy. Invitations extended by a student, vendor, or supplier to participate in any program or activity, such as a party or football game, should be referred to your supervisor/manager for approval on a case-by-case basis.

Violation of this policy will result in disciplinary action up to and including discharge.

Political Activities

In recognition of its responsibilities as a business citizen, LEADERSHIP LEARNING ACADEMY encourage its employees to accept the personal responsibility of good citizenship, including participation in civic and political activities, in accordance with their interests and abilities.

Participation in civic and political activities is considered to be a personal matter and, as such, is generally to be carried on outside of normal working hours. No political activities or solicitations will be carried on within Leadership Learning Academy premises. Political activities are defined for purposes of this policy as activities in support of any partisan political issue or activities in support of, or in concert with, any individual candidate for political office, or of a political party, which seek to influence the election of candidates to federal, state, or local offices. The definition includes employees who are or may be candidates for political office.

Telephone Use

Personal calls of short duration may be received and made at your desk or workstation. Personal telephone call privileges are subject to change or termination at any time. For instance, if the telephone lines become overloaded with calls or an employee is found spending more than just limited time on personal calls, this privilege will be revoked either generally or specifically as to the offending employee.

Dress Code

Employee dress should be neat in appearance. Employees are invited to dress “business casual” in a manner consistent with a professional atmosphere. Clothes such as jeans with holes, exercise clothing, shorts more than 2 inches above the knees and tank tops are not appropriate dress. You are expected to dress more professionally where business circumstances necessitate (e.g., court appearances, treatment team meetings, etc.).

Attendance and Tardiness

Any occurrence of unexcused absence, tardiness, or early departure may subject an employee to disciplinary action, up to and including discharge. Also, even a pattern or record of excused absences may lead to disciplinary action up and including discharge (unless the absence is approved as FMLA, military leave, jury duty, or other leave required by law). For purposes of this policy, any employee who is absent for three consecutive days with no call will automatically be considered as voluntarily terminating his/her employment with Leadership Learning Academy.

Employees should notify their supervisors as soon as possible of the need to be absent or arrive late - preferably well in advance – but at least 15 minutes prior to the employee’s scheduled shift or starting time. (Note: Under certain circumstances, employees may notify the Company of unforeseen FMLA leave of absence up to two business days after becoming aware of need for leave. See FMLA policy for details.) If the supervisor or manager is unavailable, the employee must call the facility Manager to report his or her absence or tardiness in compliance with this policy. (If facility Manager is also unavailable, the employee may leave a voicemail message at the facility Manager’s telephone extension). In the event that an employee must leave work early, the employee must secure permission from his/her direct supervisor before departing.

II. WORK STANDARDS, RULES, AND CONDUCT

It is impossible to describe in this Handbook every work rule for every circumstance. However, you are expected to comply with and abide by all of our rules and standards at all times, and discipline up to and including discharge may be imposed for unacceptable conduct or performance. Some

examples of prohibited conduct are listed below. This list is not all-inclusive. Any conduct, even if not specifically described below, that could cause a personal accident, injury to other employees, a breakdown in discipline, disruption of work, or is otherwise harmful to Leadership Learning Academy and may result in disciplinary action up to and including discharge.

- Failure to report to work, or other violations of the attendance/tardiness policy.
- Failure to notify management of absence for 3 consecutive workdays.
- Gambling on Leadership Learning Academy property.
- Fighting.

- Negligence or improper conduct leading to damage or employer-owned, employee owned or student-owned property.
- Theft.
- Punching another person's time card or other form of time entry, altering a time card or other form of time entry, or working off the clock.
- Falsification of records (for example, job application, time records, or work records).
- Working under the influence of alcohol or illegal drugs; possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace, while on Leadership Learning Academy business, or while operating vehicles in the conduct of Leadership Learning Academy business; or any other violation of the Substance Abuse Policy.
- Jeopardizing the safety of self, others, or Leadership Learning Academy property.
- Failure to report an accident or injury immediately.
- Actual or threatened abuse or other threatening statements/acts.
- Immoral or indecent conduct on Leadership Learning Academy property.
- Stopping work before the end of scheduled work hours or leaving the work area without being properly relieved of duty.
- Sleeping on the job.
- Possession of firearms or other weapons on Leadership Learning Academy property.
- Misrepresentation of Leadership Learning Academy to outside parties.
- Unauthorized disclosure of confidential Leadership Learning Academy, employee, or student information.
- Insubordination (for example, refusing to work, or failing to follow management's instructions).
- Poor or unsatisfactory job performance.
- Sexual or other unlawful discrimination or harassment, or retaliation against an employee for reporting such conduct;
- Unauthorized use of telephones, mail system, computers, or other employer-owned equipment.
- Violation of any Leadership Learning Academy policy.

From time to time, supervisors or other members of management may advise and instruct you regarding other rules and policies. You should comply at all times with such instructions. Failure to do so may result in discipline up to and including immediate discharge.

While LEADERSHIP LEARNING ACADEMY may utilize various form of disciplinary action to correct or address a problem in the workplace, including but not limited to verbal counseling, written warnings,

and/or suspension, nothing in this policy shall restrict the right of LEADERSHIP LEARNING ACADEMY to discharge an employee at any time and for any reason.

III. PAY INFORMATION AND HOURS OF WORK

Pay Periods and Pay Deductions

LEADERSHIP LEARNING ACADEMY will pay employees by check on a regular basis. Most full time employees are paid on the 1st and 15th of each month. Most part time employees are paid on the 8th of each month. Payment is made by hand delivery or mail or, if the employee prefers, by direct deposit.

All deductions required by law such as federal, state, and Social Security (FICA) taxes will be withheld automatically. Any other deductions that are authorized by the employee such as 401(k) contributions, insurance payments, advances, etc. will also be withheld automatically.

Work Day

Office hours are generally from 8:30 a.m. to 5:30 p.m., Monday through Thursday, and from 8:00 a.m. to 5:00 p.m. on Friday. Managers will set employee work schedules, which are subject to change.

Overtime

Employees may be called upon to work more than their normal work week. All overtime for hourly employees must be approved in advance by management. Overtime will be paid to hourly employees for time worked in excess of 40 hours per week, at 1 1/2 times your regular rate, and as otherwise required by applicable state and federal law. Overtime payments will be based on actual hours worked. Time off with or without pay, including, but not limited to, holidays, vacation, or leaves of absence, will not be counted as hours worked for purposes of calculating overtime.

Breaks and Meal Time

Two 10-minute paid break times are given to employees per workday. One 60 minute unpaid meal period is also given to hourly and exempt employees per workday. Hourly employees are not required to punch out for paid break times, but they are required to punch/ check out for unpaid meal times and to punch/ check in upon returning to work. Employees are prohibited from leaving the property during scheduled breaks but may leave for a scheduled meal period.

Time Clocks and Time Keeping

All hourly employees are expected to clock in when reporting to work, clock out and back in for lunch, and to clock out when leaving work. Each hourly employee is responsible for his/her time card or daily unit sheet. Hourly employees are not permitted to clock in more than six (6) minutes before their scheduled starting time, nor clock out more than six (6) minutes after their scheduled quitting time, without a manager's approval.

All EMPLOYEES (Hourly and Exempt) shall sign in/ and out upon each occurrence and notify your direct manager of your whereabouts throughout the work day.

No one may record hours worked for another employee. Tampering with another's time card or daily unit sheet is cause for disciplinary action, up to and including termination of one or both employees.

Do not alter another person's record, or influence anyone else to alter your record for you. Misrepresentation of time worked is grounds for disciplinary action, up to and including termination.

Garnishments

If Leadership Learning Academy receives a court order to garnish your wages because of unresolved debts, family support obligations, or other reasons, we may be obligated to withhold funds from your check and make payments directly to the institution ordered by the court. The Human Resources Director and Payroll will handle the garnishment order.

IV. LEAVES OF ABSENCE AND OTHER BENEFITS

Vacation and Sick Pay

Regular full time employees of LEADERSHIP LEARNING ACADEMY are eligible for vacation and sick pay. This policy defines accrual and other requirements regarding such benefits.

Planning of vacation should take place to minimize disruptions, meet business needs, and allow as much individual choice as possible. Vacation should be requested by the employee at least one (1) week in advance of the requested time. While every attempt is made to grant employees the use of accrued vacation at the time they request it, LEADERSHIP LEARNING ACADEMY must ultimately determine the approval of vacation requests based on business needs and other considerations at LEADERSHIP LEARNING ACADEMIES discretion.

Sick pay is provided only when an employee is unable to work due to his or her illness or injury. LEADERSHIP LEARNING ACADEMY reserves the right to require a physician's note to substantiate the illness. Sick pay must be substituted for unpaid FMLA leaves of absence and where otherwise indicated by policy.

Eligible employees accrue sick pay at an hourly monthly rate of 6.66, and for a maximum of 10 sick days per year (regardless of the number of years of service).

Vacation and sick pay benefits are paid at the employee's base rate of pay. A vacation or sick "day" will be based on the employee's regularly scheduled workday (e.g., for an employee who normally works 8-hour days, 8 hours of vacation or sick pay will be used for one day off, and a half-day will be four hours). Hourly non-exempt employees cannot use vacation and sick pay in increments of less than a half-day. Salaried exempt employees cannot use vacation and sick pay in increments of less than a full day (unless the absence is part of an approved FMLA leave).

Vacation and sick pay must be used in the year in which it is accrued and cannot be carried over to the next year, but the employee will receive pay for the unused portion. From the date of hire eligible employees will begin to accrue vacation and sick pay. However, an eligible employee may not use accrued vacation or sick pay until after the first 90-days of employment.

Employees will be paid for any accrued vacation and sick pay that is unused as of the last day of employment.

Holidays

LEADERSHIP LEARNING ACADEMY provides a total of ten paid holidays each year. All full-time regular employees are immediately eligible for holiday pay. Non-eligible employees are excused from work on holidays but do not receive holiday pay for those days. Recognized holidays are:

NEW YEAR'S DAY
MEMORIAL DAY
INDEPENDENCE DAY
LABOR DAY
THANKSGIVING DAY
DAY AFTER THANKSGIVING
CHRISTMAS EVE
CHRISTMAS DAY
(2) FLOATING HOLIDAYS (which are determined each year by LEADERSHIP LEARNING ACADEMY)

LEADERSHIP LEARNING ACADEMY reserves the right at any time to modify or change the holiday schedule without notice. Holiday pay is based on an employee's base rate of pay. If a designated holiday falls within an employee's vacation or sick pay leave, the holiday is not counted as a vacation or sick day.

FMLA Leaves of Absence

In accordance with the Family and Medical Leave Act, LEADERSHIP LEARNING ACADEMY may grant up to 12 weeks total family or medical (FMLA) leave during any twelve-month period. LEADERSHIP LEARNING ACADEMY use a rolling twelve month period to track and calculate FMLA leave. LEADERSHIP LEARNING ACADEMY will designate qualifying absences as FMLA leave.

FMLA leave may be granted under the following circumstances:

- 1) For the birth of the employee's child and to care for the newborn child, or the placement with the employee of a child for adoption or foster care;
- 2) To care for the employee's spouse, child, or parent with a serious health condition; or
- 3) For a serious health condition that makes the employee unable to perform the functions of his or her job.

The following terms apply to the request or grant of FMLA leave, benefits during leave, and the return from leave:

- FMLA leave is unpaid time off from work, unless an employee has accrued vacation or sick pay. The employee must first exhaust accrued sick pay as part of an FMLA leave for his or her own serious health condition.
- If an employee qualifies for Short Term Disability benefits or workers compensation benefits during such FMLA leave, use of accrued sick pay is suspended while STD benefits or workers compensation benefits are being paid. (Note: FMLA leave runs concurrent with any Short Term Disability leave, and/or workers compensation leave that the employee also may be eligible to receive.)

- The employee must first exhaust accrued vacation as part of an FMLA leave taken for any qualifying reason other than his or her own serious health condition. During an unpaid FMLA leave, vacation and sick pay do not accrue. However, vacation and sick pay benefits accrued prior to the start of leave will be available to the employee upon return from leave (to the extent such benefits were not exhausted during FMLA leave).
- If the reason for the FMLA leave involves a serious health condition (either the employee's or his/her family member's), the employee must obtain and submit a completed and signed certification of health care provider ("medical certification") within 15 days after Leadership Learning Academy requests such certification.

Recertification of the need for continuing leave may also be required. LEADERSHIP LEARNING ACADEMY may delay the taking or continuation of FMLA leave to an employee who fails to provide timely medical certification and disciplinary action up to and including discharge may result.

LEADERSHIP LEARNING ACADEMY also reserves the right to require a second medical opinion, which shall be at the company's expense.

In situations where the need for leave is foreseeable, the employee must provide AFS/CAC with at least thirty (30) days advance notice of the need for leave before FMLA leave can be approved. If the need for leave is not reasonably foreseeable, the employee must provide verbal notice to AFS/CAC as soon as practicable and at least within two (2) business days of becoming aware of the need for leave.

An employee on FMLA leave due to his or her own serious health condition must provide a "fitness for duty" certification from the treating physician upon return to work. A failure to do so may cause a delay in the employee's return to work, and disciplinary action up to and including discharge may result.

Upon timely return from FMLA leave, the employee will be entitled to reinstatement to his or her current position or to an equivalent position with the same pay and benefits. However, when FMLA leave expires, an employee's failure to return to work in a timely manner may be grounds for termination unless additional discretionary leave has been granted by Leadership Learning Academy.

During FMLA leave, an employee's health insurance coverage under the applicable group health benefit plan will be maintained just as if the employee had continued to work. However, during the leave the employee must continue to pay his or her usual share of the premiums for such coverage. If Leadership Learning Academy pays the employee's share of the premium or other payment in order to prevent a lapse of coverage, Leadership Learning Academy will, upon the employee's return to work, deduct that share from the employee's wages. In some instances, Leadership Learning Academy may also recover premiums it paid to maintain coverage for an employee who fails to return to work from FMLA leave.

FMLA leave may be taken intermittently or on a reduced leave schedule in some circumstances. For serious health conditions, intermittent leave or a reduced work schedule is allowed if “medically necessary” and the intermittent or reduced schedule leave best suits that need. When such leave is foreseeable, based on planned medical treatments, Leadership Learning Academy may transfer the employee temporarily to another position more adaptable to the employee’s leave schedule. For more information, please contact your immediate supervisor.

Discretionary Leaves of Absence

Additional leaves of absence may be granted to regular full time and part time employees on a case-by case basis and at the sole discretion of LEADERSHIP LEARNING ACADEMY. However, and provided that business circumstances do not dictate otherwise, employees generally will be permitted to take no more than twelve (12) weeks of such leave within any calendar year. Requirements stated in the FMLA Policy above regarding requests for leave, medical certifications, fitness for duty, required use of vacation and sick pay during leave, non-accrual of vacation and sick pay during leave, and insurance coverage are applicable to this policy regarding discretionary leaves.

If an employee fails to return to work at the end of the approved discretionary leave, and the employee has not requested and received approval in advance for an extension of the leave, LEADERSHIP LEARNING ACADEMY reserve the right to terminate the employee’s employment.

An employee does not have a guarantee to job reinstatement upon his or her return from an approved discretionary leave of absence. LEADERSHIP LEARNING ACADEMY reserves the right, in their discretion, to fill the employee’s position with another candidate while the employee is on leave. Under such circumstances, Leadership Learning Academy may consider transferring the employee to another available position for which the employee is qualified.

Bereavement Leave

Paid time off will be granted to employees, up to a maximum of four (4) consecutive, scheduled workdays, when a death occurs in the employee’s immediate family. This cannot be construed as an automatic guarantee of four days of leave in every case. “Immediate family” includes spouse, child, stepchild, parent, sister, brother, grandparent, grandchild, mother-in-law, and father-in-law. Compensation will be made at the employee’s base rate of pay, not to exceed the employee’s normal scheduled work day. Managers may request proof of need for bereavement leave.

Military Leave

Employees requiring time off from work in order to serve in the Uniformed Services shall be treated in accordance with applicable Federal and state law. To receive a military leave of absence, an employee must give reasonable advance notice of military service unless notice is impossible or unreasonable due to military necessity or other legitimate reasons.

Any Uniformed Service shall be unpaid unless you elect to use any accrued vacation during such absence.

Employees on military leave for 30 or fewer days are required to return to work on the first regularly scheduled work day that falls eight hours after the employee returns from military service. Employees on longer military leave must apply for reinstatement in accordance with all applicable state and

federal laws. Eligible employees returning from military leave will be treated as though they were continuously employed for purposes of determining benefits based on length of service, and the absence will not be considered an interruption of employment service.

For more information regarding request for military leave, benefits during leave, and reemployment from leave, please contact your immediate supervisor.

Jury Duty

As soon as they are notified of jury duty, employees should inform their supervisors. LEADERSHIP LEARNING ACADEMY will pay for jury duty at your regular hourly rate, up to a maximum of 8 hours per day, for a maximum of 15 days of jury duty service. Thereafter, the employee's jury duty service shall be unpaid, unless the employee chooses to substitute accrued vacation. If an employee is excused or released from jury duty service prior to or during his or her regular work hours, the employee must return to work for the remainder of that scheduled work day. Otherwise, the employee may return to work on the next scheduled work day. Unpaid time off, or at the employee's option, use of accrued vacation, will be provided to employees subpoenaed to appear as witnesses.

Health Insurance, Disability, and Retirement

LEADERSHIP LEARNING ACADEMY offer group health, dental, and disability plan benefits to its full-time employees. For more information regarding plan coverage, eligibility and enrollment requirements, waiting periods, employee contribution requirements, and other related matters, please contact your direct supervisor and refer to the applicable plan policies and booklets. To the extent permitted by law, benefits may be modified, added, or terminated in LEADERSHIP LEARNING ACADEMY discretion.

V. SUBSTANCE ABUSE POLICY

LEADERSHIP LEARNING ACADEMY is committed to providing a safe and healthy work environment for all of their employees. Being involved with a drug or alcohol while on the job potentially poses serious safety and health risks to the user and to others in the workplace.

It is the expectation of LEADERSHIP LEARNING ACADEMY, and inherent in the offer of employment, that all employees present themselves to the work site fit for duty and free of alcohol and illegal drugs. All applicants and employees are subject to this policy as a condition of their employment and continued employment.

Prohibited Conduct

The following conduct is prohibited and shall be grounds for discipline up to and including immediate discharge:

1. Offering to others, possession, use, distribution, sale, or manufacture of drugs, alcohol, or drug paraphernalia while on the job at any location, in Leadership Learning Academy vehicles, or on Leadership Learning Academy premises.
2. Reporting to work under the influence of alcohol or drugs on Leadership Learning Academy premises, in Leadership Learning Academy vehicles, or at any other location.
3. Unauthorized use of Leadership Learning Academy property, including vehicles, for the storage or transportation of alcohol or drugs.

4. Conviction of, or pleading guilty or no contest to, a drug or alcohol (or drug or alcohol related) criminal offense.

Note: LEADERSHIP LEARNING ACADEMY reserve the right to carry out reasonable searches of all individuals and their personal effects (including vehicles) on company property with or without prior notice. Refusals to submit to a search or Leadership Learning Academy will be considered insubordination and shall be grounds for disciplinary action, up to and including discharge.

Prescription Drugs

The above prohibitions shall not include drugs being properly used and taken by an employee according to a verifiable prescription and direction of a physician. Employees must, however, be aware that taking some prescription medications may create a safety hazard because those medications can cause drowsiness or otherwise affect the employee's alertness or reaction time. Therefore, any employee taking prescription medications that may make the employee a danger to that employee or others (or if the medication comes with instructions regarding the operation of vehicles) must report such information to immediate supervisor. The supervisor may contact the employee's physician to determine whether taking such medication could create unsafe working conditions for the employee or others. Based on this information, the employee may not be permitted to work while taking such medication. The failure to report such medications may result in disciplinary action up to and including termination.

Drug and Alcohol Testing and Screening:

LEADERSHIP LEARNING ACADEMY may require employees to submit to a drug and/or alcohol test under any of the following circumstances (except where prohibited by applicable law):

1. Prior to employment (drug Leadership Learning Academy only), or as part of a conditional offer of employment.
2. If any employee is involved in an on-the-job accident or injury.
3. By random selection.
4. If, within its discretion, management has reason to believe or suspect that an employee is impaired by, or has used, alcohol or drugs on the job.

A refusal to take a drug or alcohol test will result in disciplinary action up to and including discharge, and may also result in the denial of an application for employment or withdrawal of a conditional offer of employment.

Under this policy, employees may be requested to take a breath test, a blood test or a urinalysis test. The type of Leadership Learning Academy will be at the discretion and expense of LEADERSHIP LEARNING ACADEMY.

The employee will be returned to work pending the results of the test, unless the act prompting the request warrants disciplinary action or suspension pending further investigation, or if Leadership Learning Academy believes that the employee is a safety risk to him/herself or others.

Confidentiality

All information concerning drug or alcohol Leadership Learning Academy results, or rehabilitation and treatment of an individual employee, will be treated as confidential information.

Corporate Compliance

I. POLICY:

A. It is the policy of Leadership Learning Academy, Inc. to provide services that fully comply with all federal, state, and local regulations and applicable laws, and to adhere to explicit ethical standards throughout all facets of the organization's operations. Leadership Learning Academy, Inc. will ensure these conditions of operation are met through an organized and ongoing comprehensive corporate compliance program.

B. Leadership Learning Academy, Inc. Corporate Compliance Program seeks to meet the following overall goals:

- 1) Maintain and enhance the quality of services.
- 2) Demonstrate a sincere effort to comply with all applicable laws.
- 3) Revise and develop new policies and procedures to enhance compliance.
- 4) Enhance communications with governmental entities to ensure compliance.
- 5) Empower all involved parties to prevent, detect, respond to, report, and resolve conduct that does not conform to applicable laws and regulations, and the organization's ethical standards/code of conduct.
- 6) Establish mechanisms for staff members to ensure that questions and concerns about compliance issues are appropriately addressed.

II. PROCEDURES:

A. Organizational Responsibilities:

1) Corporate Compliance Officer: CEO shall serve as the Corporate Compliance Officer (CCO) and provide leadership and oversight of the Corporate Compliance Program. The CCO's duties shall include, but not be limited to:

- a. Serve as the organization's internal and external point of contact for overall corporate compliance issues.
- b. Develop, implement, and monitor the organization's Corporate Compliance Plan, including internal and external monitoring, auditing, investigative and reporting processes, procedures, and systems.

- c. Provide regular communication to the Board of Directors concerning all areas of the Corporate Compliance Program.
 - d. Provide specific guidance and ongoing education to staff members who are expected to know and comply with specific laws and guidelines in their regular job duties.
 - e. Ensure that mechanisms for preventing, detecting, reporting, and resolving compliance issues are operating in a functional manner.
 - f. Ensure that the organization's reporting mechanisms enhance and encourage active participation of all staff members, and provide confidentiality in the reporting process.
 - g. Ensure that all suspected violators and/or violations are handled according to documented policy and resolved in a manner that ensures the integrity of the organization's compliance with applicable guidelines and laws.
 - h. Submit an annual report to the Board of Directors that includes a summary of all allegations, investigations, and/or complaints processed in the preceding 12 months, a complete description of all corrective actions taken, and any recommendations for changes to the organization's policies and/or procedures.
 - i. In performance of his/her duties, the CCO shall have direct and unimpeded access to the organization's legal counsel and/or accounting firm, for matters pertaining to corporate compliance.
- 2) Compliance Officer's Job Duties. The duties of the CCO, or designee, will include, but not be limited to:
- a. Ongoing identification and assessment of compliance systems and issues.
 - b. Plan and provide guidelines for development of service specific compliance procedures through the development, revision, and ongoing monitoring of the organizational Corporate Compliance policies and process.
 - c. Plan and provide support for educational training and programming.
 - d. Disseminate compliance information.
 - e. Provide controls to prevent and reduce errors, and to identify wrongdoing.
 - f. Receive, evaluate, and respond to reports of potential violations.
 - g. Work with administrative and academic leadership to implement remedial actions, and take appropriate corrective and disciplinary actions.

3) The Board of Directors will have the ultimate authority and responsibility for corporate compliance.

B. Employee Training:

1) The Corporate Compliance Program will be fully integrated into the organization's education and training systems through the following processes:

- a. All new employees will review the Corporate Compliance Program Policy and the organization's Code of Conduct as part of the new employee orientation process.
- b. All staff members will review the organization's Code of Conduct as part of their annual performance review evaluations.
- c. Supervisors will inform staff members of specific ongoing compliance issues that pertain to their job duties at regularly scheduled staff meetings.
- d. All staff members will participate in ongoing compliance in-service presentations and competency-based trainings.
- e. Regular publication of reporting mechanisms will occur throughout the organizations communication systems. These will include, but not be limited to, email notification, internal memos, and postings on bulletin boards in staff and public areas.
- f. Employee exit interviews will include compliance-related questions.

C. Monitoring and Auditing:

- 1) Leadership Learning Academy, Inc. will utilize the CCO to ensure that it conducts business in an ethical manner and ensure that any questionable business practices are thoroughly investigated through the organization's written investigation procedures.
- 2) All programs shall implement internal controls, including monitoring activities to ensure compliance with the organization's program.
- 3) Internal self-audits will include, but not be limited to, fiscal services, marketing, contractual services, health and safety practices, use of agency resources, confidentiality, dual relationships, and medical necessity.
- 4) Ongoing monitoring and auditing activities will be reported to the Executive Leadership Team for review and appropriate actions, if necessary.

D. Reporting System:

1) Leadership Learning Academy, Inc. will provide mechanisms to assist staff members and/or agents in reporting suspected violations of possible criminal conduct or violation of the organizational code of ethics by persons within the organization, without fear of retribution.

- 2) Specific processes of reporting suspected violations include the following:
 - a. Web/Server Based: All employees can access the Leadership Learning Academy, Inc. employee's web site to report suspected violations. A link will be available on the web site that will allow the reporting party to provide anonymous information which will be forwarded to the corporate compliance officer.
 - b. Compliance Forms/Letters: All employees will be given self-addressed stamped envelopes and compliance reporting forms to use for submitting information to the corporate compliance officer concerning possible violations.

E. Investigation Procedures:

- 1) The CCO shall initiate and conduct investigations of all reported alleged incidents.
- 2) Upon receiving information of an alleged incident or violation, the COO will inform the Board of Directors of the allegation.
- 3) If a member of the Board of Directors is directly connected to the alleged incident that is being investigated, he/she will be excused from the team/investigation until the final outcome and corrective action plan has been completed.
- 4) All information concerning the alleged incident will be held in strict confidentiality by all parties involved in the process, and will not be shared with any other staff member.
- 5) The CCO will conduct an initial investigation through an interview process with staff members who are assigned to duties and areas related to the alleged violation.
- 6) The COO will determine from the initial investigation whether the situation would benefit from the involvement of the organization's legal counsel in the investigation process, and recommend such action to the Executive Leadership Team, should it be appropriate.
- 7) The employee is notified that there is a complaint and, if warranted by the initial information and involves a direct service situation, may be instructed to not continue direct services with a client until the issue is resolved. The supervisor assisting with the investigation will take primary responsibility for helping the client with access to a clinician that can provide services during the investigation should a change in clinicians be warranted.
- 8) If the suspected violation of the Code of Conduct involves the executive management of the organization, the organization will enlist assistance from their legal counsel to serve as the final approval of outcome and recommendations.
- 9) The investigation may involve interviews with witnesses and clients, as well as reviewing other relevant information. At all times the client's rights will be respected.

- 10) If at any time during the investigation it is determined that the client's rights have been violated, the appropriate advocacy representative or entity will be immediately contacted to begin their own investigation process according to applicable laws and guidelines.
- 11) If involved, the organization's legal counsel will help ensure the confidentiality and attorney-client privilege of any information which may be compiled, help management focus on critical issues which should be investigated, and help design a strategy for effectively using the findings of the investigation.
- 12) Following an investigation, the CCO will file a report to the Board of Directors that will include a summary of all allegations, results of the investigation, and recommendations for corrective actions.
- 13) The CCO, the Board of Directors and the supervisor of the staff member(s) involved in the incident will review the recommendations and develop a corrective plan of action.
- 14) Should the investigation indicate a serious violation of policy, the organization's legal counsel will advise the Board of Directors with regard to the need to self-report the violation to the appropriate government regulatory agency, and will assist in the process should it be necessary.
- 15) A written report will be compiled and submitted within fourteen (14) days from the notification of the complaint. The report will detail the following:
 - a. The nature of the complaint, including time, date, persons involved, services involved.
 - b. The person whom the complaint is lodged against.
 - c. Results of persons interviewed and investigation of circumstances surrounding the incident.
 - d. A recommendation based on the gathered information.
- 16) The Corporate Compliance Officer will make one of three possible findings in the recommendation to The Board of Directors:
 - a. Founded: The suspected violation of the Code of Conduct was found to have occurred.
 - b. Unfounded: The suspected violation of the Code of Conduct was found not to have occurred.
 - c. Undetermined: It cannot be determined whether or not a violation of the Code of Conduct has occurred.
- 17) Once approved by the Board of Directors, the supervisor will inform the employee, who is the subject of the investigation, of the outcome of the investigation.

- 18) If the finding was unfounded, the paperwork of the complaint and the investigation will be destroyed.
- 19) If the finding was undetermined, the supervisor will adjust the supervision of the employee to a level necessary to ensure that the suspected behavior is not occurring. The employee will be informed of the details and will be actively involved with the supervisor in this process.
- 20) If it is determined that the suspected violation is a student right's violation, then the investigation, notification, and appeal procedure will follow the students right's policy and procedures.
- 21) When an investigation of ethical complaints are found to have merit, the incident will be reported to the executive management as a critical incident, and will be reviewed within the appropriate format to assist in quality improvement, risk management, and corrective measures.
- 22) The CCO will monitor and evaluate the corrective plan interventions through consistent communication and contact with the supervisor in charge, and will reevaluate the actions/corrections on a monthly basis.
- 23) The CCO will provide updates of the situation to the Board of Directors until the situation has been resolved.
- 24) The incident, investigation, and outcome will be included in the annual corporate compliance report to the Board of Directors.
- 25) The Board of Directors will utilize all information consistent with an incident, investigation, and outcome to recommend revision and development of policy, procedures, and guidelines in the area of corporate compliance.

F. Enforcement and Discipline:

1) Remedial Actions:

- a. Remedial actions are not disciplinary and are done to correct mistakes, and enhance compliance with the Corporate Compliance Program and State and Federal regulations. In most cases, remedial actions are designed to improve performance of individual staff members. Upon investigating what appears to be behavior requiring remedial actions, the CCO will clarify policies, and will review, and revise if necessary, administrative procedures to prevent future errors.
- b. If remedial action is deemed necessary, the affected staff member will be notified, prior to the initiation of the action, and informed of the concerns regarding his/her performance.

c. Examples of behaviors that could require remedial action might include but not limited to, failure of an individual to understand and carry out organizational-wide required procedures and policies, inappropriate or improper implementation of the organization's specific corporate compliance policies and procedures, ambiguous communications regarding job performance expectations, or negligent behavior.

d. Examples of remedial actions may include, but not be limited to staff members required to take part in an education program focused on the problem area, future money management handled in a specifically designated manner, a staff member reassigned, or a change in duty until remediation has successfully corrected the error.

2) Corrective or Disciplinary Actions:

e. In cases of repeated violations of intentional misconduct, or after documented remedial actions have failed to correct the problem, the organization will initiate corrective or disciplinary actions where necessary to address wrongdoing or malfeasance. The initiation of corrective or disciplinary action by the organization does not preclude or replace any criminal proceedings that may be taken by legal authorities.

f. Should the organization initiate corrective or disciplinary action, it will do so in accordance with existing and applicable personnel policies.

G. Prevention:

1) Education and training will serve as the core of Leadership Learning Academy, Inc. prevention efforts to ensure minimal violations of law, ethics, and code of conduct. Prevention efforts will include, but not be limited to:

a. New employee orientation training.

b. Training related to the staff members' specific position.

c. Documentation of competency in required areas through performance appraisals and/or competency based exams.

d. Routine, targeted, and random audits of systems and medical charts.

Chief Executive Officer

Date

Code of Conduct/Ethics

I. POLICY:

It is the policy of Leadership Learning Academy, Inc. that all full and part-time employees, contractors, students, volunteers (collectively referred to as “staff”), and members of the governing authority are expected to perform their designated functions in a manner that reflects the highest standards of ethical behavior. The ethical standards contained in this policy shape the culture and norms of Leadership Learning Academy, Inc.’s administrative operations and academic practices, and both staff and members of the governing authority will be held fully accountable to these standards. In addition to the specific guidelines contained in the policy, professionals are expected to follow the ethical standards required by their specific licensing and certification boards. The Code of Conduct Policy is to ensure that all employees’ actions reflect a competent, respectful, and professional approach when serving our students, their families and/or, working with other providers of services, and interacting within the communities we serve. It is expected that staff and members of the governing authority will perform their duties in compliance with all federal, state, and local regulations in accordance with guidelines set forth in this policy. Violation of guidelines within the Code of Conduct Policy can lead to disciplinary actions, including termination of employment.

II. PROCEDURES:

A. Professional Conduct:

- 1) Staff will respect the rights of our students by demonstrating full integration of the guidelines contained in the Rights and Responsibility Policy. This includes the right of the student and his/her legal guardian to make autonomous decisions and fully participate in every aspect of the academic process.
- 2) Leadership Learning Academy, Inc. employees will provide services in a manner that fully respects the confidentiality of students, by demonstrating a functional knowledge of confidentiality policies and guidelines.
- 3) Leadership Learning Academy, Inc. employees will be fair and honest in their work. They will not exploit or mislead, and will be faithful to their contractual obligations and their word.
- 4) To prevent and avoid unethical conduct, Leadership Learning Academy, Inc. employees will consult with, refer to, and cooperate with other professionals. Leadership Learning Academy, Inc. employees will clarify their professional roles and obligations and be accountable for upholding professional standards of practice.

B. Personal/Professional Conduct:

- 1) All prior personal relationships between staff and persons entering the company shall be disclosed by the staff member and subject to review by the appropriate supervisor.
- 2) Staff will limit relationships with students to their defined professional roles.
- 3) Staff will not establish ongoing personal or business relationships with students.

- 4) Staff will conduct themselves in a professional, ethical, and moral manner.
- 5) Sexual relationships between staff and students are never appropriate. Sexual relationships include, but are not limited to the following: engaging in any type of sexual activity, flirting, advances and/or propositions of a sexual nature, comments of a sexual nature about an individual's body, clothing, or lewd sexually suggestive comments.
- 6) Staff will not accept gifts of value from a student, family member, or stakeholder, and cannot accept personal favors or benefits that may reasonably be construed as influencing their conduct.

C. Business Practices:

- 1) Leadership Learning Academy, Inc. will utilize the Corporate Compliance Officer to ensure that it conducts business in an ethical manner and ensure that any business practices that are questionable are thoroughly investigated the ethical investigation procedures that follow in this policy.
- 2) All financial, purchasing, personnel, facility development and information technology practices shall comply with local, state, and federal law and guidelines.
- 3) All employees shall adhere to Leadership Learning Academy, Inc.'s Human Resource Policies and Procedures.

D. Marketing Practices:

- 1) Leadership Learning Academy, Inc. will conduct marketing practices in an honest and factual manner. Marketing materials and practices will in no way mislead the public or misrepresent Leadership Learning Academy, Inc.'s abilities to provide services. Leadership Learning Academy, Inc. will not claim any service outcomes unless represented by valid and reliable outcome data and/or research studies.
- 2) Leadership Learning Academy, Inc. will utilize clear and consistent methods of communicating information to students, family members, third-party entities, referral sources, funding sources, and community members, and will exhibit sensitivity to the educational and reading levels of all persons when distributing information.
- 3) Leadership Learning Academy, Inc. will not utilize monetary rewards or gifts to any potential student in an attempt to entice them to enter program.

E. Academic Practices:

- 1) Staff will adhere to all professional codes of conduct and ethical standards for his/her specified professional discipline.
- 2) As part of new employee orientation, staff will read the organization's Code of Conduct and demonstrate knowledge of the guidelines.

F. Potential Conflicts of Interest:

- 1) No student will be hired or placed in an employee/employer relationship with Leadership Learning Academy, Inc. while an active participant in programming.
- 2) No staff shall engage in any other employment or activity on the organization's premises or to an extent that affects, or is likely to affect, his or her usefulness as an employee of the organization.

G. Quality of Care:

- 1) Leadership Learning Academy, Inc. will provide quality academic services in a manner that is appropriate, determined to be necessary, efficient, and effective.
- 2) All staff will follow current ethical standards regarding communication with students and their legal guardian regarding services provided.

H. Coding, Billing, and Accounting:

- a. Leadership Learning Academy, Inc. employees involved in coding, billing, documentation and accounting for student services for the purpose of governmental, private or individual payers will comply with all applicable state and federal regulations and organizational policies and procedures.
- 2) Leadership Learning Academy, Inc. will only bill for services rendered and shall seek the amount to which it is entitled.
- 3) Supporting academic documentation will be prepared for all services rendered. If the appropriate and required documentation has not been provided, then the service has not been rendered.
- 4) All services must be accurately and completely coded and submitted to the appropriate payer in accordance with applicable regulations, laws, contracts, and organizational policies and procedures. Federal and state regulations take precedence, and organizational policies and procedures must reflect those regulations.
- 5) Billing and collections will be recorded in the appropriated accounts.
- 6) An accurate and timely billing structure and records system will ensure that Leadership Learning Academy, Inc. effectively implements and complies with required policies and procedures.

J. Cost Reports:

- 1) Leadership Learning Academy, Inc. will ensure that all preparation and cost reports submitted to governmental and private organizations are properly prepared and documented according to all applicable federal and state laws.
- 2) All cost reports will be submitted and prepared with all costs properly classified, allocated to the correct cost centers, and supported by verifiable and auditable cost data.

- 3) All cost report preparation or submission errors and mistakes will be corrected in a timely manner and, if necessary, clarify procedures and educate employees to prevent or minimize recurrence of those errors.

K. Personal and Confidential Information:

- 1) Leadership Learning Academy, Inc. will protect personal and confidential information concerning the organization's system, employees, and students.
- 2) Leadership Learning Academy, Inc. personnel shall not disclose confidential student information unless at the legal guardian's request and/or when authorized by law. Appropriate use of student information for research purposes must be obtained with the full informed consent of participants in the research.
- 3) Confidential information will only be discussed with or disclosed to persons and entities outside the organization through the request of the legal guardian. Persons outside the organization include the family, business, or social acquaintances of the student.
- 4) Leadership Learning Academy, Inc. personnel will be familiar with all organizational policy and procedures regarding confidentiality.

L. Creation and Retention of Student and Institutional Records:

- 1) Records are the property of the organization. Personnel responsible for the preparation and retention of records shall ensure that those records are accurately prepared and maintained in a manner and location as prescribed by law and organizational policy.
- 2) Employees will not knowingly create records that contain any false, fraudulent, fictitious, deceptive, or misleading information.
- 3) Employees will not delete any entry from a record. Records can be amended and material added to ensure the accuracy of a record in accordance with policy and procedures. If a record is amended, it must indicate that the notation is an addition or correction and record the actual date that the additional entry was made.
- 4) Employees will not sign someone else's signature or initials on a record.
- 5) Records shall be maintained according to specific organizational policy and procedure.
- 6) Employees shall not destroy or remove any record from the organization's premises.
- 7) The organization will maintain record retention and record destruction policies and procedures consistent with federal and state requirements regarding the appropriate time periods for maintenance and location of records. Premature destruction of records could be misinterpreted as an effort to destroy evidence or hide information.

M. Government Investigation:

- 1) Leadership Learning Academy, Inc. employees shall cooperate fully with appropriately authorized governmental investigations and audits.
- 2) Leadership Learning Academy, Inc. will respond in an orderly fashion to the government's request for information through employee interviews and documentation review.
- 3) The organization will respond to the government's request for information in a manner that enables the organization to protect both the organization and student's interests, while cooperating fully with the investigation.
- 4) When a representative from a federal or state agency contacts a Leadership Learning Academy, Inc. employee at home or at their office for information regarding the organization or any other entity with which the organization does business, the individual will contact the CEO immediately. If the CEO is not available, the individual will contact the Principal.
- 5) Leadership Learning Academy, Inc. employees will ask to see the government representative's identification and business card, if the government representative presents in person. Otherwise, the employee should ask for the person's name, office, address, phone number, and identification number and then contact the person's office to confirm his/her identity.

N. Prevention of Improper Referrals or Payments:

Leadership Learning Academy, Inc. employees will not accept, for themselves or for the organization, anything of value in exchange for referrals of business or the referral of students.

Employees must not offer or receive any item or service of value as an inducement for the referral of business or students.

The organization shall establish procedures for the review of all pricing and discounting decisions to ensure that appropriate factors have been considered and that the basis for such arrangements are documented.

Development or initiation of joint ventures, partnerships, and corporations within the organization must be reviewed and approved by the organization's management to ensure compliance with organizational policy and federal regulations.

O. Antitrust Regulations:

- 1) Leadership Learning Academy, Inc. will comply with all applicable federal and state antitrust laws.
- 3) Employees should not agree or attempt to agree with a competitor to artificially set prices or salaries, divide markets, restrict output, or block new competitors from the market, share pricing information that is not normally available to the public, deny staff privileges to qualified practitioners, or agree to or participate with competitors in a boycott of government programs, insurance companies, or particular drugs or products.

P. Avoiding Conflicts of Interest:

- 1) All Leadership Learning Academy, Inc. employees shall conduct academic and personal business in a manner that avoids potential or actual conflicts of interests.

- 2) Employees shall not use their official positions to influence an organizational decision in which they know, or have reason to know, that they have a financial interest.
- 3) Employees must be knowledgeable about activities that may be an actual or potential conflict of interest. Examples of such activities may include, but are not limited to the following:
 - a. Giving or receiving gifts, gratuities, loans, or other special treatment of value from third parties doing business with or wishing to do business with the organization. Third parties may include, but are not limited to, vendors, suppliers, competitors, payers, carriers, and fiscal intermediaries.
 - b. Using Leadership Learning Academy, Inc. facilities or resources for other than organization sanctioned activities.
 - c. Using Leadership Learning Academy, Inc.'s name to promote or sell products or personal services;
 - d. Contracting for goods or services with family members of the organization directly involved in the purchasing decision.

Q. External Relations:

- 1) Leadership Learning Academy, Inc. employees shall adhere to fair business practices and accurately and honestly represent themselves and the organization's services.
- 2) Leadership Learning Academy, Inc. employees will be honest and truthful in all marketing and advertising practices pertaining to the business practices of the organizations service delivery system.
- 3) Vendors who contract to provide goods and services to the organization will be selected on the basis of quality, cost-effectiveness and appropriateness for the identified task or need, in accordance with organization policy.

R. Human Resources:

- 1) Leadership Learning Academy, Inc. prohibits discrimination in any work related decision on the basis of race, color, national origin, religion, sex, physical or mental disability, ancestry, marital status, age, sexual orientation, citizenship, or status as a covered veteran. The organization is committed to providing equal employment opportunity in a work environment where each employee is treated with fairness, dignity, and respect.
- 2) Leadership Learning Academy, Inc. will make reasonable accommodations to the known physical and mental limitations of otherwise qualified individuals with disabilities.
- 3) Leadership Learning Academy, Inc. does not tolerate harassment or discrimination by anyone based on the diverse characteristics or cultural backgrounds of those who work for the organization pursuant to the organization's affirmative action policy.
- 4) Any form of sexual harassment is prohibited.
- 5) Any form of workplace violence is prohibited.

S. Code of Conduct Procedures:

- 1) All employees, students, volunteers and governing authority members, as part of the organization's initial orientation, will review the Code of Conduct, including the procedures for investigating and acting on conduct violations.
- 2) All staff will receive a copy of the Code of Conduct, sign a form acknowledging their review and full understanding of the code, and return the form to be filed in the employee's personnel file.
- 3) To assure an awareness of ethical practices, reviews of the Code of Conduct and continued training will be conducted on an annual basis.

T. Procedures for Investigating and Acting on Violations of The Code of Conduct:

- 1) When any student, family member, authorized representative, advocate or other person believes that an ethical violation has occurred within the operations of the organization, they may report such suspicion directly to any employee, or management staff.
- 2) When employees believe a violation of the Code of Conduct has occurred they are obligated to report the violation in one of the following ways:
 - a. Immediate notification of the incident or violation through the organization's corporate compliance program and reporting mechanisms.
 - b. Immediate reporting to their supervisor or to corporate compliance officer if the suspected violation involves their supervisor.
- 3) Supervisors who have been informed of a suspected violation are required to immediately inform the corporate compliance officer of the suspected violation.
- 4) If the violation involves a direct and immediate threat to the safety of a patient, staff member, or clinic visitor, employees are obligated to report the alleged violation immediately to their supervisor.
- 5) Staff is required to report any suspected violation of the Code of Conduct; however, they are not required to investigate or know for certain that a violation has occurred.
- 6) Once the questionable behavior has been brought to the attention of the supervisor or reported through the corporate compliance procedures, staff reporting the situation will no longer have a responsibility for being involved with the investigation other than providing additional information through a requested interview by the investigator.
- 7) Staff must report each suspected violation of the Code of Conduct separately, should a violation that has been reported occur again.
- 8) When any suspected violation of the Code of Conduct is reported to a supervisor, program sponsor or the corporate compliance officer, the corporate compliance officer will begin an

investigation of the matter immediately. While investigating the complaint, the following issues should be considered and action taken depending on the situation:

- a. Is any student in any harm or potential harm because of this behavior?
 - b. Does the complaint require immediate action to remove the employee from contact with a student?
 - c. Does the complaint put Leadership Learning Academy, Inc. or its employee in a potentially liable situation that needs legal consultation?
- 9) Code of Conduct investigations will follow the guidelines outlined in the Leadership Learning Academy, Inc. Corporate Compliance Policy and Procedure.

U. General Ethical Guidelines and Considerations:

- 1) The Code of Conduct is shared with students and legal guardians during orientation and is posted throughout public areas in all owned, leased, or rented facilities.
- 2) Leadership Learning Academy, Inc. believes in the importance of ethical practices within the organization. Any employee who reports waste, fraud, abuse or any other questionable practices will not be subject to reprisal by management of the organization. To assure that reprisal is not used, the organization's governance authority will serve as advocates for any employee who reports questionable practices. The Corporate Compliance Officer will provide assurance and oversight that there are no adverse actions toward the employee.
- 3) The following violations of the Code of Conduct will result in termination of employment:
Theft of funds, and/or physical, emotional, or sexual abuse of a student or employee.

Employee Grievance Policy

I. POLICY:

- A. It is the policy of LEADERSHIP LEARNING ACADEMY to resolve workplace issues and problems by providing employees with an internal grievance procedure that ensures any problems or complaints are considered quickly, fairly, and without fear of reprisal.
- B. The Chief Executive Officer is responsible for ensuring that the procedures in this policy are followed and met.
- C. A grievance may be filed by an employee for any of the following reasons:
 1. Any disciplinary action taken by a supervisor. These include written warnings, disciplinary suspension without pay, demotion or dismissal.
 2. Any instance of illegal discrimination perceived by an employee.

Note: All employees have the legal right to file a discrimination complaint with state and federal regulatory agencies and are not restricted to the internal grievance procedure, nor required to file an internal grievance.

3. Any instance of unlawful workplace harassment perceived by an employee.

Note: All employees have the legal right to file a discrimination complaint with state and federal regulatory agencies and are not restricted to the internal grievance procedure, nor required to file an internal grievance.

II. PROCEDURES:

A. INFORMAL RESOLUTION:

1. A positive relationship between employees and supervisors is based on mutual trust, respect, and open communication. If employees have a problem in the workplace related to employment, they are encouraged to first discuss the issue or concern with their immediate supervisor. In most cases, these discussions can resolve any misunderstandings or conflicts.

2. If informal discussion is not effective in resolving concerns, employees are encouraged to utilize the formal grievance resolution procedures.

B. FORMAL RESOLUTION

1. Steps of the Grievance Review:

Step 1: To initiate a grievance, an employee must file a written Notice of Grievance within 14 days of the contested action or incident with the Chief Executive Officer. If the complaint regards behavior observed by the Chief Executive Officer, then the complaint should be filed with the Board of Directors. The notice must state specifically what is being grieved, what relief is being sought, and must include a description of the efforts the employee took to settle the complaint informally.

Step 2: The Chief Executive Officer will initiate an investigation of the complaint by taking the following actions:

- i. Sending a copy of the Notice of Grievance to the supervisor involved, if applicable.
- ii. Sending a copy to the Board of Directors.
- iii. Conducting interviews with persons involved, if appropriate.
- iv. Rendering a final decision, in writing.

Step 3: The Chief Executive Officer will provide a written response to the grievant within 7 days of receiving the Notice of Grievance. The written response will contain one of the two following outcomes:

- i. Grievance Unfounded: This outcome may include a brief justification regarding the decision.
- ii. Grievance Founded: This outcome may include actions that will be taken to resolve the problem and/or information related to meeting with specific management employees to assist in remedying the situation.

Step 4: Should the written response not the grievance as unfounded, employees may appeal the decision to The Board of Directors. The appeal must be in writing within four days of the employee receiving the “unfounded” response. A copy of the prior Notice of Grievance and written response must be attached.

Step 5: The Chief Executive Officer will provide a written response to the grievant within 7 days of receiving the written appeal of the initial grievance response. The written response will contain one of the two following outcomes:

- i. Grievance Unfounded: This outcome may include a brief justification regarding decision.
- ii. Grievance Founded: This outcome may include actions that will be taken to resolve the problem and/or information related to meeting with specific management employees to assist in remedying the situation.

Should the appeal of the initial written response result in a second “unfounded” outcome, internal options for seeking resolution of the grievance are exhausted. Should an employee continue to pursue resolution of a perceived problem after a second written response of “unfounded”, they are encouraged to seek assistance from external entities, on their own time and at their personal expense.

Written Notice of Grievance

Employee: _____

Supervisor: _____

Please indicate the type of grievance you are filing:

Alleged Wrongful Disciplinary Action:

Alleged Illegal Discrimination by Supervisor/Employer:

Alleged Unlawful Workplace Harassment by Supervisor:

Please describe the alleged problem, incident, or behavior (who, what, when, where):

Please describe why you believe the action was wrongful, illegal, or Unlawful:

If you chose, please provide the names of any employees who may have been witness to the event or events that led to the filing of this grievance.

1. _____
2. _____
3. _____
4. _____

Bring the completed form to the Chief Executive Officer. Upon submission, you will be asked to sign and date it, and will be provided with a copy of the Employee Grievance Policy to assist you in this process. You will receive a written response to your grievance within seven days of submission.

Employee

Date of Submission

HANDBOOK ACKNOWLEDGEMENT FORM:

In signing this document, I certify that I have received the Leadership Learning Academy, Inc. Employee Handbook and that I understand that it is my responsibility to read the policies contained in this handbook and any revisions made to it.

I acknowledge that revisions to the handbook may occur and that any revisions might supersede, modify, or eliminate existing policies. I understand that Leadership Learning Academy, Inc. interpret the policies in the handbook in their sole discretion and may change these at any time without prior notice.

I understand and acknowledge that this handbook does not constitute a contract of employment or establish a just-cause termination standard. I understand that, just as I may terminate my employment at any time, Leadership Learning Academy, Inc. may terminate my employment at any time, with or without notice or cause. I understand that no employee or representative of Leadership Learning Academy, Inc. , other than the Board of Directors or designee or Chief Executive Officer, has the authority to create a contract of employment with me and that such contract must be in writing signed by both parties.

EMPLOYEE'S SIGNATURE

DATE

EMPLOYEE'S NAME (TYPED OR PRINTED)

ENROLLMENT

LLA will not discriminate against any student on the basis of ethnicity, national origin, gender or disability. The School will 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.

In order to be successful, it is imperative that Leadership Learning Academy is true to its mission and build a solid program around it. This means actively recruiting staff who believe all children can learn when teaching addresses multiple intelligences, every family will be engaged in the education process and all students can be leaders. Our enrollment plan will include specific deliberate actions to recruit and retain students who represent the community where we would be located.

We believe that once we open and deliver a quality program, our school will speak for itself and will always have more applications than seats available.

Our plan to build the program includes the following:

- Doing what we say we will do. Being true to the mission avoid short cuts and deviations from our goals
- We will offer a quality service for families who want an individualized, quality school for their children.
- Our program will be unique –built on evidenced based practices of Positive Action, Multiple Intelligences and 21st Century skills education– with a technology focus.
- Our school will have elements of a private school – small school with small classrooms with a cutting edge focus – at no cost to the students and families.
- Our marketing plan will build buzz in the county. Make people want to know more about this new school built on academic success, leadership and technology.
- Our doors will be open to all children within our grade range.
- We will build a positive reputation in the community and across the county.
- The enrollment process will be easy and welcoming for students and families.
- We will become a good community partner who is seen as an asset to the community.
- Word of mouth – our students, families, shareholders, staff and Board will be telling everybody how great the school is!
- We will enroll students based on a fair and open process. If there is an open seat the student will be admitted and if there is more than one student for that seat, the decision will be made by an open, transparent lottery system.
- An open enrollment period, balanced with an open lottery system if needed will ensure that all students have a fair chance to be selected for the school.

Impact on nearby Public Schools:

As previously stated, unfortunately the majority of schools in the west corridor of Mecklenburg County are performing significantly lower than other schools in the CMS system. The three lowest performing high schools for 2009- 2010, are in this area. Based on current trends, nearly a third of CMS students who entered 8th grade in 2009 – the majority of who are poor and/or minority – will also fail to graduate.

There is currently a community effort, called Project Lift, which has identified the West Charlotte High school zone for an influx of money (goal is \$55 million), talent, time, technology and integrated community support. Although we are not part of this initiative, we (too) would be addressing the dismal performance of schools in this area. In this way, we see the establishment of the charter school as having a positive impact on the schools and families in the area.

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

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

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

Our business plan is based on sound projections for revenue and expenditures, We have considered plans for both minimum and maximum enrollment. Our projections provide information for both. The BOD and volunteers have committed to ongoing fund raising and contributions to cover any shortfall. We have a commitment for a short term loan _ from founding BOD member so we can hit the ground running immediately upon being notified of the charter.

PROJECTED
 ENROLLMENT
 2013-14 through 2017-
 2018

List LEA #1 – Charlotte Mecklenburg

IDENTIFY LEA FROM
 WHICH
 STUDENTS WILL
 PROBABLY COME

List LEA #2 – _____

List LEA #3 – _____

GRADES	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	K	<u>48</u>	_____	_____	<u>80</u>	_____	_____	<u>60</u>	_____	_____	<u>60</u>	_____	_____	<u>40</u>	_____	_____
First	1	<u>48</u>	_____	_____	<u>48</u>	_____	_____	<u>80</u>	_____	_____	<u>70</u>	_____	_____	<u>60</u>	_____	_____
Second	2	<u>48</u>	_____	_____	<u>48</u>	_____	_____	<u>48</u>	_____	_____	<u>80</u>	_____	_____	<u>70</u>	_____	_____
Third	3	<u>48</u>	_____	_____	<u>48</u>	_____	_____	<u>48</u>	_____	_____	<u>48</u>	_____	_____	<u>80</u>	_____	_____
Fourth	4	<u>48</u>	_____	_____	<u>48</u>	_____	_____	<u>48</u>	_____	_____	<u>48</u>	_____	_____	<u>60</u>	_____	_____
Fifth	5	_____	_____	_____	<u>48</u>	_____	_____	<u>48</u>	_____	_____	<u>48</u>	_____	_____	<u>60</u>	_____	_____
Sixth	6	_____	_____	_____	_____	_____	_____	<u>48</u>	_____	_____	<u>48</u>	_____	_____	<u>60</u>	_____	_____

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

		2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
		LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Seventh	7	—	—	—	—	—	—	—	—	—	<u>48</u>	—	—	<u>60</u>	—	—
Eighth	8	—	—	—	—	—	—	—	—	—	—	—	—	<u>60</u>	—	—
Ninth	9	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Tenth	10	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Eleventh	11	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Twelfth	12	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Totals	LEA															
Overall Total Enrollment		<u>240</u>			<u>320</u>			<u>380</u>			<u>450</u>			<u>550</u>		

Budget: Revenue Projections 2013-14 through 2017-2018

INCOME: REVENUE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<i>--State ADM Funds</i>	<u>\$1,046,556</u>	<u>\$1,295,400</u>	<u>\$1,657,047</u>	<u>\$1,962,292</u>	<u>\$2,354,751</u>
<i>--Local Per Pupil Funds</i>	<u>\$559,795</u>	<u>\$746,394</u>	<u>\$886,342</u>	<u>\$1,044,616</u>	<u>\$1,259,539</u>
<i>--Federal Funds</i>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
<i>--Grants*</i>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
<i>--Foundations*</i>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
<i>--Private Funds*</i>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
<i>--Other Funds*</i>	<u>\$105,821</u>	<u>\$138,663</u>	<u>\$167,855</u>	<u>\$197,047</u>	<u>\$237,186</u>
TOTAL INCOME	<u>\$1,712,172</u>	<u>\$3,380,465</u>	<u>\$2,711,244</u>	<u>\$3,208,955</u>	<u>\$3,851,476</u>
<p>*If you are depending on these sources of funding to balance your operating budget, please provide documentation, such as signed statements from donors,</p>					

foundations, etc., on the availability of these funds.

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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.

2013-14

Based on 240 students:

$240 \times 4360.65 = \$ 1,046,556$ (ADM funds)

$240 \times 2332.48 = \$ 559,795$ (Local per pupil funds)

$29 \times 3649.02 = \$105,821$ (based on 12% of students qualifying for exceptional children funds)

2014-15

Based on 320 students

$320 \times 4360.65 = \$1,395,408$ (ADM funds)

$320 \times 2332.48 = \$746,394$ (Local per pupil funds)

$38 \times 3649.02 = \$138,663$ (based on 12% of students qualifying for exceptional children funds)

2015-16'

Based on 380 students

$380 \times 4360.65 = \$1,657,047$

$380 \times 2332.48 = \$886,342$

$46 \times 3649.02 = \$167,855$ (based on 12% of students qualifying for exceptional children funds)

2016-17

Based on 450 students

$450 \times 4360.65 = \$1,962,292$

$450 \times 2332.48 = \$1,049,616$

$54 \times 3649.02 = \$ 197,047$ (based on 12% of students qualifying for exceptional children funds)

2017-18

Based on 540 students

$$540 \times 4360.65 = 2,354,751$$

$$540 \times 2332.48 = 1,259,539$$

$$65 \times 3649.02 = \$237,186 \text{ (based on 12\% of students qualifying for exceptional children funds)}$$

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

MAY BE AMENDED AS THE NEEDS OF THE SCHOOL DICTATES.

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<i>PERSONNEL</i>					
<i>Total # of staff and Projected Costs</i>	<u>#30</u> <u>\$854,000</u>	<u>#38</u> <u>\$1194260</u>	<u>#49.5</u> <u>\$1583342</u>	<u>#60</u> <u>\$1926518</u>	<u>#66</u> <u>\$2193774</u>
--Administrator(s)	<u>#2</u> <u>\$140,000</u>	<u>#2</u> <u>\$144200</u>	<u>#2</u> <u>\$148,526</u>	<u>#3</u> <u>\$209982</u>	<u>#3</u> <u>\$216,281</u>
--Clerical	<u>#2</u> <u>42,000</u>	<u>2</u> <u>\$43260</u>	<u>#2</u> <u>\$44,558</u>	<u>#2</u> <u>\$45895</u>	<u>#2</u> <u>\$47,272</u>
--Teachers	<u>#12</u> <u>\$420,000</u>	<u>#17</u> <u>\$607,600</u>	<u>#24</u> <u>\$870828</u>	<u>#28.5</u> <u>\$1,054,453</u>	<u>#33</u> <u>\$1243587</u>
--Librarians	<u>#0</u>	<u>#1</u> <u>\$35000</u>	<u>#1</u> <u>\$36050</u>	<u>#1</u> <u>\$37132</u>	<u>#1</u> <u>\$38,246</u>
--Guidance	<u>#0</u>	<u>#1</u> <u>\$36050</u>	<u>#2</u> <u>\$71,050</u>	<u>#2</u> <u>\$71050</u>	<u>#2</u> <u>\$75377</u>
--Teacher Assistants	<u># 10</u> <u>\$173,200</u>	<u>#12</u> <u>\$213036</u>	<u>#12</u> <u>\$219,427</u>	<u>#12</u> <u>\$226010</u>	<u>#15</u> <u>\$284,750</u>
--Custodian	<u>#1</u> <u>\$20,800</u>	<u>#1</u> <u>\$21424</u>	<u>#1.5</u> <u>\$32467</u>	<u>#1.5</u> <u>\$33,441</u>	<u>#1.5</u> <u>\$34,444</u>
--Maintenance	<u>#</u>	<u>#</u>	<u>#</u>	<u>#</u>	<u>#</u>
--Food Service	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
--Bus Driver	<u>#</u>	<u>#</u>	<u>#</u>	<u>#</u>	
--Other	<u>\$</u>	<u>\$</u>		<u>\$</u>	
Learning Coord.	<u>\$</u>	<u>\$</u>	<u>\$40,000</u>	<u>\$81200</u>	<u>\$83,638</u>
School Nurse	<u>\$18,000</u>	<u>\$18540</u>	<u>\$38000</u>	<u>\$39140</u>	<u>\$40,314</u>
Special Ed Teacher	<u>\$40,000</u>	<u>\$41200</u>	<u>\$82,436</u>	<u>\$126083</u>	<u>\$129865</u>
<i>Employee Benefits</i>	<u>\$222,040</u>	<u>310508</u>	<u>\$411,669</u>	<u>\$500,895</u>	<u>\$570,381</u>

<i>STAFF DEVELOPMENT</i>	<u>\$75,000</u>	<u>50,000</u>	<u>\$40,000</u>	<u>\$50,000</u>	<u>\$50,000</u>
<i>MATERIALS AND SUPPLIES</i>	<u>\$50,000</u>	<u>\$50,000</u>	<u>\$50,000</u>	<u>\$50,000</u>	<u>\$50,000</u>
<i>OFFICE SUPPLIES</i>	<u>\$ 20,000</u>	<u>\$25000</u>	<u>\$25,000</u>	<u>\$25,000</u>	<u>25,000</u>
<i>INSTRUCTIONAL EQUIPMENT</i>	<u>\$125,000</u>	<u>100,000</u>	<u>100,000</u>	<u>100,000</u>	<u>100,000</u>
<i>OFFICE EQUIPMENT</i>	<u>\$20,000</u>	<u>25,000</u>	<u>30,000</u>	<u>30,000</u>	<u>20,000</u>

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

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
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<i>TESTING MATERIALS</i>	\$10000	<u>\$15000</u>	<u>\$20000</u>	<u>\$25000</u>	<u>\$30000</u>
<i>INSURANCE</i>	<u>\$30000</u>	<u>\$40000</u>	<u>\$45000</u>	<u>\$75000</u>	<u>\$100000</u>
<i>UTILITIES</i>	<u>\$30000</u>	<u>\$30000</u>	<u>\$30000</u>	<u>\$30000</u>	<u>\$30000</u>
<i>RENT</i>	\$125000	\$150000	<u>\$150000</u>	<u>\$150000</u>	<u>\$175000</u>
<i>MAINTENANCE & REPAIR</i>	<u>\$10000</u>	<u>\$15000</u>	<u>\$20000</u>	<u>\$20000</u>	<u>\$20000</u>
<i>TRANSPORTATION</i>	<u>\$50000</u>	<u>\$60000</u>	<u>\$70000</u>	<u>\$85000</u>	<u>\$100000</u>
<i>MARKETING</i>	<u>\$10000</u>	\$10000	<u>\$10000</u>	<u>\$5000</u>	<u>\$5000</u>
<i>FOOD/CAFETERIA SUPPLIES</i>	\$_____	\$_____	\$_____	\$_____	\$_____
<i>PROFESSIONAL DEVELOPMENT</i>	0	<u>\$50000</u>	<u>\$50000</u>	<u>\$5000</u>	<u>\$5000</u>
<i>CONTINGENCY FUND</i>	50,000	75,000	<u>75,000</u>	75,000	100,000
TOTALS	1,706,040	2,155,668	<u>2,705,011</u>	3,202,413	3,659,155

Minimum budget requirements to maintain solvency:

1) We will make all efforts to meet our enrollment goals.

2) If we are unable to meet enrollment requirements and therefore budget requirements, we will reduce cost without effecting the quality of services and remaining true to our mission that all students can learn through innovation.

3) Priority would be given to the teaching staff and the supports that directly affects students

4) Many staff related cost will be reduced with low staff cost, i.e. benefits, training, instructional material costs.

5) The BOD would increase the budget through contributions – both cash and in-kind and through ongoing

fund raising efforts.					
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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.

Leadership Learning Academy: Budget Narrative for years 2 through 5

- Increase in personnel cost due to increase in # of teachers will correlates with increased number of students. We will maintain our small class sizes and our 2:24 staff to student ratios. In addition, we will add new positions or increase positions as indicated on budget. Also salaries show annual 3% raise for staff.
- Increase in staff benefit cost is proportionate with increase staff positions. Our budget is based on a 26% rate for benefits.

- Staff development cost will be highest year one; however this will continue to be a significant expense ensuring all staff are trained and demonstrate competence in the core areas of Multiple Intelligences, Positive Actions, Integration of curriculum; 21st Century Learning, Exceptional Children Instruction and other researched based training. Many of the trainings will require annual review or certifications.
- Cost of office supplies projected to increase with increased staff, volunteers and students.
- Instructional materials include supplies necessary to stimulate and support innovative learning. There will be several computers in each classroom as part of the instructional program.
- Office equipment anticipated increase in cost based on increased staff, volunteers and students.
- Testing material cost will increase as number of students increase.
- Insurance cost will increase as number of staff and students increase. Also projecting rate increase due to claim history.
- Rent – projected increase includes option of additional space – i.e. modular units as school grows. Also projected higher numbers based on feedback from last review that our rent numbers were too low.
- Transportation cost will include contracted services required to ensure transportation isn't barrier for students to attend school. We anticipate having students from across the county. Increase reflects anticipated contract increase.
- Financial/accounting services will be contracted out. Increase reflects more staff payroll, background checks, etc. Also includes increased cost for annual audits.

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

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

ADDITIONAL NOTES:

We have board members and many volunteers who have committed their time, expertise, and in kind donations to get the school up and running. Some are currently donating hours of consultation and expertise, other are ready to spring into action as soon as the charter is awarded. We have purchased furniture to be used in the charter school.

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

If this charter application is approved, the Board of Directors will fully implement our marketing plan focused on educating our community about the Leadership Learning Academy. In addition to our current outreach efforts, our general marketing activities will range from sharing the charter school concept in general to narrowly focusing on the educational mission and philosophy of Leadership Learning Academy. Articles in the Mecklenburg Neighbors section of *The Charlotte Observer*, *Charlotte Parent*, and various local papers will reach interested parties throughout Mecklenburg County as well as release regular press releases.

Marketing efforts will also include posters and brochures distributed to community organizations, neighborhood groups, and faith communities; and public presentations at town hall meetings, libraries, schools, churches, and neighborhood and city-wide festivals.

We will also develop a comprehensive web site that clearly communicates the School's mission, unique educational program, school calendar, faculty, student routine and class schedules, easy on-line application, and other features of interest about the School. Website marketing will be largely directed by a comprehensive Google Ad Words campaign.

Those general marketing efforts will be accompanied by targeted outreach efforts designed to ensure a racially and socio-economically diverse applicant pool. Our research from Claritas concludes that many of our target market segments in need of this type of secondary education read Latin publications. To that end, we will place advertisements in Spanish-language newspapers, including *La Noticia*, *Que Pasa*, and *El Progreso Hispano*. We will also attempt to air public service announcements in Spanish on radio stations that have a large share of Hispanic listeners, including WNOW (1030AM) and *La Tremenda* (13 10AM), and attempt to share information about the School through *Caminando por las Carolinas*, a local Spanish-language television show.

Claritas also offers inexpensive mailing lists for direct mail marketing campaigns that will allow us to specifically target those families in our area that would benefit most from our unique educational offering. We anticipate sending out nearly 30,000 direct mail marketing pieces. With a lead generation of 1% or 300 leads we expect 40% to attend open house and 40% of those to sign up giving us 48 expected first year applications for enrollment from direct mail alone.

Given that admission to the School is through a lottery (to the extent that we have more applicants than available seats), our efforts will be aimed at creating a diverse pool of applicants so that the student body chosen through the lottery will reflect that diversity.

Using the resources of our Board of Directors and their existing staff, all marketing materials will be created by a professional media specialist and the website built by a technology expert under the direction of the board of directors. Using professional developers and a board approval process will ensure all published materials meet the highest standards and represent quality academics for Leadership Learning Academy and the NC Board of Education who approves our charter.

SCHOOL AUDITS:

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

Leadership Learning Academy will participate in periodic program assessments to design and carry out appropriate self-evaluations of our implementation of the Multiple Intelligences instruction and curriculum. The Academic Advisory Committee will be charged with the responsibility for measuring the results of our programming including hiring third party assessments and implementing any necessary improvements to ensure modernized learning and superior educational quality. We will institute a peer review system, although informal, to will help identify compliance errors. We will use the result of the (all) audits to identify organizational strengths, as well as areas for potential growth. If necessary, we will develop, implement, and monitor a school improvement plan to address the identified areas of concern.

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

In accordance with GS 115C-238.29F (f), Leadership Learning Academy, Inc., will: (1) comply with the financial audits, audit procedures, and audit requirements adopted by the SBE for charter schools; (2) comply with the reporting requirements established by the SBE in the Uniform Education Reporting System, and (3) report at least annually to the SBE the information required by the SBE. We expect to retain (subject to final approval by the Board of Directors) the firm of Miller, Sherrill Blake Egel to conduct an annual independent single financial audit. Contact information for the firm is as follows:

Miller, Sherrill Blake Egel CPA PA
1515 Shopton Rd.
Charlotte, NC 28217
(704) 559-5383
(704) 559-5389 (fax)

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

Student Safety includes:

Health Information Cards. All enrolled students must have a completed Health Information Card on file in the Principal's Office. Any student with a medical condition, e.g., diabetes, asthma, etc., should have this condition noted in red at the top of their card. Parents are encouraged to communicate any significant health history information of each child to the Principal's office, so that the child's needs may be met while at school. If a student is under a physician's care and is asked to take medication while in school, a note from the physician to that effect should be given to the Principal's office.

Well-Being of Students. Students at Leadership Learning Academy should be happy and growing in knowledge. As part of faculty in-service, Leadership Learning Academy teachers will be provided training in mandatory reporting procedures for suspected child abuse. Leadership Learning Academy teachers will be attentive to students who come to school displaying any of the signs of child abuse that were outlined in their training course, and will follow the prescribed procedures for reporting suspected abuse.

Crosswalk Safety. To ensure safety, all pedestrians are required to cross at designated crossings only.

Bicycle Safety. To create order and provide the opportunity for locking bicycles, bike racks will be provided for students who ride bicycles to School. Bicycles should not be parked near the entrance to the School or on the grass. Bikes must be walked on School grounds. All bicycles must be in compliance with legally mandated regulations regarding equipment and visual signals (headlights, brakes, reflectors, pennants, etc.). All students riding their bikes to and from Leadership Learning Academy are strongly encouraged to wear a safety helmet.

School Bus. School buses may be used for school purposes by drivers that meet the following requirement: a valid commercial bus driving license and requisite education safety courses. Students are not allowed to drive school buses.

Student Missing/Hiding. If a student is missing or hiding on school grounds the following procedures are followed:

1. Principal or designee implements a search of the school building and grounds.
2. Upon finding the student, determination of appropriate disciplinary action is made.
3. If the student is found injured, appropriate medical personnel are contacted.
4. If the student is not found, proceed to the procedures for runaway/abduction.

Runaway/Abduction. If a student runs away from the School during school hours or is abducted, the following procedures are followed:

1. Notify the Principal's office, who contacts 911 and remains on the line.
2. The Principal's office will contact the parent(s) listed on the student's Health Information Card.
3. In the case of abduction, the Principal may designate appropriate personnel to observe the departing vehicle of the abductor(s) and student.
4. The Principal will contact the teacher to get an accurate description of the student's clothing.

Hostage Situation. If one or more persons are holding staff or students hostage on school grounds, the following procedures are followed:

1. Notify Law Enforcement (911) and remain on the line.
2. Notify teachers to move students away from the hostage situation.
3. Gather facts regarding the situation for the police; keep notes on times and communications with the person(s) holding the hostages, and gather any other witness information.
4. The police department will have a copy of the school floor plan.
5. Work with Law Enforcement to determine next steps.

Student Possession of Weapon on School Grounds. If a student is observed or reported to have a weapon on school grounds, the following procedures are followed:

1. Identify the student and his or her location in the building.
2. Alert the appropriate staff and Principal.
3. The School employee asks the student to accompany him/her to the Principal's Office.
4. Assess the situation to determine follow up steps.
5. Notify Law Enforcement (911).
6. When appropriate, ask the student to surrender the weapon or declare its location.
7. Call student's parent(s) and follow disciplinary procedures.

Unwanted Intruder. If a person who has no business on School grounds is observed, the following procedures are followed:

1. A member of staff notifies the Principal's office or escorts the stranger to the office.
2. The Principal and staff member investigate and take appropriate action:
 - a. Ask the person for their name and what his or her business is at the School.
 - b. If it is determined that the person does not have a legitimate reason to be on School grounds, request that he or she leave, and visually monitor the person's departure.
 - c. After the person leaves, notify Law Enforcement (911).
 - d. If the person refuses to leave, the Principal will notify the staff to call the Law Enforcement agency (911).
 - e. The Principal will then determine appropriate method of informing all school employees to take appropriate action and use caution. The movements/behavior of the intruder is visually monitored until the arrival of Law Enforcement personnel.
 - f. Take note of what the person is wearing, type of car driving (get license plate number), visible signs of a weapon, general attitude, physical description (height, weight, race, hair color, length of hair, visible scars, etc.).
 - g. School officials work cooperatively with Law Enforcement personnel.
 - h. Principal submits police report and notifies School Board.

Bomb Threat and/or Explosion. If an explosive is either present or alleged to be present in the school building, which may or may not have exploded, the following procedures are followed:

Note: RFS Radios "Walkie Talkies" are not to be used during a bomb

threat. The receiver of a bomb threat call should:

1. Get word to the Principal or designee who orders an immediate building evacuation.
2. Write down the exact words of the caller.
3. Keeps the caller talking.
4. Ask where the bomb is located and what time it is to go off.
5. Make note of the following:
 - a. Gender, age, and attitude of caller
 - b. Voice characteristics (accent, speech impediments or peculiarities)
 - c. Background noises
 - d. Date and time of the day the call was received

1. Give full report to the Principal or designee immediately.

Upon notice of a bomb threat:

1. Get word to the Principal or designee who orders an immediate building evacuation.
2. Upon evacuation signal, all personnel and students should evacuate the school building in accordance with the School evacuation plan. Windows and doors are left open in this phase of evacuation. A floor plan of the School is available.
3. A school staff member should shut off the main gas line (if applicable), and switch off the bell system for changing classes.
4. Notify the appropriate Law Enforcement agencies.
5. Conduct a visual search of the escape routes or hallways.
6. Three minutes after issuance of advisory code, or upon receipt of clearance report from hallways (whichever comes first), the Principal, search team, or designee should:
 - a. Activate the evacuation signal.
 - b. Ensure that the building is evacuated
 - c. Report to an alternate emergency control center as designated on school grounds at least 300 feet from the building.
7. Staff should return to classrooms first for a final visual search prior to students entering the building.

Steps of action for an explosion:

1. Determine the location and extent of explosion, and get word to the Principal or designee who orders an immediate building evacuation.
2. The Principal or designee calls 911 and stays on the phone.
3. Evacuate the building using the fire evacuation plan unless special conditions warrant special instructions.
4. Assist with the injured or wounded.
5. Secure area until authorities arrive.

Evacuation Plan. Evacuation plans are posted in each classroom, office, and hallway to provide a visual display of proper evacuation routes from each part of the school building. Designated meeting places are established in a safe zone for each class and office.

- Staff receives training in building evacuation policies and procedures during faculty development at the beginning of each school year, and teachers train students in the evacuation drill procedures during the first week of school.
- When the evacuation alarm sounds or code is given (in the case of a bomb threat), the staff account for all students and visitors assigned under their supervision.
- Students immediately line up in total silence in their classrooms. It is very important to maintain calm, silence, and orderliness during evacuation.
- The teacher precedes the students to the assigned meeting place. Everyone proceeds silently in a straight line, single file, stays that way in their designated assembly area, and waits quietly for an all-clear signal from the Principal.

- Teachers are required to stay with their classes and take roll while students wait quietly until it is time to return to class. The Principal or designee account for any missing students or personnel.
- The Principal or designee consults with appropriate safety authorities to determine when the building can be safely reentered by staff and students.
- When the all-clear signal sounds, teachers lead their students back to class in the same quiet, orderly manner in which they left.

Student Accidents/Injury. School staff will be trained to provide CPR (cardiopulmonary resuscitation) and simple first-aid procedures.

Bandages and a first-aid kit will be available in the Principal's office for minor cuts and scratches. The Principal's Administrative Assistant may remove splinters, apply ice, and distribute (with parental permission) cough drops, and a variety of over-the-counter products for minor first aid. The Administrative Assistant must always check a student's Health Information Card for a parent's signature (thus allowing permission) each time any medication is requested by a student.

If emergency medical assistance is required, the Administrative Assistant will attempt to contact both the parents and the family physician, in addition to the ambulance service. If a student is injured or ill, his or her parents must come to the Principal's office to meet the student at the time he or she is to be excused. Upon treatment by appropriate medical personnel, the Principal or designee fills out a Student Accident Report.

Immunization of Students. Leadership Learning Academy will ensure full compliance with all federal and state immunization requirements. The following policies and procedures will help ensure compliance and reduce the possibility of any child missing school because of non-compliance.

- A state approved medical waiver is acceptable if signed by the child's physician. An expiration date must be included.
- Upon enrollment, the family will be requested to present the student's immunization record. If the student is in compliance, the record will be copied and filed with the appropriate agency. If the student is in partial compliance, the parent or guardian will be given a checklist of necessary immunizations the child must have before attending school, and the family will be referred to the county health department.
- If non-compliance persists, follow-up telephone calls or letters will be provided to the parent or guardian. One week prior to the start of classes, a final notice will be sent.
- Students lacking proper immunization or a completed waiver will be denied admittance to the School until proof of immunization or a waiver is submitted.
- All students must have a completed physical signed by a licensed health care provider on file with the Principal's office.

Fire Safety Regulations. Leadership Learning Academy will maintain compliance with all applicable federal, state, and municipal fire and safety regulations, and submit to all inspections from authorities as required by law. The following fire safety guidelines are to be followed at all times:

- Fire lanes must remain clear at all times. All hallways, landings, stairs, and stairwells must be kept completely free and clear of any materials at all times. This includes tables, chairs, classroom materials, bicycles, plants, shoes, waste paper, etc.
- Fire exits must remain clear at all times. All doorways and doors must remain free and clear of any materials at all times.
- Fire control doors should be kept functioning at all times. Doors that have automatic holders should never be propped open. Use only the automatic holding mechanism to keep doors open.
- Classroom doors should not be propped open when vacant.
- Clothing and personal belongings should be kept in separate lockers.

Any violations of the above guidelines should be reported to the Principal immediately.

Fire Drill and Alarm Guidelines. Leadership Learning Academy will conduct fire drills each month in accordance with legally mandated guidelines.

- Staff and students will be notified when a fire drill will occur. The Principal or designee will set off the alarm, reset the alarm system, and monitor the drill.
- If there is a real fire, report the fire by activating the alarm. Upon hearing the alarm, administrative staff will notify the fire department.
- Upon hearing the fire alarm, students immediately line up in total silence in their classrooms. It is very important to maintain calm, silence, and orderliness during fire drills.
- The teacher makes sure that all students are accounted for and that the classroom windows are closed.
- The teacher precedes the students in the hallway to their assigned exit.
- Classroom doors should be closed after the last person is out.
- Fire Exit Routes: All classes go out the designated doors, the locations of which are posted in the hallways and each classroom. In classrooms with a functional window fire exit, use this exit.
- Everyone should exit the building silently in a straight line, single file, and stay that way in their designated assembly area outdoors, and wait for an all-clear signal from the Principal.
- Teachers are required to stay with their classes and take roll while students wait quietly until it is time to return to class. Any missing students are reported immediately to the Principal.
- When the all-clear signal sounds, teachers lead their students back to class in the same quiet, orderly manner in which they left.
- Fire drill evaluations are kept on file in the Principal's office.

Severe Storms and Tornadoes. As part of faculty development, the School staff is trained in the storm-safe areas designated for each class and office. Per the school safety plan, these are located along structural walls on the ground floor away from windows.

1. The School will keep an alarm-equipped weather radio in the Principal's office to alert staff to

potentially threatening weather.

2. In the event of severe weather, the same procedure is used as for the fire drill. However, instead of going outside, all classes will proceed to their assigned areas within the building. The fire alarm is not used for tornado drills.
3. The Principal or designee uses an air horn to indicate the onset of severe weather, at which time staff and students will proceed to designated safe areas in the building.
- 4.

Food Service. We will not provide food service.

Hazardous Materials/Chemicals. Leadership Learning Academy will maintain compliance with all applicable federal, state, and municipal laws, regulations, and inspections regarding hazardous chemicals. The School will avoid the use of such chemicals wherever possible. The following guidelines are to be followed by staff and students at all times:

- Potentially hazardous materials are reviewed by the Principal or designee to ensure that material (or a more appropriate substitute) is safe for intended usage, and free of risk for staff and students.
- Material Data Safety Sheets (MSDS) are provided to the School Principal for any potentially hazardous materials to be brought into the School.
- Based on the review, materials are either approved with no special requirements, approved with specific use, storage, or disposal requirements, delayed for usage until further research, or disapproved for use.
- A running inventory is kept by the Principal's office of all hazardous materials or chemicals contained within the School. The list is updated monthly.
- Materials may only be stored in designated areas: No material may be stored in mechanical rooms or stairwell closets. Only steel or other nonflammable metal objects may be stored in stairwell closets.
- Materials with specific storage requirements will be kept in secure locations inaccessible to students and unauthorized personnel.
- MSDS are maintained for all approved materials in the areas where the corresponding materials are stored.

Any violations of the above guidelines for hazardous materials should be reported to the Principal immediately

Blood-borne Pathogens. Leadership Learning Academy will maintain compliance with all applicable federal, state, and municipal laws and regulations regarding blood-borne pathogens. The School's Exposure Control Plan will include all staff, students, and others who might have occupational or accidental exposure to blood or other potentially infectious materials.

All school employees will be required to complete a Blood-borne Pathogens Course prior to the first day of school. Upon successful completion of the course, each employee will submit a copy of

the Blood-borne Pathogens Course certification to the School Principal for inclusion in the employee personnel files. Re-certification will occur at intervals according to legally mandated guidelines.

Staff with the potential for direct contact with blood-borne pathogens will be encouraged to obtain hepatitis-B vaccinations. Should a staff member choose not to be vaccinated, a refusal form will be signed by the employee and kept in the employee's staff file.

Exposure Control Policies and Procedures. All blood and body substances are considered by medical authorities to be potentially infectious and are to be handled to prevent infectious agents. For this purpose, personal protective equipment, including latex gloves, non-allergenic gloves, and a resuscitation mask, will be kept in each classroom and in the Principal's office.

- Gloves are worn during any head lice checks and at any time there is risk of exposure to blood or body substances.
- Mouth to mouth resuscitation is performed using a resuscitation mask.
- Hand washing facilities with hot and cold water, soap, and an approved drying device will be readily available. Hands will be washed after contact with any blood or body substances immediately after gloves are used.

Diabetes care plans: Students who are identified as a diabetic patient will have a written medical management plan that is developed with student, parent, and private physician and LLA staff. The plan will include specific information on appropriate actions in case of emergency. The plan will also include information to understand the disease and symptoms, how to address students' needs and staff, students and parents' responsibility in managing disease.

Providing parents and guardians with information about:

- **Meningococcal meningitis and influenza and their vaccines at the beginning of each year.**
- **Cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent diseases:** during the parent orientation information will be distributed re prevention including vaccines and symptom management Parents and guardians will sign form indicating they received and understood the information which will include where to go for additional information.

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

State the proposed coverage for:

Comprehensive General Liability	\$1,000,000
Officers and Directors/Errors and Omissions	\$1,000,000 per claim
Property Insurance	Appraised value of building and contents

Motor Vehicle Liability	\$1,000,000
Bonding	
Minimum amount:	\$250,000
Maximum amount:	\$1,000,000
Other	Boiler and Machinery Replacement cost of the building Workers' Compensation –as specified by Chapter 97 NCGS
	Umbrella Policy – \$5,000,000

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

TRANSPORTATION PLAN GS 11 5C-238.29F (h):

Our vision for Leadership Learning Academy is that of a small school, which is physically integrated into its surrounding community. We will recruit and accept students from throughout Mecklenburg County and beyond and will continue to look at ways which will help reduce transportation costs. We hope that many students will be able to walk or ride to school with their parents. However, for students who are not able to walk or ride to school on their own, we will use a variety of approaches to ensure that a lack of transportation will not preclude access to, and enrollment in, the School. These strategies may include: (1) carpools organized by the PTA, (2) use of public transportation by older students, and (3) consolidated stops - point-to-point transportation between the School and strategically located pickup areas (either through a School-owned bus or under contract). As permitted by GS 115C-238.29F (h), we do not anticipate providing transportation to students who live within one and one-half miles of the School, or to students who reside in counties other than Mecklenburg County

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

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

Name of the facility (if known): Access Academy

Address: 8701 Moores Chapel Road

City/State/Zip: Charlotte, NC 28214

Description of the Facility:

Total square feet:	45,136
Number of Classrooms:	<u>23</u>
Number of Restrooms:	<u>20</u>
Other Rooms:	_____
Auditorium:	<u>1</u>
Gymnasium:	<u>1</u>
Music Room:	<u>1</u>
Art Room:	<u>2</u>
Laboratory:	<u>0</u>

Ownership: Fee Simple or Lease (Negotiating sublease of a closed CMS school)

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

- (a) Term of the Lease: TBD
- (b) Type of Lease: TBD
- (c) Rent: \$ TBD per month

Name of Landlord: Access Family Services

Address: 2639 West Blvd

City/State/Zip: Charlotte NC

Phone: 704 391-6950

Fax: _____

Document inspections for the following:

- (a) Fire: to be scheduled
- (b) Safety: to be scheduled
- (c) Handicapped accessible? Yes, 100% ADA compliant

Describe how the maintenance will be provided for the facility. **Maintenance will be shared cost with other building tenant.**

VIII. LEA IMPACT STATEMENT

Pursuant to G.S. 115C-238.29B (d), the charter school applicant must submit a copy of the application to the LEA in which the school will locate within seven days of the submission of the application to the Office of Charter Schools. The LEA may then submit information or comment directly to the Office of Charter Schools.

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

VI. 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.

VII. 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.

VIII. SIGNATURE PAGE

The foregoing application is submitted on behalf of *(name of non-profit corporation or individuals submitting application)*. The undersigned has read the application and hereby declares that the information contained in it is true and accounts to the best of his/her information and belief. The undersigned further represent that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name: Andrew Ladd

Position: Board Chair

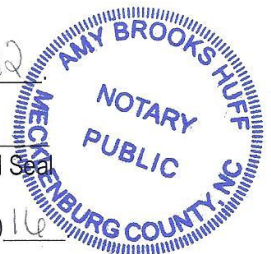
Signature: Andrew Ladd Date: 4/12/2012

Sworn to and subscribed before me this

12th day of April, 20 12

Amy Brooks Huff
Notary Public

Official Seal



My commission expires: 11-8, 20 16

Appendix A – Community Outreach Efforts

Public Service Announcement

Are you tired of our neighborhood schools being the lowest performing schools in the county?

Well, there's a growing community effort to do something about it!!

Leadership Learning Academy is applying to become the first charter school on the west side! If approved, the school will serve kids kindergarten through 4th grade the first year and then add another grade each year up to 8th grade.

We believe all kids can and should be successful in school. We know how to make that happen. Join us for a community meeting on Saturday, March 3 @ noon. We will meet at the old Pawtucket School (8701 Moores Chapel Road) to talk about starting a Charter School that will help our children in the west corridor.

For more information, call Karen Huntley @ 704 582-2592.

Community Outreach Meeting



Date: 04/14/2012

Time: 11:30 to 12:30

8701 Moores Chapel Road

Charlotte, NC 28214

**Join us to discuss
Charter Schools
For
The West Side**

Community Outreach Meeting



Date: 03/03/2011

Time: 11:30 to 12:30

8701 Moores Chapel Road

Charlotte, NC 28214

**Join us to discuss
Charter Schools
For
The West Side**

Leadership Learning Academy Community Outreach Meeting

Date: March 3, 2012

Location: Lanterns Academy

Sign In Sheet

Please print, include contact information for additional information

	Name	Contact Information
1.	Lynda J. Stallworth	704-882-7557
2.	Maria A. Stallworth	704-882-7557
3.	Brittany Stallworth	704-882-7557
4.	Brandon Stallworth	704-882-7557
5.	Randall Wills	
6.	Stacey Morgan	(704) 943 9667
7.	Gwen Ina Patterson	redwhiteblueistru@yaho.com
8.	Donald Bull	(704) 724 2724
9.	Judy S. Bull	(704) 724 2724
10.	Ryan Bull	704-724-2724
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		

Leadership Learning Academy Community Outreach Meeting

Date: March 3, 2012

Location: Lanterns Academy

Sign In Sheet

Please print, include contact information for additional information

	Name	Contact Information
1.	Merald Ballard	704-605-9894 Email Ballard@Keyahco.com
2.	Karen Ballard	704-582-2592
3.	Sheridan Owens	(704)398-0726
4.	Elisa Dante	404 857 7778
5.	Ally Dante	404 857 7778
6.	Barbara Oden	704 900 8836
7.	Kim Oden	704
8.	Cola Bennett	704-307-0125
9.	Erinette Edgorth	910.922.9422
10.	Joe Owens	704-398-0726
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		

Leadership Learning Academy
March/April 2012

Needs Assessment for Charter School:

Leadership Learning Academy is a non-profit organization in the process of applying for a Charter to open a school for grades K-8. A charter school is a school which provides parents a public choice in the education of their children. Charter schools are tuition free. The schools have open enrollment with no discrimination and no religious associations.

We are proposing to become the first charter school in Mecklenburg County's west corridor. The proposed location is a closed CMS school at 8701 Moores Chapel Road.

Unfortunately, the CMS schools in this area are some of the system's lowest performing schools. Our goal is to improve student performance by providing a school focused on the values of academic achievement, leadership, citizenship, health and wellness, business and technology. Our mission includes challenging students to think critically and to make ethical and sound decisions. We will build a partnership among the students, parents, faculty and staff, and surrounding community that puts learning first. By providing qualified educators, a culture of achievement and a supportive educational environment, Leadership Learning Academy will develop a generation of learners bound for success in higher education and beyond!

The school will be run like a private school at no cost to the parents. Each child will benefit from having options of an individualized program uniquely designed for

them in leadership training, character building and academic success.

We need your help. Please participate in the enclosed survey needed to evaluate the community's interest in having this innovative option for our students. Please return survey in enclosed envelope.

Thank you in advance for your participation and help in making this an option for our students.

Leadership Learning Academy
March/April 2012

Charter School Survey

1. Are you a North Carolina Resident?
 Yes
 No
2. Do you have a child(ren) who is/are school age or younger?
 Yes, if so what age(s) _____
 No
3. Are you concerned about the performance of west side CMS schools?
 Yes
 No
4. What concerns you most about the performance of these schools?

5. What suggestions, if any, do you have to improve schools' performance?

6. Do you feel the community's voice is heard by CMS?
 Yes
 No
7. Do you think the west side could benefit from having a charter school?
 Yes
 No
8. If established, would you consider sending your child (K-8) to the Leadership Learning Academy?
 Yes
 No

Leadership Learning Academy
March/April 2012

9. What would you like to see at the new school?

10. If established, would you consider volunteering at Leadership Learning Academy – either as a classroom/office volunteer; committee member or board of directors?

_____ Yes

_____ No

Any other comments are welcomed: _____

If you would like us to contact you later, please provide your name, email, and/or telephone number below:

Name: _____

Email: _____

Phone: _____

Thank you for your participation.

Charter School Survey Results

400 surveys distributed

92 surveys returned

Question	Responses		
	Yes	No	No response
Are you a North Carolina resident?	92		
Do you have a child(ren) who is/are school age or younger?	75	17	
Are you concerned about the performance of west side CMS schools?	90	2	
Do you feel the community's voice is heard by CMS?	10	82	
Do you think the west side could benefit from having a charter school?	92		
If established, would you consider sending your child (K-8) to the Leadership Learning Academy?	75	17	
If established, would you consider volunteering?	81	5	6
What concerns you most about the performance of these schools?	low performance scores; closing of various schools; differences between white and minority schools; kids out of controls, hard for teachers to manage; lack of improvement; drugs; poverty; lack of good teachers; lack of people who care about our kids; angry that no one cares about our school;;treated like 2 nd class citizens		
What suggestions do you have to improve schools' performances?	more parent involvement; need better teachers; deal with bad kids; pay teachers more; hire teachers who want to work with our kids; teach kids how they learn;		
What would you like to see at a new school?	small classrooms; committed teachers; more discipline; friendly staff; more		

parent volunteers;
don't know

EXHIBIT A
[Leased Premises]

