

Lindley Learning Academy **CHARTER SCHOOL APPLICATION**

Schools opening in the fall of 2013

Due by 12 noon Friday, April 13, 2012

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

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

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

TIMELINE

APPLICATION DUE DATE/TIME

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

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

I. APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: Lindley Learning Academy Charter School

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Lindley Learning Academy

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: Amy Lindley, M.Ed

TITLE/RELATIONSHIP TO NONPROFIT: Board Chair

MAILING ADDRESS: 8299 Berrywood Drive Colfax, NC 27235

PRIMARY TELEPHONE: 336-314-2241

ALTERNATE TELEPHONE: 336-848-4654

E-MAIL ADDRESS: alindley@lindleyhabilitation.com

Location Proposed Charter School (LEA): Guilford County

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: _____ - _____ - _____

Description of Targeted Population: Lindley Learning Academy (LLA) will serve students in grades Kindergarten through 8th grade. LLA will not discriminate on the basis of race, religion, nationality or ethnic origin, age, disability or gender, except where exemption is appropriate and allowed by law. Our goal is to serve a diverse population of students.

Proposed Grades Served: Kindergarten-8th Proposed Total Enrollment: 360

Projected School Opening Year: 2013 **Month:** August

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

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

Signature

Title

Printed Name

Date

II. TABLE OF CONTENTS FOR THE APPLICATION

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

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

MISSION:

The mission of the proposed charter school is as follows:

Lindley Learning Academy's mission is to provide the highest quality education to prepare students for being successful in the 21st century. Lindley Learning Academy will prepare students for the competitiveness found in the most sought after fields for the future. Focus on science, technology, engineering and mathematics will continue to produce successful community members with a secure future.

EVIDENCE FOR NEED OF THE PROPOSED SCHOOL:

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

Lindley Learning Academy (LLA) will be located in Guilford County, where there is evidence of a growing population of families interested in an alternative school choice rather than the traditional public school approach. Guilford County School's population is projected to grow by 6,350 K-12 students by the 2020-2021 school year according to the Guilford County Schools website. As reported in a 2011 article in the Greensboro News and Record there is a projected shortage of about 4,000 classroom seats even after the board completes its 2008 bond program. Long waiting lists at local private and charter schools demonstrate the need for additional alternatives for parents in Guilford County. In addition, we have surveyed the community seeking input on the need for a Charter School in Guilford County. The survey rendered the community's strong interest in a Charter School focusing on 21st century skills such as a Science, Technology, Engineering and Mathematics (STEM) focus.

We have reached out to the community in several capacities. We have spoken at local town hall meetings (see minutes from meeting), we've held community meetings (see flyers below), created an on line survey (see survey results below) and collected signatures of those who support a new charter school in the community (see signature pages). The local newspaper also published an article in the local newspaper (see article printed below) giving the community insight into our plans to apply for a new charter school and announcing where our community meetings will be held.

Charter School Meeting

Lindley Learning Academy

March 15th 2012

**Oak Ridge United Methodist
Church**

6:00pm



Community Input Needed! **Northwest Guilford County Residents**

Parents and Community

Members: Please come give your input on a new Charter School in NW Guilford County

Where: Calvary Church
(Pleasant Ridge Rd)

When: 6:00pm-7:00pm

CONTACT: AMY LINDLEY (336)314-2241

the Northwest Observer

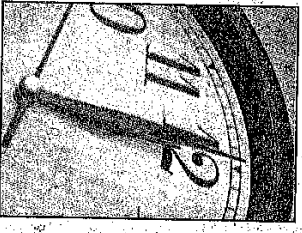
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Your local news & information source for NW Guilford County

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OAK RIDGE
Council says cell tower company did not build what was promised. See p. 2



Don't forget to set your clock one hour ahead as Daylight Savings Time begins on Sunday, March 11.

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Scarves provide connections across the world

Local resident establishes foundation to help Ethiopian women

By SARAH BURCHETTE

OAK RIDGE – In 2009, a mother and daughter traveled over 8,100 miles to adopt a 7-month-old baby boy named Joseph from Ethiopia. That trip ignited a vision to reach out to thousands of women and children in a country far away in terms of miles, but now connected by heart.

No sooner had Joseph joined their family than his grandmother, Pam Simpson of Oak Ridge, and her daughter Ryane Murriane began talking about ways to honor his culture.

Subsequent trips to Ethiopia brought Simpson and her daughter face-to-face with women wood fuel carriers. As the passion they felt for the women and children of the Mount Entoto area grew, so did their commitment to help.

See **CONNECTED**, Page 10



Pam Simpson (right) with photos of Ethiopian women helped by the Connected in Hope Foundation. The women weave the scarves and baskets used by Simpson to practice lineage.

Charter school could be on 2013 horizon

By DAVID LUTHER

NW GUILFORD COUNTY – If all goes as Amy Lindley hopes, a new charter school will open in the northwest area in 2013.

Lindley, educational director of Lindley Habilitation Services, has a master's degree in education and has taught in Guilford County for more than 10 years. She presented her plans to open Lindley Learning Academy to the Oak Ridge Town Council at its March 1 meeting. She is seeking input from parents and the community on the need for a charter school and what educational aspects are important to them.

A charter school is only as good as what it provides to the community."

Amy Lindley, who proposes opening a north-west-area charter school

Charter schools are part of the public school system and are free to attend. They are privately run and exempt from many traditional public school regulations, but are monitored by the Department of Public Instruction and must meet specific standards.

Charter schools often have a special focus, and Lindley says most parents she has talked with have expressed interest in a science, tech-

nology, engineering and mathematics school. "We want this to add to our strong educational community, giving parents more options," she says of the proposed school.

State legislators removed the cap last year that limited the number of North Carolina charter schools to 100. There are currently four charter schools in Guilford County, and the state's Office of Charter Schools

See **CHARTER**, Page 10

CHARTER

CONTINUED FROM PAGE 1

approved two more to open in August 2012. More than 2,400 children in Guilford County are on charter school waiting lists.

Lindley, a lifelong northwest-area resident, says she is pursuing the path of opening a charter school because she is passionate about providing effective instruction to meet the individual needs of the student and adding local educational opportunities. "A charter school is only as good as what it provides to the community," she says.

Lindley hopes her charter school application will be approved in April. She would then enter a yearlong planning phase to scout a location, hire staff and accept student applications.

However, securing a facility might prove difficult.

Charter schools can use state money to lease buildings, but not to purchase or build facilities. Oak Ridge Charter School failed to open in 2001 when its management company could not find a facility. Joel Medley, director of the Office of Charter Schools, said allowing charter schools

to directly apply state funding to construction and renovation costs "would take legislative change."

Eddie Goodall, president of the N.C. Alliance for Public Charter Schools, confirms that "the biggest challenge is facilities," noting that few startup schools can afford to purchase buildings.

Lindley remains optimistic. "We are looking at possible temporary locations to house our school for the first year of operation, giving us more time to purchase or lease a permanent location," she says. "I know how to help students reach their full potential, and I want to be able to create an environment for today's students to become tomorrow's leaders."

want to learn more?

A community information meeting on a proposed charter school is scheduled for March 15 at 6 p.m. at Oak Ridge United Methodist Church, 2424 Oak Ridge Road.

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(near Golden Antiques & Dollar General)

We, parents and community members, support the need for Lindley Learning Academy to open a charter school option in Guilford County as an alternative to traditional public or private schools.

My signature below expresses my interest in having Lindley Learning Academy implement a new charter school in my community.

Signature	Printed Name	Address	Phone Number	E-mail
Judy Farrell	JUDY FARRELL	GREENSBORO 2816 SPINA HOUSE FL	336-209-1981	Jfarrell25@gmail.com
Sue Lineberry	Sue Lineberry	5605 Siler Rd Greensboro NC 27406	336-674-9545	Suelineberry@earthlink.com
Carol Fallon	Carol Fallon	1108 Gretchen Ln Greensboro NC 27410	336-547-8302	CFallon63@yahoo.com
Georgia Kittel	Georgia Kittel	1710 FORTK LANE	336-594-1072	SpecialK@Triad.RR.com
Vicki C. East	Vicki C. East	4975 FRIENDLY FARMS G BORO NC 27406	336-854-0741	VEAST@triad.rr.com
MARLENE F. HARTMAN	MARLENE F. HARTMAN	17 PARKGATE CT GREENSBORO, NC	336-852-5660	MFHARTMAN@TRIAD.RR.COM
AMBER J PARKER	AMBER J PARKER	4002 ADAMSON DR GREENSBORO NC 27407	336-404-0204	ajparker420@gmail.com
Bonnie Wright	Bonnie Wright	2103 Chestridge Rd	336-1235	
Cathy Heary	Cathy Heary	2819 County Club Rd. Greensboro NC 27407	336-638-5699	clearyc@tds-x.com
LouAnn Allison	LouAnn Allison	3905 BEARWICK CT. Greensboro NC 27406	336-674-9862	lallison@gmail.com
Shirley Barborak	Shirley Barborak	205 Kingsdale Ct. Jamestown, NC	336-454-3726	Sbarborak@triad.rr.com
BRENDA LAWS	BRENDA LAWS	3902 BROADBARKS DR GREENSBORO NC 27407	336-854-4427	blaws@triad.rr.com
Nancy Tousey	Nancy Tousey	7 Dairymaid Way Greensboro NC 27410	336-292-6185	
Linda Ayers	Linda Ayers	4809 Mcconnell Ln McLeansville NC 27301	336-697-0075	ayerslinda@att.net

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Signature	Printed Name	Address	Phone Number	E-mail
<i>Maylene Ritter</i>	Maylene Ritter	5136 Charleston Rd. Pleasant Edm. ²⁷³¹³		
<i>Marsha Lawrence</i>	MARSHA LAWRENCE	6002 Chale Dr. ²⁷³¹⁰ DAKRIDGE NC	336-643-1877	diane353@aol.com
<i>Humpy Clarys</i>	Hanya Clarys	383 Quail Ridge Rd. ^{Summit} NC 27558	336-392-8433	hesabotuzipe@aol.com
<i>Elizabeth Parker</i>	Elizabeth Parker	8038 National Service Rd. ^{Dakridge}	336-451-6027	Parker838@NH.net
<i>E Ann Collins</i>	E. Ann Collins	2812 Lockland Dr.	644-0182	COL59F@Aol.com
<i>Happy Waller</i>	Happy Waller	2717 Asbury Ter	336-288-9216	jeanwallerdoug@aol.com
<i>Holly Price</i>	Holly Price	3301 Horse Pen Creek ^{Garro}	336-314-7331	hairbjhollyp@yahoo.com
<i>Janet Reid</i>	Janet Reid	719 Coleridge Dr.		janreid@RR.com
<i>Dorothy S. Shaw</i>	Dorothy S. Shaw	3207 Croonmeters Rd	336-299-5584	dshaw52791@aol.com
<i>Margaret Benoit</i>	Margaret Benoit	505 S. Ariel Farm Ct. ³³⁶	644-8667	Margaret.benoit@jmaack.com
<i>Lisa Hobbs</i>	Lisa Hobbs	300 N. Greene St. Greensboro NC	336-302-6363	lshobbs84@gmail.com
<i>Sharon Holt</i>	SHARON HOLT	2612 US 62 Hwy 162 E. Liberty	336-685-0911	cookiesnotes@bellsoth.net
<i>Mamie Teague</i>	MAMIE TEAGUE	215 Heritage Hill Dr	336-905-7124	
<i>Shelley Doolen</i>	Shelley Doolen	176 Elwood Ave. ⁶¹⁰¹⁰	336-337-3182	sjdoolen@MSN.com

teacher?

We, parents and community members, support the need for Lindley Learning Academy to open a charter school option in Guilford County as an alternative to traditional public or private schools.

My signature below expresses my interest in having Lindley Learning Academy implement a new charter school in my community.

Signature	Printed Name	Address	Phone Number	E-mail
<i>Kathy Goodman</i>	KATHY GOODMAN	2001 ASHTON DR	336-617-4992	
<i>Neddy Clark</i>	JUDY NASTA	7507 Nearts Grove Ct	336-643-5175	
<i>Mary Curtis</i>	MARY CURTIS	5702 Newmans Davis	336-292-1352	
<i>Barbara Ann</i>	BARBARA DANNA	1262 Quanders Lk.	336-578-3455	
<i>Albrecht</i>	A. B. SCOTT	Whitsett, NC 806 Woodway Dr	336-449-4643	95cott1950eemb@ymail.com
<i>Jan Cook</i>	JAN COOK	8800 Winding Hill Stokesdale, NC	336-299-0212	
<i>Carolyn Osborne</i>	CAROLYN OSBORNE	6100 W Friendly 6060	336-855-7654	chastings861@gmail.com
<i>Connie Hastings</i>	CONNIE HASTINGS	2903 Will Doskey Dr 650 27410	336-282-7516	hewitson@aol.com
<i>Frederick Johnson</i>	FRANK JOHNSON	1574 Clarendon Dr	336-312-0138	
<i>Nois Quate</i>	NOIS QUATE	5142 Wintersway	336-292-2753	
<i>Frene Quate</i>	FRENE QUATE	2467 Mambray Trk	336-275-7826	
<i>Susan Osborne</i>	SUSAN OSBORNE	204 S Tremont	336-288-3433	
<i>Sandra Johnson</i>	SANDRA JOHNSON	3901 Sheridan Rd	336-549-5650	
<i>E. Cramer</i>	P. CRAMER	610 Backwith Dr.		

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Signature	Printed Name	Address	Phone Number	E-mail
<i>[Signature]</i>	JOHN PARKER	8038 National Seaside 4000 Westmount Dr Greensboro NC 27410	336-944-3845	parker838@aol.net
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<i>[Signature]</i>	Mary Ann Vinson	5 Kinlock Tr. Greensboro, NC		
<i>[Signature]</i>	Kay Brown	5506 Union Grove Oak Ridge, NC 27316	643-9753	kbrown7@aol.net
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<i>[Signature]</i>	LouAnne Cummings	119 Victoria Ln		LCummings@gmail.com
<i>[Signature]</i>	GARY SMITH	1010 ARNOLD ST 3409 AMBERHILL DR GREENSBORO, NC	336 794 2100	gsmith@trion.com
<i>[Signature]</i>	JUDITH FOSTER	5110 Bridgeway Greensboro, NC 27406	(336) 288-6442	jfofoster2008@yahoo.com
<i>[Signature]</i>	Deborah Murray	305 N. ELAM GREENSBORO, NC	(336) 697-7306	Debmurray@aol.com
<i>[Signature]</i>	Debra Stacy	1416 Chelsea Pl. Dr. Kernersville, NC 27284	336-299-9114	
<i>[Signature]</i>	Karen Moyer	6913 Davis mill Rd Greensboro, NC 27406	336-574-4234	kmoyer@bbsandf.com

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Signature	Printed Name	Address	Phone Number	E-mail
<i>D. Schalange</i>	Dianne Schlang	2710 Ten 5 th St Greensboro, NC 27403	336-288-4027	dshlange@triad.rr.com
<i>J. Oakley</i>	JANE OAKLEY	508 Mendenhall Rd GSO NC 27408	336-454-1552	joakley@northstate.net
<i>Becky Thornley</i>	BECKY THORNLEY	215 Aries Farm Rd Jamestown, NC 27282	336-580-0413	rthornley@bellsouth.net
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<i>Jeff Mitchell</i>	JEFF MITCHELL	Loretta Ln, GSO	336-420-4077	dimitd@triad.rr.com
<i>Lynn Winstead</i>	LYNN WINSTEAD	2809 St. Regis Greensboro, NC 27408	336-288-4124	lwinst@Hotmail.com
<i>Camel Madison</i>	CAROL MADISON	17 Cacc Wood St GREENSBORO, NC 27408	336-315-2231	C-MADISON@BELLSouth.com
<i>Jean Norton</i>	JEAN NORTON	1404 W Meacham GSO NC 27408	336-255-0994	NORTONJMS3@yahoo.com
<i>Peggy Plummer</i>	PEGGY PLUMMER	4712 Hallister Dr Greensboro, NC 27408	336-841-6289	peggy@northstate.net
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<i>Vickie Degges</i>	VICKIE DEGGES	4506 Woodsfield Dr GSO NC 27406	336-674-1178	vdegges@earthlink.net
<i>Robin W Elder</i>	ROBIN W ELDER	205 W Greenway Dr GREENSBORO, NC 27408	336-274-1104	WARLICKRL@YAHOO.COM

GOALS FOR THE PROPOSED CHARTER SCHOOL:

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

Goal 1: Lindley Learning Academy will implement a rigorous academic program that aligns with the Common Core State Standards and NC Essential Standards in order to prepare students for higher education.

Objective 1: Students in K-6 will use the researched based reading program ***Imagine It!*** to support phonics, comprehension, science and social studies concepts in addition to technology.

Objective 2: Students in grades 7-8th will use the researched based program ***Read 180*** to support reading, writing and conventions.

Objective 3: Teachers will use the balanced literacy approach to differentiate learning opportunities for all students to meet individual needs.

Objective 4: Students in graded K-5 will use the National Science Foundation researched based program ***Think Math!*** to support problem solving skills through multi-leveled instruction.

Objective 5: Students in 6-8 will use the National Science Foundation funded researched based program ***Connected Mathematics 2*** through an investigative approach to everyday mathematical problem solving.

Objective 6: Students in K-8 will use the ***Center for Inquiry-Based Learning*** science kits to guide instruction though inquiry-based science experiences.

Goal 2: Students will make at least one year's growth in each academic year.

Objective 1: All students will receive differentiated instruction to make ones year's growth.

Objective 2: Students performing below grade level will meet grade level expectations by participating in our program for three consecutive years.

Goal 3: Students will use a variety of technology tools to meet academic state standards in all academic.

Objective 1: Students will use interactive boards, computers, and educational software programs to support/enhance instruction.

Goals 4: Students will reach all academic goals through a safe, inviting, respectful and inclusive learning environment.

Objective 1: Parents will have opportunities to participate through the school's leadership team and parent/teacher association.

Objective 2: Students will participate in activities to support citizenship/character building.

PURPOSES OF PROPOSED CHARTER SCHOOL:

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

§ 115C-238.29A. Purpose.

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

(1) Improve Student Learning

Lindley Learning Academy (LLA) will improve student learning through the implementation of the Common Core State Standards and the North Carolina Essential Standards. These curricula will prepare students for the 21st century by preparing students for success in college and working in a globally competitive society.

The benefits of Common Core and Essential Standards curriculum include providing more stability for mobile students to help close achievement gaps through consistent learning targets for each grade level across our county, state and nation. The 21st century skills embedded in the Common Core will pave the way for students to think, reflect, analyze, influence, evaluate and communicate as they become individuals who will lead in a 21st century society.

(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

Students who are identified as at risk of academic failure or academically gifts will have individualized educational plans (based on test results and on-going assessments) to meet their educational needs and facilitate their growth in identified areas. Teachers will provide appropriate differentiated instruction and use researched-based supplemental resources for remediation to acceleration.

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

Science, Technology, Engineering and Mathematics (S.T.E.M.) schools are emerging across the nation. The focus on these subjects will help student gain the skills required to be successful in the 21st century with the ability to think critically, solve complex problems, and drive advancements in science and technology. Parents will take comfort in knowing that science and engineering jobs are growing 70% faster than other occupations. This means that S.T.E.M. students will be at an advantage when competing for the high-tech, high-wage jobs of the future.

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

Lindley Learning Academy will provide a cutting-edge professional development programs for teachers to provide them with the necessary skills to facilitate 21st learning in their classrooms. Professional development opportunities will be differentiated for teachers based on their individual

areas of expertise. Teachers will be required to attend on-going professional development in the areas of science, technology, engineering and mathematics.

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

Currently, there is no approved charter school that offers a S.T.E.M. focus within Guilford County. This limits parents' choice to a magnet public school option. LLA will have an enhanced parental involvement program through active parental representation on the Board of Directors and required volunteer service options.

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

LLA will be accountable to the North Carolina ABC Testing Program. In addition, all students in grades K-2 will be assessed using the North Carolina K-2 assessment components in the areas of language arts and mathematics. Grades 3-8 will use quarterly assessment benchmarks to ensure that students are making appropriate growth at intervals throughout the school year and will take the North Carolina End of Grade Tests in the areas of reading, mathematics and science as required by state law.

EDUCATIONAL FOCUS:

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

Lindley Learning Academy's will provide the highest quality education to prepare students for being successful in the 21st century. Lindley Learning Academy will prepare students for the competitiveness found in the most sought after fields for the future. Focus on science, technology, engineering and mathematics will continue to produce successful community members with a secure future.

Lindley Learning Academy (LLA) will improve student learning through the implementation of the Common Core State Standards and the North Carolina Essential Standards. These curricula will prepare students for the 21st century by preparing students for success in college and working in a globally competitive society. The benefits of Common Core and Essential Standards curriculum include providing more stability for mobile students to help close achievement gaps through consistent learning targets for each grade level across our county, state and nation. The 21st century skills embedded in the Common Core will pave the way for students to think, reflect, analyze, influence, evaluate and communicate as they become individuals who will lead in a 21st century society.

Science, Technology, Engineering and Mathematics (S.T.E.M.) schools are emerging across the nation. The focus on these subjects will help student gain the skills required to be successful in the 21st century with the ability to think critically, solve complex problems, and drive advancements in science and technology. Parents will take comfort in knowing that science and engineering jobs are growing 70% faster than other occupations. This means that S.T.E.M. students will be at an advantage when competing for the high-tech, high-wage jobs of the future.

Lindley Learning Academy

Parents will be given opportunities to be a vital part of the school community. Parent representation on the school Board of Directors will ensure that parents will have a voice in decisions that are made. A Parent-Teacher Organization will be established. Volunteer opportunities will be available on campus and off-campus for working parents whose schedules do not allow them to volunteer during regular school hours. Parents will also serve on the School Improvement Team in order to assist administrators in the creation of school goals.

IV. GOVERNANCE

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

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

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

Name of Private Nonprofit: Lindley Learning Academy

Mailing Address: 8299 Berrywood Drive

City/State/Zip: Colfax, NC 27235

Street Address: 8299 Berrywood Drive

Phone: 336-314-2241

Fax: 336-855-3363

Name of registered agent and address: Amy Lindley
8299 Berrywood Drive
Colfax, NC 27235

FEDERAL TAX ID:**45-4862622**

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

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

- ✓ No- In process of applying
- Yes (copy of letter from federal government attached)

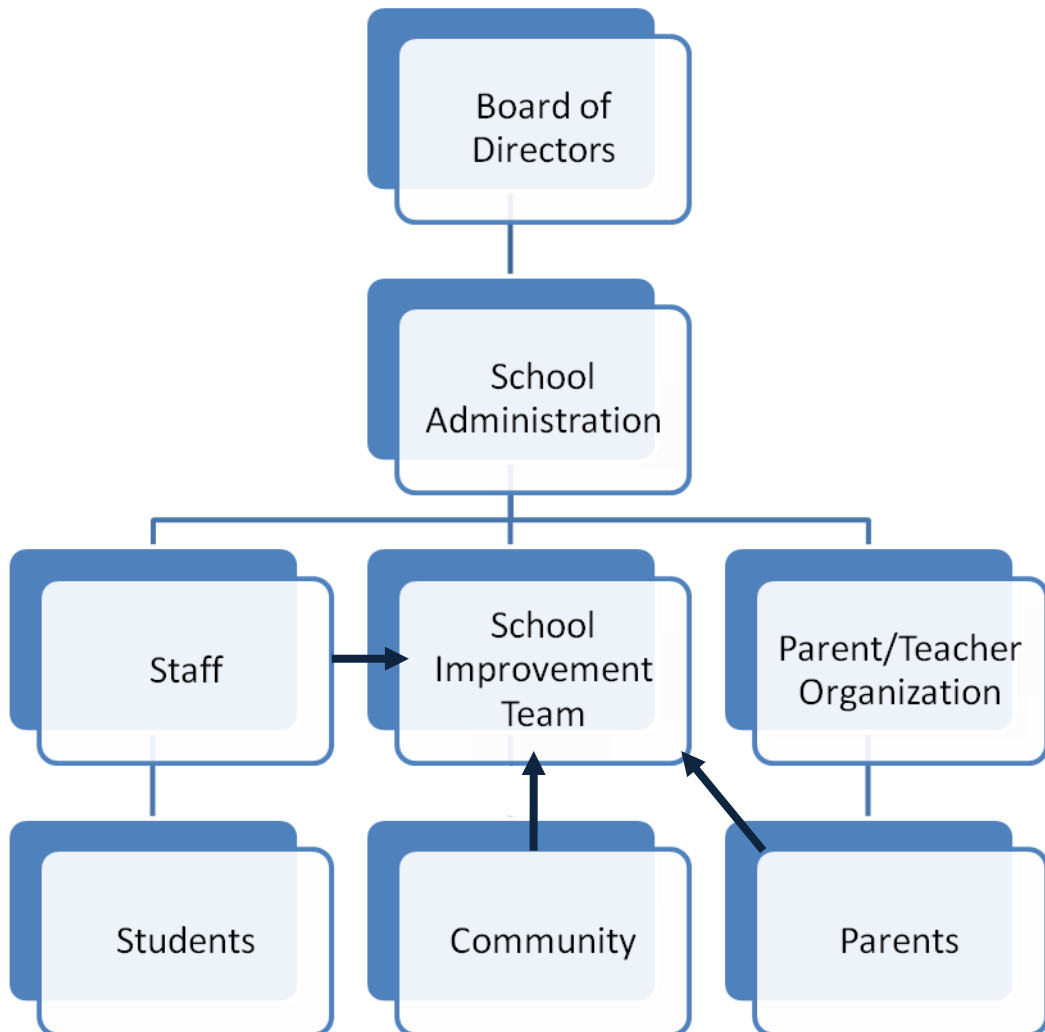
NOTE: The tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval. (G.S.115C-238.29E(b))

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

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

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

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



- Each founding board member must submit, in this section of the application, a one-page resume highlighting his or her experiences over the past ten or more years.

Amy Lindley

Objective My goal is to open a charter school to effectively meet the needs of students and add to the educational opportunities in our community.

Experience 2010-present Lindley Educational Services Greensboro, NC

Educational Director

- North Carolina State Board of Education Approved Supplemental Educational Service Provider. Provide tutoring to 130+ students.
- Professional Development Trainer
- Hire and train staff for Greensboro Cerebral Palsy Association Infant/Toddler Program

2007-2010

Northern Elementary

Curriculum Facilitator

Greensboro, NC

- Facilitate curriculum in K-5 school
- Create tutoring plan
- Induction Coordinator for new teachers
- Create reading program for beginning readers
- Plan and implement professional development for staff

2005-2007

University of North Carolina at Greensboro

Greensboro, NC

Assistant Team Leader

- Supervise an undergraduate literacy team of pre-service teachers
- Observe formal and informal lessons for methods courses
- Plan and implement seminar lessons and activities to enhance teacher development

2001-present

Lindley Habilitation Services

Greensboro, NC

Assistant Vice President of Billing/Financial Department

- Bill Medicaid for all agency services
- Supervise triad, triangle and coastal branch of company's billing department
- Financially and Clinically review data
- Payroll for company's 650+ employees

Amy Lindley

2004-2005 Guilford County School (Laughlin Primary School) Summerfield, NC

Reading Specialist

- Assess reading ability of struggling students and group students for instruction
- Plan and implement lessons to improve reading ability
- Work with classroom teachers on appropriate teaching strategies

2000-2004 Guilford County Schools (Laughlin Primary School & Johnson Street Elementary) High Point/Summerfield, NC

Kindergarten Teacher

- Plan and implement effective teaching strategies in line with the North Carolina Stand Course of Study
- Assess all areas of academics including Literacy First Assessments
- Create a natural and safe learning environment

Education 2004-2008 University of North Carolina at Greensboro Greensboro, NC

Master in Curriculum & Instruction: Reading

- Graduated May 2008 with a 4.0
- K-12 Licensed Reading teacher

Education 1997-2000 University of North Carolina at Greensboro Greensboro, NC

Bachelor of Arts in Elementary Education

- Graduated Magna Cum Laude with a 3.8 on a 4.0 scale
- Attended Appalachian State University, Boone NC, 1996-1997(freshman year) before transferring to UNC-G

Interests My interests include working with teachers on how to improve their student's academic skills. I am also very interested in working students to find new ways to improve their learning. I am eager to present teachers and students with alternative solutions in all academic areas.

Karmen C. McNeil

3980 Orchard Knoll Drive • Greensboro, North Carolina 27405 • (336) 558-1580 • karmenmcneil@gmail.com

- PROFILE**
- Experienced Professional School Counselor; NC & VA Teaching Licenses (School Counseling: Grades K-12)
 - Member of the Elementary School Counseling Advisory Board for Guilford County Schools
 - Taught English at the middle school & high school levels; NC & VA Teaching Licenses (English: Grades 6-9)
 - Recipient of The National Dean's List (2002), Who's Who Among American Universities & Colleges (2002), and Who's Who Among America's Teachers (2006) awards

PROFESSIONAL EXPERIENCE

School Counseling Experience:

- Develop and maintain school counseling program using research-based methods and the program formation, delivery, management, and accountability guidelines outlined by American School Counseling Association
- Conduct individual and group counseling sessions that are person-centered and solution-based
- Consult with school principal, faculty, staff, parents and the community to ensure the academic, physical, emotional, developmental, and social well-being of students
- Coordinate the school's Intervention Support Team which helps identify academically at-risk students
- Serve as the school's Co-Testing Coordinator, 504 Coordinator, and Home/ Hospital Coordinator
- Serve as a member of the Suicide Intervention Team, Crisis Team, Team for the Academically Gifted, Individualized Education Plan Team (IEP), and the Elementary School Counseling Advisory Board for Guilford County Schools
- Train staff and parents on becoming effective and ethical test administrators and proctors
- Review student cumulative records in order to gather pertinent information on students such as health issues, unusual home situations, academic data, and attendance history
- Register fifth grade students for middle school
- Inventor of the MOO Bullying Prevention Program

Middle & High School Teaching Experience:

- Taught 7th, 8th, & 9th grade English/ Language Arts curriculum based on the North Carolina Standard Course of Study
- Prepared students for End-of-Grade (EOG) Reading Comprehension and State Writing Assessments
- Co-taught Exceptional Children's inclusion classes for students with special needs (Learning Disabled, Autism, Emotionally Disabled, Hearing Impaired, Other Health Impaired, Orthopedically Impaired, & students with 504 plans)
- Member of the School Improvement and Intervention Support Teams and served as the school's writing instruction contact
- Voted "Teacher of the Year" by faculty and staff at Brown Summit Middle School (2008)

Community College and University Instruction:

- Experience teaching various courses (Developmental Language Skills, Freshman Composition: Parts I and II, and Professional Research and Reporting/Technical Writing)
- Instruct students on how to use field, print, and electronic research to create reports
- Educate students on design materials for job seeking and career development

Supervisory Experience:

- Supervise teachers during tutoring sessions for a Supplemental Educational Service provider
- Conduct observations and provide feedback to teachers about their performance
- Review timesheets, student calendars, and student progress reports for completion and accuracy

EMPLOYMENT EXPERIENCE

Tutor Supervisor	Lindley Educational Services, Greensboro, NC	11/2010- Present
Adjunct English Instructor	Guilford Technical Community College, Greensboro, NC	8/2010-Present
Adjunct English Instructor	Forsyth Technical Community College, Winston-Salem, NC	1/2006- 5/2006
Adjunct English Instructor	Durham Technical Community College, Durham, NC	1/2006- 5/2006
Adjunct English Instructor	North Carolina A&T State University, Greensboro, NC	8/2004- 5/2006
English Educator/Counselor	Guilford County Schools, Greensboro, NC	1/2003- Present

EDUCATION

M.S., Counselor Education	North Carolina A&T State University, Greensboro, NC	12/ 2008
M.A., English	North Carolina A&T State University, Greensboro, NC	7/ 2004
B.A., English	North Carolina A&T State University, Greensboro, NC	5/ 2002

PROFESSIONAL MEMBERSHIPS

- American School Counselor Association
- Chi Sigma Iota Counseling Honor Society

OPEN TO RELOCATION

REFERENCES AVAILABLE UPON REQUEST

JASON A. KNIGHT

1614 Foxhollow Road – Greensboro, North Carolina 27410
(H): 336-315-5419 – (C): 336-209-1936 – jknight16@triad.rr.com

PROFILE

Accomplished attorney with a strong background in business and corporate transactions, civil litigation, commercial and residential real estate, and sports and entertainment transactions. Licensed to practice in the State and Federal Courts of North Carolina.

PROFESSIONAL EXPERIENCE

Knight & Free, PLLC - *Member-Manager*

2005 – Present

- Handle numerous areas of civil law with emphasis on residential & commercial real estate, charitable foundations, business & corporate transactions, estate administration and litigation, and general civil litigation.

Joseph & Knight, PLLC - *Member-Manager*

2003 - 2005

- Handled various areas of civil law with emphasis on business creation and development, estate administration and litigation, charitable foundations, employment law, real estate, and business opportunities.

Joseph Athletic Management, LLC - *NFL Certified Player Representative*

2003 – 2005

- Represented professional athletes with emphasis on National Football League player contracts, licensing, and endorsement opportunities.

Hunter, Higgins, Miles, Elam & Benjamin, PLLC

Partner 2001 – 2003

Associate 2000-2001

- Handled various areas of civil law with emphasis on residential and commercial real estate, estate administration and litigation, charitable foundations, business & corporate transactions, and civil litigation.

TEACHING EXPERIENCE

Guilford Technical Community College

2009 - Present

- Adjunct Professor of Real Estate Law & Wills, Trusts and Estate Administration

Elon University

Spring 2011

- Adjunct Professor – Political Science Department

EDUCATION

Wake Forest University School of Law

Juris Doctor

1999

Elon University (formerly known as *Elon College*)

Bachelor of Arts in Political Science and Public Administration

1996

REPORTED CASE

The Shadow Group, LLC v. Heather Hills Homeowners' Association, 156 N.C. App. 197, 579 S.E. 2d 285

COMMUNITY INVOLVEMENT

Assistant Varsity Boys & Girls Soccer Coach – Page High School

1997- 2001

Youth Soccer, Basketball & Baseball Coach

2005 – Present

Sunday School Teacher

2005 - Present

Neil Lindley
8299 Berrywood Dr.
Colfax, NC 27235
336 848-4654

Job Title: CEO

Degree:

Elon College, 1993, Bachelor of Arts in Political Science.
West Potomac High School, 1989

Work Experience:

Lindley Habilitation Services 1998-Present, CEO. Responsibilities include: oversight of all agency departments, Divisions, and committees. Assurance of obtaining all required Medicaid insurances, Endorsements and National Accreditation

PIC Instructor 1995-2001

NCI Instructor Trainer 2001- Present\ Supervision of Instructors in the North Central regions with reporting requirements directly to the NCI QA committee.

Red Cross Instructor 1995-Present: Instruction of all required materials for CPR, BBP, and First Aid courses

Wraparound Inc. 1996-1998 , QDDP, Training Supervisor for CAP MR/DD agency, Responsibilities included interviewing and training of potential and new employees, participation in treatment team meetings, and Supervision of staff. Data review weekly and direct care as need per client.

Elon Homes for Children, 1993-1996 Director/ Team Coordinator of Montgomery Cottage.
Supervised an eleven member team of direct care staff, cottage therapist, and program aide.
Responsibilities included all hiring, training and privileging of staff to provide HRI services to twelve adolescent females with Diagnosis ranging from Mental retardation to ODD, ADD, ADHD, OCD, and Bi Polar disorders. Conducted weekly supervision of staff, created and implemented cottage retreats, and supervised all On call services for the entire campus of 82 clients 1 week per month.

Toni Frye Knight
2506 Brandt Forest Court
Greensboro, North Carolina 27455
Mobile: 336-708-1104
Email: knight.toni@gmail.com

PROFESSIONAL EXPERIENCE

January 2012-present: **Volunteer and Community Coordinator** for Eastlawn Elementary School, Burlington, NC

Assist administration in getting parents and community involved in Eastlawn Elementary, a school with 98% free and reduced lunch; 58% Hispanic; 39% African American

2007-2010: **Executive Assistant to the President** in the successful opening of The Gate City's Community Bank, Greensboro, NC

Assisted in creating business plan; organized and participated in all Board meetings; organized and maintained systems for stock sales including maintaining escrow account, organizing sales meetings, etc.

1993-2007: **Director**, North Carolina Teaching Fellows, University of North Carolina, Greensboro, NC

Directed a program for approximately 200 undergraduate Teaching Fellows including recruitment activities; seminars; leadership and service activities; social and cultural activities; field trips and travel; public school field experiences; student support; and, graduate follow up.

Created and led a 4 year seminar experience based on the Leadership Greensboro model whereby students were asked to become a part of the communities in which they taught so that they could understand and appreciate the communities from which their students came.

1989-2007: **Director**, Student Advising and Recruitment Center, School of Education, University of North Carolina Greensboro, Greensboro, NC

Was responsible for creating and leading a center for student advising. Duties included processing graduate applications; advising approximately 300 undergraduate education majors; chairing the School of Education Scholarship Committee and managing all scholarships; answering inquiries from the public regarding teaching; acting as liaison between the School of Education and other departments on campus and the community with particular emphasis on recruitment, teacher preparation, and advising.

Supervised two assistant directors, one administrative assistant, and three graduate assistants.

1990-2007: **University Lecturer**, University of North Carolina Greensboro, NC

2001-2002: **Curriculum Chair**, Leadership Greensboro
Worked with Leadership Greensboro Director and chairs to further refine Leadership Greensboro.

1990-1991: **Program Committee**, National Association for Commissions for Women National Convention

1984-1989: **Founder/Coordinator**, Tomorrow's Place, Greensboro, NC (education and support group for women which continues to meet today.)

1971-1980: **Classroom Teacher**, Rockingham County Public Schools, NC

COMMUNITY INVOLVEMENT

Board of Directors, Welfare Reform Liaison Project, 2004-2007

Secretary, 2006-2007, Greensboro Optimist Club

Board of Directors, Tomorrows Place, 1990-93; 1999-2010

Chair, Retreat Committee, 1997-99

President, 1992-93

Board of Directors, Touring Theatre Ensemble

Secretary, 1990-93

Board of Directors, Episcopal Counseling Services

Treasurer, 1989-90

EDUCATION

University of North Carolina Greensboro
Major: Counseling, Community and Career M. Ed.

University of North Carolina Greensboro
Major: History B. A.

AWARDS AND HONORS

Delta Kappa Gamma Society International

Chair, 70th Anniversary Committee; 1999

Who's Who in American Education 1992-96

Who's Who Among American's Teachers, 1994-95

Who's Who in the South and Southwest, 1990

National Distinguished Service Registry, Counseling and Development, 1989

Nomination, Women of Achievement, Greensboro Commission on the Status of Women, 1989

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

**BY-LAWS OF THE
LINDLEY LEARNING ACADEMY, INC.**

**ARTICLE I
Name and Purpose**

- a. *Name.* The name of the organization shall be LINDLEY LEARNING ACADEMY, INC., (hereinafter called the "Corporation").
- b. *Purpose.* The purpose of the Corporation is to operate a charter school under the Charter School Act of 1996, as codified in the North Carolina General Statutes 115C-238.29A as now enacted or hereafter amended in the state. The Corporation, which is organized under the Non-Profit Corporation Act of North Carolina, shall operate exclusively for charitable and educational purposes and in a manner consistent with Chapter 55A of the General Statutes of North Carolina and Section 501(c)(3) or successor provisions of the Internal Revenue Code.

**ARTICLE II
Offices**

- a. *Principal Office.* The principal office of the Corporation shall be located at 8299 Berrywood Drive, Colfax, Guilford County, North Carolina 27235, or at such other location designated by the Board of Directors.
- b. *Registered Office.* The registered office of the Corporation required by law to be maintained in the State of North Carolina may be, but need not be, identical with the principal office.
- c. *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 designate or as the affairs of the Corporation may require from time to time.

**ARTICLE III
Board of Directors**

- a. *General Powers.* The property, business, and affairs of the Corporation shall be overseen by its Board of Directors in accordance with these Bylaws and the purposes of the Corporation. The Board is responsible for overall policy and direction of the Corporation and delegates responsibility for day-to-day operations to the President/Executive Director. Specific powers of the Board of Directors include but are not limited to:
 - 1. Defining the mission, goals, and objectives of the Corporation, and assigning priorities among the goals and objectives when needed;
 - 2. Selecting the Corporation's President/Executive Director and periodically reviewing his or her performance;
 - 3. Approving major personnel policies;
 - 4. Reviewing and approving the Corporation's budget;
 - 5. Raising the financial resources required to meet the Corporation's goals and objectives, as coordinated by the President/Executive Director, and establishing general fund raising policies; and
 - 6. Conducting a biennial review and evaluation of the Corporation's performance of the goals and objectives of highest priority.

- b. *Number, Term, and Qualifications.* The number of directors constituting the Board of Directors shall be at least two (2) but no more than ten (10). Each director shall hold office until his/her death, resignation, retirement, removal, disqualification, or his/her successor shall have been elected and qualified. Directors need not be residents of the State of North Carolina.
- c. *Election of Directors.* Directors shall be elected at any annual or special meeting of the Board of Directors by a vote of a majority of the directors then in office. The election of directors shall be a part of the order of business at each annual meeting of the Board of Directors. Each director elected shall hold office until the next annual meeting of the Board of Directors and until his/her successor is elected and qualifies.
- d. *Removal.* Directors may be removed from office at any time with or without cause by the directors by such vote as would be required to elect a member of the Board of Directors.
- e. *Vacancies.* Any vacancy occurring in the Board of Directors may be filled by the affirmative vote of a majority of the remaining directors even though less than a quorum, or by the sole remaining director. A director elected to fill a vacancy shall be elected for the unexpired term of his predecessor in office.
- f. *Chair of the Board.* There shall be a Chair and Vice-Chair of the Board of Directors elected by the directors from their number at any meeting of the Board of Directors. The Chair, or in his/her absence the Vice-Chair, shall preside at all meetings of the Board of Directors, and each shall perform such other duties as may be directed by the Board of Directors. The Chair and Vice-Chair shall be officers of the Corporation.
- g. *Compensation.* The Board of Directors may compensate directors for their services as such and may provide for the payment of any or all expenses incurred by directors in attending regular and special meetings of the Board of Directors. This shall not preclude directors from serving the Corporation in other capacities and receiving compensation for such other services.

ARTICLE IV Meetings of Directors

- a. *Annual Meetings.* The annual meeting of the Board of Directors shall be held on the second Tuesday of each month of each year, for the purpose of electing directors and officers of the Corporation and for the transaction of any other business properly before the Board of Directors. If the day fixed for the annual meeting shall be a legal holiday, the meeting shall be held on the next succeeding business day that is not a legal holiday. If the annual meeting shall not be held on the day designated by these Bylaws, a substitute annual meeting may be called by or at the request of the Board of Directors and such meeting shall be designated and treated for all purposes as the annual meeting.
- b. *Regular Meetings.* Regular meetings of the Board of Directors shall be held at times set by resolution of the Board.
- c. *Special Meetings.* Special meetings of the Board of Directors may be called by or at the request of the Chair or any two (2) directors.
- d. *Place of Meetings.* The annual or any special meeting of the Board of Directors may be held at the principal office of the Corporation or at such other place, either within or without the State of North Carolina, as shall be designated in the notice of the meeting or in a waiver of notice of the meeting signed by all the Directors then in office.
- e. *Notice of Meetings.* The Secretary shall give notice of each annual meeting of the Board of Directors by mailing such notice to each director at least ten (10) days before the meeting. The Chair or other persons calling a special meeting of the Board of Directors shall give notice thereof (or cause the Secretary to give notice) by mailing such notice to each director at least three (3) days before the meeting. Unless otherwise indicated in the notice thereof, any and all business may be transacted at a meeting of the Board of Directors, except as otherwise provided by law or these Bylaws.
- f. *Waiver of Notice.* Any director may waive notice of any meeting, either before or after the meeting. Written waivers of notice shall be filed by the Secretary with the corporate records or as part of the minutes of the meeting. The attendance by a director at a meeting shall constitute a waiver of notice of such meeting,

except where a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

- g. *Quorum.* A majority of the number of directors fixed by these Bylaws shall constitute a quorum for the transaction of business at any meeting of the Board of Directors.
- h. *Manner of Acting.* Except as otherwise provided in these Bylaws, the act of the majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.
- i. *Presumption of Assent.* A director of the Corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless he/she objects at the beginning of the meeting, or promptly upon his/her arrival, to holding it or transacting business at the meeting, or his/her dissent or abstention from the action is otherwise entered in the minutes of the meeting, or unless he/she either files his/her written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or forwards his/her written dissent by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting. The right to dissent is not available to a director who voted in favor of such action.
- j. *Informal Action by Directors.* Action taken by a majority of the directors without a meeting is nevertheless action of the Board of Directors if written consent to the action in question is signed by all of the directors and filed with the minutes of the proceedings of the Board of Directors, whether done before or after the action so taken.
- k. *Participation by Telephone.* Any one (1) or more directors may participate in a meeting of the Board of Directors by means of a conference telephone or similar communications device that allows all persons participating in the meeting to hear each other. Participation by these means shall be deemed presence in person at the meeting.

ARTICLE V

Officers

- a. *Officers of the Corporation.* The officers of the Corporation shall consist of a Chair, a Vice-Chair, a President, a Secretary, and a Treasurer. Other officers, including one or more Vice-Presidents (whose seniority and titles, including Executive Vice-Presidents and Senior Vice-Presidents, may be specified by the Board of Directors), Assistant Secretaries, and Assistant Treasurers, may from time to time be elected by the Board of Directors. Any two (2) or more offices, except President and Secretary, may be held by the same person. No officer may act in more than one (1) capacity where the actions of two (2) or more officers are required.
- b. *Election and Term.* The officers of the Corporation shall be elected by the Board of Directors, and each officer shall hold office until his/her death, resignation, retirement, removal, or disqualification or until his/her successor shall have been elected and qualified.
- c. *Removal.* Any officer or agent elected or appointed by the Board of Directors may be removed by the Board of Directors whenever in its judgment the best interests of the Corporation will be served thereby.
- d. *Bonds.* The Board of Directors may by resolution require any officer, agent, or employee of the Corporation to give bond to the Corporation, with sufficient sureties, conditioned on the faithful performance of the duties of his/her respective office or position, and to comply with such other conditions as may from time to time be required by the Board of Directors.
- e. *Chair.* The Chair shall chair the Annual Meeting and Regular Meetings of the Board of Directors and shall perform the following duties and responsibilities:
 - 1. Appoint the chairpersons of all Board committees and serve as liaison among the Corporation's Board, its committees, and the staff;
 - 2. Maintain liaison as needed with foundations supporting the Corporation and other potential funding sources;
 - 3. Facilitate and coordinate the Board's discharge of its responsibilities as set forth in the Bylaws and by Board resolutions; and

4. Such other responsibilities as provided in the Corporation's Bylaws or as may be directed by the Board.
- f. *Vice-Chair*. The Vice-Chair, or Vice-Chairs if authorized, shall have such powers and perform such duties as the Board of Directors may prescribe or as the Chair may delegate, provided that the First Vice-Chair shall sit in the stead of the Chair in his/her absence.
- g. *President*. The President of the Corporation, who also holds the title of Executive Director, shall direct and execute all decisions of or programs adopted by the Board of Directors, shall act as the chief executive officer of the Corporation, shall serve as Assistant Secretary, and shall perform such other duties as the Board of Directors may prescribe or authorize. The foregoing duties shall include, but not be limited to the following:
 1. The hiring and discharging of all employees;
 2. The execution of contracts or other instruments on behalf of the Corporation except in cases where the execution thereof is expressly delegated by the Board of Directors or by the Bylaws to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed or executed;
 3. The signing of checks, drafts, or other orders for payment of money;
 4. The depositing of all monies and other assets in the name of the Corporation according to policies or in such depositories as the Board of Directors may prescribe;
 5. Serving as a voting member of the Board of Directors; and
 6. Serving on the Executive Committee if the Board of Directors authorizes an Executive Committee.In addition, the President/ Executive Director shall furnish the Board with an operating and financial report at each meeting thereof. The President/Executive Director shall be appointed upon the majority vote of the Board of Directors present at a duly constituted Board meeting and shall serve at the pleasure of the Board of Directors, except that the Board may, at its discretion, retain the services of the President/Executive Director upon a contract for a fixed period of time.
- h. *Vice-Presidents*. Each Vice-President, if any, shall have such powers and duties as may from time to time be assigned to him/her by the Board of Directors. Any Vice-President may sign and execute in the name of the Corporation instruments authorized by the Board of Directors, except where the signing and execution of such documents shall be expressly delegated by the Board of Directors or the President to some other officer or agent of the Corporation or shall be required by law otherwise to be signed or executed. In the absence of the President or in the event of his/her death, inability, or refusal to act, the Vice-Presidents in the order of their length of service as Vice-Presidents, unless otherwise determined by the Board of Directors, shall perform the duties of the President, and when so acting shall have all the powers of and be subject to all the restrictions upon the President.
- i. *Secretary*. The Secretary shall keep the minutes of the meetings of the Board of Directors. He/She shall keep all minutes of all such meetings in books designated for those purposes. The Secretary shall see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law. He/She shall have charge of the books, records, and papers of the Corporation. He/She shall have custody of the seal of the Corporation and see that the seal of the Corporation is affixed to all documents the execution of which on behalf of the Corporation under its seal is duly authorized, and shall sign such instruments as may require his/her signature. He/She shall in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him/her by the Chair, by the Board of Directors, or by these Bylaws.
- j. *Assistant Secretaries*. In the absence of the Secretary or in the event of his/her death, inability, or refusal to act, any Assistant Secretary designated by the Chair, unless otherwise determined by the Board of Directors, shall perform the duties of the Secretary and when so acting shall have all the powers of and be subject to all the restrictions upon the Secretary. The Assistant Secretaries shall perform such other duties as may be assigned to them by the Secretary, by the Chair, or by the Board of Directors. Any Assistant Secretary may sign, with the President or a Vice-President, documents authorized to be signed by the Secretary.

- k. *Treasurer.* The Treasurer shall have charge of and be responsible for all funds and securities, receipts, and disbursements of the Corporation, and shall deposit all monies and securities of the Corporation in such banks and depositories as shall be designated by the Board of Directors, provided that the Board of Directors may appoint a custodian or depository for any such funds or securities, and the Board of Directors may designate those persons upon whose signature or authority such funds may be disbursed. He/She shall be responsible (i) for maintaining adequate financial accounts and records in accordance with generally accepted accounting practices; (ii) for the preparation of appropriate operating budgets and financial statements; and (iii) for the preparation and filing of all tax returns required by law.
- l. *Assistant Treasurers.* In the absence of the Treasurer or in the event of his/her death, inability, or refusal to act, any Assistant Treasurer designated by the Chair, unless otherwise determined by the Board of Directors, shall perform the duties of the Treasurer, and when so acting shall have all the powers of and be subject to all the restrictions upon the Treasurer. They shall perform such other duties as may be assigned to them by the Treasurer, by the Chair, or by the Board of Directors.
- m. *Validity of Signatures.* In case any person whose signature shall appear on any bond, note, or other evidence of indebtedness of the Corporation shall cease to be an officer or hold an office different from that held at the time of signature before the delivery of such instrument, such signature shall nevertheless be valid and sufficient for all purposes the same as if he/she had remained in such office until such delivery.
- n. *Compensation.* The compensation of all officers of the Corporation shall be fixed by the Board of Directors, and no officer shall serve the Corporation in any other capacity and receive compensation therefore unless such additional compensation is authorized by the Board of Directors prior to the rendition of such services.

**ARTICLE VI
Indebtedness**

- a. No indebtedness of the Corporation in excess of \$10,000 shall be incurred other than in the normal course of business, except as may be approved by resolution adopted by a majority of the directors in office.
- b. Any or all of such indebtedness may be represented by notes, debentures, bonds, or other securities, either unsecured or secured by, or issued under, a mortgage, trust indenture, or otherwise, and may be issued at such times and upon such terms as the Board of Directors shall determine.

**ARTICLE VII
Contracts, Loans, Checks, and Deposits**

- a. *Contracts.* The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.
- b. *Loans.* No loans shall be contracted on behalf of the Corporation, and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.
- c. *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, or employee or employees of the Corporation and in such manner, including facsimile signatures, as shall from time to time be determined by resolution of the Board of Directors.
- d. *Deposits.* All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such depositories as the Board of Directors may select.

ARTICLE VIII
General Provisions

- a. *Seal.* The corporate seal of the Corporation shall contain the name of the Corporation and shall be in such form as approved by the Board of Directors.
- b. *Waiver of Notice.* Whenever any notice is required to be given to any director by law, by the Articles of Incorporation, or by these Bylaws, a waiver thereof in writing signed by the director or directors entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice.
- c. *Indemnification.* The Corporation shall indemnify its officers and directors to the maximum extent required or permitted by Part 5 of Article 8 of Chapter 55A of the General Statutes of North Carolina as from time to time amended, and such officers and directors shall be deemed to have relied upon this Part.
- d. *Fiscal Year.* The fiscal year of the Corporation shall be as fixed by the Board of Directors.
- e. *Amendment of Bylaws.* Except as otherwise provided by law, by the Articles of Incorporation or herein, these Bylaws may be amended or repealed and new Bylaws may be adopted by the affirmative vote of a majority of the directors then holding office at any annual or special meeting of the Board of Directors; provided, however, that notice of the proposed action shall have been included in the notice of the meeting or shall have been waived as provided in these Bylaws.
- f. *Activities of the Corporation.* No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a Corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1954, as amended (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a Corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1954, as amended (or the corresponding provision of any future United States Internal Revenue Law).
- g. *Conflict of Interest.* The Corporation shall, by unanimous action of the Board adopt a policy regarding conflicts of interest in the form attached hereto as **EXHIBIT A**. All Directors shall be required to acknowledge their respective assent to the Corporation's policy regarding conflicts of interest by signature of the applicable Acknowledgement in place prior to their service as Director.
- h. *Dissolution and Distribution of Assets.* No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered to the Corporation and to make payments and distributions in furtherance of the purposes set forth herein. The Corporation may be dissolved and its assets and liabilities liquidated in such manner as the Board of Directors shall resolve, provided that upon dissolution, after payment of all debts, no part of the remaining assets may be distributed to any trustee, member, or officer of the Corporation but shall be distributed as the Articles of Incorporation direct in accordance with such laws and regulations as may be applicable thereto, provided, however, that the distribution must be to another organization exempt under Section 501(c)(3) of the United States Internal Revenue Code of 1954, as amended (or the corresponding provision of any future United States Internal Revenue Law), or to the United States, state or local governments, for a public purpose.

CONFLICT OF INTEREST POLICY

Article I

Purpose

The purpose of the conflict of interest policy is to protect **LINDLEY LEARNING ACADEMY, INC's** tax-exempt interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II

Definitions

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

2. **Financial Interest:** A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

3. **Compensation:** Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

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

Article III

Procedures

1. **Duty to Disclose:** In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the

EXHIBIT A

opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

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

3. Procedures for Addressing the Conflict of Interest:

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy:

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV
Records of Proceedings

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

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

Article V
Compensation

1. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
2. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
3. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI
Annual Statements

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

1. Has received a copy of the conflicts of interest policy;
2. Has read and understands the policy;
3. Has agreed to comply with the policy; and
4. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII
Periodic Reviews

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

1. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining; and
2. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII
Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Lindley Learning Academy will comply with the provisions of the Open Meetings Act in N.C.G.S. 143-318.9 et seq.



NORTH CAROLINA

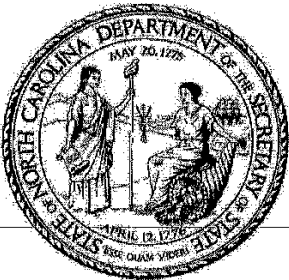
Department of The Secretary of State

To all whom these presents shall come, Greetings:

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

ARTICLES OF INCORPORATION
OF
LINDLEY LEARNING ACADEMY, INC.

the original of which was filed in this office on the 5th day of March, 2012.



IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 5th day of March, 2012

Elaine F. Marshall

Secretary of State

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Elaine F. Marshall
North Carolina Secretary of State
C201206100145

**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.

ARTICLE I
NAME

The name of the corporation is LINDLEY LEARNING ACADEMY, INC.

ARTICLE II
CHARITABLE STATUS

The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).

ARTICLE III
REGISTERED OFFICE

The street address and county of the initial registered office of the corporation is 8299 Berrywood Drive, Colfax, Guilford County, North Carolina 27235.

ARTICLE IV
REGISTERED AGENT

The name of the initial registered agent is Jason A. Knight.

ARTICLE V
INCORPORATOR

The name and address of each incorporator is Jason A. Knight, 416 Eugene Court, Greensboro, North Carolina 27401

ARTICLE VI
MEMBERSHIP

The corporation will not have members.

ARTICLE VII
DISTRIBUTION OF ASSETS UPON DISSOLUTION

See Attached Provision A regarding the provisions for distribution of the corporation's assets upon its dissolution.

C201206100145

ARTICLE VIII
ADDITIONAL PROVISIONS

See Attached Provision B for other provisions which the corporation elects to include are attached.

ARTICLE IX
PRINCIPAL OFFICE

The street address and county of the principal office of the corporation is 8299 Berrywood Drive, Colfax, Guilford County, North Carolina 27235.

ARTICLE X
EFFECTIVE DATE

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

This is the 29th day February 2012.



Jason A. Knight, Incorporator

C201206100145

PROVISION A
DISTRIBUTION OF CORPORATE
ASSETS UPON DISSOLUTION

Upon dissolution of the corporation, the Board of Directors shall, after paying or making provision for payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation by making distribution to Greensboro Cerebral Palsy Association, Inc., located at 3205 East Wendover Avenue, Greensboro, North Carolina 27405.

PROVISION B
PROHIBITED ACTIVITIES

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to its, members, directors, officers, or other private persons except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of purposed set forth in these articles of incorporation. No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

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

The Lindley Learning Academy Board of Directors will meet at least once a month to set policies and procedures for the school. The Board will hear reports from school administrators, members of the School Improvement Team, and Parent-Teacher Organization representatives. The Board will actively seek input from all stakeholders of the school. With recommendations of all stakeholders, the Board will have final approval of all school policies, procedures, academic programs, and personnel decisions. The administration and staff will be responsible for the day to day operations of the school.

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

The Board will employ legal counsel to maintain compliance with North Carolina law and the North Carolina Department of Public Instruction. The Board will gain input from all stakeholders (administrators, parents, students, community, etc.), solicit advice from legal counsel, and base all decisions on the mission of the school.

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

The school will allow parental and community involvement at each level of organization permitting parents and community members to play an active role in all decisions.

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

The goal of Lindley Learning Academy is to utilize technology to provide educational experiences to enhance the teaching and learning of all academic areas. Drawing upon the mission, philosophy and educational S.T.E.M. focus as a science, technology, engineering and math-oriented K-8 school, the students' academic and non-academic performance goals and the school's performance goals are listed below. The performance indicators and assessment tools will be evident in the curricular design and educational plan.

A. Students' Academic Performance Goals

1. Students will be able to master increasingly challenging concepts in reading/writing, math and science and as required NCLB act.
2. Students will become effective oral and written communicators.
3. Students will attain a solid foundation in scientific methods and principles through hands-on inquiry-based learning experiences, and will be able to apply these methods in real-world situations.
4. Students will be able to effectively and efficiently utilize technology throughout their daily lives.

B. Students' Non-Academic Performance Goals

1. Students will demonstrate exemplary attendance rates.
2. Students will be actively engaged in their school and community.
3. Students will develop positive self-esteem through citizenship and character education activities.
4. Students will effectively utilize methods and principles learned in health and physical education classes, in order to be physically and mentally healthy.

5. Students will recognize and respect differences in race, gender, culture, learning styles, etc. in order to understand the global society in which they live.

C. School's Organizational Performance Goals

1. The school will maintain healthy finances and practice effective use of resources through the commitment and professionalism of active Board of Directors.
 2. The school will establish and maintain strong relationships between parents and local organizations through community outreach and partnerships.
 3. The school will foster a dynamic and successful educational environment that retains quality teachers, promotes professional development, and maintains a high level of parental involvement.
 4. The Board of Directors and principal will be committed to maintaining a culture of trust by keeping communication open among staff, teachers, parents, and students.
- Describe how the governing board will ensure that current and future board members avoid conflicts of interest.

All Board members will be required to sign a conflict of interest statement. (See below statement)

CONFLICT OF INTEREST POLICY

Article I
Purpose

The purpose of the conflict of interest policy is to protect LINDLEY LEARNING ACADEMY, INC's tax-exempt interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II
Definitions

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

2. Financial Interest: A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

3. Compensation: Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

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

Article III
Procedures

1. Duty to Disclose: In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the

opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

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

3. Procedures for Addressing the Conflict of Interest:

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy:

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV
Records of Proceedings

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

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

Article V
Compensation

1. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
2. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
3. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI
Annual Statements

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

1. Has received a copy of the conflicts of interest policy;
2. Has read and understands the policy;
3. Has agreed to comply with the policy; and
4. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII
Periodic Reviews

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

1. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining; and
2. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII
Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Upon review of the conflict of interest policy written above, I hereby acknowledge that I have been advised of the policy as implemented by Lindley Learning Academy and understand its contents. My signature below serves as acknowledgment that I will abide by the policies as stated above.

Printed Name

Witness' Printed Name

Signature

Witness' Signature

Date

Date

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

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

LLA will not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. We will not limit admission of students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. There will be no entrance examination and/or screening process, other than to determine the eligibility of a student to enroll in a North Carolina public school.

LLA will have an open enrollment period where will accept applications for enrollment. Open enrollment will be from the time the application is approved until March 29, 2013. At the end of the open enrollment period, if there are any grades for which there are more applications than open positions, a lottery will be held for those grades on April 12, 2013.

At the public lottery, a drawing will first take place to determine the order of the grades that will be drawn. After that, for each grade level, open slots will be filled by drawing first from children of employees of the school, then (in the first year only) from children of the founding Board members, then from any students who have sibling preference, then from the other applications. As each name is drawn, it will recorded in the order in which it was drawn. Once all available spots have been filled, LLA will continue drawing names and order then on a waiting list by grade level.

After the open enrollment period, all applications will be time and date stamped and students will either be accepted or added to the end of the waiting list after the lottery has taken place.

V. EDUCATION PLAN

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

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

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

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

Lindley Learning Academy will use the research based practices to guide the program and decisions of the school. (School Leadership Study, 2005) (Teachers, School, and Society: A Brief Introduction to Education, 2006). The characteristics of effective schools which will be implemented are as follows:

Strong Leadership

Research states that students make significant achievement gain in schools in which administrators are a visible presence in the classroom, have high expectations for students and teachers, act as instructional leaders, and promote a positive school climate. LLA administrators will have a strong presence in the school with students and teachers as well as in the community.

A Clear School Mission

In effective schools, all stakeholders are able to articulate the specific school mission that stresses innovation and improvement. Our teachers will work cooperatively with parents be connected with the school's mission to ensure that students are able to achieve academic success.

Effective Program Design

Evidence indicated that effective programs are research-based, have curricular coherence and provide authentic learning experiences. LLA's instructional program will focus on the latest research-based best practices, have a set curriculum based on the Common Core State Standards and North Carolina Essential Standards, and provide hands-on learning opportunities to solve real world problems.

Focus on Achievement

Effective schools carefully monitor student progress regularly through formal and informal measures. Students at LLA will have a clear sense of how they are meeting academic goals. Teachers will maintain portfolios for each student which will include assessment information as well as samples of student work.

Quality Professional Development

Stronger teacher skills and qualifications lead to greater student learning. LLA teachers will be required to participate in on-going professional development in current researched-based best practices.

Friendly and Safe Work Environment

Effective schools focus on mutual respect for all stakeholders. Problems will be identified early and proactive solutions will be implemented in a timely manner.

Parental Involvement

Students with parents who are involved in their schools tend to have fewer behavior problems, better academic performance and are more likely to complete higher education. LLA will have an active parent-teacher organization. Parental involvement will be a component for all families enrolled in LLA.

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

Our teachers will implement the following research-based teaching strategies to ensure academic achievement: Master Learning Model, Gradual Release of Responsibility Model, Guided Reading (individual and/or small group), and Guided Math (individual and/or small group).

Mastery Learning Model

The Mastery Learning Model divides curriculum into goals/objectives that have specific expectations. Students, either alone or in small groups, work through each goal/objective in an organized sequential manner. Students must demonstrate mastery on assessments, indicated by a score of 80% or higher, before moving on to new material. Students who do not demonstrate mastery receive additional remediation on that goal/objective. Students continue the cycle of instruction and assessment until mastery is met. Block (1971) states that students with minimal prior knowledge of material have higher achievement through mastery learning than with traditional methods of instruction.

Block, J. (1971). *Mastery learning: Theory and practice*. New York: Holt, Rinehart, & Winston.

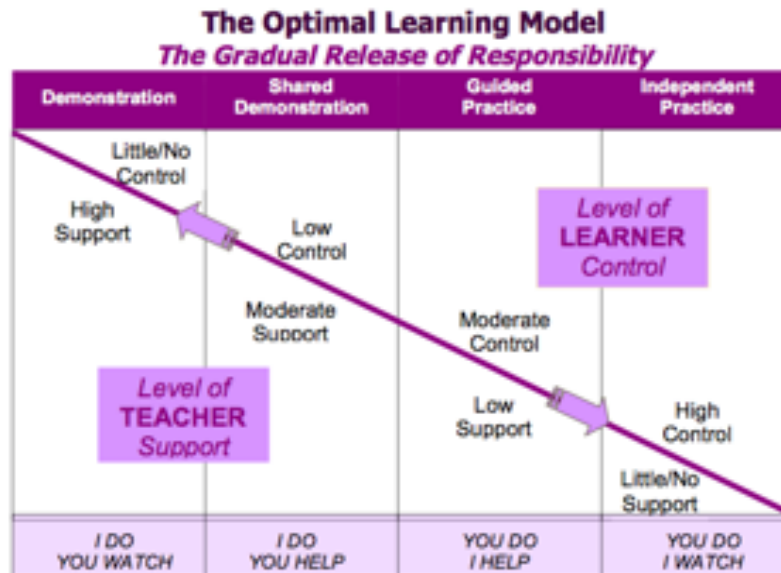
Bloom, B.S. (1981). *All Our Children Learning*. New York: McGraw-Hill.

Levine, D. (1985). *Improving Student Achievement Through Mastery Learning Programs*. San Francisco: Jossey-Bass.

The Gradual Release of Responsibility Model

The Gradual Release of Responsibility is a research-based instructional model developed by Pearson and Gallagher (1993). In this optimal learning model, the responsibility for task completion shifts gradually during each instructional period from the teacher to the student.

Pearson, P. David and M.C. Gallagher. 1983. "The Instruction of Reading Comprehension." *Contemporary Educational Psychology*. 8:317-344.



The chart above was created by Regie Routman to show examples of what each stage in the model might look like.

Guided Reading

According to Fountas and Pinnell, guided reading is an instructional setting that enables you (the teacher) to work with a small group of students to help them learn effective strategies for processing text with understanding. The purpose of guided reading is to meet the varying instructional needs of all the students in your class, enabling them to greatly expand their reading powers (p.189 - 191).

Fountas, Irene C. & Gay Su Pinnell. 2001. *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy*. Portsmouth, NH: Heinemann.

Guided Math

Grouws examined the use of grouping for mathematics instruction / review some of the literature on small-group instruction and found there is clear and compelling evidence that small-group instructional models can facilitate student achievement (most notably in basic skills) as well as more favorable attitudes toward peers and subject matter.

Grouws, Douglas A. (Ed). (1992). Handbook of research on mathematics teaching and learning: A project of the National Council of Teachers of Mathematics. (pp. 165-196). New York, NY, England: Macmillan Publishing Co, Inc. xi, 771 pp.

Supporting Research

All instruction will be based on the mastery learning model, which suggests that the focus of instruction should be the time required for different students to learn the same material in contrast to differentiated instruction approach where all students are given the same amount of time to learn and the focus is on differences in ability level. The goal of mastery learning is academic success for every student.

The mastery learning approach divides curriculum into goals/objectives that have specific expectations. Students, either alone or in small groups, work through each goal/objective in an organized sequential manner. Students must demonstrate mastery on assessments, indicated by a score of 80% or higher, before moving on to new material. Students who do not demonstrate mastery receive additional remediation on that goal/objective. Students continue the cycle of instruction and assessment until mastery is met. Block (1971) states that students with minimal prior knowledge of material have higher achievement through mastery learning than with traditional methods of instruction.

The idea of mastery learning amounts to radical shifts in responsibility for teachers/tutors because the “blame” for student failures lies in the instruction rather than in the lack of ability on the part of the students. In the mastery learning environment, the challenge becomes providing additional time and utilizing instructional strategies that allow all students to achieve the same level of learning (Levine, 1985, Bloom 1981).

The key elements in mastery learning are (1) clearly specifying what is to be learned and how it will be evaluated, (2) allowing students to learn at their own pace, (3) assessing student progress and providing appropriate feedback or remediation, and (4) assessment that identifies that specific expectations have been achieved.

Block, J. (1971). *Mastery learning: Theory and practice*. New York: Holt, Rinehart, & Winston.

Bloom, B.S. (1981). *All Our Children Learning*. New York: McGraw-Hill.

Levine, D. (1985). *Improving Student Achievement Through Mastery Learning Programs*. San Francisco: Jossey-Bass.

School Culture

Student expectations will be communicated clearly at the beginning of each year and frequently throughout the year.

Students are expected to follow three basic tenets from which all other expectations will follow: respect yourself, respect others, and respect the school. The Golden Rule will also be employed; Treat others the way you want to be treated.

Sample K-5 Daily Schedule

7:45-8:15 Student arrival/Independent Practice (Word Study)
8:15-8:20- Morning Announcements
8:20-9:50- Reading/Language Arts
9:50-10:20- Specials (Music, Art, PE, Science Lab, Technology)
10:20-11:05- Science
11:05-11:35- Lunch
11:35-1:05 Math
1:05-1:35- Recess/Gross Motor Activities
1:35-2:15- Writing/Grammar/Communications
2:15-2:45- Social Studies
2:45-2:50- Dismissal

Sample 6-8 Schedule

7:45-8:15- Arrival/Study Hall
8:15-8:20- Morning Announcements
8:20-9:20- 1st Period (English Language Arts)
9:25-10:25- 2nd Period (Social Studies)
10:30-11:30- 3rd Period (Science)
11:35-12:05- LUNCH
12:10-12:55- 4th Period (Encore Class - Music, Art, PE, Technology)
1:00-2:00- 5th Period (Math)
2:05-2:50- 6th Period (PE/Health)
2:50- Dismissal

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

Lindley Learning Academy is committed to designing and implementing an educational program that supports high student achievement within a climate of professionals that understands the value of using data from formative and summative assessments to inform instruction and implement timely changes and/or interventions to help students succeed.

The goals are clearly stated and have been created based on the mission of Lindley Learning Academy. All goals will be assessed based on measurable, qualitative data. The Board of Directors, along with the school leadership team, will assess attainability on a quarterly basis and make adjustments as needed.

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

Lindley Learning Academy

Entrance requirements for kindergarten will be the required age limits set by the State of North Carolina. Entrance requirements for grades 1-8 will be the successful completion of the previous grade at another school.

Exit requirements for all students will be successful completion of the North Carolina Common Core Standards as evidenced by student portfolio and required assessments including state tests (EOG's).

A policy for promotion and retention will be in place. Any student meeting the state standards requirements per the North Carolina state tests and having satisfactorily met all grade level expectations will automatically be promoted to the next grade level.

Parents of students being considered for retention shall be notified in writing as early as possible, not later than 45 days before the end of the school year. Parents may respond in writing to the Principal within 30 days of the written notification to protest the retention. Retention of students will be at the discretion of the retention committee made up of the Principal, teachers and qualified staff members.

The Retention Committee will consider the following when deciding to retain or promote a student:

- Test and assessments scores
- Student portfolio
- Report Card
- Teacher Recommendation
- Parent Recommendation
- Attendance Record
- Student's Special Educational Needs

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

Lindley Learning Academy | 2013-2014

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




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	First/Last Day of School
	Teacher Workdays
	Holiday
	Vacation
	Half Day for students

August 26	First Day of School
September 2	Labor Day
October 4	Half Day for students/Professional Development for teachers
October 25	Teacher Workday/ End of 1 st Quarter
November 11	Veterans Day
November 27-29	Thanksgiving Break
December 23- January 3	Winter Break
January 10	Teacher Workday/ End of 2 nd Quarter
January 20	Martin Luther King Day
February 21	Half Day for students/Professional Development for teachers
March 14	Teacher Workday/ End of 3 rd Quarter
April 18-25	Spring Break
May 26	Memorial Day
June 11	Last Day of School/ End of 4 th Quarter

Will become student days if other days are missed due to inclement weather.

Makeup days will be taken in the order indicated.

- January 10
- March 14
- April 21
- April 22
- April 23
- April 24
- April 25
- June 12
- June 13

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

Benchmark Assessments of the Standards: Due to the critical factor of providing intervention as early and as focused as possible, Lindley Learning Academy will utilize quarterly formative benchmark assessments. These benchmarks will be administered at grades K-8 in reading, writing, mathematics, and science. The purpose of the assessments will be to guide teachers as they modify instruction and curriculum for students in danger of not meeting the standards.

Participation in North Carolina Testing Program: Lindley Learning Academy will comply with the North Carolina Testing Program, including ABC Accountability Model, EOG Tests, other state mandated tests, computer skill assessment, and student portfolio requirements. Below is the summary of the program.

1. Elementary school students will be required to take the following assessments:

- NC K-2 Literacy Assessments
- NC K-2 Mathematics Assessments
- End of Grade Tests (EOGs)- Reading Comprehension at Grades 3, 4 and 5
- End of Grade Tests (EOGs)- Mathematics at Grades 3, 4 and 5
- End of Grade Test (EOG)- Science at Grade 5

2. Middle school students will be required to take the following assessments:

- End-of-Grade Assessments (EOGs)- Reading Comprehension at Grades 6, 7, and 8
- End-of-Grade Assessments (EOGs)- Mathematics at Grades 6, 7, and 8
- End-of-Grade Test (EOG)- Science at Grade 8
- North Carolina Tests of Computer Skills at Grade 8

Alternate assessments are available for many of the state tests for students with disabilities who have Individualized Education Programs (IEPs)

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

Lindley Learning Academy is dedicated to providing teachers with the latest research-based professional development. LLA teachers will receive professional development in the identified areas of curriculum that best meets our school's needs. All teachers will be trained on the specific curriculum materials used by Lindley Learning Academy in addition to the methodology described above. Teachers will participate in differentiated professional development to meet their annual Individual Growth Plans (IGPs).

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

Lindley Learning Academy

Lindley Learning Academy expects all students to make one year's growth in all core strands of the curriculum. For those who are determined to be below grade level given the performance on all assessments, a personalized education plan will be developed in conjunction with the parent to determine what steps need to be taken to make necessary academic growth. This plan will be shared with all teachers and administrator for that student. The student will be given periodic assessments to gauge the effectiveness of the personalized education plan and any necessary changes will be made to ensure the student is successful. Possible adaptations may include tutoring, differentiated instruction, and remedial resources.

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

Lindley Learning Academy will involve parents at each level of the organization. Through a parent/teacher organization, parents will have many opportunities to be involved with administrators, teachers, students and other parents. Parents will be asked to volunteer on and off campus to keep the parent/school relationship strong. In addition, parents will have opportunities to be a part of the school leadership team.

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

Lindley Learning Academy will have a rigorous curriculum and all students will be held to high academic standards. LLA teachers will differentiate instruction in all areas of curriculum through small group instruction.

Gifted students will thrive with our rigorous curriculum. Technology will enhance and challenge learning styles. Teachers will be trained to meet individual needs and instruction will be differentiated to meet their needs.

Students identified as at-risk will be given supplemental educational opportunities from teachers and support staff. Remedial resources will be used to assist students in making necessary growth. Additional tutoring will be offered to students not meeting grade level expectations. The Mastery Learning Model approach will be used to ensure students understand basic concepts prior to moving into higher level expectations.

English Language Learners will be identified using a parent questionnaire during the admission process. These students will be given appropriate instruction to meet their needs using classroom adaptations. Teachers will be trained in how to meet their individual needs. Technology resources will also assist ELL's to meet academic success.

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

Lindley Learning Academy's Board of Directors, along with parent input, will determine which extra-curricular programs will be implemented to best meet the needs of LLA students and the community.

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

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

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

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

The population of students who are enrolled at Lindley Learning Academy will mandate many of the decisions surrounding staffing the school. The principal will hire licensed, certified staff member(s) to provide services for students with exceptionalities including Exceptional Children (EC) and Limited English Proficient (LEP) students. Lindley Learning Academy realizes that it is the school's responsibility to meet the needs of these students and will commit to hiring or contracting with appropriate professionals to meet the needs of the students.

The faculty and staff of Lindley Learning Academy will be aware of students with Individual Education Program (IEP) and section 504 plans and ensure that all requirements are being met as prescribed by law. The IEP will be updated per the law and adjustments will be made to accommodate each student's individual needs. A licensed, certified EC teacher, classroom teacher, parent and administrator will be notified and invited to attend all meetings.

The NC State Code will be followed. It includes but is not limited to:

- A non-discriminatory Policy Regarding Identification, Location, Evaluation and Selection,
- IDEA eligible students,
- Individual education plans (IEP) developed in IEP meetings with parents and the IEP committee,
- Least restrictive environment,
- Parent/Student participation in decisions,
- Procedural due process.

Lindley Learning Academy teachers who teach core content to EC students will hold appropriate "in field assignment" in accordance with the EC certification table in the NC Course Code Directory and Instructional Personnel Assignments.

Student needs will be supported throughout the interventions determined by a Instructional Support Team (IST). Students will be identified and evaluated in accordance with state and federal regulations. The IST process will identify whether the concern about the student is academic and/or behavioral in nature. Research-based interventions will be established by the team and agreed upon and implemented by teachers and parents. The interventions will be in place for a minimum of three weeks then evaluated by the IST. If the strategies prove to be successful the plan will be continued, if not, adjustments will be made to implement a different set of interventions. At the point of not being able to show improvement through the interventions, the IST will determine whether the student's needs warrant an individual education plan (IEP) and special

education or related services. Other areas, such as speech and language, will also be assessed. The IST committee, school principal and parents will review results and agree upon a plan.

The following is a list of services that will be provided to serve the needs of the exceptional student population:

- Direct Services
- Consultation and Collaboration
- Speech Therapy, Physical Therapy & Occupational Therapy
- Enriched Curriculum

Students with Limited-English Proficiency (LEP) will be assessed upon entering the school. The school will provide services to those qualifying students and will comply with all requirements of the law to make sure that the LEP students are served appropriately. Teachers will receive training to develop teaching strategies to better serve this population. A timeline will be put in place to accommodate the LEP students in a timely manner:

- Home Language Survey: Date of registration
- Classification of LEP Levels: Within twenty days of registration
- Student Placement in LEP: Within one month after student enrollment
- Parent/Guardian Notification: Upon date of classification
- Teacher Certification/Personnel: Establish schedule upon date of classification
- Update LEP Plan: One month after student enrollment
- Reclassification or Exiting of LEP Students: Any point in year after 4 months of assessment or end of year assessment
- Home and School Communication: Ongoing throughout the year

The EC and LEP faculty members will be responsible for assisting the classroom teacher in designing a classroom that will meet the needs of these students. Therefore, it is the intent of the school to use an inclusion model to its fullest possible extent. It is understood that this may not always meet the needs of the students in each class.

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

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

Student Conduct and Discipline

Student expectations will be communicated clearly at the beginning of each year and frequently throughout the year. Students are expected to follow three basic tenets from which all other expectations will follow: respect yourself, respect others, and respect the school. The Golden Rule will also be employed; Treat others the way you want to be treated.

Most behavior corrections may be taken care of in the classroom by the classroom teacher. Each teacher will establish a system to reward desirable student behavior and discourage undesirable student behavior. Teachers will communicate with parents when students exhibit undesirable behavior that results in a disciplinary action being taken. When students demonstrate behavior that is extremely disruptive to the class or goes beyond what the teacher's system can handle in scope or frequency, the student will be referred to

the principal for administrative discipline. Administrative discipline will always include notification of and consultation with the parent and may include

- Detention
- In school suspension
- Out of school suspension
- Long term suspension

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

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

SAMPLE

Parent/Student Handbook

2013-2014

Lindley Learning Academy

Lindley Learning Academy
Board of Directors

Amy Lindley amy@lindleyacademy.org

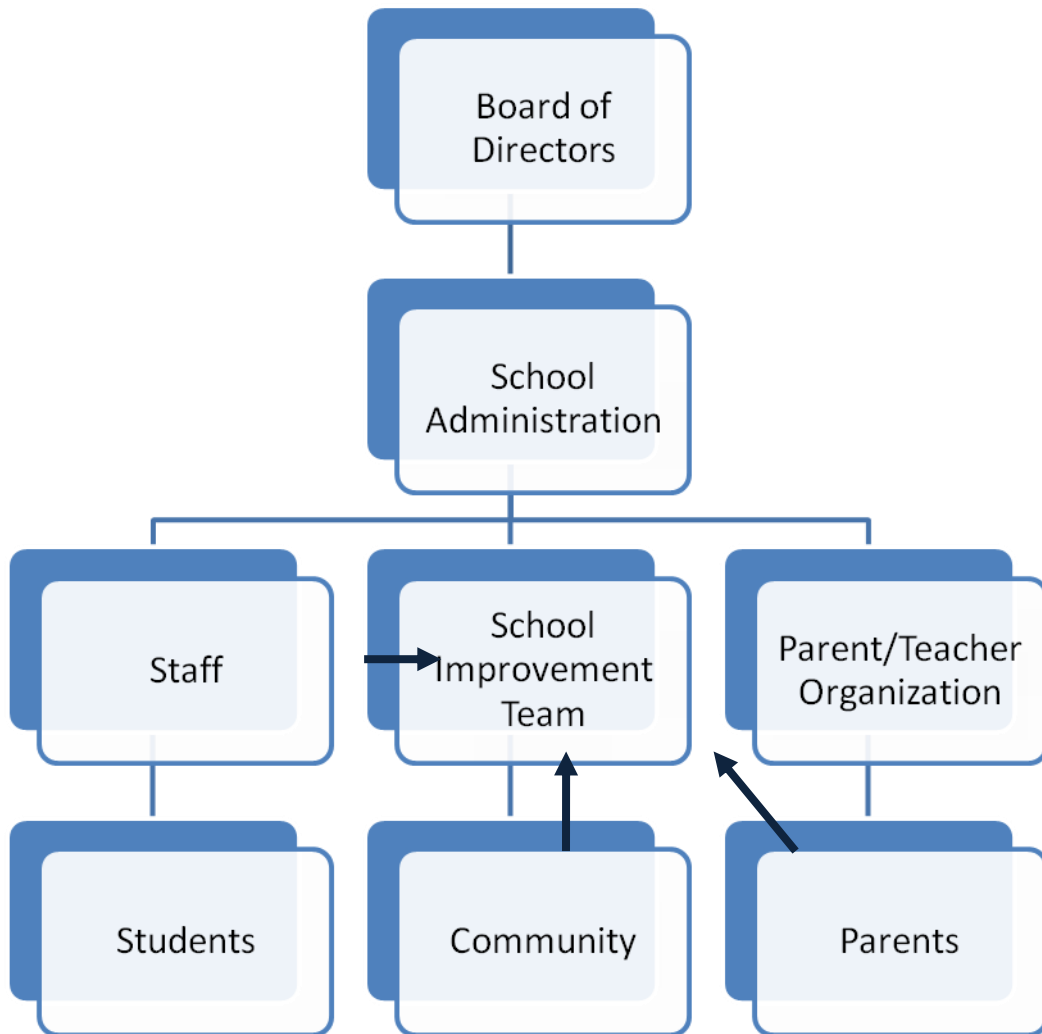
Jason Knight jknight16@triad.rr.com

Neil Lindley lindleya@aol.com

Toni Knight knight.toni@gmail.com

Karmen McNeil karmenmcneil@gmail.com

Organizational Flow Chart



MISSION:

The mission of the proposed charter school is as follows:

Lindley Learning Academy's mission is to provide the highest quality education to prepare students for being successful in the 21st century. Lindley Learning Academy will prepare students for the competitiveness found in the most sought after fields for the future. Focus on science, technology, engineering and mathematics will continue to produce successful community members with a secure future.

GOALS FOR THE PROPOSED CHARTER SCHOOL:

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

Goal 1: Lindley Learning Academy will implement a rigorous academic program that aligns with the Common Core State Standards and NC Essential Standards in order to prepare students for higher education.

Objective 1: Students in K-6 will use the researched based reading program *Imagine It!* to support phonics, comprehension, science and social studies concepts in addition to technology.

Objective 2: Students in grades 7-8th will use the researched based program *Read 180* to support reading, writing and conventions.

Objective 3: Teachers will use the balanced literacy approach to differentiate learning opportunities for all students to meet individual needs.

Objective 4: Students in graded K-5 will use the National Science Foundation researched based program *Think Math!* to support problem solving skills through multi-leveled instruction.\

Objective 5: Students in 6-8 will use the National Science Foundation funded researched based program *Connected Mathematics 2* through an investigative approach to everyday mathematical problem solving.

Objective 6: Students in K-8 will use the *Center for Inquiry-Based Learning* science kits to guide instruction though inquiry-based science experiences.

Goal 2: Students will make at least one year's growth in each academic year.

Objective 1: All students will receive differentiated instruction to make ones year's growth.

Objective 2: Students performing below grade level will meet grade level expectations by participating in our program for three consecutive years.

Goal 3: Students will use a variety of technology tools to meet academic state standards in all academic.

Objective 1: Students will use smart boards, computers, and educational software programs to support/enhance instruction.

Goals 4: Students will reach all academic goals through a safe, inviting, respectful and inclusive learning environment.

Objective 1: Parents will have opportunities to participate through the school's leadership team and parent/teacher association.

Objective 2: Students will participate in activities to support citizenship/character building.

EDUCATIONAL FOCUS:

Lindley Learning Academy's will provide the highest quality education to prepare students for being successful in the 21st century. Lindley Learning Academy will prepare students for the competitiveness found in the most sought after fields for the future. Focus on science, technology, engineering and mathematics will continue to produce successful community members with a secure future.

Lindley Learning Academy (LLA) will improve student learning through the implementation of the Common Core State Standards and the North Carolina Essential Standards. These curricula will prepare students for the 21st century by preparing students for success in college and working in a globally competitive society. The benefits of Common Core and Essential Standards curriculum include providing more stability for mobile students to help close achievement gaps through consistent learning targets for each grade level across our county, state and nation. The 21st century skills embedded in the Common Core will pave the way for students to think, reflect, analyze, influence, evaluate and communicate as they become individuals who will lead in a 21st century society.

Science, Technology, Engineering and Mathematics (S.T.E.M.) schools are emerging across the nation. The focus on these subjects will help student gain the skills required to be successful in the 21st century with the ability to think critically, solve complex problems, and drive advancements in science and technology. Parents will take comfort in knowing that science and engineering jobs are growing 70% faster than other occupations. This means that S.T.E.M. students will be at an advantage when competing for the high-tech, high-wage jobs of the future.

Parents will be given opportunities to be a vital part of the school community. Parent representation on the school Board of Directors will ensure that parents will have a voice in decisions that are made. A Parent-Teacher Organization will be established. Volunteer opportunities will be available on campus and off-campus for working parents whose schedules do not allow them to volunteer during regular school hours. Parents will also serve on the School Improvement Team in order to assist administrators in the creation of school goals.

Lindley Learning Academy | 2013-2014

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December 23- January 3	Winter Break
January 10	Teacher Workday/ End of 2 nd Quarter
January 20	Martin Luther King Day
February 21	Half Day for students/Professional Development for teachers
March 14	Teacher Workday/ End of 3 rd Quarter
April 18-25	Spring Break
May 26	Memorial Day
June 11	Last Day of School/ End of 4 th Quarter

Will become student days if other days are missed due to inclement weather.

Makeup days will be taken in the order indicated.

- January 10
- March 14
- April 21
- April 22
- April 23
- April 24
- April 25
- June 12
- June 13

Lindley Learning Academy Daily Schedule

7:45 a.m. Students begin to arrive

8:15 a.m. Morning Announcements

8:20 a.m. Classroom Instruction Begins

11:30 a.m. Lunch Schedule begins

2:45 p.m. K-2 Dismissal

2:50 p.m. 3-8 Dismissal

Attendance

Daily attendance is essential to academic success. Students are expected to attend school daily. In the event that a student needs to miss school the absence may be excused if the absence has been approved in advance or meets one of the requirements an excused absence listed below. A parent note is required within three days of the student's return to school to be excused.

Examples of excused absences include:

- Illness
- Doctor's or Dentist's appointment
- Death in the family
- Absences that have been approved in advance

Students who need to leave school before the school day is over must be signed out by a parent or guardian. Teachers should be notified ahead of time of the time and reason for the student leaving early.

Make-Up Work

It is the responsibility of the student, with help from the parent, to obtain all missed assignments from the appropriate teacher. Class work and homework that is missed due to an excused absence must be made up within two days upon returning to school. Teachers are not required to give assignments in advance of absences, but may do so at their discretion. Class work and homework that is missed due to an unexcused absence may be made up at the teacher's discretion.

Tardiness

Students are expected to be in class by 8:00 every morning. Excessive tardiness disrupts the classroom instruction and exhibits disrespect to the teacher and the other students in the class. Excessive tardiness will be cause to refer the student to the principal for disciplinary procedures.

Snack

Students will have a snack time in their daily schedule. Students may bring a healthy snack from home to have during that time. Snacks need to be of nutritional value; sodas and candy will not be considered healthy snacks. Students may bring pre-filled water bottles to be kept at their seats during the day.

Lunch

Students will eat lunch in their classrooms with either their teacher or parent volunteer supervising. Lunches for students who qualify for free and reduced lunches will be provided by the school. Other students may bring their own lunches or purchase lunch from the school.

Dismissal

Kindergarten- 2nd grade students will be dismissed at 2:45pm. 3rd-8th grade students will be dismissed at 2:50pm. In order to protect the time on task and make the most out of the school day, instruction will occur right up until dismissal. Parents should wait until dismissal time to pick up their students. All students that are not staying for a pre-arranged after school activity should be picked up by 2:50pm.

Dress Code

Students should dress in a manner that is best for learning and not distracting to others. With that goal, the Lindley Learning Academy dress code will be as follows:

- Hair must be of natural color and no extreme styling. No distracting headwear may be worn without prior approval by the principal.
- Girls may wear earrings. No other piercings may be worn.
- Shirts must be well fitting. No spaghetti straps allowed. No derogatory language or pictures may be printed on shirts.
- Pants must be well fitting and of an approved style. (no baggy pants or extremely tight pants.)
- Shorts, skirts, and capris must be at least 1 inch longer than fingertip length when arms are extended to the sides.
- Undergarments should not be visible.
- Shoes should be closed toe and closed heels. No flip-flops or Crocs will be allowed. Heels should not exceed 1 inch in height.

Communication

Communication between the school and the families of Lindley Learning Academy is vital to the success of our students and school. If you have a problem or concern, please contact your teacher, the office staff, or the school principal.

Parent/ Teacher conferences will be held at the end of the first and third quarters. Parents will be able to sign up for a conference time that is convenient for them and the teacher.

Weekly classroom newsletters will be sent home with all students, informing parents of upcoming activities, assignments and events.

Newsletters will be sent from the principal, as well as periodic emails and phone calls.

Health and Safety

Students' health and safety is a main concern for Lindley Learning Academy. Key members of our staff will be trained as first responders by the American Red Cross. Further, all staff members will be trained on the school's emergency response plan.

NC students are required by law to have certain immunizations prior to attending schools: DTP, DTaP, Polio, Measles, Mumps, Rubella, Hib, Hepatitis B, Varicella. Lindley Learning Academy staff will work with parents to make sure all students meet the immunization requirements. Parents of students who have not had the proper immunizations will be advised about where and when they may obtain those immunizations. Parents may submit written requests to be exempted from immunizations for medical or religious reasons.

When medically necessary, prescription medication may be administered by trained school personnel. Permission must be given in writing by the prescribing physician and the parent and kept on file in the school office.

Lindley Learning Academy staff will work with the Health Department, and contract services when appropriate, to offer our students special health screenings. These screenings include hearing, vision, and speech/language.

Electronic Devices

All electronics are required to be put away for the entire academic day, except with the permission of the teacher. Students bring electronic devices to school at their own risk, and the school will not be responsible for lost or stolen devices.

Laptop computers may be brought to school with prior approval from the teacher. Cell phones may be brought to school only after the parent and student have signed the cell phone use policy. Cell phones are to be put away for the entire academic day. Failure to abide by the cell phone use policy will result in the forfeiture of cell phone privileges.

Curriculum

Lindley Learning Academy (LLA) will improve student learning through the implementation of the Common Core State Standards and the North Carolina Essential Standards. These curricula will prepare students for the 21st century by preparing students for success in college and working in a globally competitive society.

The benefits of Common Core and Essential Standards curriculum include providing more stability for mobile students to help close achievement gaps through consistent learning targets for each grade level across our county, state and nation. The 21st century skills embedded in the Common Core will pave the way for students to think, reflect, analyze, influence, evaluate and communicate as they become individuals who will lead in a 21st century society.

Science, Technology, Engineering and Mathematics (S.T.E.M.) schools are emerging across the nation. The focus on these subjects will help student gain the skills required to be successful in the 21st century with the ability to think critically, solve complex problems, and drive advancements in science and technology. Parents will take comfort in knowing that science and engineering jobs are growing 70% faster than other occupations. This means that S.T.E.M. students will be at an advantage when competing for the high-tech, high-wage jobs of the future.

Reading/English Language Arts

K-6 students will receive reading instruction from the research-based *Imagine It!* program. Students in 7th and 8th grades will participate in the research-based *Read 180* program. All students will receive differentiated instruction to meet individual needs through a balanced literacy approach.

Math

K-5 students will receive math instruction from research-based, National Science Foundation funded program *Think Math!* Students in grades 6-8 will participate in the research-based, National Foundation funded program *Connected Mathematics 2*. Both programs support investigative approaches to problem solving in mathematics.

Science

Students in K-8 will use the *Center for Inquiry-Based Learning* science kits to guide instruction through inquiry-based science experiences. The major areas of study for science in grades K-8 include the following:

- Force and Motion
- Nature of Matter
- Energy
- Processes that Shape the Earth
- Earth and Space
- Process of Life
- How Living Things Interact

Technology

Students will use a variety of technology tools to meet academic state standards in all academic areas. Interactive boards, computers, and educational software programs will be used to support/enhance instruction.

Social Studies

Students will be responsible for learning the social studies content by following the NC Essential Standards.

The major areas of study as set by the NC Essential Standards for social studies in K-8 include the following:

- Time, Continuity, and Change (History)
- People, Places, and Environments (Geography)
- Government and the Citizen (Civics and Government) and
- Production, Distribution, and Consumption (Economics)

Art and Music

Art and music instruction will be provided for all students in grades K-8. Art classes will include instruction utilizing a variety of media with the goal of developing an appreciation and understanding of art. Likewise, music classes will explore music using grade level appropriate activities and instruments with the goal of developing an appreciation and understanding of music.

Physical Education

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

Promotion and Retention

Any student meeting the state standards requirements per the North Carolina state tests and having satisfactorily met all grade level expectations will automatically be promoted to the next grade level.

Parents of students being considered for retention shall be notified in writing as early as possible, not later than 45 days before the end of the school year. Parents may respond in writing to the principal within 30 days of the written notification to protest the retention. Retention of students will be at the discretion of the retention committee made up of the principal, teachers and qualified staff members.

The Retention Committee will consider the following when deciding to retain or promote a student:

- Test and assessments scores
- Student portfolio
- Report Card
- Teacher Recommendation
- Parent Recommendation
- Attendance Record
- Student's Special Educational Needs

Special Education

The population of students who are enrolled at Lindley Learning Academy will mandate many of the decisions surrounding staffing the school. The principal will hire licensed, certified staff member(s) to provide services for students with exceptionalities including Exceptional Children (EC) and Limited English Proficient (LEP) students. Lindley Learning Academy realizes that it is the school's responsibility to meet the needs of these students and will commit to hiring or contracting with appropriate professionals to meet the needs of the students.

The faculty and staff of Lindley Learning Academy will be aware of students with Individual Education Program (IEP) and section 504 plans and ensure that all requirements are being met as prescribed by law. The IEP will be updated per the law and adjustments will be made to accommodate each student's individual needs. A licensed, certified EC teacher, classroom teacher, parent and administrator will be notified and invited to attend all meetings.

The NC State Code will be followed. It includes but is not limited to:

- A non-discriminatory Policy Regarding Identification, Location, Evaluation and Selection,
- IDEA eligible students,
- Individual education plans (IEP) developed in IEP meetings with parents and the IEP committee,
- Least restrictive environment,
- Parent/Student participation in decisions,
- Procedural due process.

Lindley Learning Academy teachers who teach core content to EC students will hold appropriate "in field assignment" in accordance with the EC certification table in the NC Course Code Directory and Instructional Personnel Assignments.

Student needs will be supported throughout the interventions determined by a Instructional Support Team (IST). Students will be identified and evaluated in accordance with state and federal regulations. The IST process will identify whether the concern about the student is academic and/or behavioral in nature.

Research-based interventions will be established by the team and agreed upon and implemented by teachers and parents. The interventions will be in place for a minimum of three weeks then evaluated by the IST. If the strategies prove to be successful the plan will be continued, if not, adjustments will be made to implement a different set of interventions. At the point of not being able to show improvement through the interventions, the IST will determine whether the student's needs warrant an individual education plan (IEP) and special education or related services. Other areas, such as speech and language, will also be assessed. The IST committee, school principal and parents will review results and agree upon a plan.

The following is a list of services that will be provided to serve the needs of the exceptional student population:

- Direct Services
- Consultation and Collaboration
- Speech Therapy, Physical Therapy & Occupational Therapy
- Enriched Curriculum

Students with Limited-English Proficiency (LEP) will be assessed upon entering the school. The school will provide services to those qualifying students and will comply with all requirements of the law to make sure that the LEP students are served appropriately. Teachers will receive training to develop teaching strategies to better serve this population. A timeline will be put in place to accommodate the LEP students in a timely manner:

- Home Language Survey: Date of registration
- Classification of LEP Levels: Within twenty days of registration
- Student Placement in LEP: Within one month after student enrollment
- Parent/Guardian Notification: Upon date of classification
- Teacher Certification/Personnel: Establish schedule upon date of classification
- Update LEP Plan: One month after student enrollment
- Reclassification or Exiting of LEP Students: Any point in year after 4 months of assessment or end of year assessment
- Home and School Communication: Ongoing throughout the year

The EC and LEP faculty members will be responsible for assisting the classroom teacher in designing a classroom that will meet the needs of these students. Therefore, it is the intent of the school to use an inclusion model to its fullest possible extent. It is understood that this may not always meet the needs of the students in each class.

Homework

Lindley Learning Academy believes that homework is a valuable part of the learning experience. The discipline, study skills, and responsibility that daily homework assignments is essential for developing important skills and meeting educational goals.

All grades will be expected to give homework assignments that are appropriate and designed to help the students reach their educational objectives.

The *average* amount of time a student should spend on nightly homework assignments is:

- K 10 minutes
- 1 15 minutes
- 2 20 minutes
- 3 30 minutes
- 4 40 minutes
- 5 50 minutes
- 6 60 minutes
- 7 70 minutes
- 8 80 minutes

Special Events

In order to protect the time on task, special events will be based on academic content. Celebrations, such as birthday celebrations should be limited to non-academic parts of the day such as lunch and recess.

When special events do occur for classes or grade levels, such as an author visit or school programs, parents will be notified in advance.

Student Conduct and Discipline

Student expectations will be communicated clearly at the beginning of each year and frequently throughout the year.

Students are expected to follow three basic tenets from which all other expectations will follow: respect yourself, respect others, and respect the school. The Golden Rule will also be employed; Treat others the way you want to be treated.

Most behavior corrections may be taken care of in the classroom by the classroom teacher. Each teacher will establish a system to reward desirable student behaviors and discourage undesirable student behaviors.

Teachers will communicate with parents when students exhibit undesirable behavior(s) that result in a disciplinary action.

When students demonstrate behavior that is extremely disruptive to the class or goes beyond what the teacher's system can handle in scope or frequency, the student will be referred to the principal for administrative discipline.

Administrative discipline will always include notification of and consultation with the parent and may include:

- Detention
- In-school suspension
- Out-of-school suspension
- Long term suspension

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

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

Visitors and Volunteers

Volunteers are a vital part of the mission for the school. It is our goal to welcome all visitors and volunteers. All visitors must sign in at the front office upon arrival and sign out when leaving.

Parents are encouraged to volunteer at least one hour a month. There are several ways parents can volunteer that include serving on a committee, volunteering time in the classroom or in the school, and volunteering to prepare classroom materials at home.

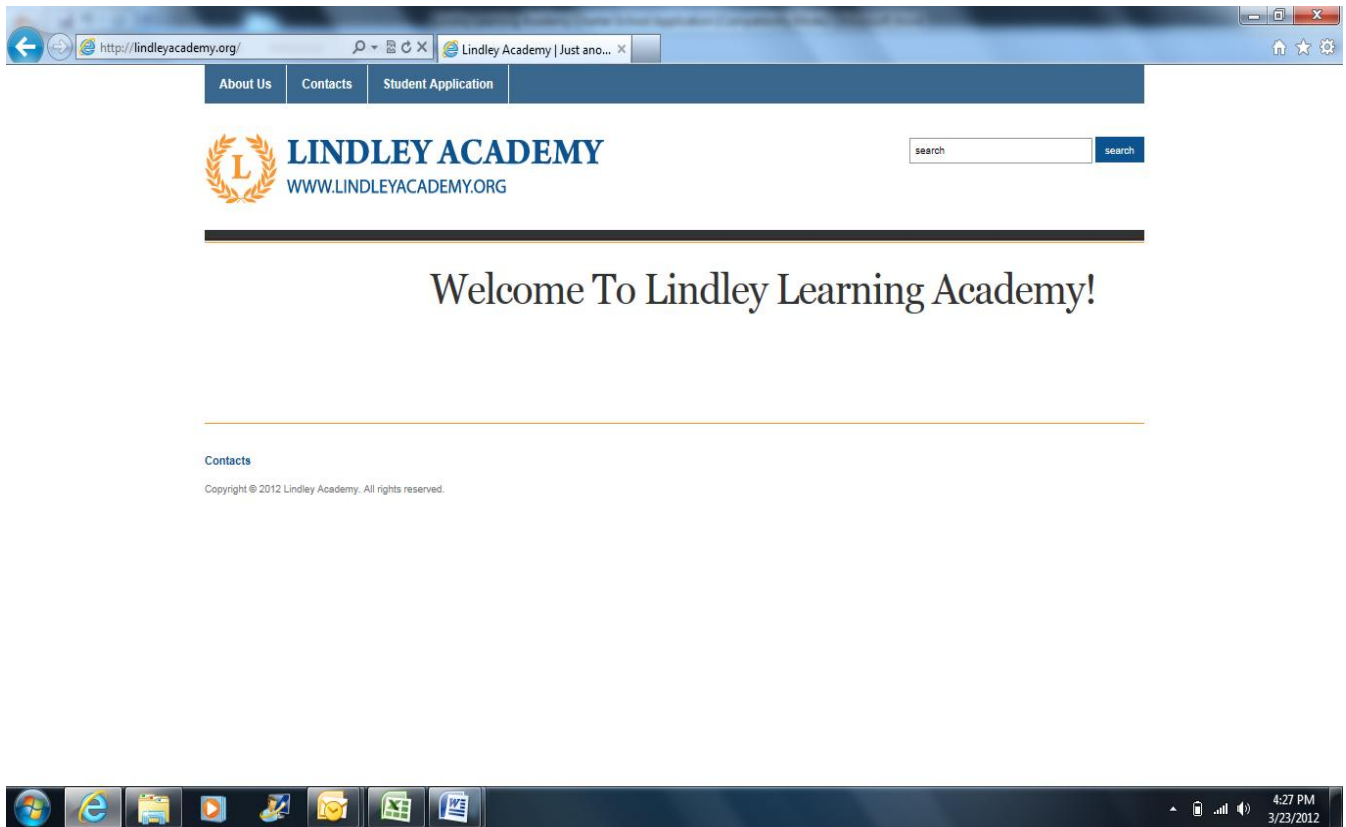
TIMELINES

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

February (after approval)	Advertise school opening for student enrollment and staff positions	Board Chair
February -March 29	Open Enrollment	Board Members
March 1	Hire Principal	Board Members
March 29:	Open Enrollment Ends	Board Members
April 12:	Lottery (If needed)	Board Chair and Board Members
February –June 28:	Hire staff	Board Members
February-June 28:	Secure start up funds	Board Members
February-June 14:	Secure temporary or permanent location	Board Members
June 17-August 23:	Prepare location	Board Chair, Principal and staff
July 1-August 23:	Staff Development	Principal
August 26:	First Day of School	Board Members, Principal and staff

Marketing:

Obtaining student applications will be our first priority. Sending out pre-approved press released information to our local news outlets will be our first step, followed by advertising in the local newspapers (Northwest Observer, Piedmont Parent Magazine and The News and Record), running radio advertisements, and attending local town hall meetings to inform local representatives. We will post all information on our web-site and send an email to all contacts we have collected who have shown interest in the school. Our web-site is www.lindleyacademy.org



Enrollment:

Open enrollment will be from the time the application is approved until March 29, 2013. At the end of the open enrollment period, if there are any grades for which there are more applications than open positions, a lottery will be held for those grades on April 12, 2013.

Location:

Securing a suitable location will be a top priority once approval of charter is received. Scouting for temporary and permanent locations has already begun. Conversations with potential landlords have taken place to provide information on square footage and cost to determine proper budget information.

Hiring:

It shall be the policy of Lindley Learning Academy that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed. The Board of Directors will employ the best candidate for the job.

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

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

The selection/interview process shall include the following:

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

Funding:

We will explore a number of options to secure start up funds, including grants from public and private foundations, loans, and fundraising. Once funds are secured (in conjunction with securing facilities) we will work to acquire necessary materials, furniture, and equipment.

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

N/A - LINDLEY LEARNING ACADEMY IS NOT A PRIVATE SCHOOL CONVERSION.

- Provide a detailed description of the existing private school's financial status.
- Describe the rationale for converting from a private entity to a public school. Include information regarding how the proposed charter school will be nonsectarian in nature and will be open for all students (not just those currently attending the private school).
- Depict and analyze the current enrollment trends of the school over the past three academic years.
- Document and expound upon evidence that the existing private school is successful in student achievement. Base this explanation upon academic data available through summative assessments.
- Explain the proposed charter school's expected staff turnover due to the statutory requirements for teacher licensure and highly qualified status.

VI. BUSINESS PLAN

PROJECTED STAFF:

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

Administration

- 1 Principal
- 1 Administrative Assistant
- 1 Business Manage/CPA

Contracted paraprofessionals

- Speech and psychology paraprofessionals as needed

Instructional/ Teaching Staff

- 1-2 Full-Time EC Teachers
- 14-18 Full-Time Classroom Teachers (as student population permits)
- 2 Teacher Assistants
- 1 PE Teacher
- 1 Music Teacher
- 1 Art Teacher
- 1 Science/Technology Teacher

Other Staff

- 1-2 Custodian/Maintenance

Total Staff 2013-2014: 24 staff personnel

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

The principal of Lindley Learning Academy will be responsible for identifying and planning staff development, staff retention and teacher evaluations. LLA is dedicated to providing teachers with the latest research-based professional development. LLA teachers will receive professional development in the identified areas of curriculum that best meets our school's needs. All teachers will be trained on the specific curriculum materials used by Lindley Learning Academy in addition to the methodology described above. Teachers will participate in differentiated professional development to meet their annual Individual Growth Plans (IGP's). All staff members will be evaluated annually.

Teachers will be informally evaluated three times per year with an annual formal evaluation at the end of each school year. A staff member may be evaluated more than the above stated if any evaluation indicated less than satisfactory performance.

Also include the following information for the proposed charter school:

- Process to advertise for and employ members of the school

DIVERSITY OF STAFF

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

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

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

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

RECRUITMENT AND SELECTION

It shall be the policy of Lindley Learning Academy that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed. The Board of Directors will employ the best candidate for the job.

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

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

The selection/interview process shall include the following:

Lindley Learning Academy

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

GRIEVANCE PROCEDURE FOR EMPLOYEES

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

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

Lindley Learning Academy Sample Employee Handbook

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General Employment Policies

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

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

General Conditions of Employment

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

EQUAL EMPLOYMENT OPPORTUNITIES

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

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

PROTECTION AGAINST SEX DISCRIMINATION – TITLE IX

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

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

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

DIVERSITY OF STAFF

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

Lindley Learning Academy

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

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

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

NEPOTISM

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

1. No administrator or employee shall directly supervise or evaluate an employee in that administrator's immediate family. For purposes of this policy, "immediate family" shall refer to father, mother, sister, brother, daughter, son, spouse, daughter-in-law, son-in-law, sister-in-law, brother-in-law, mother-in-law, father-in-law, grandparent, grandchild, stepparent, step-child, step-sister, step-brother, or guardian.
2. No member of an immediate family of an employee will be shown preference for employment in either a temporary or permanent position because of that family relationship. No employee or Board of Director member shall recommend the employment of immediate family without disclosure to the principal.
3. Members of the immediate families of Board of Directors members may be considered for employment in either temporary or permanent positions. Board of Directors members must disqualify themselves from discussions or votes related to the employment of immediate family members.

ADVERTISING VACANCIES

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

No one shall be employed for a position until said position has been incorporated into the current budget by the Board of Directors.

CRIMINAL RECORDS CHECKS

Lindley Learning Academy seeks to provide a safe, secure learning and working environment for students and staff by employing individuals who are honorable citizens, who exemplify sound moral character, and who represent the school positive manner.

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

Lindley Learning Academy

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

A reasonable effort will be made to ascertain whether the employee has any criminal history in the county of residence, employment, or schooling for at least the past five years. The employee will be required to provide any other information necessary to conduct the criminal history check. Any refusal will result in withdrawal of the employment offer or dismissal.

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

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

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

HEALTH CERTIFICATES

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

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

The certificate required by this policy must be prepared by:

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

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

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

CODE OF ETHICS FOR EDUCATORS

CODE OF ETHICS FOR NORTH CAROLINA EDUCATORS

Adopted by the State Board of Education June 5, 1997

PREAMBLE

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

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

To uphold these commitments, the educator:

I. COMMITMENT TO THE STUDENT

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

II. COMMITMENT TO THE SCHOOL AND SCHOOL SYSTEM

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

III. COMMITMENT TO THE PROFESSION

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

GENERAL CODE OF ETHICS

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

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

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

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

RESPONSIBILITIES AND DUTIES

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

Each employee is responsible for:

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

PROHIBITION AGAINST DISCRIMINATION, HARASSMENT AND BULLYING

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

Application of Policy

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

This policy will apply in the following circumstances:

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

Definitions

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

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

Harassment can be a type of unlawful discrimination. Harassment is any pattern of gestures or written, electronic, or verbal communications, or any physical act or threatening communication that places a student or school employee in actual and reasonable fear of harm to his person or damage to his or her property or creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits. The hostile environment can be created through

pervasive or persistent misbehavior or a single incident of misbehavior, if sufficiently severe, that interferes with a student's ability to participate in or benefit from an educational program or activity, or that alters the conditions of an employee's employment. Hostile environment means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior. Harassing behavior may include, but is not limited to, acts reasonably perceived as being motivated by any actual or perceived differentiating characteristics such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics, abusive jokes, insults, epithets, derogatory comments or slurs and lewd propositions, threats, bullying, intimidation, assault, impeding or blocking movement, offensive touching or any physical interference with normal work or movement, and visual insults, such as derogatory posters or cartoons. Legitimate age-appropriate pedagogical techniques are not considered harassing behavior.

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

Bullying or harassing behavior includes, but is not limited to, acts reasonably perceived as being motivated by any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.

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

Reporting and Complaint Procedures

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

required to investigate a complaint made under this policy is the alleged harasser or bully, the investigation shall be conducted by the Board of Directors.

Any employee who believes that he or she has been bullied or harassed in violation of this policy should report such behavior to the principal. Any supervisor who reasonably believes that an employee has been subjected to harassment in the workplace shall report the information promptly to the principal. Complaints of bullying or harassment may be submitted anonymously and all reports of bullying or harassment shall be promptly and thoroughly investigated. This shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report. This policy also shall not be construed to permit school officials to punish student expression or speech based on an undifferentiated fear or apprehension of disturbance or out of a desire to avoid the discomfort and unpleasantness that always accompany an unpopular viewpoint.

Evidence of harassment may result in disciplinary action being taken, up to and including dismissal in the case of employees, or up to and including long-term suspension or expulsion in certain cases for students. Lindley Learning Academy specifically prohibits retaliation against any individual who makes a complaint or reports an incident of harassment or who participates in an investigation or grievance proceeding initiated under this policy. Nothing in this policy precludes the school from taking disciplinary action against a student or employee where the evidence does not establish harassment but the conduct otherwise fails to satisfy the school's high expectations for appropriate conduct. The Board of Directors shall report to the State Board of Education all verified cases of discrimination, harassment or bullying. This policy shall be reviewed and disseminated yearly and shall be presented yearly to all school employees and volunteers who have significant contact with students.

SEXUAL HARASSMENT

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

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

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

Examples of sexual harassment include, but are not limited to, deliberate, unwelcome touching; suggestions or demands for sexual involvement accompanied by implied or overt promises of preferential treatment or threats; pressure for sexual activity; continued or repeated offensive sexual flirtations, advances or

propositions; continued or repeated verbal remarks about an individual's body; sexually degrading words used toward an individual or to describe an individual; or the display in the work place or school setting of sexually suggestive objects or pictures. Sexual harassment does not include personal compliments welcomed by the recipient, or social interactions or relations freely entered into by employees or prospective employees or appropriate social interactions between students. In the case of consensual relations between students, there may be reason to question the consensual nature of the conduct if one or both of the students are very young or there is an age disparity between the students.

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

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

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

- A. All investigations of sexual harassment shall be confidential. Information shall be given only to those individuals who need to have access to it in order to appropriately investigate and address the complaint. The principal shall act as the compliance coordinator and will be primarily responsible for assuring that sexual harassment complaints are investigated.
- B. A student who believes that he or she has suffered sexual harassment may report the matter to the school principal. However, any teacher or other school employee who receives from a student a report of alleged sexual harassment or otherwise becomes aware of such conduct shall immediately report the same to the school principal. Failure by the employee to do so may subject the employee to disciplinary action. If the school principal is the alleged offender, such report by the student or by other school employees shall be made to the Board of Directors.
- C. An employee who believes that he or she has suffered sexual harassment may report the matter to the principal or Board of Directors. However, any school employee who occupies an organizationally superior position relative to an employee who receives from such employee a report of alleged sexual harassment or otherwise becomes aware of such conduct shall promptly report to the principal or the Board of Directors. Failure by such employee to do so may subject the employee to disciplinary action. If the school principal is the alleged offender, such report by the student or by other school employees shall be made to the Board of Directors.
- D. In any case involving alleged sexual harassment by the principal, reports shall be made to any member of the Board of Directors.

- E. The principal shall promptly and thoroughly investigate allegations of sexual harassment and recommend to the Board of Directors an appropriate course of action. The Board of Directors shall review the recommendation and implement an appropriate course of action. The actions taken should be reasonably calculated to end any harassment, eliminate a hostile environment if one has been created, and prevent harassment from occurring again. Incidents of sexual harassment shall be deemed to be serious disciplinary infractions.
- F. The Board of Directors may establish such guidelines and additional procedures deemed necessary for the purpose of implementation of this policy.
- G. If for any reason, the complainant is not satisfied with the administrative response, he/she may file an appeal with the chairman of the Board of Directors. Such an appeal should be filed by the complainant within 30 days of being informed of the principal response to the complaint.
- H. The Board of Directors specifically prohibits retaliation against any individual who makes a complaint or reports an incident of sexual harassment or who participates in an investigation or grievance proceeding initiated under this policy.
- I. Nothing in this policy precludes the school from taking disciplinary action against a student or employee where the evidence does not establish sexual harassment but the conduct otherwise fails to satisfy the school's high expectations for appropriate conduct.

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

DRUG-FREE WORKPLACE

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

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

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

out from a health care professional the effects of any prescribed drug being taken. Failure to take such action may result in disciplinary action under this policy.

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

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

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

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

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

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

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

REPORTING INFORMATION TO ADMINISTRATORS AND EXTERNAL AGENCIES

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

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

The principal who has personal knowledge or actual notice from school personnel that an act has occurred on school property involving assault resulting in serious personal injury, sexual assault, sexual offense, rape,

kidnapping, indecent liberties with a minor, assault involving the use of a weapon, possession of a firearm or other weapon in violation of the law, possession of a controlled substance in violation of the law, death by other than natural causes, robbery with or without a dangerous weapon, or assault on a school official, employee or volunteer not resulting in serious injury, shall immediately report the act to the appropriate law enforcement agency. "Immediately" means without undue delay and as soon as possible after the act has occurred. As soon as possible, the principal shall also notify the Board of Directors.

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

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

CONFLICT OF INTEREST

Except as otherwise expressly provided by law, no employee:

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

WEAPONS PROHIBITED ON SCHOOL PROPERTY

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

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

School property is defined as any public or private school building or bus, public or private school campus, grounds, recreational area, athletic field, or other property owned, used, or operated. This policy shall not apply to:

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

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

PROHIBITED CONDUCT AT SCHOOL EVENTS

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

- Profane, lewd, obscene or offensive conduct, including the use of profane, lewd, obscene or offensive language
- Conduct that creates a material and substantial disruption of school activity or appropriate discipline in the operation of the school or the rights of students
- Rude or riotous noise or conduct
- Disorderly or assaultive conduct
- Defacing public property
- Commission of any nuisance
- Threatening the health or safety of others
- Any games of chance or other forms of gambling that are illegal under state or federal law
- Any other conduct that violates any applicable laws or policies of Lindley Learning Academy

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

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

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

ALCOHOLIC BEVERAGES

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

TOBACCO-FREE ENVIRONMENT

Lindley Learning Academy recognizes that the use of tobacco products is a health, safety, and environmental hazard for students, employees, visitors, and school facilities. The Board of Directors believe that the use of tobacco products on school grounds, in school buildings, and facilities, on school property or at school-related or school-sponsored events is detrimental to the health and safety of students, staff and visitors. The Board of Directors acknowledges that adult employees and visitors serve as role models for students. The Board of Directors recognizes that it has an obligation to promote positive role models in schools and promote a healthy learning and work environment, free from unwanted smoke and tobacco use for the students, employees, and visitors at the school. Finally, the Board of Directors recognizes that it has the legal authority and obligation pursuant to G.S. 115C-407 policy prohibiting Tobacco Use in School Buildings as well as the federal Pro-Children's Act, Title X of Public Law 103-227 and the No Child Left Behind Act.

FACULTY/EMPLOYEE DRESS

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

PERSONNEL RECORDS AND FILES

Lindley Learning Academy shall maintain at the school a confidential personnel file for each employee. This file shall hold all records and documents concerning the employee, including, but not limited to:

1. Evaluation reports
2. Commendations for and complaints against the employee

3. Written suggestions for changes and improvements
4. Health certificate
5. Academic records
6. Contracts
7. Resignations
8. Achievements, honors

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

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

Employee files shall be available to employees for inspection between the hours of 8:00 a.m. and 4:00 p.m., Monday through Friday, except during times when the school office may be closed due to holiday or inclement weather schedules. Requests to examine files shall be made to the principal and/or the Board of Directors.

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

GRIEVANCE PROCEDURE FOR EMPLOYEES

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

COMMUNICABLE DISEASES OR CONDITIONS

It is the policy of Lindley Learning Academy to attempt to provide a safe and secure environment for all students and employees. In an effort to maintain a balance between the need to protect the rights of students and employees and to control the spread of serious communicable diseases and conditions, the principal and

the Board of Directors will make decisions regarding the employment status of employees with communicable diseases or conditions will be made on a case-by-case basis. An employee suffering from a communicable disease or condition is encouraged to inform the principal so that appropriate accommodations may be made and appropriate precautions may be taken.

LEAVE/BENEFITS AND EMPLOYMENT

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

EMPLOYEE COMPENSATION

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

INSURANCE

Lindley Learning Academy shall provide within its discretion such reasonable and necessary insurance as required.

Workers' compensation shall be provided for all employees in accordance with state law.

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

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

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

RETIREMENT

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

RETENTION, CAREER STATUS AND NONRENEWAL

Lindley Learning Academy

Lindley Learning Academy acknowledges that the most important aspect of attaining excellence in education is the quality of the teaching staff and administrative staff. With that in mind, Lindley Learning Academy hereby adopts as policy and states its determination to strive for such excellence and further declares its intent to employ only those teachers and administrators who possess, have exhibited, and who continue to strive for excellence in their preparation for, performance of, and contribution toward the educational process.

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

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

Basis for Nonrenewal

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

Career Status

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

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

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

Notice of Nonrenewal

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

If the decision has been made not renew the contract of a non-tenured teacher for the following school year, the principal shall notify the teacher by June 15. However, if a teacher submits a request for information or a

hearing, the Board of Directors shall provide notification by July 1. If the Board of Directors has decided that it will not renew the contract of a school administrator for the following school year, the Board of Directors shall notify the school administrator by June 1.

LICENSURE

A professional employee must hold at all times a valid North Carolina license appropriate to the position in which he or she is employed. Licensure renewal is the responsibility of the individual, not of the school.

Renewal activities for all professional employees shall have prior approval by the principal. Any courses or activities undertaken shall directly relate to the employees' position responsibilities and shall have suitable content level. A record of all approvals; satisfactorily completed renewal activities; and timely submission of certificate renewal data to the State Department of Public Instruction shall be maintained in the Personnel file. Any employee allowing a license to expire must have it reinstated prior to the beginning of the next school year. An expired license is a basis for dismissal.

HIGHLY QUALIFIED TEACHERS

All teachers hired by Lindley Learning Academy must meet the qualifications and competencies established by federal and state law, policy and regulations, including the requirements of No Child Left Behind.

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

LINDELY LEARNING ACADEMY WILL NOT PARTNER WITH AN EMO.

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

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

Job Title	Qualifications	Job Functions
Principal	Teaching and administrative licensure from the State of North Carolina	The principal will serve as the instructional leader of the school. He/she will be responsible for planning, budgeting, facilities management, staff development, and supervision and evaluation of all staff members. The principal is also responsible for ensuring that the school functions in an effective and efficient manner in order to accomplish LLA's mission and vision. The principal reports to the Board of Directors.
Teachers	Teachers will possess the	Teachers will be responsible for

<p>(Classroom, Special Education, Art, Music, P.E., etc.)</p>	<p>following minimum teaching credentials as required by NCLB:</p> <ul style="list-style-type: none"> • Bachelor of Arts or Science • Certification appropriate to their assigned duties and responsibilities as required by law (Middle Grades, Secondary, Exceptional Children, etc.) • Secondary Teachers will have a subject matter concentration in the area of teaching responsibility 	<p>planning, organizing, providing instruction and creating learning environments that allow students to master required subject matter and skills. Teachers will establish classroom rules and procedures in order to maintain a safe and orderly environment. They will be responsible for additional non-instructional duties as need or required by teaching assignment. All teachers will report to the principal.</p>
<p>Teacher Assistants</p>	<p>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</p>	<p>Teacher assistants will perform a variety of technical and clerical tasks to assist classroom teachers. They may perform a wide range of tasks in order to support the efforts of the classroom teacher, meet the needs of all students, and ensure the quality instruction for all students. Teacher assistants may be asked to provide one-on-one assistance with academics and/or behavioral issues and may lead small group activities. They will assist classroom teachers with general housekeeping and clerical duties. Teacher assistants will report to the principal.</p>
<p>Custodian</p>	<p>A minimum requirement of a high school education and/or commensurate work experience in skill development through prior employment as an institutional custodian or maintenance employee will be required</p>	<p>The custodian will perform a variety of general custodial and light groundskeeping work in the care and maintenance of school building and/or facilities. Expected work will involve sweeping, mopping and using vacuum cleaners to clean floors; washing walls, woodwork and fixtures; and monitoring buildings to empty trash receptacles, pick up debris, etc. He/she is also responsible for requisitioning necessary cleaning supplies. The custodian will report to the principal.</p>

Administrative Assistant	A minimum of two years post high school education and/or commensurate experience in skill development through prior employment as a school office employee	The administrative assistant will perform routine clerical, secretarial, and general office assistance duties to support the principal, teachers, teacher assistants, and other staff members. He/she is responsible for performing routine clerical tasks involving standard office equipment and processing student records and forms. The administrative assistant will also be responsible for answering the telephone and assisting visitors to the school upon arrival. The administrative assistant will report to the principal.
Certified Public Accountant	Passing the Uniform Certified Public Accounting Exam, possessing a Bachelor's degree in accounting or finance, and two years experience working in accounting	The CPA will maintain and audit financial records, oversee budgets and financial management, ensure the accuracy of financial records, and checks whether all investments, expenditures, and revenues are filed without discrepancies. The CPA will follow a strict code of ethics and give ethical financial advice, which guarantees financial stability.

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

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

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

Lindley Learning Academy will abide by the charter school legislation, G.S. 115C-238.29F(g)(5), as stated below: *A charter school shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. Except as otherwise provided by law or the mission of the school as set out in the charter, the school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.*

Lindley Learning Academy's marketing will reflect the demographic composition of Guilford County. LLA will advertise in a wide variety of media designed to target a cross section of the population. Lindley Learning Academy will have a staff member available to help facilitate the enrollment of non-English speaking

students. LLA will also target local day cares, preschools, and churches that serve a diverse population of potential students throughout Guilford County.

Lindley Learning Academy will assist parents in finding transportation solutions. Funds permitting, these solutions may include school provided transportation.

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

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

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

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

In line with our school mission our curricular program will take priority to ensure the most effective instructional opportunities to develop today's student into tomorrow's leaders. Hiring and developing highly qualified teachers will be crucial to implementing a successful educational experience for all students. Providing access to the latest classroom technology will also be imperative to developing 21st century skills. In addition, providing a comfortable learning environment will ensure academic growth and the development of successful community members with a secure future.

**PROJECTED ENROLLMENT
2013-14 through 2017-2018**

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY COME

List LEA #1 – Guilford County

List LEA #2 – _____

List LEA #3 – _____

<u>GRADES</u>	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	LEA3	LEA 1	LEA2	LEA3	LEA 1	LEA 2	LEA 3	
Kindergarten	K	40	_____	_____	40	_____	_____	40	_____	_____	40	_____	_____	40	_____	_____
First	1	40	_____	_____	40	_____	_____	40	_____	_____	40	_____	_____	40	_____	_____
Second	2	40	_____	_____	40	_____	_____	40	_____	_____	40	_____	_____	40	_____	_____
Third	3	40	_____	_____	40	_____	_____	40	_____	_____	40	_____	_____	40	_____	_____
Fourth	4	40	_____	_____	40	_____	_____	40	_____	_____	40	_____	_____	40	_____	_____
Fifth	5	40	_____	_____	40	_____	_____	40	_____	_____	40	_____	_____	40	_____	_____
Sixth	6	40	_____	_____	40	_____	_____	40	_____	_____	40	_____	_____	40	_____	_____

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	—	—	—	40	—	—	40	—	—	40	—	—	40	—	—
Eighth	8	—	—	—	—	—	—	40	—	—	40	—	—	40	—	—
Ninth	9	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Tenth	10	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Eleventh	11	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Twelfth	12	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
LEA Totals		<u>280</u>	—	—	<u>320</u>	—	—	<u>360</u>	—	—	<u>360</u>	—	—	<u>360</u>	—	—
Overall Total Enrollment		<u>280</u>			<u>320</u>			<u>360</u>			<u>360</u>			<u>360</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>\$1,239,641.20</u>	<u>\$1,416,732.80</u>	<u>\$1,593,824.40</u>	<u>\$1,593,824.40</u>	<u>\$1,593,824.40</u>
<i>--Local Per Pupil Funds</i>	<u>\$ 680,668.80</u>	<u>\$777,907.20</u>	<u>\$875,145.60</u>	<u>\$875,145.60</u>	<u>\$875,145.60</u>
<i>--Federal Funds</i>	<u>\$52,528.20</u>	<u>\$52,528.20</u>	<u>\$52,528.20</u>	<u>\$52,528.20</u>	<u>\$52,528.20</u>
<i>--Grants*</i>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<i>--Foundations*</i>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<i>--Private Funds*</i>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<i>--Other Funds*</i>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TOTAL INCOME	<u>\$1,972,838.20</u>	<u>\$2,247,168.20</u>	<u>\$2,521,498.20</u>	<u>\$2,521,498.20</u>	<u>\$2,521,498.20</u>
*If you are depending on these sources of funding to balance your operating budget, please provide documentation, such as signed statements from donors, foundations, etc., on the availability of these funds.					

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

SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL	See http://www.ncpublicschools.org/fbs/stats/index.html (OR Click on: Agency Website: Division of Financial Services, Reports and Statistics, Statistical Data)		
	The formula for figuring these allotments can be found in the Resource Guide.		
	<u>2013-2014</u>		
	\$ 4,427.29 x 280 =	\$ 1,239,641.20	State Operating Income
	\$ 3,501.88 x 15 =	\$ 52,528.20	EC Allotment
	<u>\$ 2,430.96 x 280 =</u>	<u>\$ 680,668.80</u>	<u>Local Operating Income</u>
		\$ 1,972,838.20	Total Operating Income
	<u>2014-2015</u>		
	\$ 4,427.29 x 320 =	\$ 1,416,732.80	State Operating Income
	\$ 3,501.88 x 15 =	\$ 52,528.20	EC Allotment
	<u>\$ 2,430.96 x 320 =</u>	<u>\$ 777,907.20</u>	<u>Local Operating Income</u>
		\$ 2,247,168.20	Total Operating Income
	<u>2015-2016</u>		
	\$ 4,427.29 x 360 =	\$ 1,593,824.40	State Operating Income
	\$ 3,501.88 x 15 =	\$ 52,528.20	EC Allotment
	<u>\$ 2,430.96 x 360 =</u>	<u>\$ 875,145.60</u>	<u>Local Operating Income</u>
		\$ 2,521,498.20	Total Operating Income
<u>2016-2017</u>			
\$ 4,427.29 x 360 =	\$ 1,593,824.40	State Operating Income	
\$ 3,501.88 x 15 =	\$ 52,528.20	EC Allotment	
<u>\$ 2,430.96 x 360 =</u>	<u>\$ 875,145.60</u>	<u>Local Operating Income</u>	
	\$ 2,521,498.20	Total Operating Income	
<u>2017-2018</u>			
\$ 4,427.29 x 360 =	\$ 1,593,824.40	State Operating Income	
\$ 3,501.88 x 15 =	\$ 52,528.20	EC Allotment	
<u>\$ 2,430.96 x 360 =</u>	<u>\$ 875,145.60</u>	<u>Local Operating Income</u>	
	\$ 2,521,498.20	Total Operating Income	

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>#24</u> <u>\$890,000</u>	<u>#27</u> <u>\$1,015,000</u>	<u>#29</u> <u>\$1,140,000</u>	<u>#29</u> <u>\$1,140,000</u>	<u>#29</u> <u>\$1,140,000</u>
--Administrator(s)	<u>#1</u> <u>\$65,000</u>	<u>#1</u> <u>\$70,000</u>	<u>#1</u> <u>\$75,000</u>	<u>#1</u> <u>\$75,000</u>	<u>#1</u> <u>\$75,000</u>
--Clerical	<u>#1</u> <u>\$25,000</u>	<u>#1</u> <u>\$25,000</u>	<u>#1</u> <u>\$25,000</u>	<u>#1</u> <u>\$25,000</u>	<u>#1</u> <u>\$25,000</u>
--Teachers	<u>#17</u> <u>\$680,000</u>	<u>#20</u> <u>\$800,000</u>	<u>#23</u> <u>\$920,000</u>	<u>#23</u> <u>\$920,000</u>	<u>#23</u> <u>\$920,000</u>
--Librarians	<u>#0</u> <u>\$0</u>	<u>#0</u> <u>\$0</u>	<u>#0</u> <u>\$0</u>	<u>#0</u> <u>\$0</u>	<u>#0</u> <u>\$0</u>
--Guidance	<u>#0</u> <u>\$0</u>	<u>#0</u> <u>\$0</u>	<u>#0</u> <u>\$0</u>	<u>#0</u> <u>\$0</u>	<u>#0</u> <u>\$0</u>
--Teacher Assistants	<u>#2</u> <u>\$50,000</u>	<u>#2</u> <u>\$50,000</u>	<u>#2</u> <u>\$50,000</u>	<u>#2</u> <u>\$50,000</u>	<u>#2</u> <u>\$50,000</u>
--Custodian	<u>#1</u> <u>\$20,000</u>	<u>#1</u> <u>\$20,000</u>	<u>#1</u> <u>\$20,000</u>	<u>#1</u> <u>\$20,000</u>	<u>#1</u> <u>\$20,000</u>
--Maintenance	<u>#1</u> <u>\$20,000</u>	<u>#1</u> <u>\$20,000</u>	<u>#1</u> <u>\$20,000</u>	<u>#1</u> <u>\$20,000</u>	<u>#1</u> <u>\$20,000</u>
--Food Service	<u>#0</u> <u>\$0</u>	<u>#0</u> <u>\$0</u>	<u>#0</u> <u>\$0</u>	<u>#0</u> <u>\$0</u>	<u>#0</u> <u>\$0</u>
--Other (CPA)	<u>#1</u> <u>\$30,000</u>	<u>#1</u> <u>\$30,000</u>	<u>#1</u> <u>\$30,000</u>	<u>#1</u> <u>\$30,000</u>	<u>#1</u> <u>\$30,000</u>
 <i>EMPLOYEE BENEFITS</i>	 <u>\$160,000</u>	 <u>\$183,000</u>	 <u>\$205,000</u>	 <u>\$205,000</u>	 <u>\$205,000</u>
<i>STAFF DEVELOPMENT</i>	<u>\$15,000</u>	<u>\$15,000</u>	<u>\$15,000</u>	<u>\$15,000</u>	<u>\$15,000</u>
<i>MATERIALS AND SUPPLIES</i>	<u>\$30,000</u>	<u>\$30,000</u>	<u>\$30,000</u>	<u>\$30,000</u>	<u>\$30,000</u>
<i>OFFICE SUPPLIES</i>	<u>\$10,000</u>	<u>\$10,000</u>	<u>\$10,000</u>	<u>\$10,000</u>	<u>\$10,000</u>
<i>INSTRUCTIONAL EQUIPMENT</i>	<u>\$60,000</u>	<u>\$60,000</u>	<u>\$60,000</u>	<u>\$60,000</u>	<u>\$60,000</u>
<i>OFFICE EQUIPMENT</i>	<u>\$15,000</u>	<u>\$15,000</u>	<u>\$15,000</u>	<u>\$15,000</u>	<u>\$15,000</u>
<i>CLASSROOM FURNITURE</i>	<u>\$25,000</u>	<u>\$25,000</u>	<u>\$25,000</u>	<u>\$25,000</u>	<u>\$25,000</u>

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

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<i>TESTING MATERIALS</i>	<u>\$15,000</u>	<u>\$20,000</u>	<u>\$25,000</u>	<u>\$25,000</u>	<u>\$25,000</u>
<i>INSURANCE</i>	<u>\$30,000</u>	<u>\$30,000</u>	<u>\$30,000</u>	<u>\$30,000</u>	<u>\$30,000</u>
<i>UTILITIES</i>	<u>\$30,000</u>	<u>\$30,000</u>	<u>\$30,000</u>	<u>\$30,000</u>	<u>\$30,000</u>
<i>RENT</i>	<u>\$300,000</u>	<u>\$300,000</u>	<u>\$300,000</u>	<u>\$300,000</u>	<u>\$300,000</u>
<i>MAINTENANCE & REPAIR</i>	<u>\$20,000</u>	<u>\$20,000</u>	<u>\$20,000</u>	<u>\$20,000</u>	<u>\$20,000</u>
	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<i>TRANSPORTATION</i>	<u>\$15,000</u>	<u>\$15,000</u>	<u>\$15,000</u>	<u>\$15,000</u>	<u>\$15,000</u>
<i>MARKETING</i>	<u>\$35,000</u>	<u>\$40,000</u>	<u>\$45,000</u>	<u>\$45,000</u>	<u>\$45,000</u>
<i>FOOD/CAFETERIA SUPPLIES</i>	<u>\$50,000</u>	<u>\$50,000</u>	<u>\$50,000</u>	<u>\$50,000</u>	<u>\$50,000</u>
<i>CONTRACTED SERVICES</i>					
	<u>\$1,700,000</u>	<u>\$1,858,000</u>	<u>\$1,961,000</u>	<u>\$1,961,000</u>	<u>\$1,961,000</u>
TOTALS					

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.

In year 1 we project hiring 14 classroom teachers, then in year 2 we plan to add an additional grade level which will require hiring two additional classroom teachers and in year 3 we will add our final grade level and hire two more classroom teachers. Years 3-5 should look similar in budget as we will maintain the same number of students and staff. As our student enrollment increase from year one to year three the need for additional encore teachers will increase within the budget as will classroom materials costs, insurance costs, and salary costs.

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

Cash on Hand	\$ <u>0</u>
Certificates of Deposit	\$ <u>0</u>
Bonds	\$ <u>0</u>
Real Estate	\$ <u>0</u>
Capital Equipment	\$ <u>0</u>
Motor Vehicles	\$ <u>0</u>
Other Assets	\$ <u>0</u>
TOTAL	\$ <u>0</u>

ADDITIONAL NOTES:

SCHOOL AUDITS

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

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

The evaluation of Lindley Learning Academy's program will be driven by data from a number of sources. Student scores of all K-8 assessments will determine the necessary steps for instructional needs, professional development and school direction. The quarterly assessment data will be evaluated at the end of each quarter by teachers, principal and the school improvement team. The principal, with the help of the School Improvement Team, will prepare an annual report for the Board of Directors outlining the data and detailing areas of strength and areas that need improvement.

The School Improvement Team will prepare a School Improvement Plan, subject to Board approval, that sets measurable, attainable goals that support the mission of the school. The school improvement team will periodically evaluate and adjust the school's goals and objectives to make sure the school continues to improve.

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

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

John T. Kammerer, Certified Public Accountant, will be conducting our financial audits to ensure all financial matters are in order according to state and federal law.

John T Kammerer CPA
2402 Hickwood Rd
High Point, NC 27265
Tel.: (336) 841-0710
Fax: (336) 841-0711

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

State the proposed coverage for:

Comprehensive General Liability	\$1,000,000 per occurrence
Officers and Directors/Errors and Omissions	\$1,000,000 per claim
Property Insurance	the appraised value of the building and contents
Motor Vehicle Liability	\$1,000,000 per occurrence
Bonding	\$250,000
Minimum amount:	\$250,000
Maximum amount:	\$250,000
Other: Workers Compensation	statutory limits

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

(See Appendix for Quote Details for Lindley Learning Academy)

See Resource Manual for Minimums allowed by SBE Policy.

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

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

Lindley Learning Academy will work with parents to ensure proper transportation can be provided so that all students have the same opportunity to attend. LLA will work with local after school programs to assist parents in after school dismissal plans.

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

Describe the facility in which the school will be located. Include information on how the site is appropriate to your structural program. Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a facility and has provided a valid Certificate of Occupancy for Educational use to The Office of Charter Schools.

Securing an appropriate facility that will meet our needs will be a priority of Lindley Learning Academy once charter is approved.

Name of the facility (if known): unknown at this time

Address: unknown at this time

City/State/Zip: unknown at this time

Description of the Facility:

Total square feet: _____

Number of Classrooms: _____

Number of Restrooms: _____

Other Rooms: _____

Auditorium: _____

Gymnasium: _____

Music Room: _____

Art Room: _____

Laboratory: _____

Ownership: Fee Simple or Lease

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

(a) Term of the Lease: _____

(b) Type of Lease: _____

(c) Rent: \$ _____ per month

Name of Landlord: _____

Address: _____

City/State/Zip: _____

Phone: _____

Fax: _____

Document inspections for the following:

(a) Fire: _____

(b) Safety: _____

(c) Handicapped accessibility? _____

Describe how the maintenance will be provided for the facility.

Maintenance expenses are a part of the budget and will be the responsibility of the principal, facility owner and the Board of Directors. A school custodian will maintain the school's daily maintenance needs.

Describe the method of finding a facility if one is not readily available at this time including information about the spatial needs of the school to best suit your adopted educational program and instructional methodologies. Does the applicant have a facility contingency plan should their initial efforts not be successful?

Temporary facilities: A temporary facility will either be an existing structure that meets the needs of the school or can be altered to do so. Securing a temporary facility will also serve as a contingency plan if our efforts to find a permanent location are not immediately successful.

Permanent facilities: Permanent facilities will consist of either an existing structure that can be altered to meet the needs of the school or land on which new school facilities can be built or a combination of the two. An ideal permanent location will include 10-15 acres with access to city water and sewer within easy access to main thoroughfares. New construction or renovation of existing structures will include the following:

- 26,000 square feet
- 20 classrooms
- 3 offices
- Staff Workroom
- Media Center
- Kitchen
- Playground
- Gymnasium

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

Describe how the school plans to adhere to the requirements of the health and safety laws and regulations of the federal and state governments. Address how the proposed charter school will meet the following requirements:

- **Safety** – Lindley Learning Academy is committed to the health, safety, and well-being of all students and employees. LLA will provide all necessary trainings in order to meet required Federal and State health and safety laws and regulations. Key staff members will be trained as first responders by the American Red Cross in first aid and CPR. All staff members will be trained on the school’s emergency response plan.
- **Immunization of Students** – Lindley Learning Academy will provide parents and guardians with information about meningococcal meningitis and influenza and their vaccines at the beginning of every school year. This information shall include the causes, symptoms, and how meningococcal meningitis and influenza are spread and the places where parents and guardians may obtain additional information and vaccinations for their children. LLA will also provide parents and guardians with information about cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent these diseases. This information shall be provided at the beginning of the school year to parents of children entering grades five through 12. This information shall include the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and the places where parents and guardians may obtain additional information and vaccinations for their children.

North Carolina students are required by law to have certain immunizations prior to attending school: DTP, DTaP, Polio, Measles, Mumps, Rubella, Hib, Hepatitis B, Varicella. LLA staff will work to make sure all students meet the immunization requirements. Students attending LLA will provide documentation of immunization to include the child’s age at administration of each vaccine, the number of doses, and the date of administration. Parents of students who have not had the proper immunizations will be advised about where and when they may obtain those immunizations. Parents may submit written requests to be exempted from immunizations for medical or religious reasons in accordance with state requirements.

- **Fire and Safety Regulations** – Lindley Learning Academy will meet all building and furnishing codes for fire and safety regulations. The principal will schedule, hold, and report monthly fire drills. Teachers and students will be informed of fire drill procedures. Exits and fire evacuation plans will be posted in every room and hallways of the building. The school’s building will be available for inspection to appropriate officials for regular inspections and for special inspections as requested. The school will work with local officials to satisfy the recommendations relative to the abatement of the fire or safety hazard.
- **Food Inspections** – Lindley Learning Academy will comply with the regulations set by the Department of Health and Human Services for food purchases, preparation, serving, and disposing of food and food products. The school will welcome the local health inspector as he/she makes random visits to inspect food service procedures. The school will take immediate action to correct any food service issues found during the inspections.
- **Hazardous Chemicals** – Lindley Learning Academy will inform and train its employees how to work with hazardous substances. Hazardous substance training will provide the necessary

information to school staff so they can adhere to procedures in place at school. Material Safety Data sheets (MSDS) will be on site and available for review of anyone coming in contact with hazardous substances. A central file will be kept in the main office of MSDS. OSHA's Hazard Communication Standard applies to schools because all workers may use or be exposed to hazardous substances. The school will have a written hazardous substance procedure plan available to all staff.

- **Bloodborne Pathogens** – Lindley Learning Academy will act in accordance with OSHA's Blood-borne Pathogen Standard to establish an exposure control plan to minimize workplace risks. Blood-borne pathogens refer to pathogenic microorganisms that are present in human blood and that can cause disease in humans. These pathogens include, but are not limited to hepatitis B virus (HBV) and human immunodeficiency virus (HIV). OSHA standards apply to all occupational exposure to blood (human blood, human blood components, and products made from human blood) or to other potentially infectious materials (human body fluids, unfixed tissue from a human, HIV –containing cell or tissue cultures, organ cultures, and HIV- or HBV- containing culture medium or other solutions, as well as blood, organs, or other tissues from experimental animals infected with HIV or HBV.

LLA will have a written Exposure Control Plan that is accessible to all employees and will provide training to protect employees and children and reduce workplace risks of hepatitis B and HIV infection will include such topics as the following:

- Modes of transmission of blood-borne pathogens
- Identifying hazards
- Prevention through engineering controls
- Handling contaminated syringes, laundry, and biomedical waste
- Proper use of personal protective equipment
- Instituting safe workplace practices and engineering controls
- Hepatitis B vaccine

- **Diabetes Care Plans** – Lindley Learning Academy will ensure that the guidelines for individual diabetes care plans adopted by the State Board of Education under G.S. 115C-12(31) are implemented in which students with diabetes are enrolled and will comply with the provisions of G.S. 115C-375.3.
- Providing students in grades 9-12 with information on how a parent may lawfully abandon a newborn
Lindley Learning Academy will be a K-8 school.
- **Providing parents and guardians with information about:**
 - **Meningococcal meningitis and influenza and their vaccines at the beginning of each year**
Lindley Learning Academy will provide parents and guardians with information about meningococcal meningitis and influenza and their vaccines at the beginning of every school year. This information shall include the causes, symptoms, and how meningococcal meningitis and influenza are spread and the places where parents and guardians may obtain additional information and vaccinations for their children.
 - **Cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent diseases**
Lindley Learning Academy will provide parents and guardians with information about cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent these diseases. This information shall be provided at the beginning of the school year to parents of

children entering grades five through 12. This information shall include the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and the places where parents and guardians may obtain additional information and vaccinations for their children.

VII. LEA IMPACT STATEMENT

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

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

VIII. 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.

Senn Dunn Insurance Quote.....Appendix 1

SennDunn INSURANCE

we'll handle it®

an Assurex® Global Partner

March 20, 2012

Amy Lindley, M.Ed.
4214 Beechwood Drive
Suite 101
Greensboro, NC 27410

RE: Charter School Insurance

Dear Amy,

Thank you for allowing Senn Dunn the opportunity to help you develop a comprehensive insurance program for your proposed Charter School. We have reviewed the requirements from the Charter School Resource Manual and are looking forward to designing a program that meets or exceeds all requirements placed upon you.

This risk management program will include, at a minimum, the following coverages:

1. Professional Errors and Omission Coverages - \$1,000,000 per claim
2. General Liability Coverage - \$1,000,000 per occurrence
3. Building and Contents Coverage including Boiler and Machinery and Equipment Breakdown
4. Employee Dishonesty Bond - \$250,000
5. Automobile Liability - \$1,000,000 per occurrence
6. Workers Compensation – statutory limits

As we continue to learn additional details, a more definitive program can be outlined. However, in the meantime, using a budgeted figure of \$20,000 - \$25,000 for property and liability, and an estimate of about \$5,000 in premium for every \$1,000,000 in workers compensation payroll should suffice to help with your planning.

If you have any other questions or need any clarification of coverage, please don't hesitate to give us a call. We look forward to assisting in any way we can as you work toward the opening of this great new school!

Sincerely,



Charlie Holderness
Commercial Account Executive
Senn Dunn Insurance

senndunn.com

office 3625 N. Elm Street, Greensboro, NC mail PO Box 9375, Greensboro, NC 27429-0375
phone 336.272.7161 • 800.598.7161 fax 336.346.1397

VIII. SIGNATURE PAGE

The foregoing application is submitted on behalf of Lindley Learning Academy. The undersigned has read the application and hereby declares that the information contained in it is true and accounts to the best of his/her information and belief. The undersigned further represent that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name: Amy Lindley

Position: Board Chair

Signature: _____

Date:

Sworn to and subscribed before me this

_____ day of _____, 20_____.

Notary Public

Official Seal

My commission expires: _____, 20_____.