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Partnership Learning Academy

Charter School Application

*A society grows great when old men plant trees whose shade they know
they shall never sit in.
- Greek Proverb*

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Leadership Learning Academy

Learning Academy

Charlotte, North Carolina

Charter School Application

Submitted to the North Carolina State Board of Education

North Carolina Department of Public Instruction
Office of Charter Schools
301 N. Wilmington Street
Raleigh, NC 27601-2825

January 1, 2010

Contact Person:

Derek Richardson
9124-G South Tryon Street
Charlotte, NC 28273
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INTRODUCTION

This Charter School Application represents the culmination of several years' worth of research and conversations with parents and community leaders. It outlines a proposal to create a small secondary school serving students in grades 6-12 in Charlotte, North Carolina.

In 2008-2009 Charlotte was home to ten high schools and 11 middle schools where fewer than 60% of students are considered "proficient" (Level III or higher) as measured by composite scores on End-of Course tests. 76% of all high schools did not reach their CMS grade proficiency goals.¹ On May 25, 2005, Judge Howard Manning issued a 45-page report specifically dealing with CMS high schools. In his *Report from the Court: The High School Problem*,² Judge Manning stated, "The bottom line is that there is no excuse for these high schools (or for that matter any high schools anywhere in North Carolina with similar disaggregated data and composite score) to be so academically in the ditch year after year. (Report, pp. 23-24)" He was referencing eight non-proficient high schools. Today, 5 years later it continues, but this time plaguing ten high schools.

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

¹<http://www.cms.k12.nc.us/cmsdepartments/accountability/Pages/SchoolProgressReports.aspx?year=2008-2009>

²http://www.ncforum.org/resources/collateral/052405_manning_report.pdf



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Leadership Learning Academy

APPLICATION SUMMARY SHEET

Leadership Learning Academy

Primary Contact: Derek Richardson

Telephone Numbers: 704.620.8151

E-mail Address: drichardson@leadershipma.com

Street Address: 9124-G South Tryon Street., Charlotte, NC 28273

Local Education Agency: Charlotte-Mecklenburg Schools

Grade Span for 2010-2011: 6-9

Projected Enrollment for 2010-2011: 320

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

Summary of Educational Mission: Leadership Learning Academy will provide a balanced and comprehensive liberal arts education with a particular value added focus on leadership, business and technology for students in grades 6 through 12. We will provide college and advanced learning preparation and an innovative physical education plan. Our students will be challenged to think critically and creatively, act with ethical and aesthetic awareness, and communicate effectively in a free and open exchange of ideas.

Our middle and high school curriculum will be structured around the traditional academic disciplines of English Literature, History & Geography, Math, Science and the Social Sciences. Teachers in those departments will be well trained in their respective disciplines. Leadership, business and technology are school-wide priorities that will be integrated into the curriculum at each grade level using Howard Gardner's Multiple Intelligences. Every student will follow the same college preparatory core curriculum and participate in unique physical education programming, with carefully selected electives to allow them to pursue individual interests.

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Leadership Learning Academy

CONTACT INFORMATION

Name of Proposed Charter School: **Leadership Learning Academy**

Local Education Agency in Which Proposed School Will Be Located:

Charlotte-Mecklenburg Schools

PRIMARY CONTACT INFORMATION:

Primary Contact Person: Derek Richardson

Primary Mailing Address: 9124-G South Tryon St.

City/State/Zip: Charlotte, NC 28273

Phone: 704.532.3371

Fax: Same (call first please)

Email: drichardson@leadershipma.com

Secondary Contact Person: Derek Bullard

Primary Mailing Address: 2633 West Blvd.

City/State/Zip: Charlotte, NC 28208

Phone: 888.773.3735 ext 707

Fax: 704.631.4501

Email: dbullard@accessfamilyservices.com



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Leadership Learning Academy

GOVERNANCE

PRIVATE NONPROFIT ORGANIZATION:

Name of Private Nonprofit Corporation: Leadership Learning Academy, Inc.

Mailing Address: 9124-G South Tryon Street

City/State/Zip: Charlotte, NC 28273

Street Address: Same as primary mailing address

Phone: 704.532.3371 Fax: (Same ó Call first)

Name and Address of Registered Agent:

TAX-EXEMPT STATUS (501 (c)(3)): GS 11 5C-238.29B(b)(3)

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

Yes (copy of letter from federal government attached)

No



PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO):

The Board of Directors has no current plans to contract for services with any educational management organization

ORGANIZATION STRUCTURE OF PRIVATE NONPROFIT: Leadership Learning Academy Organization Chart

	Board of Directors		
	Academic Advisory Committee		
	School Principal		
Student Government (Community Involvement Committee)	PTA President Vice-President Treasurer Secretary	Teachers (Middle and High School)	Administrative Staff

ORGANIZATION STRUCTURE OF PRIVATE NONPROFIT (continued):

The activities of Leadership Learning Academy will be governed by the Board of Directors of Leadership Learning Academy, Inc., a North Carolina nonmember nonprofit corporation, the current members of which are listed below. (The corporation's name will be officially changed to Leadership Learning Academy, Inc. as soon as possible.)

Current Members of the Board of Directors

Derek Bullard, Business owner of behavioral healthcare companies specialized in providing child and adolescent services. Extensive experience in business finance, non-profit operations and government contracts.

Derek Richardson, Business owner of Leadership Martial Arts family fitness centers. Business Graduate of Queens University of Charlotte and the McColl School of Business.

Sarah Price, PhD, Doctorate in Education, over 13 years experience as a professor at University of Oklahoma and Florida State Universities.

Pamela Smith, Masters in Education from SUNY Binghamton and Winthrop, NC Board Certified teacher with over 30 years of experience in Education.



A copy of the corporation's Articles of Incorporation, as amended, are included in **Appendix II**. One-page resumes for the directors are included as **Appendix III**. The corporation's as currently in effect are reproduced below in their entirety. The conflict of interest policy adopted by the Board, which is based on a model policy developed by the Internal Revenue Service, is contained in Article VI of the Bylaws.

BYLAWS

OF

LEADERSHIP LEARNING ACADEMY, INC.

ARTICLE I

PURPOSE; OFFICES

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

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

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

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

ARTICLE II

DIRECTORS

Section 2.1 General Powers; Ex-Officio Members. All corporate powers of the Corporation shall be exercised by or under the authority of, and the business and affairs of the Corporation shall be managed under the direction of, the Board of Directors which shall consist of not less than five (5) nor more than eleven (11) persons. In addition, the Principal of the School and the President of the Parent-Teacher Organization ("PTA") shall be ex-officio members of the Board of Directors. Additional ex-officio members may also be selected by the

- (a) The exact number of directors within the minimum and maximum limitations

specified in Section 2.1 shall be as fixed from time to time by the Board of Directors pursuant to a resolution adopted by a majority of the entire Board of Directors; provided, that no decrease in the number of directors shall shorten the term of any incumbent director. At the 2011 annual meeting of the Board of Directors, the directors shall be divided into three classes, as nearly equal in number as possible, with the term of office of the first class to expire at the 2012 annual meeting of the Board of Directors, the term of office of the second class to expire at the 2013 annual meeting of the Board of Directors, and the term of office of the third class to expire at the 2014 annual meeting of the Board of Directors. At the annual meeting of the Board of Directors for any year following such initial classification in which the term of a class of directors expires, directors elected to succeed those directors whose terms expire shall be elected for a term of office to expire at the third succeeding annual meeting of the Board of Directors after their election.

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

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

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

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

c. If any directors are so removed at a meeting of the Board
 elected at the same meeting.

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

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

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

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

ARTICLE III MEETINGS OF DIRECTORS

Section 3.1 Annual Meeting; Other Regular Meetings. A regular annual meeting of the Board of Directors shall be held each year at such date and time as shall be designated by the Board of Directors, for the purpose of electing directors of the Corporation, reviewing the Corporation's conflict of interest policy and signing the statements required by Section 6.6 of these Bylaws, and transacting such other business as may be properly brought before the meeting. In the event that the Board of Directors shall fail to hold an annual meeting within fifteen months

then any person or persons entitled to call a special meeting or persons entitled to appoint a director at such annual meeting. The procedures for calling a special meeting of the Board of Directors, call an annual meeting of the Board of Directors, and a meeting so called shall be designated and treated for all purposes as the annual meeting. The annual meeting may be held at the principal office of the Corporation or such other place within the State of North Carolina as may be determined by the Board of Directors. In addition, the Board of Directors may by resolution provide the time and place, within the State of North Carolina, for the holding of additional regular meetings.

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

Section 3.3 Notice of Meetings.

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

at the meeting.

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

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

Section 3.6 Organization. Each meeting of the Board of Directors shall be presided over by the Chair of the Board or, in the absence or at the request of the Chair of the Board, by any person

selected to preside by vote of a majority of the directors present. The Secretary, or in the absence or at the request of the Secretary, any person designated by the person presiding at the meeting, shall act as secretary of the meeting.

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

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

ARTICLE IV OFFICERS

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

Section 4.2 Appointment and Term. The officers of the Corporation shall be appointed from time to time by the Board of Directors; provided, that the Board of

uly appointed officer to appoint one or more other
other than appointment of the Chair of the Board. Each
he pleasure of the Board of Directors.

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

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

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

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

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

Section 4.8 Principal. The Board of Directors shall appoint the Principal of the School. Subject to the direction and control of the Board of Directors, the Principal shall supervise and control the management of the Corporation and shall have such duties and authority as are normally incident to the position of chief executive officer of a

ies and authority as may be prescribed from time to time as are provided for elsewhere in these Bylaws. In the absence of the Board of Directors or any other person appointed by the Board of Directors shall carry out the duties set forth in this Section 4.8.

ARTICLE V CONTRACTS, LOANS AND DEPOSITS

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

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

Section 5.3 Checks and Drafts. All checks, drafts or other orders for the payment of money issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation, and in such manner, as shall from time to time be determined by resolution of the Board of Directors.

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

ARTICLE VI CONFLICTS OF INTEREST

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

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

- (a) Compensation includes direct and indirect remuneration as well as substantial

means any director, officer, or member of a committee with board-delegated powers that has a direct or indirect Financial Interest. If a person is an Interested Person with respect to any entity that is related to the Corporation, he or she is an Interested Person with respect to the Corporation and all related entities.

(c) Financial Interest means any direct or indirect (whether through business, investment or family):

- (i) ownership or investment interest in any entity with which the Corporation has a transaction or arrangement;
- (ii) Compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement; or potential ownership or investment interest in, or Compensation
- (iii) arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

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

Section 6.3 Procedures.

- (a) Duty to Disclose. In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence of his or her Financial Interest and must be given the opportunity to disclose all material facts to the directors and members of committees with board-delegated powers considering the proposed transaction or arrangement.
- (b) Determining Whether a Conflict of Interest Exists. After disclosure of the Financial Interest and all material facts, and after any discussion with the Interested Person, the Interested Person shall leave the board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists. If such members decide that a

ists, then the procedures set forth in Section 6.3(c) shall

(c) Procedures for Addressing a Conflict of Interest.

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

(d) Violations of the Conflicts of Interest Policy.

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

meetings. The minutes of the Board of Directors and all committees with board-delegated powers shall contain:

- (a) the names of the persons who disclosed or otherwise were found to have a Financial Interest in connection with an actual or possible conflict of interest, the nature of the Financial Interest, any action taken to determine whether a conflict of interest was present, and the decision of the Board of Directors or committee as to whether a conflict of interest in fact existed; and
- (b) the names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

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

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

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

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

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

ARTICLE VII RECORDS AND REPORTS

Section 7.1 General.

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

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

ARTICLE VIII GENERAL PROVISIONS

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

Section 8.2 Notice and Waiver of Notice.

- (a) Except as otherwise provided in the Articles of Incorporation or these

required to be given pursuant to these Bylaws may be permitted by applicable law and with the effect therein provided.

- (b) Whenever any notice is required to be given to any person under the provisions of the North Carolina Nonprofit Corporation Act or under the provisions of the Articles of Incorporation or Bylaws, a waiver thereof in writing signed by the person or persons entitled to such notice and included in the minutes or filed with the corporate records, whether done before or after the time stated in the notice, shall be equivalent to the giving of such notice.

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

Section 8.4 Indemnification.

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

to the extent consistent with, the requirements for qualification of a tax-exempt corporation described in Section 501 (c)(3) of the Internal Revenue Code of 1986, as amended, expenses incurred by a director in defending an action, suit or proceeding may be paid by the Corporation in advance of the final disposition of such action, suit or proceeding upon receipt of an undertaking by or on behalf of the director to pay such amount unless it shall ultimately be determined that he or she is entitled to be indemnified by the Corporation against such expenses.

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

Section 8.5 Construction. All personal pronouns used in these Bylaws shall include persons of any gender. All terms used herein and not specifically defined herein but defined in the North Carolina Nonprofit Corporation Act shall have the same meanings herein as given under the North Carolina Nonprofit Corporation Act, unless the context otherwise requires.

Section 8.6 Amendments.

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

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

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

Academic Advisory Committee. The Academic Advisory Committee will be comprised of professional educators, as well as other individuals with interest and experience in teaching adolescents. We hope to include, for example, retired teachers, local business leaders and others interested in education, broadly defined. The Committee will provide a forum for educators and other individuals with relevant expertise to work with the School's Principal and faculty to develop and continually improve the School's curriculum. The Committee also will include at least one person with expertise in meeting the needs of exceptional children.

Student Government. An active student government in which students are meaningfully involved in real decisions affecting their school will be one of the School's most innovative features. We agree with the National Council for the Social Studies (NCSS) that "Effective student governments serve a number of important purposes in our schools. They are laboratories in which students can learn and practice essential citizenship skills, respect for human dignity, and the value of the democratic process. They provide students with effective forums for advocating new ideas and initiating school improvements. Effective student governments also provide a platform for the orderly expression of conflicting viewpoints and procedures for resolving conflicts when students disagree with policies and decisions that affect their lives."⁴

The North Carolina legislature endorsed this view in 2003 by enacting a law encouraging all high schools and middle schools to have elected student councils "through which students have input into policies and decisions that affect them." The law further provides that "The purpose of these student councils is to build civic skills and attitudes such as participation in elections, discussion and debate of issues, and collaborative decision making. Schools shall encourage active, broad-based participation in these student councils."⁵

A close connection between the School and the surrounding community is central to our mission of helping young people develop into competent and active citizens. The student government will serve as a community engagement committee and leadership development tool. Student government will be responsible for selecting, organizing and executing regular community service events for the school. The student government will be comprised of elected student leaders as well as parent and school volunteers to assist and supervise the student government. Service learning combines community service experience with classroom instruction and reflection. It "bring[s] to life important political and social issues and thereby encourages youth activism and engagement."³ The



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ing and its integration with a leadership development
ool and will also help the school to strengthen its

Parent Teacher Organization (PTA). The School will have an active parent-teacher organization (PTA). The PTA will help with fundraising, coordinate parent volunteers for field trips, etc., and promote parent involvement in their children's education. The PTA will also provide another forum where students can observe adults in leadership roles developing plans and working out issues in a voluntary association with its own bylaws and procedures, which will further our specialized education goals. Additional plans regarding the PTA and parent involvement follow in the "Education Plan."

3 Cynthia Gibson, *From Inspiration to Participation: A Review of Perspectives on Youth Civic Engagement* (Carnegie Corporation of New York, November 2001), p. 8.

4 See <http://www.socialstudies.org/positions/studentgovt/>

5 N.C. Gen. Stat. §115C-81(g2).

D EDUCATIONAL FOCUS

MISSION:

The mission of the proposed charter school is as follows:

Leadership Learning Academy will provide a balanced and comprehensive liberal arts education with a value added focus on leadership, physical education, business and technology for students in grades 6 through 12. Our students will be challenged to learn on multiple intelligences, think critically and creatively, act with ethical and aesthetic awareness, and develop a powerful leadership skill set to prepare them for successful higher learning and adult careers.

PURPOSES OF PROPOSED CHARTER SCHOOL:

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

1. Improve student learning. Every school, of course, should be designed to maximize student learning. Several features of Leadership Learning Academy will be especially conducive to improved student learning, including small school size, small class size, a focus on active learning, and a rigorous curriculum with high expectations for all our students. There is a considerable amount of research supporting the conclusion that smaller schools, properly implemented, improve student outcomes as well as having positive effects on school safety, equity, and teacher and parent attitudes.⁶ There is similar support in the literature for small class sizes,⁷ active problem-based learning,⁸ and high student expectations,⁹ all of which will be among the School's key features.
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. Leadership Learning Academy will increase learning opportunities for both at-risk and gifted students using Howard Gardner's Multiple Intelligences. Our curriculum and our personalized learning environment, in which every student will be encouraged to reach his or her full potential, will provide an excellent environment for students of all academic levels and learning types. In addition, the School will provide all students with the same college preparatory curriculum and expect that all students, regardless of socio-economic background or previous school

ably to succeed in college when they graduate. Research shows that students with all abilities learn more in academically rigorous courses, and students who are traditionally thought of as "at-risk" often benefit the most, especially at the high school level.¹⁰ By coupling a rigorous education and high expectations, with a personalized learning community and extra support for students who need it, Leadership Learning Academy will increase learning opportunities for all students, especially those who may be at risk of academic failure or first-generation college attendees.

3. Encourage the use of different and innovative teaching methods. Small school size is itself an innovation in an area where middle schools and high schools typically have enrollments in excess of 1,000 and 2,000 students, respectively. In addition, we plan to modernize learning by implementing Howard Gardner's Multiple Intelligences across all disciplines to encourage cross curricular ties and increase student motivation and learning. All teachers who wish to join our faculty will be required to have successfully completed training from a third party in the use of Multiple Intelligences and see themselves as lifelong learners engaged in a common educational enterprise with students to continually improve our academic institution in both course content and teaching methods. Our teachers will be encouraged to innovate and will be supported in their efforts through a collegial environment, various professional development opportunities and the assistance of the Academic Advisory Committee. Our curricular innovation includes leadership courses based on practical application, offering unique foreign languages, college preparation, exclusive physical education classes, advanced technologies and rigorous business education. These innovations are detailed below in our Education Plan.
4. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site. As suggested in the previous paragraph, one of the most exciting features of our school will be the growth of our teachers as professionals. One benefit of having a clear mission is that it helps us identify relevant professional development opportunities. Annual workshops on Multiple Intelligences are just one example of such professional development opportunities. Because this institution is designed to provide an intimate learning experience, the teachers will be able to influence and improve upon the curriculum through the use of our Academic Advisory Committee. By allowing teachers the responsibility to provide input and communicate inefficiencies and successes and improve upon those systems, teacher growth and retention becomes a character trait of the Leadership Learning Academy.
5. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system. Use of Multiple Intelligences to challenge students of all academic abilities will expand the choices of educational opportunities available to parents and

g County. Providing specialized curriculum in several areas like leadership, physical education, college and business, the Leadership Learning Academy configuration is a remarkable offering among public schools in our area, and will allow us to provide additional support in the critical transition from middle school to high school. The School's small size will also provide an important new choice for parents and students. The baseline size for high schools in Mecklenburg County is 2,000 students, and several high schools exceed that number. North Mecklenburg High School has nearly 3,000 students. Many students do not thrive in such large environments, and will benefit from the availability of a smaller public school.

6. Hold the schools established under [the charter school law] accountable for meeting measurable student achievement results, and provide the schools with a method to change from rule-based to performance-based accountability systems. Our self-evaluations will be focused on measuring important student outcomes and determining whether we have been successful in accomplishing our primary goal: providing students with a rigorous general education that will enable them to succeed in college or, if they choose not to attend college, a trade skill institution or high-level knowledge-based employment. In addition to oversight by the North Carolina State Board of Education, we will hold ourselves accountable, and we expect all of our stakeholders to hold us accountable, for accomplishing that goal.

⁶ For an excellent synthesis of small school research, see Kathleen Cotton, *New Small Learning Communities: Findings from Recent Literature* (Northwest Regional Education Laboratory, December 2001). Available: http://www3.scasd.org/small_schools/nlsc.pdf

⁷ Barbara Nye, Larry V. Hedges & Spyros Konstantopoulos, *Do Minorities Experience Larger Lasting Benefits from Small Classes?* The Journal of Educational Research 98(2) (2004).

⁸ J.D. Bransford, A.L. Brown & R.R. Cocking, *How People Learn: Brain, Mind, Experience and School* (National Academy Press, 2000).

⁹ Clifford Adelman, *Answers in the Toolbox: Academic Intensity, Attendance Patterns and Bachelor's Degree Attainment*. (U.S. Department of Education, 1999).

¹⁰ See *High Schools with High Expectations for All*, an Issue Paper from The High School Leadership Summit. Available: <http://www.ed.gov/about/offices/list/ovae/pi/hsinit/papers/highex.pdf>



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Leadership Learning Academy will provide a high quality secondary education in a supportive, small-school, environment. We will provide the same core curriculum for all students, teaching by grade level in middle school (grades 6-8) and by discipline with a college preparatory curriculum in the Middle School (grades 9-12). Without neglecting the importance of core curriculum; Math, Science, English and Social Studies our educational focus is adding studies to enhance academic potential, improve personal growth and provide a robust skill set to empower our local middle and high school students for higher learning and successful adult careers.

PROPOSED GRADE LEVELS:

2010-11: 6-8 2011-12: 6-9 2012-13: 6-10 2013-14: 6-11 2014-15: 6-12

EDUCATION PLAN

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

Education Theory and Foundation of the Model

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

A great education should be personalized and challenge every student to their personal best. Instruction based curriculum will be created and implemented using Howard Gardner's Multiple Intelligences Theory (MI). MI will develop each student's strongest intelligences and natural abilities while strengthening their overall character. The MI method will be used across all disciplines to enhance both our basic core curriculum and our value added educational focus.

Dr. Gardner says that we should place equal attention on individuals who show gifts in the other intelligences: the artists, architects, musicians, naturalists, designers, dancers, therapists, entrepreneurs, and others who enrich the world in which we live. Unfortunately, many children who have these gifts don't receive much reinforcement for them in school. Many of these kids, in fact, end up being labeled "learning disabled," "ADD (attention deficit disorder)," or simply underachievers, when their unique ways of thinking and learning aren't addressed by a heavily linguistic or logical-mathematical classroom. The theory of multiple intelligences proposes a major transformation in the way our schools are run. It suggests that teachers be trained to present their lessons in a wide variety of ways using music, cooperative learning, art activities, role play, multimedia, field trips, inner reflection, and much more.¹¹

I. Provide a Rigorous College Preparatory Program to Prepare Students For a Competitive Higher Learning Environment.

The benefits of higher education like a college or university are proven to have a profound positive impact both individually and on the community as a whole. A 1998 report published by the Institute for Higher Education Policy reviews the individual benefits that college graduates enjoy, including higher levels of saving, increased personal/professional mobility, improved quality of life for their offspring, better consumer decision making, and more hobbies and leisure activities.¹² According to a report published by the Carnegie Foundation, non-monetary individual benefits of higher education include the tendency for postsecondary students to become more open-minded, more cultured, more rational, more consistent and less authoritarian; these benefits are also passed along to succeeding generations.¹³ Additionally, college attendance has been shown to "decrease prejudice, enhance knowledge of world affairs and enhance social status" while increasing economic and job security for those who earn bachelor's

shown a positive correlation between completion of not only for oneself, but also for one's children. In fact, controlling for differences in earnings) are positively correlated with the health status of their children" and "increased schooling (and higher relative income) are correlated with lower mortality rates for given age bracketsö. ¹⁴ Preparing youth for successful higher academia then provides a most needed service not only for current generations, but also for future generations.

In addition to meeting the core curriculum for college preparation which includes; 4 years of English, 3 years of mathematics including Algebra 1, Geometry and Algebra 2, And it often includes: 1 or more years of mathematics beyond Algebra 2, e.g., trigonometry or calculus, 3 years of natural science including such lab sciences as biology, chemistry and physics, 3 years of social studies; and, 2 years of a second languageö¹⁸, the Leadership Learning Academy middle and high school higher education preparation plan is to provide guidance in the following additional areas:

1) Superior Study Habits

The student is responsible for taking the most out of their own education. Instilling effective study habits then allows each student to function as a self-learner and retain more of what is provided by the educators. According to Dr. Bob Kizlik, "Study skills improve learning and understanding and ultimately your grades." ¹⁵ Individual and group study assignments under the direction of a highly qualified educator will be assigned to aid the development of highly effective study skills.

2) Challenging Courses

According to educator Dr. Kurt Hahn, "A big enough challenge will bring out strengths and abilities you never knew you had. Take on challenges and you will bring yourself to life." ¹⁶ The MI vehicle allows teachers to challenge each unique student to their highest potential, but also provides another key component of success for growth through challenge, that is a supportive environment to nurture the process and provide encouragement.

3) Outstanding Student Literacy

Research indicates that reading increases writing ability, comprehension, vocabulary, spelling and grammatical development. ¹⁷ Reading quality literature on a consistent basis will aid the development of university ready aptitude in literacy.

4) Gainful Extracurricular Activities

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

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

¹¹ Dr. Thomas Armstrong, *Multiple Intelligences*, (2000). See http://www.thomasarmstrong.com/multiple_intelligences.htm.

¹² Institute for Higher Education Policy (1998). Reaping the Benefits: Defining the Public and Private Value of Going to College. The New Millennium Project on Higher Education Costs, Pricing, and Productivity. Washington, DC: Author..

¹³ Rowley, L.L., & Hurtado, S. (2002). The Non-Monetary Benefits of an Undergraduate Education. University of Michigan: Center for the Study of Higher and Postsecondary Education.

¹⁴ Cohn, E., & Geske, T.G. (1992). Private Nonmonetary Returns to Investment in Higher Education. In Becker, W. & Lewis, D. The Economics of American Higher Education. Boston, MA: Kluwer Academic Publishers.

¹⁵ Dr. Bob Kizlik, Effective Study Skills, (October 2009). See <http://www.adprima.com/studyout.htm>.

¹⁶ Dr. Kurt Hahn and James Neill, Development-by-Challenge Philosophy, (February 2005). See <http://wilderdom.com/risk/ChallengeConceptGrowthByStressWithSupport.html#Development>.

¹⁷ Krashen, Stephen. The Power of Reading. Libraries Unlimited. 1993.

¹⁸ *A New Core Curriculum for All: Aiming High for Other People's Children* (Education Trust, Winter 2003).

Integrating technology and business into the curriculum for the purpose of creating analytical thinkers capable of connecting information with workplace experiences plays a vital role in the Leadership Learning Academy experience. Courses will be offered beyond the NC Board of Education's standards for both technology and business. Students will use common business productivity tools such as Word, Excel, Power Point and the Internet to research, collaborate and evaluate information. Using these tools will prepare students both for higher learning and a future in the work force. While using the latest technology in a well equipped classroom, students will integrate the use of this technology as they practice writing business plans, operations management and decision making under the supervision of educators and business professionals. Cross curricular ties in business and technology will be the apex of our program offered in an exclusive Business Technology course.

III. Develop Strong Leadership Skills That Will Benefit Students in Practical Applications

According to a study on Leadership performed by Adsidia, "excellent leadership generates high levels of business performance and success."¹⁹ Strong Leadership Skills are linked to higher financial earning, greater confidence and healthier interpersonal relationships. As our name states, the Leadership Learning Academy is focus driven on developing the youth of today into tomorrow's leaders, armed with outstanding communication and public speaking skills, management proficiency, confidence and experience preparing them for personal and professional success in our community.

Borrowing support from expert individuals across many industries including IBM, Queens University, the Cedar Grove Learning Center, ITT, MAIA and Robbins Research International Inc., we have a powerful leadership development program that has demonstrated overwhelming success on individuals ranging from age 10 to 64 for the past 4 years. The 14 class program outlined below, coupled with student class presentations, team building challenges and out-of-class community activities organized by the student government will equip students as effective leaders and integrate cross curricular ties between leadership and core academics.

Goal setting ó Setting goals sets your sight on success

The communication and learning process ó DECR: Demonstrate, Explain, Correct, Repeat

Beating public speaking anxiety ó Tips for success in public speaking

Providing constructive criticism - Praise, Correct, Praise and indirect correction

Verbal communication skills ó Voice projection and removing filler words

Non-verbal communication ó Positive body language, posture and touch



Leadership Learning Academy

Leading with positive instruction over negative instruction

Up to leading with positive instruction

The leadership blueprint ó Building a manual and plan across different leadership environments

The language of seating ó Positioning yourself for interpersonal success

Crowd control ó The dynamics of large group leadership

The six thinking hats ó Edward Debono's six thinking hats and exploring different perspectives

Conflict resolution ó Based on the Thomas Killman conflict mode instrument

Ethics ó A guide to exploring ethical decision making processes

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

¹⁹ Adsidia, The Economic Benefits of Leadership Development, (February 6th 2009). See www.adsidia.com/The_Economic_Benefits_of_Leadership_Development_090204-1.pdf



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Leadership Learning Academy

Involvement and Encourage Active PTA Participation

Family Research Project "For the overall population of students, the academic advantage for those whose parents were highly involved in their education averaged in the general range of about 1/2 of a standard deviation for overall educational outcomes, grades, and academic. This means that the academic achievement score distribution for children whose parents were highly involved in their education was substantially higher than that of their counterparts whose parents were less involved."²⁰ The Michigan Department of Education even reports that, "family participation in education is twice as predictive of student academic success as family socioeconomic status."²¹

To foster family involvement Leadership Learning Academy will use Epstein's Six Types of Parent Involvement. Joyce L. Epstein, Ph.D., of the Center on School, Family, and Community Partnerships at Johns Hopkins University identifies a framework composed of six critical components to ensure maximum parent and family involvement in child education.²³

The Leadership Learning Academy Family Involvement and PTA plan

1) PARENTING: Help all families establish home environments to support children as students.

- ✓ Parent education or training for parents on how to assist their children
- ✓ Family support programs to assist families with health, nutrition, and other services.

2) COMMUNICATING: Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.

- ✓ Conferences with every parent at least once a year.
- ✓ Language translators to assist families as needed.
- ✓ Regular schedule of useful notices, agenda notes, phone calls, newsletters, e-mail and other communications.

3) VOLUNTEERING: Recruit and organize parent help and support.

- ✓ School and classroom volunteer program to help teachers, administrators, students, and other parents.
- ✓ Parent room or family center for volunteer work, meetings, and resources for families.
- ✓ Online calendar to identify all available talents, times, and locations of volunteers.

as to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning. Information for families on skills required for students in all subjects at each grade.

- ✓ Information on homework policies and how to monitor and discuss schoolwork at home.
- ✓ Family participation in setting student goals each year and in planning for college or work.

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

- ✓ Active PTA or other parent organizations, advisory councils, or committees for parent leadership and participation.
- ✓ Advisory committees to assist and work for school reform and improvements.
- ✓ Networks to link all families with parent representatives.

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

- ✓ Information for students and families on community health, cultural, recreational, social support, and other programs/services.
- ✓ Information on community activities that link to learning skills and talents, including summer programs for students.

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

The Leadership Learning Academy will employ teachers and directors who have a university degree in child education. Our education is highly specialized. It not only requires teachers who are trained in education, but dedicated individuals who are able to listen, encourage, support children, and create a learning environment that enables them to use their skills and motivation to learn.

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

Education

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

The MMPI, studied the impact of martial arts on delinquent adolescents and found that stressing not only physical but also the psychological aspects, demonstrated lessened aggression, lowered anxiety, and increased self-esteem. In addition, scores on the Jackson Personality Inventory revealed a significant increase in social adroitness and value orthodoxy.²³ Layton, Higaonna, and Arneil also found that the practice of martial arts lowered aggression.²⁴ Kurian, Verdi, Caterino, and Kulhavy found that the longer a martial arts student practiced and moved up in belt rank, the higher the levels of self-reliance and optimism.²⁵ In their study, higher belt rank was associated with more positive attitudes toward life. In an earlier study using Cattell's 16 Personality Factor Questionnaire, Kurian, Caterino, and Kulhavy found that the longer a student studied martial arts, the lower the score on anxiety and the higher the score on independence.²⁶ Another study concluded that applying the principles of martial arts led to a general improvement in psychological health, especially in terms of assertiveness and stress management.²⁷ Rothpearl, reviewing four studies, concluded that, despite problems assigning causality, involvement in a martial art helps students cope with stress.²⁸ Another school in Topeka, Kansas reported their "gentle warrior" martial arts class is having a dramatic impact with a 50% drop in school suspensions, a 32% drop in visits to the principal, and a 20-point increase in standardized academic achievement test scores in the first 18 months of the project.²⁹ Parents of children and adolescents in a martial arts program noted that the most important benefit of martial arts was their children's increased self-confidence.³⁰

In physical education, the greatest emphasis is usually placed on improving various factors related to a student's psychomotor domain. However, practicing martial arts can also enhance aspects of the affective domain. Physical educators should be particularly interested in the fitness benefits that participation in martial arts provides. Toskovic, Blessing, and Williford had adults participate in an exercise program that incorporated martial arts and found that the subjects improved their cardiovascular conditioning, weight control, and fat loss.³¹ Studies involving children and adolescents participating in martial arts have shown improvements in their muscular strength,³² flexibility and balance,³³ and anaerobic power and capacity.³⁴ Instruction will be provided by highly qualified Black Belt instructors who share both our academic vision and commitment to a safe and productive adolescent education.

²⁰ Harvard Family Research Project, (Volume X, Number 4, Winter 2004/2005). See

²² Epstein, 1995, p. 703

²³ Trulson, M. E. (1986). Martial arts training: A novel "cure" for juvenile delinquency. *Human Relations*, 39(12), 1131-1140.

²⁴ Layton, C., Higaonna, M., & Arneil, S. (1993). Karate for self-defense: An analysis of goju-ryu and kyokushinkai kata. *Perceptual and Motor Skills*, 77(3, Pt. 1), 829-830.

²⁵ Kurian, M., Verdi, M.P., Caterino, L. C., & Kulhavy, R. W. (1994). Relating scales on the Children's Personality Questionnaire to training time and belt rank in taekwondo. *Perceptual and Motor Skills*, 79(2), 904-906.

²⁶ Kurian, M., Caterino, L. C., & Kulhavy, R. W. (1993). Personality characteristics and duration of taekwondo training. *Perceptual and Motor Skills*, 76(2), 363-366.

²⁷ Fuller, J. R. (1988). Martial arts and psychological health. *British Journal of Medical Psychology*, 61, 317-328.

²⁸ Rothpearl, A. (1980). Personality traits in martial artists: A descriptive approach. *Perceptual and Motor Skills*, 50, 395-401.

²⁹ Stuart W. Twemlow, Frank C. Sacco. (Fall, 1998). The application of traditional martial arts practice and theory to the treatment of violent adolescents, See http://findarticles.com/p/articles/mi_m2248/is_131_33/ai_53368566/?tag=content;coll

³⁰ Boudreau, F., R., Folman & B. Konzak. 1992. Oriental martial techniques as technologies of self. A reply to Michel Foucault. *Sociological Abstract*.

³¹ Toskovic NN, Blessing D, Williford HN. (June 2004). J Sports Med Phys Fitness: Physiologic profile of recreational male and female novice and experienced Tae Kwon Do practitioners., 44(2):164-72.

³² Falk, B., & Mor, G. (1996). The effects of resistance and martial arts training in 6 to 8 year old boys. *Pediatric Exercise Science*. 8(1), 48-56.

³³ Violan, M.A., Small, E.W., Zetaruk, M.N. and Micheli, L.J. (1997) The effect of karate training on flexibility, muscle strength, and balance in 8 to 13-year-old boys. *Pediatric Exercise Science* 9, 55-64.

³⁴ A F Melhim. (1980). Aerobic and anaerobic power responses to the practice of taekwon-do. *British Journal of Sports Medicine* 2001;35:231-234.

In the Middle School, teachers will design courses to meet and exceed the requirements of the North Carolina Board of Education curriculum standards.³⁵ We will make every effort to identify potential teachers early in the planning year, so that they can work with the Board of Directors and the Academic Advisory Committee to design appropriate courses in line with the North Carolina State Board of Education's Standard Course of Study except that we will offer additional advanced courses in technology, leadership and business programs.

Structurally, teachers will instruct by grade level to encourage cross curricular unit planning and cooperative group learning. Student discipline is administered through conflict resolution and learning with Multiple Intelligences will better serve a broader vision of education, wherein teachers use different methodologies, exercises and activities to reach all students, not just those who excel at the traditional linguistic and logical intelligence and gives students responsibility for their own learning. The program developers maintain that these structural and philosophical changes, along with increased collaboration between staff, will improve the quality of instruction.

In terms of developing a curriculum for the Middle School, we will work with the Academic Advisory Committee and instructional staff to select materials aligned with the North Carolina Standard Course of Study. A variety of materials will be considered and selected based on meeting and exceeding state academic standards and alignment with the Leadership Learning Academy academic vision.

High School Curriculum

In the Middle School, teachers will design courses to meet the requirements of the North Carolina college/university prep curriculum. We will make every effort, early in the planning year to coordinate education efforts with the Board of Directors, teacher and PTA to design appropriate courses. We will also draw on the excellent resources available from the Access Family Services, Leadership Martial Arts and other local business partnerships in developing our school programming. In designing our curriculum, teachers will teach by discipline and utilize the Multiple Intelligences teaching principles for high school instruction to encourage heterogeneous group instruction and quality teaching for more challenging material.

Although we will establish learning communities at both the Middle School and the High School, they will not be isolated islands. Leadership Learning Academy will be one community dedicated to lifelong learning. We will integrate the Middle School and High School in many ways, including tutoring of Middle School students by High School students, school-wide plays and performances, and other opportunities address by both the Student Counsel and Academic Advisory Committee.

Foreign Language and Fine Arts



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Partnership Learning Academy

Arts are critical parts of a general education, and the education in these areas. With respect to Foreign Language American Sign Language as a unique and practical mix of foreign languages. Our fine arts program will consist of a photography class and another course to be determined by the availability of qualified fine arts instructors. The photography course will integrate digital editing for the purpose of incorporating cross curricular technology ties to the material.

³⁵ <http://www.ncpublicschools.org/curriculum/graduation/table>

Proposed high school graduation requirements for Leadership Learning Academy are as follows:

Content Area	Course of Study	Credits
English	English Language Arts I, II, III, IV (Specific courses to be developed during planning year)	4
Mathematics	Algebra I, Algebra II, Geometry, and one higher level math course with Algebra II as prerequisite	4
Science	Physics, Chemistry, Biology, Earth/Environmental Science (or AP Environmental Science)	4
Social Studies	Government, Civics and Economics, US History, World History and one additional civics or service-learning course (specific courses to be developed during planning year)	3
Modern Foreign Languages	Two courses in the same modern foreign language	2
Fine Arts	Photography and a Fine Art TBD by availability	1
Technology Education	Two course will be offered in Technology Education (<i>Fundamentals of Technology, Business Technology</i>)	2
Health and Physical Education	One daily class period will be devoted to a combination of physical education using martial arts and the healthful living component of the NC Standard Course of Study.	1
	TOTAL CREDITS	25

The above requirements comply with the North Carolina college/university prep course of study, as well as the entrance requirements for the University of North Carolina, and provide several additional credits. For example, the program proposed above includes two credits for Technology Education, while the college/university prep course of study requires only one. Consistent with the School's mission, that additional credit is intended to provide expanded coverage for civic education. In addition to the currently required course, we will require an integrated Leadership course and Business course program.

At the High School, we intend to follow the North Carolina Standard Course of Study for mathematics, science, English and social studies and develop our own courses in the areas of Business, Technology, Leadership Development and Physical Education. We will develop courses that meet all North Carolina graduation requirements but will emphasize learning with multiple intelligence theory, cross curricular ties and the integration of leadership skills in every day class activities. We will use materials that are consistent with the highest standards of their respective disciplines and the best technologies affordable. We also intend to offer Advanced Placement courses in each field of study although, again, the specific courses to be offered will be determined during the planning year.



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North Carolina high school exit standards, which will include a senior project and pass End-of-Course assessments in Math, Science, and Economics, and U.S. History.

Proposed 2011-2012 School Calendar

The following proposed calendar for the School's 2011-2012 school year generally aligns with the typical CMS calendar. However, it provides for 183 instructional days, thus creating a "cushion" (i.e., three days in excess of the required 180 days) to allow for school closings for adverse weather conditions, etc. If more than three days of school are missed, make-up days will be scheduled. Our anticipated bell schedule is from 8:45am to 4:00pm.

FIRST DAY OF SCHOOL	August 29, 2011
Labor Day Holiday	September 5, 2011
Teacher Workdays/Parent Conferences	October 27-28, 2011
Veterans Day (Observed)	November 11, 2011
Thanksgiving Holiday	November 23-25, 2011
Winter Break	December 22, 2011 ó January 1, 2012
Teacher Workday	January 2, 2012
President's Day	February 20, 2012
Teacher Workday	March 8-9, 2012
Spring Break	April 2-6, 2012
Teacher Workdays/Parent Conferences	April 16-20, 2012
Memorial Day	May 28, 2012
LAST DAY OF SCHOOL	June 19, 2012



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2011

00 ó Regular School Day

00 ó Teacher Workday

00 ó Holidays/Closings

August

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
					0	3

September

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
					24	21

October

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31				43	19

November

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
					61	18

December

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
					76	15

2012

January

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
					97	21

February

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			
					17	20

March

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
					37	20

April

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
					48	11

May

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
					70	22

June

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
					82	13



Evaluation Tools

In addition to any state or federally mandated tests, Leadership Learning Academy may administer additional tests to provide useful information to students, parents, and teachers. Since the School's mission is also to provide all of our students with a high quality college preparatory curriculum, any additional tests we use will be designed to measure college readiness. Although no final decisions have been made about whether to administer additional tests, the SAT or PSAT Assessment is a likely choice. The SAT and PSAT Assessment is designed to assess high school students' general educational development and their ability to complete college-level work, and SAT results are accepted by virtually all U.S. colleges and universities.

Student Achievement Goals

Consistent with our mission, our ultimate goal is for our students to learn on multiple intelligences, think critically and creatively, act with ethical and aesthetic awareness, and develop a powerful leadership skill set to prepare them for successful higher learning and adult careers. In order to take those goals seriously, we will need to develop operational definitions that are assessable. There are at least two components to this: we expect our students to acquire a good general education that will prepare them for success in college, and want them to acquire a leadership disposition, i.e., both the ability to be an effective and productive leader and team member. Along the way, we expect our students to make progress from year to year and to perform at or above grade level. During the planning year, the Board, Academic Advisory Committee, teachers and PTA will develop rubrics and formative assessment instruments like parent evaluations to measure our students' performance (and thus the School's success) in accomplishing the goals contained in our mission statement.

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

It should go without saying that we will follow all applicable federal and state laws and regulations concerning the education of children with special needs. We will utilize special education teachers to consult with regular classroom teachers, provide direct instruction for exceptional children, and help us make appropriate curricular and assessment modifications. Such accommodations will be provided in all areas. For example, if we decide to administer the SAT assessment as discussed above, then reasonable accommodations will be provided for students with disabilities in accordance with SAT's policies regarding documentation of an applicant's disability and the process for requesting accommodations.

We will also ensure that our regular classroom teachers are sensitive to the needs of exceptional children, both in the initial hiring process and by providing training and professional development to help teachers learn to identify and assist students with special needs. As an example of such training, we plan to enroll all of our core subject teachers and lead administrators in the Schools Attuned Program, North Carolina, which has been funded by the North Carolina General Assembly. All of our Middle School Teachers will be trained in the Schools Attuned: Generalist Path; our High School teachers will follow the Specialist Path. Both curricula are designed to accomplish the same primary objective ó to support educators in creating classrooms that meet the learning needs of students through an understanding of the guiding principles and neurodevelopmental framework taught through Schools Attuned.

At Leadership Learning Academy, we will establish a school-wide culture of sharing and serving all students and a collaborative school structure that supports inclusion. These factors have been shown to foster collaboration between regular classroom teachers and special education teachers, leading to the successful inclusion of exceptional children in regular classrooms minimize the areas in which children with special needs feel singled out.³⁶

As previously dictated our Academic Advisory Board will consist of at least one member with experience in working with children with special needs. Utilization of this valuable resource in planning our special needs programming will afford that Leadership Learning Academy is capable, considerate and successful in that endeavor. At the beginning of each year educators will prepare informal individual learning plans for each student. Students with Individualized Education Programs (IEPs) under the Individuals with Disabilities Education Act (IDEA) will thus simply engage in a more formal version of the process that all students go through. Similarly, by basing our discipline policy on school-wide implementation of positive behavior support, teachers will use the same rules and strategies with respect to all students while also complying with the rules regarding discipline of students under IDEA. We will make every effort to create awareness of, and support for, the challenges often faced by exceptional children.

³⁶ Teri Wallace, Amy R. Anderson, and Tom Bartholomay (2000). Collaboration: An Element Associated with the Success of Four Inclusive High Schools, *Journal of Educational and Psychological Consultation* 13(4), 349-381.

any will not discriminate against any student on the basis of ethnicity, national origin, gender, or disability, and will not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. Pursuant to GS 115C-23 8.29B(b)(1), the School's Board of Directors may refuse to admit any student who is suspended or expelled from any school due to actions that would lead to suspension or expulsion from a public school under GS 115C-391 until the period of suspension or expulsion has expired.

For the 2011-2012 school year only, the School will hold an open enrollment period beginning on the later of April, 2011 or the day after the date the School receives final approval from the State Board of Education, and ending in July, 2011. In all subsequent years, the School will hold an open enrollment period from January 1st through February 28th of each year. If, in any year, February 28th falls on a Saturday or Sunday, then the enrollment period will end on the preceding Friday.

Prior to submitting an application, a student and his or her parent or guardian will be encouraged to attend an informational session at which the School's philosophy and educational approach will be explained, and questions answered. All students who submit a complete application by 5:00pm on the last day of the enrollment period will be admitted, unless the number of applications received for any grade level exceeds the number of openings at that grade level.

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

For the 2011-2012 school year only, the admissions lottery will be held (if necessary) on July 8, 2010. In all subsequent years, the admissions lottery will be held on the second Saturday in March. The lottery will be conducted in a board meeting that is open to the public by one or more members of the Board of Directors who do not have any children enrolled in, or applying for admission to, the School and at least one additional disinterested person from the community to ensure fairness. All names will be randomly drawn and students will be admitted based on the order of selection. The lottery will continue until all names are drawn, and students not admitted will be placed on a waiting list in the order in which their names are drawn. If any admitted student declines to enroll in the School, then admission will be offered to students on the waiting list, in order. If openings remain available for any grade after the enrollment period ends, then additional applications will be accepted on a first come, first served basis until there are no further openings. Additional applications may also be accepted, in the order in which received, and placed on a waiting list in the same order. Applications will be date- and time-stamped upon receipt.

not admitted for any year will be required to file a new application for admission in a later year. The Principal will send either a written or electronic letter to the parent of each applicant. The parent or legal guardian of each child accepted must then confirm the child's eligibility for enrollment and intention to enroll within 14 days of receipt of the notice of acceptance. Prior to enrollment, the following documentation for each accepted student must be submitted by his or her parent or legal guardian:

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

A Draft Student Application Form is attached as **Appendix V**. A draft Parent/Student Handbook is attached as **Appendix VI**. These documents, especially the Parent/Student Handbook, will be more fully developed during the planning year as the Board of Directors and the Principal consider and adopt specific school policies.

STUDENT CONDUCT AND DISCIPLINE GS 115C-238.29B(b)(12); GS 115C-238.29F(d)(4 and 5):

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

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

• Academic achievement scores improved up to 75%

• Absenteeism reduced up to 45%

• Suspensions reduced up to 80%

• Truancy reduced up to 13%

• General discipline reduced up to 90%

• Violence reduced up to 85%

• Drug, alcohol, and tobacco use reduced up to 71%

• Criminal bookings reduced up to 94%

• Self-concept improved up to 43%

See: <http://www.positiveaction.net/>

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

Definition of Discipline

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

Proactive Approach to School-Wide Discipline

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

The six units cover specific positive actions for the whole person— physical, intellectual, social, and emotional.

Unit 1 The Philosophy and Thoughts-Actions-Feelings Circle

Unit 2 Positive Actions for a Healthy Body and Mind

Unit 66 Positive Actions for Improving Yourself Continually

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

1. Behavioral Expectations are Defined. A small number of clearly defined behavioral expectations are defined in positive, simple, rules. Example: "Use Common Sense, Be Respectful, Take Responsibility"

2. Behavioral Expectations are Taught. The behavioral expectations are taught to all students in the building, and are taught in real contexts. The goals of the teaching are to take broad expectations (Be Respectful), and provide specific behavioral examples (In class: being respectful means raising your hand when you want to speak or get help. During lunch or in the hall: being respectful means using a person's name when you talk to him or her). Teaching appropriate behavior involves much more than simply telling students what behaviors they should avoid. Behavioral expectations are taught using the same teaching formats applied to other curricula. The general rule is presented, the rationale for the rule is discussed, positive examples ("right way") are described and rehearsed, and negative examples ("wrong way") are described and modeled. Students are given an opportunity to practice the "right way" until they demonstrate fluent performance.

3. Appropriate Behaviors are Acknowledged. Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis. Some schools do this through formal systems (tickets, rewards), others do it through social events. Schools that are successful in creating a competent culture typically establish a pattern in which adult interactions with students are "positive" four times as often as they are "negative." To achieve this standard, some strategy is needed to build and maintain positive adult initiations to students (both in class and outside of class). Appropriate behaviors should be recognized or rewarded immediately.

4. Behavioral Errors are Corrected Proactively. When students violate behavioral expectations, clear procedures are needed for providing information to them that their behavior was unacceptable, and preventing that unacceptable behavior from resulting in inadvertent rewards. Students, teachers, and administrators all should be able to predict what will occur when behavioral errors are identified.

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

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

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

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

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

6. The policies and procedures for the discipline of students with disabilities will be consistent with federal laws and regulations. If the School suspends a student with special needs, it will continue to provide the student with all continuing education services to the extent mandated by federal and state laws.

BUSINESS PLAN

Moreover, since CMS was released from its court-ordered desegregation plan in 2001, CMS's schools - including its middle and high schools - have become less integrated in terms of race and socio-economic status. A study by Roslyn Mickelson at the University of North Carolina at Charlotte found that, in the 2003-2004 school year, 7.6% fewer middle schools and 20.6% fewer high schools were racially balanced as compared with the 2001-2002 school year.³⁸

Only one charter school in the City of Charlotte serves both middle and high school students, and that school is located in the South Charlotte area. We know from a number of research studies that low-income students perform better academically in schools that are socio-economically balanced. Leadership Learning Academy will provide such an environment and will provide the same college preparatory curriculum to all students by providing an option for families in the north Charlotte area.

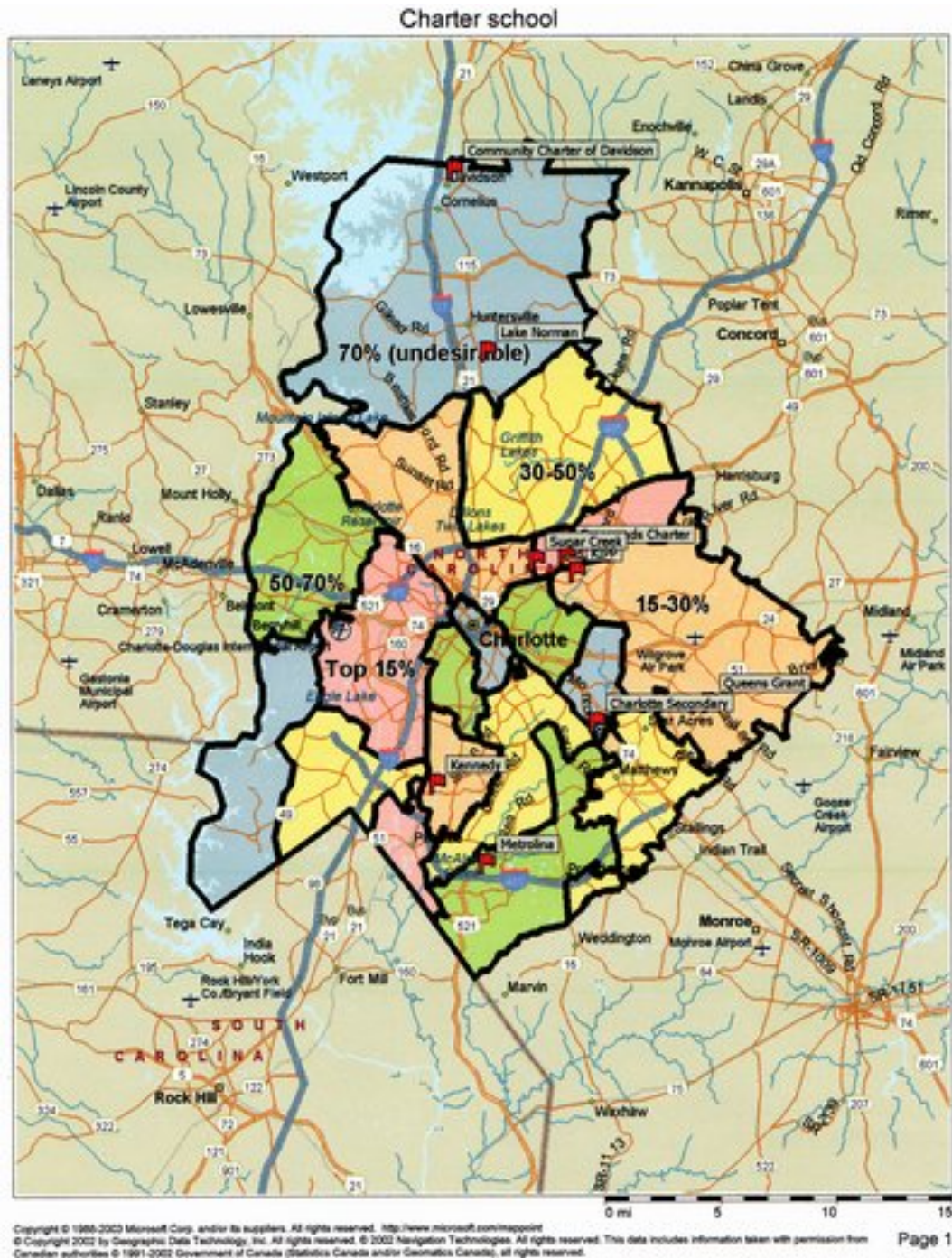
Given the factors discussed above, we believe that the proposed charter school, with its strong education model, well-built business plan and the formidable resources of its founders and their companies will help to meet the desperate need for successful schools grades 6-12 in Charlotte. Our strong commitment to racial and socio-economic diversity will serve a significant public purpose by demonstrating that it is possible to achieve academic success with a diverse student population.

DEMOGRAPHICS AND LOCATION

We used Nielsen Claritas's PRIZM demographics segmentation system to locate the areas with the greatest need for a Leadership Learning Academy. Nielsen Claritas is the world's leading demographic data provider and demographic information consultant. The PRIZM system divides the US population into 64 distinct market segments. Using their system we searched for the market segments that fit four distinct criteria.

First we found market segments that contained large amounts of school age children of middle and high school age that fit our planned grade availability and found 24 segments that matched. Of those 24 segments we narrowed our search by looking for families who could not afford private school educations and those with poor socio economic backgrounds, specifically, households with middle to lower incomes and narrowed our search to 11 market segments. Of those 11 market segments we found with a high propensity to hold a management occupation and professional likelihood that they would appreciate the benefits of our Leadership programming. To further narrow our search and find families that desired a college preparatory program we looked for families in which the parents had attempted some form of college education even if unsuccessful in completing and found 4 distinct market groups that matched all four criteria. PRIZM Segments 31, 44, 52 and 54.

With the most need we performed an analysis of each zip region to locate the largest concentrations of these market segments based on their need concentrations and found that the best zip code in which to place this charter academy was 28262 a high need zip code (top 15%-30%) nestled in between two prime zip codes (Top 15%) and lacking any current charter school options.





believe with great certainty that by placing the Leadership
zip code we will be able to meet the largest number of
take advantage of our unique academic programming

while providing a valuable service to families with poor socio economic backgrounds and
provide powerful educational opportunities to a substantial number underprivileged youth in our
community.

³⁸ Mickelson, Roslyn A. "The incomplete desegregation of the Charlotte-Mecklenburg schools and its
consequences, 1971-2004." In *School resegregation: Must the South turn back?*, edited by John Charles Boger
and Gary Orfield, 99. Chapel Hill, NC: University of North Carolina Press, 2005. ²⁹ See:
<http://www.LeadershipMA.com/charter/study.shtml> for PRIZM segments and LLA market analysis.

PROJECTED STAFF:

	2011-12	2012-13	2013-14	2014-15	2015-16
Total # of students	240	320	400	480	560
Principal	1.0	1.0	1.0	1.0	1.0
Assistant Principal	1.0	1.0	1.0	1.0	1.0
Service Learning Coordinator	0.5	0.5	0.5	1.0	1.0
Director of Student Health and Physical Education	1.0	1.0	1.0	1.0	1.0
Nurse/School Health Coordinator	0.5	0.5	0.5	1.0	1.0
Special Education Specialist(s)	1.0	1.0	1.0	2.0	2.0
Librarian	0.5	0.5	0.5	1.0	1.0
Guidance Counselor(s)	1.0	1.0	1.0	2.0	2.0
Administrative Assistant(s)	1.0	1.0	1.0	2.0	2.0
Maintenance Staff	1.0	1.0	1.0	2.0	2.0
Administration	8.5	8.5	8.5	14.0	14.0
Middle School Core Subject Teachers:					
English Literature	3.0	3.0	3.0	3.0	3.0
History/Geography/Civics	3.0	3.0	3.0	3.0	3.0
Mathematics	3.0	3.0	3.0	3.0	3.0
Science	3.0	3.0	3.0	3.0	3.0
High School Core Subject Teachers:					
English Literature	1.0	2.0	3.0	4.0	4.0
History/Geography/ Civics/Economics	1.0	2.0	3.0	4.0	4.0
Science	1.0	2.0	3.0	4.0	4.0
Math	1.0	2.0	3.0	4.0	4.0
Total Core Subject Teachers	16	20	24	28	28
Other Classroom Teachers (FT/PT)					
Middle School:					
Spanish	1/0	1/0	1/0	1/0	1/0
Music and Art	0/2	0/2	0/2	0/2	0/2
Technology	0/1	0/1	0/1	0/1	0/1
Student Health/Physical Ed.	0/1	0/1	0/1	0/1	0/1
High School					
Latin	0/1	1/0	1/0	1/0	1/0
Foreign Languages	0/0	0/2	0/2	0/2	0/2
Fine Arts	0/1	0/1	0/1	0/1	0/1

	0/1	0/1	0/1	0/1	0/1
	0/1	0/2	0/3	0/3	0/3
	17.0	22.0	26.0	30.0	30.0
Total Part Time Teachers	8.0	10.0	11.0	11.0	11.0
Total Administrative Staff	8.5	8.5	8.5	14.0	14.0
Total Staff	33.5	40.5	45.5	55.0	55.0

QUALIFICATIONS REQUIRED FOR INDIVIDUAL POSITIONS: GS 115C-238.29F(e):

When selecting a Principal for the School, the Board of Directors will seek a person with exceptional qualifications who can fill the dual role of instructional leader and charter school administrator. With respect to teachers, the federal *No Child Left Behind* law requires all teachers of core academic subjects (English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography) to be highly qualified as specified by PL 107-110, the No Child Left Behind Act of 2001, and 1.01 and 1.02 of the State Board of Education Policy Manual. The AALE Charter School Accreditation Standards suggest the following criteria, which will also guide the Board of Directors and the Principal when hiring faculty:

1. A distinguished undergraduate record in a broad variety of liberal arts subjects,
2. A major, concentration, minor, or significant coursework in the teacher's liberal arts subject area(s),
3. Graduate coursework and/or degree(s) in the teacher's liberal arts subject area(s),
4. A high score on a relevant and rigorous test, such the Graduate Record Examination Subject Area Tests, or
5. Significant professional experience in fields requiring liberal education and/or advanced knowledge in the teacher's subject area(s).

Teacher Licensure Plan

General Policies

1. All employees who hold professional valid licenses issued by the SBE are subject to the rules pertaining to licensed professionals and their licenses may be revoked based on any of the grounds listed in 16 N.C.A.C. 6C. 0312. In addition, licensed administrators are subject to the mandatory reporting requirement if a licensed employee engages in physical or sexual abuse of a child.

2. Prior to each academic year, and as required by the SBE, the School will report the total number of teachers and the total number of teachers who hold valid licenses who are employed to teach at the School.

3. The School will not employ, or accept voluntary services from, any individual whose certificate or license has been suspended or revoked by the SBE or any other licensing board or agency on the grounds of unethical or immoral behavior, including improper sexual or physical conduct with children or students.

4. In the case of a school employee who is on leave from employment with the

by the local board of education if such employee is design, or otherwise subjected to disciplinary action misconduct. The School will cooperate with the local board of education and provide any information requested concerning such employees.

Licensure Renewal Program

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

Initial Licensure Program

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

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



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ership Learning Academy

ment system for the Initial Licensure Program will be



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Leadership Learning Academy

ENROLLMENT 2011-2016

NAME OF PROPOSED CHARTER SCHOOL Leadership Learning Academy

IDENTIFY LEA FROM WHICH

STUDENTS WILL PROBABLY COME

List LEA #1 ó Charlotte-Mecklenburg (100%)

List LEA #2 ó

List LEA #3 ó

GRADES		2011-2012			2012-2013			2013-2014			2014-2015			2015-2016		
		LEA1	LEA 2	LEA 3	LEA1	LEA 2	LEA 3	LEA1	LEA 2	LEA 3	LEA1	LEA 2	LEA 3	LEA1	LEA 2	LEA 3
Kindergart	K	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
First	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Second	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Third	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Fourth	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Fifth	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sixth	6	80	0	0	80	0	0	80	0	0	80	0	0	80	0	0
Seventh	7	80	0	0	80	0	0	80	0	0	80	0	0	80	0	0
Eighth	8	80	0	0	80	0	0	80	0	0	80	0	0	80	0	0
Ninth	9	0	0	0	80	0	0	80	0	0	80	0	0	80	0	0
Tenth	10	0	0	0	0	0	0	80	0	0	80	0	0	80	0	0
Eleventh	11	0	0	0	0	0	0	0	0	0	80	0	0	80	0	0
Twelfth	12	0	0	0	0	0	0	0	0	0	0	0	0	80	0	0
LEA TOTALS		240	0	0	320	0	0	400	0	0	480	0	0	560	0	0
Overall TOTAL Enrollment/ADM		240			320			400			480			560		



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Partnership Learning Academy

BUDGET 2011-2016

	2011-12	2012-13	2013-14	2014-15	2015-16
REVENUE (1)					
State ADM Funds	\$1,012,056	\$1,349,408	\$1,686,760	\$2,024,112	\$2,361,464
Local Per Pupil Funds	559,795	746,394	932,992	1,119,590	1,306,189
State EC Funds	85,090	113,453	141,817	170,180	198,544
Other - Food Service	66,600	88,800	111,000	133,200	155,400
Total Revenue	\$1,723,541	\$2,298,055	\$2,872,569	\$3,447,083	\$4,021,596
EXPENSES					
Salary Expense: (2)					
Principal	\$65,000	\$66,950	\$68,959	\$71,027	\$73,158
Assistant Principal	50,000	51,500	53,045	54,636	56,275
Service Learning Coordinator	17,500	18,025	18,566	38,245	39,393
Director of Student Health and Physical	35,000	36,050	37,132	38,245	39,393
Nurse	17,500	18,025	18,566	38,245	39,393
Librarian	15,000	15,450	15,914	32,782	33,765
Guidance Counselor	30,000	30,900	31,827	65,564	67,531
Administrative Assistants	25,000	25,750	26,523	54,636	56,275
Maintenance Staff	20,000	20,600	21,218	43,709	45,020
Total Administrative Salaries	\$275,000	\$283,250	\$291,748	\$437,091	\$450,204
Full Time Teacher Salaries (excluding	709,500	954,810	1,174,416	1,353,889	1,394,505
Total Administrative and Full Time Salaries (excluding EC teacher)	\$984,500	\$1,238,060	\$1,466,164	\$1,790,980	\$1,844,709
Part Time Teacher Salaries	91,500	117,806	133,474	137,479	141,603
Total Salaries	\$1,076,000	\$1,355,866	\$1,599,638	\$1,928,458	\$1,986,312
Social Security and Medicare Taxes (7.65%)	82,314	103,724	122,372	147,527	151,953
Employee Benefits (3)	147,675	185,709	219,925	268,647	276,706
Total Benefits	\$229,989	\$289,433	\$342,297	\$416,174	\$428,659
Special Education Teacher Salaries and Benefits	\$58,872	\$60,638	\$62,457	\$128,662	\$132,522
Other Special Education	82,037	119,021	157,445	133,022	134,395
Total Exceptional Children Expenses	\$140,909	\$179,659	\$219,902	\$261,684	\$266,917



Charter School Learning Academy

	2011-12	2012-13	2013-14	2014-15	2015-16
	\$18,000	\$20,000	\$20,400	\$20,808	
Schools Attuned	300	300	300	300	300
Summer Teacher Workshops	3,000	3,060	3,121	3,184	3,247
Other Staff Development	2,000	2,040	2,081	2,122	2,165
Total Staff Development	\$17,300	\$23,400	\$25,502	\$26,006	\$26,520
Equipment,					
Instructional Materials and	\$32,000	\$40,000	\$48,000	\$56,000	\$56,000
Office Supplies	20,000	20,400	20,808	21,224	21,649
Instructional Equipment (5)	96,000	24,000	24,000	24,000	0
Physical Education Equipment	10,000	5,000	5,000	5,000	5,000
Classroom Furniture (6)	64,000	16,000	16,000	16,000	0
Office Computers,	10,000	5,000	5,000	5,000	5,000
Other Office Equipment (7)	6,000	3,000	3,000	3,000	3,000
Testing Materials (8)	3,200	4,000	4,800	5,600	5,600
Total Equipment, Materials and	\$241,200	\$117,400	\$126,608	\$135,824	\$96,249
Food Service Expense	\$87,840	\$109,800	\$131,760	\$153,720	\$153,720
Overhead Expenses:					
Rent (9)	\$300,000	\$440,000	\$726,000	\$937,500	\$937,500
Insurance	15,000	15,300	15,606	15,918	16,236
Utilities	12,000	12,240	12,485	12,734	12,989
Maintenance/Repairs	10,000	10,200	10,404	10,612	10,824
Transportation (10)	30,744	38,430	46,116	53,802	53,802
Telephone	10,000	10,200	10,404	10,612	10,824
Marketing	3,000	3,060	3,121	3,184	3,247
Finance/Accounting (11)	38,400	55,000	64,740	74,483	75,972
Student Travel and Activities (12)	6,400	8,000	9,600	11,200	11,200
Contingency Fund	30,000	40,000	50,000	50,000	50,000
Total Overhead Expenses	\$455,544	\$632,430	\$948,476	\$1,180,045	\$1,182,596
Total Expenses	\$2,248,782	\$2,707,988	\$3,394,183	\$4,101,911	\$4,140,973
Budget Surplus	\$10,405	\$152,392	\$82,822	\$7,608	\$22,619

NOTES TO BUDGET:

- (1) Detailed revenue calculations are set forth below following the budget.
- (2) Detailed salary calculations are set forth below following the budget.
- (3) Estimated at 15% of total administrative and full time salaries

equipment used for instruction and related items, e.g., overhead projectors, televisions, VCRs. Smart boards, etc. Also includes science equipment, etc. Estimated at \$300 per incremental student.

(6) Desks, tables, chairs. Estimated at \$200 per incremental student.

(7) Copier/fax/file cabinets telephone equipment and annual maintenance.

(8) Estimated at \$10 per student.

(9) A full size school to accommodate 560 students, with all resources on-site, is estimated to require approximately 65,000 to 70,000 square feet. (See **FACILITY DESCRIPTION** below for detailed estimates.) We assume that, through shared facilities, we will reduce that requirement and grow into that much space. We estimate that we will occupy 30,000 square feet in our first year of operation, 40,000 square feet in our second year, 60,000 square feet in our third year, and 75,000 square feet of space thereafter. We estimate leasing costs at \$10.00 per square foot in 2010, increasing by 10% annually thereafter until "locking in" at \$12.50 in year four.

(10) Estimate 10% of students will require transportation, average round trip commuting distance of 15 miles at cost of \$0.35/mile. ($0.35 \times 15 \times 183 \text{ days} = \960.75 per year for each student using transportation).

(11) Estimated at \$120/student; also include estimated cost of annual financial audit of \$7,000 beginning in year 2.

(12) Estimated at \$20 per student.

FINANCIAL CALCULATIONS

	2011-12	2012-13	2013-14	2014-15	2015-16
Total Projected Enrollment	240	320	400	480	560
Exceptional Children Estimated Headcount (10%)	24	32	40	48	56
State ADM Funds (1)	\$4,216.90	\$4,216.90	\$4,216.90	\$4,216.90	\$4,216.90
Local Per Pupil Funds (2)	\$2,332.48	\$2,332.48	\$2,332.48	\$2,332.48	\$2,332.48
State EC Funds (3)	\$3,545.42	\$3,545.42	\$3,545.42	\$3,545.42	\$3,545.42
Total State ADM Funds	\$1,012,056	\$1,349,408	\$1,686,760	\$2,024,112	\$2,361,464
Total Local Per Pupil Funds	559,795	746,394	932,992	1,119,590	1,306,189
Total Per-Student Revenue (4)	\$1,571,851	\$2,095,802	\$2,619,752	\$3,143,702	\$3,667,653
Total State EC Funds	\$85,090	\$113,453	\$141,817	\$170,180	\$198,544
Food Service Revenue (5)	\$66,600	\$88,800	\$111,000	\$133,200	\$155,400

NOTES:

(1) - (3) From the Resource Manual for 2010 Charter School Applications, p. 15.

(4) We have assumed a 0% annual increase in state funding and 0% increase in local funds due to the recent budget cutting trends.

(5) Food service revenue is assumed to be \$3.00 per day for 185 days, or \$555 per year for each participating student. We assume 50% of students will participate in the lunch program.



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Partnership Learning Academy

PENSE CALCULATIONS

	2010-11	2011-12	2012-13	2013-14	2014-15
Salary Schedule (1)					
Administration:					
Principal	\$65,000	\$66,950	\$68,959	\$71,027	\$73,158
Assistant Principal	\$50,000	\$51,500	\$53,045	\$54,636	\$56,275
Service Learning Coordinator	\$35,000	\$36,050	\$37,132	\$38,245	\$39,393
Director of Student Health and Physical Education	\$35,000	\$36,050	\$37,132	\$38,245	\$39,393
Nurse	\$35,000	\$36,050	\$37,132	\$38,245	\$39,393
Special Education Specialist	\$48,000	\$49,440	\$50,923	\$52,451	\$54,024
Librarian	\$30,000	\$30,900	\$31,827	\$32,782	\$33,765
Guidance Counselor	\$30,000	\$30,900	\$31,827	\$32,782	\$33,765
Administrative Assistant	\$25,000	\$25,750	\$26,523	\$27,318	\$28,138
Maintenance Staff	\$20,000	\$20,600	\$21,218	\$21,855	\$22,510
Teachers:					
Core Subject Teachers	\$45,000	\$46,350	\$47,741	\$49,173	\$50,648
Other Full Time Teachers	\$37,500	\$38,625	\$39,784	\$40,977	\$42,207
Part Time Teachers (2)	\$11,438	\$11,781	\$12,134	\$12,498	\$12,873
Total Salaries by Position					
Principal	\$65,000	\$66,950	\$68,959	\$71,027	\$73,158
Assistant Principal	50,000	51,500	53,045	54,636	56,275
Service Learning Coordinator	17,500	18,025	18,566	38,245	39,393
Director of Student Health and Physical Education	35,000	36,050	37,132	38,245	39,393
Nurse	17,500	18,025	18,566	38,245	39,393
Special Education Specialist(s)	48,000	49,440	50,923	104,902	108,049
Librarian	15,000	15,450	15,914	32,782	33,765
Guidance Counselor(s)	30,000	30,900	31,827	65,564	67,531
Administrative Assistant(s)	25,000	25,750	26,523	54,636	56,275
Maintenance Staff	20,000	20,600	21,218	43,709	45,020
Total Administrative Salaries	\$323,000	\$332,690	\$342,671	\$541,993	\$558,252
No. of Full Time Core Subject Teachers	16	20	24	28	28
Total Salaries - Full Time Core Subject Teachers	\$720,000	\$927,000	\$1,145,772	\$1,376,836	\$1,418,14
No. of Other Full Time Teachers	1	2	2	2	2
Total Salaries - Other Full Time Teachers	\$37,500	\$77,250	\$79,568	\$81,955	\$84,413



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Charter Learning Academy

	80,500	\$1,336,940	\$1,568,010	\$2,000,783	\$2,060,80
	8	10	11	11	11
Total Part Time Teacher Salaries	\$91,500	\$117,806	\$133,474	\$137,479	\$141,603
Total Salaries	\$1,172,000	\$1,454,746	\$1,701,485	\$2,138,262	\$2,202,41

NOTES:

- (1) All salaries are assumed to increase 3% per year.
- (2) Part time teachers are assumed to teach two 45-minute classes per day. An assumed rate of \$25/hour for 90 minutes of classroom time and 60 minutes of planning time per day for 183 days equals estimated annual pay of \$11,437.50.



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Partnership Learning Academy

DATE OF APPLICATION

Cash on Hand: \$50,000
Certificates of Deposit: \$0
Bonds: \$0
Real Estate: \$0
Capital Equipment: \$0
Motor Vehicles: \$0
Other Assets: \$0
Total: \$50,000



AUDITS: PROGRAM AND FINANCIAL

PROGRAM AUDITS: GS 1 15C-238.29B(b)(6)

Leadership Learning Academy will participate in periodic program appraisals to design and carry out appropriate self-evaluations of our implementation of the Multiple Intelligences instruction and curriculum. The Academic Advisory Committee will be charged with the responsibility for measuring the results of our programming including hiring third party assessments and implementing any necessary improvements to ensure modernized learning and superior educational quality.

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

In accordance with GS 115C-238.29F(f), Leadership Learning Academy, Inc., will: (1) comply with the financial audits, audit procedures, and audit requirements adopted by the SBE for charter schools; (2) comply with the reporting requirements established by the SBE in the Uniform Education Reporting System, and (3) report at least annually to the SBE the information required by the SBE. We expect to retain (subject to final approval by the Board of Directors) the firm of Miller, Sherrill Blake Eigel to conduct an annual independent single financial audit. Contact information for the firm is as follows:

Miller, Sherrill Blake Eigel CPA PA
1515 Shopton Rd.
Charlotte, NC 28217
(704) 559-5383
(704) 559-5389 (fax)

HEALTH AND SAFETY REQUIREMENTS GS 115C-238.29F(a):

Health Information Cards. All enrolled students must have a completed Health Information Card on file in the Principal's Office. Any student with a medical condition, e.g., diabetes, asthma, etc., should have this condition noted in red at the top of their card. Parents are encouraged to communicate any significant health history information of each child to the Principal's office, so that the child's needs may be met while at school. If a student is under a physician's care and is asked to take medication while in school, a note from the physician to that effect should be given to the Principal's office.

Well-Being of Students. Students at Leadership Learning Academy should be happy and growing in knowledge. As part of faculty in-service, Leadership Learning Academy teachers will be provided training in mandatory reporting procedures for suspected child abuse. Leadership Learning Academy teachers will be attentive to students who come to school displaying any of the signs of child abuse that were outlined in their training course, and will follow the prescribed procedures for reporting suspected abuse.

Crosswalk Safety. To ensure safety, all pedestrians are required to cross at designated crossings only.

Bicycle Safety. To create order and provide the opportunity for locking bicycles, bike racks will be provided for students who ride bicycles to School. Bicycles should not be parked near the entrance to the School or on the grass. Bikes must be walked on School grounds. All bicycles must be in compliance with legally mandated regulations regarding equipment and visual signals (headlights, brakes, reflectors, pennants, etc.). All students riding their bikes to and from Leadership Learning Academy are strongly encouraged to wear a safety helmet.

Mopeds. Mopeds may be driven to school, but may not be driven on campus sidewalks. Each rider must dismount upon reaching the sidewalk and wheel the moped to the bicycle racks provided. Moped riding on campus is subject to all state laws and campus policy. Use of helmets is strongly encouraged.

School Bus. School buses may be used for school purposes by drivers that meet the following requirement: a valid commercial bus driving license and requisite education safety courses. Students are not allowed to drive school buses.

Student Missing/Hiding. If a student is missing or hiding on school grounds the following procedures are followed:

1. Principal or designee implements a search of the school building and grounds.
2. Upon finding the student, determination of appropriate disciplinary action is made.
3. If the student is found injured, appropriate medical personnel are contacted.
4. If the student is not found, proceed to the procedures for runaway/abduction.

Runaway/Abduction. If a student runs away from the School during school hours or is abducted, the following procedures are followed:

who contacts 911 and remains on the line.

contact the parent(s) listed on the student's Health Information Card.

3. In the case of abduction, the Principal may designate appropriate personnel to observe the departing vehicle of the abductor(s) and student.
4. The Principal will contact the teacher to get an accurate description of the student's clothing.

Hostage Situation. If one or more persons are holding staff or students hostage on school grounds, the following procedures are followed:

1. Notify Law Enforcement (911) and remain on the line.
2. Notify teachers to move students away from the hostage situation.
3. Gather facts regarding the situation for the police; keep notes on times and communications with the person(s) holding the hostages, and gather any other witness information.
4. The police department will have a copy of the school floor plan.
5. Work with Law Enforcement to determine next steps.

Student Possession of Weapon on School Grounds. If a student is observed or reported to have a weapon on school grounds, the following procedures are followed:

1. Identify the student and his or her location in the building.
2. Alert the appropriate staff and Principal.
3. The School employee asks the student to accompany him/her to the Principal's Office.
4. Assess the situation to determine follow up steps.
5. Notify Law Enforcement (911).
6. When appropriate, ask the student to surrender the weapon or declare its location.
7. Call student's parent(s) and follow disciplinary procedures.

Unwanted Intruder. If a person who has no business on School grounds is observed, the following procedures are followed:

1. A member of staff notifies the Principal's office or escorts the stranger to the office.
2. The Principal and staff member investigate and take appropriate action:
 - a. Ask the person for their name and what his or her business is at the School.
 - b. If it is determined that the person does not have a legitimate reason to be on School grounds, request that he or she leave, and visually monitor the person's departure.
 - c. After the person leaves, notify Law Enforcement (911).



leave, the Principal will notify the staff to call the Law Enforcement (11).

- e. The Principal will then determine appropriate method of informing all school employees to take appropriate action and use caution. The movements/behavior of the intruder are visually monitored until the arrival of Law Enforcement personnel.
- f. Take note of what the person is wearing, type of car driving (get license plate number), visible signs of a weapon, general attitude, physical description (height, weight, race, hair color, length of hair, visible scars, etc.).
- g. School officials work cooperatively with Law Enforcement personnel.
- h. Principal submits police report and notifies School Board.

Bomb Threat and/or Explosion. If an explosive is either present or alleged to be present in the school building, which may or may not have exploded, the following procedures are followed:

Note: RFS Radios “Walkie Talkies” are not to be used during

a bomb threat. The receiver of a bomb threat call should:

1. Get word to the Principal or designee who orders an immediate building evacuation.
2. Write down the exact words of the caller.
3. Keep the caller talking.
4. Ask where the bomb is located and what time it is to go off.
5. Make note of the following:
 - a. Gender, age, and attitude of caller
 - b. Voice characteristics (accent, speech impediments or peculiarities)
 - c. Background noises
 - d. Date and time of the day the call was received
6. Give full report to the Principal or designee immediately.

Upon notice of a bomb threat:

1. Get word to the Principal or designee who orders an immediate building evacuation.
2. Upon evacuation signal, all personnel and students should evacuate the school building in accordance with the School evacuation plan. Windows and doors are left open in this phase of evacuation. A floor plan of the School is available.
3. A school staff member should shut off the main gas line (if applicable), and switch off the bell system for changing classes.
4. Notify the appropriate Law Enforcement agencies.
5. Conduct a visual search of the escape routes or hallways.
6. Three minutes after issuance of advisory code, or upon receipt of clearance report from hallways (whichever comes first), the Principal, search team, or designee should:

signal.

is evacuated

c. Report to an alternate emergency control center as designated on school grounds at least 300 feet from the building.

7. Staff should return to classrooms first for a final visual search prior to students entering the building.

Steps of action for an explosion:

1. Determine the location and extent of explosion, and get word to the Principal or designee who orders an immediate building evacuation.
2. The Principal or designee calls 911 and stays on the phone.
3. Evacuate the building using the fire evacuation plan unless special conditions warrant special instructions.
4. Assist with the injured or wounded.
5. Secure area until authorities arrive.

Evacuation Plan. Evacuation plans are posted in each classroom, office, and hallway to provide a visual display of proper evacuation routes from each part of the school building. Designated meeting places are established in a safe zone for each class and office.

- Staff receives training in building evacuation policies and procedures during faculty development at the beginning of each school year, and teachers train students in the evacuation drill procedures during the first week of school.
- When the evacuation alarm sounds or code is given (in the case of a bomb threat), the staff account for all students and visitors assigned under their supervision.
- Students immediately line up in total silence in their classrooms. It is very important to maintain calm, silence, and orderliness during evacuation.
- The teacher precedes the students to the assigned meeting place. Everyone proceeds silently in a straight line, single file, stays that way in their designated assembly area, and waits quietly for an all-clear signal from the Principal.
- Teachers are required to stay with their classes and take roll while students wait quietly until it is time to return to class. The Principal or designee account for any missing students or personnel.
- The Principal or designee consults with appropriate safety authorities to determine when the building can be safely reentered by staff and students.
- When the all-clear signal sounds, teachers lead their students back to class in the same quiet, orderly manner in which they left.

Student Accidents/Injury. School staff will be trained to provide CPR (cardiopulmonary resuscitation) and simple first-aid procedures.

will be available in the Principal's office for minor cuts and The Administrative Assistant may remove splinters, apply (with parental permission) cough drops, and a variety of over-the-counter products for minor first aid. The Administrative Assistant must always check a student's Health Information Card for a parent's signature (thus allowing permission) each time any medication is requested by a student.

If emergency medical assistance is required, the Administrative Assistant will attempt to contact both the parents and the family physician, in addition to the ambulance service. If a student is injured or ill, his or her parents must come to the Principal's office to meet the student at the time he or she is to be excused. Upon treatment by appropriate medical personnel, the Principal or designee fills out a Student Accident Report.

Immunization of Students. Leadership Learning Academy will ensure full compliance with all federal and state immunization requirements. The following policies and procedures will help ensure compliance and reduce the possibility of any child missing school because of noncompliance.

- A state approved medical waiver is acceptable if signed by the child's physician. An expiration date must be included.
- Upon enrollment, the family will be requested to present the student's immunization record. If the student is in compliance, the record will be copied and filed with the appropriate agency. If the student is in partial compliance, the parent or guardian will be given a checklist of necessary immunizations the child must have before attending school, and the family will be referred to the county health department.
- If non-compliance persists, follow-up telephone calls or letters will be provided to the parent or guardian. One week prior to the start of classes, a final notice will be sent.
- Students lacking proper immunization or a completed waiver will be denied admittance to the School until proof of immunization or a waiver is submitted.
- All students must have a completed physical signed by a licensed health care provider on file with the Principal's office.

Fire Safety Regulations. Leadership Learning Academy will maintain compliance with all applicable federal, state, and municipal fire and safety regulations, and submit to all inspections from authorities as required by law. The following fire safety guidelines are to be followed at all times:

- Fire lanes must remain clear at all times. All hallways, landings, stairs, and stairwells must be kept completely free and clear of any materials at all times. This includes tables, chairs, classroom materials, bicycles, plants, shoes, waste paper, etc.
- Fire exits must remain clear at all times. All doorways and doors must remain free and clear of any materials at all times.
- Fire control doors should be kept functioning at all times. Doors that have automatic holders should never be propped open. Use only the automatic holding mechanism to keep doors open.



be propped open when vacant.

gings should be kept in separate lockers.

Any violations of the above guidelines should be reported to the Principal immediately.

Fire Drill and Alarm Guidelines. Leadership Learning Academy will conduct fire drills each month in accordance with legally mandated guidelines.

- Staff and students will be notified when a fire drill will occur. The Principal or designee will set off the alarm, reset the alarm system, and monitor the drill.
- If there is a real fire, report the fire by activating the alarm. Upon hearing the alarm, administrative staff will notify the fire department.
- Upon hearing the fire alarm, students immediately line up in total silence in their classrooms. It is very important to maintain calm, silence, and orderliness during fire drills.
- The teacher makes sure that all students are accounted for and that the classroom windows are closed.
- The teacher precedes the students in the hallway to their assigned exit.
- Classroom doors should be closed after the last person is out.
- Fire Exit Routes: All classes go out the designated doors, the locations of which are posted in the hallways and each classroom. In classrooms with a functional window fire exit, use this exit.
- Everyone should exit the building silently in a straight line, single file, and stay that way in their designated assembly area outdoors, and wait for an all-clear signal from the Principal.
- Teachers are required to stay with their classes and take roll while students wait quietly until it is time to return to class. Any missing students are reported immediately to the Principal.
- When the all-clear signal sounds, teachers lead their students back to class in the same quiet, orderly manner in which they left.
- Fire drill evaluations are kept on file in the Principal's office.

Severe Storms and Tornadoes. As part of faculty development, the School staff is trained in the storm-safe areas designated for each class and office. Per the school safety plan, these are located along structural walls on the ground floor away from windows.

1. The School will keep an alarm-equipped weather radio in the Principal's office to alert staff to potentially threatening weather.
2. In the event of severe weather, the same procedure is used as for the fire drill. However, instead of going outside, all classes will proceed to their assigned areas within the building. The fire alarm is not used for tornado drills.
3. The Principal or designee uses an air horn to indicate the onset of severe weather, at which time staff and students will proceed to designated safe areas in the building.

has not yet decided how the food service program will be provided, whether by the School or under contract with a food service vendor such as a private contractor. The School will make that determination during the planning year, and will also contact the Mecklenburg County health department to determine what requirements must be followed. The School will comply with all state and local regulations concerning food handling, including compliance with the Mecklenburg County Food and Facilities Sanitation Program (F&FS), which is a component of the Environmental Health Division of the Mecklenburg County Health Department.

Hazardous Materials/Chemicals. Leadership Learning Academy will maintain compliance with all applicable federal, state, and municipal laws, regulations, and inspections regarding hazardous chemicals. The School will avoid the use of such chemicals wherever possible. The following guidelines are to be followed by staff and students at all times:

- Potentially hazardous materials are reviewed by the Principal or designee to ensure that material (or a more appropriate substitute) is safe for intended usage, and free of risk for staff and students.
- Material Data Safety Sheets (MSDS) are provided to the School Principal for any potentially hazardous materials to be brought into the School.
- Based on the review, materials are either approved with no special requirements, approved with specific use, storage, or disposal requirements, delayed for usage until further research, or disapproved for use.
- A running inventory is kept by the Principal's office of all hazardous materials or chemicals contained within the School. The list is updated monthly.
- Materials may only be stored in designated areas: No material may be stored in mechanical rooms or stairwell closets. Only steel or other nonflammable metal objects may be stored in stairwell closets.
- Materials with specific storage requirements will be kept in secure locations inaccessible to students and unauthorized personnel.
- MSDS are maintained for all approved materials in the areas where the corresponding materials are stored.

Any violations of the above guidelines for hazardous materials should be reported to the Principal immediately

Blood-borne Pathogens. Leadership Learning Academy will maintain compliance with all applicable federal, state, and municipal laws and regulations regarding blood-borne pathogens. The School's Exposure Control Plan will include all staff, students, and others who might have occupational or accidental exposure to blood or other potentially infectious materials.

All school employees will be required to complete a Blood-borne Pathogens Course prior to the first day of school. Upon successful completion of the course, each employee will submit a copy of the Blood-borne Pathogens Course certification to the School Principal for inclusion in the employee personnel files. Re-certification will occur at intervals according to legally mandated guidelines.



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at contact with blood-borne pathogens will be encouraged. If a staff member chooses not to be vaccinated, a refusal will be kept in the employee's staff file.

Exposure Control Policies and Procedures. All blood and body substances are considered by medical authorities to be potentially infectious and are to be handled to prevent infectious agents. For this purpose, personal protective equipment, including latex gloves, non-allergenic gloves, and a resuscitation mask, will be kept in each classroom and in the Principal's office.

- Gloves are worn during any head lice checks and at any time there is risk of exposure to blood or body substances.
- Mouth to mouth resuscitation is performed using a resuscitation mask.
- Hand washing facilities with hot and cold water, soap, and an approved drying device will be readily available. Hands will be washed after contact with any blood or body substances immediately after gloves are used.

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 Appraised value of the building and contents
- Motor Vehicle Liability \$1,000,000 per occurrence
- Bonding:

Minimum amount: \$250,000

Maximum amount: The amount of funds received by the School in the previous fiscal year from state and local sources

- Other
 - Boiler and Machinery - Replacement cost of the building
 - Workers Compensation - As specified by Chapter 97 of the North Carolina General Statutes
 - Umbrella Policy - \$5,000,000

TRANSPORTATION LEAVES 115C-238.29F(h):

As mentioned below under **FACILITY DESCRIPTION**, our vision for Leadership Learning Academy is that of a small school, which is physically integrated into its surrounding neighborhood. While we will recruit and accept students from throughout Mecklenburg County and beyond, carefully selecting an accessible location will help reduce transportation costs. We hope that many students will be able to walk or ride to school with their parents. However, for students who are not able to walk or ride to school on their own, we will use a variety of approaches to ensure that a lack of transportation will not preclude access to, and enrollment in, the School. These strategies may include: (1) carpools organized by the PTA, (2) use of public transportation by older students, and (3) point-to-point transportation between the School and strategically located pickup areas (either through a School-owned bus or under contract). As permitted by GS 1 15C-238.29F(h), we do not anticipate providing transportation to students who live within one and one-half miles of the School, or to students who reside in counties other than Mecklenburg County.

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

We have not yet obtained a facility; immediately after our charter application is approved, the Board of Directors will appoint a Facility Search Committee to identify potential sites and, subject to approval of the Board of Directors, negotiate a lease agreement. The Committee will be comprised of board members with knowledge of the local real estate market, zoning requirements, educational facility planning and real estate law. The facility will meet all applicable health and safety requirements, as required by NCGS 1 15C-238.29F(a). Before beginning the School's operations, the Board of Directors will provide the Office of Charter Schools a detailed description of the facility and the related financing arrangements, as well as a Certificate of Occupancy for Educational Use. We anticipate providing maintenance for the facility through a combination of School employees and outside contractors for services such as grounds maintenance, trash removal, etc.

In evaluating potential sites, the Committee will consider not only cost and the physical space requirements outlined below, but also the degree to which a given location will enhance our ability to accomplish our mission. That mission includes providing a high quality education for a racially and socio-economically diverse group of students. We also believe in the community development potential of charter schools. Thus, we will look for neighborhoods that are demographically balanced and in which our school can provide a community anchor. We will pursue creative options, such as facility-sharing arrangements, that may reduce our facility cost and provide access to community facilities such as libraries, parks and museums.

The following space guidelines are intended only for planning purposes, and provide baseline information for the budget included with this charter application. Our actual space needs will depend on a number of factors, including the availability of shared community facilities, and the configuration of the space may vary as well. Our physical space will be designed to maximize academic achievement under our particular educational model.



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	Number	Total Square Feet
Middle School general classrooms @ 850 sq. ft.	14	11900
Science prep/storage @ 250 sq. ft.	1	250
High School general classrooms @ 750 sq. ft.	14	10,500
Science prep/storage @ 250 sq. ft.	1	250
Shared Classrooms:		
Small group/exceptional children resource rooms @ 450 sq. ft.	1	900
Computer Lab @ 1,500	1	1,500
Media Center @ 3,000	1	3,000
Media Center storage/support space @ 1,000	1	1,000
Food Service:		
Dining	1	3,000
Kitchen	1	1,600
Serving	1	600
Gym/Auditorium:		
Gym (including lockers)	1	6,000
Health classrooms @ 750	1	1,500
Stage dressing rooms and storage	1	2,000
Administration/Miscellaneous:		
Principal	1	200
Assistant Principal	1	150
Reception	1	400
Administrative Assistants @ 150	2	300
Health Room	1	400
Other offices @ 150	2	450
Office storage/records	1	300
Guidance rooms @ 300	1	600
Conference rooms @ 400	1	600
Teachers lounge	1	400
Commons	1	1,500
Subtotal		49,300
Circulation, Toilets and Mechanical Space @ 40%		19,720
Grand Total Square Feet		69,020
Indoor Square feet/student at full capacity of 560		124



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38.29F(g)(1-7):

If this charter application is approved, the Board of Directors will immediately implement a marketing plan focused on educating our community about the Leadership Learning Academy. Our general marketing activities will range from sharing the charter school concept in general to narrowly focusing on the educational mission and philosophy of Leadership Learning Academy. The Board of Directors will establish a marketing director position that will have primary responsibility for planning and implementing our marketing and outreach efforts. Articles in the Mecklenburg Neighbors section of *The Charlotte Observer*, *Charlotte Parent*, and various local papers will reach interested parties throughout Mecklenburg County as well as release regular press releases.

Marketing efforts will also include posters and brochures distributed to community organizations, neighborhood groups, and faith communities; and public presentations at town halls, libraries, schools, churches, and neighborhood and city-wide festivals.

We will also develop a comprehensive web site that clearly communicates the School's mission, unique educational program, school calendar, faculty, student routine and class schedules, easy on-line application, and other features of interest about the School. Website marketing will be largely directed by a comprehensive Google AdWords campaign.

Those general marketing efforts will be accompanied by targeted outreach efforts designed to ensure a racially and socio-economically diverse applicant pool. Our research from Claritas concludes that many of our target market segments in need of this type of secondary education read Latin publications. To that end, we will place advertisements in Spanish-language newspapers, including *La Noticia*, *Que Pasa*, and *El Progreso Hispano*. We will also attempt to air public service announcements in Spanish on radio stations that have a large share of Hispanic listeners, including WNOW (1030AM) and *La Tremenda* (13 10AM), and attempt to share information about the School through *Caminando por las Carolinas*, a local Spanish-language television show.

Claritas also offers inexpensive mailing lists for direct mail marketing campaigns that will allow us to specifically target those families in our area that would benefit most from our unique educational offering. We anticipate sending out nearly 30,000 direct mail marketing pieces. With a lead generation of 1% or 300 leads we expect 40% to attend open house and 40% of those to signup giving us 48 expected first year applications for enrollment from direct mail alone.

Given that admission to the School is through a lottery (to the extent that we have more applicants than available seats), our efforts will be aimed at creating a diverse pool of applicants so that the student body chosen through the lottery will reflect that diversity.

Using the resources of our Board of Directors and their existing staff, all marketing materials will be created by a professional full time media specialist and the website built by a technology expert under the direction of the marketing director and approved by the board of



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ts and a board approval process will ensure all published
and represent quality academics for Leadership Learning
on who approves our charter.

LEA IMPACT STATEMENT

In accordance with the requirements of GS 1 15C.238.29B(d), we will provide a copy of this application to the Superintendent of Charlotte-Mecklenburg Schools within seven days. We will forward proof of delivery to the Office of Charter Schools as soon as possible.



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The foregoing application for the Leadership Learning Academy is submitted on behalf of Leadership Learning Academy, Inc. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it and other applicable laws.

Derek Richardson
Management Officer

Date: January 12, 2010

Derek Bullard
Board of Directors

Date: January 12, 2010

Sworn to and subscribed before me this

day of , 20____.

Notary Public
Official Seal

My commission expires _____ , 20____.



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APPENDICES

Articles of Incorporation

Resumes of Board Members

Planning Timeline

Letters of Recommendation

Draft Student Application

Draft Parent & Student Handbook



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Charter Learning Academy

CHARTER SCHOOLS OF INCORPORATION

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S

- Pam Smith
- Derek Bullard
- Melissa DeLeon
- Sarah Price



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Leadership Learning Academy

KENNETH RICHARDSON

9124 South Tryon St. Suite G
Charlotte, North Carolina 28211

Telephone: (704) 620-8151

E-mail: DRichardson@LeadershipMA.com

EDUCATION

QUEENS UNIVERSITY OF CHARLOTTE

Charlotte, North Carolina

Bachelor of Business Administration and Marketing, December 2003

CENTRAL PIEDMONT COMMUNITY COLLEGE

Charlotte, North Carolina

Graduation Certificate of American Deaf Culture, May 2003

EMPLOYMENT

LEADERSHIP MARTIAL ARTS FAMILY CENTERS

2006-Present

Charlotte, North Carolina

Family fitness centers focusing on character development, fitness and self-protection skills.

ALLEN & ASSOCIATES COMMERCIAL REAL ESTATE

2004-2005

Charlotte, North Carolina

Data mining and field work for commercial real estate appraisals and market research studies.

HANDLEY COMPUTER CORPORATION

Summer 2002

Boulder, Colorado

Marketing Director

Managed a small sales team selling membership database software.

NOTABLE ACCOMPLISHMENTS

Certified low and high ropes course team trainer ó Cornerstone Designs

Cedar Grove Retreat Center Lead Facilitator

Certified Level I Coach/Instructor ó USJA

Married wonderful wife - Jodi Richardson

COMMUNITY ACTIVITIES

Organizer of annual Levine Children's Hospital fundraising

Regular CMS volunteer (level IV)

Organizer of annual summer CMS fundraising

REV 161 (gang prevention program) creative programming



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ership Learning Academy

Pamela Smith
1428 Waverly Ave
Charlotte, NC 28203
(704) 374-1886

Professional Capabilities

Twenty-four years experience in education. including intermediate and middle grades, academically gifted, high-risk and learning-disabled children. Graduate studies include two Masters Degrees, with honors and National Board Certification.

Education

College

National Board Certification, Middle Childhood Generalist
M.Ed. - Winthrop College, Rock Hill, SC (GPA 4.0)
M.A. - SUNY Binghamton, NY (GPA 3.7)
B.A.- Elmira College, Elmira, NY (GPA 3.7)
Avery Hill College, London, England
Demographic Study, Belfast, Northern Ireland

Technical

Participated in 300+ hours' in-service training as instructor and student. Topics include writing; technology; science; geography; societal trends; effective teaching; classroom organization; literacy; cooperative learning; multiple intelligences; Positive Discipline; mentoring.

Professional Experience

Sharon School, Educator, Level-4, 1989 to present

Responsibilities - Teaching fourth and second grade classes to gifted and high-risk children.

Additional activities - Grade level 4 chairperson; co-chairperson of Life Night, Parent Teacher Association representative; field trip organizer; in-service education instructor, School Leadership Team, Faculty Advisory Committee; Grant team writer, Student Council Sponsor, writing instructor, mentor for new teacher.

Hidden Valley Elementary School, Educator, Intermediate level, 1985 - 1989

Responsibilities - Fourth grade teacher working with learning disabled, culturally disadvantaged; and gifted students.

Additional activities - Principal's Advisory Council; county representative for intermediate social studies; representative to North Carolina math teacher annual seminar, in-service writing instructor; Achievement by Choice committee member; grade level chairperson; implemented drug abuse program with UNCC

Binghamton City School District, Educator, Intermediate level, 1974 - 1980

Responsibilities - Intermediate grade level teacher.

Additional activities - Long-range planning; program design; student teacher training; instructor for New Your Art Teacher Association; implemented Aerospace Program.

Elmira, N.Y., Head Start Program Assistant Teacher, 1972 - 1973

Responsibilities - Program for four-year-old children.

Additional Activities - supervisor of part-time staff, social services coordinator

Professional Affiliations

Alpha Delta Kappa, honorary society for women educators
Phi Kappa Phi, national honor society for academic excellence
United States Geographical Alliance
North Carolina Wildlife Association
Habitat For Humanity
Whale Adoption Project

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ership Learning Academy

Derek E. Bullard
0 Tavernay Parkway
Charlotte, NC 28262

SUMMARY OF QUALIFICATIONS

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

PROFESSIONAL EXPERIENCE

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

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

THE FAMILY CENTER: August 1997-December 1999 Program Director, Connections at The Family Center



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Services Director to develop and implement the states
supervised visitation & exchange services for children

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

NATIONSBANK: October 2001-August 1997

Banking Officer, Manager

Provided leadership and management to various departments throughout my tenure including:

- Customer Service and Support, Responsible for a team of 40 associates who provided telephone customer services for Retail Banking customers in North and South Carolina.
- Loan Officer
- Retail Sales Department
- Project Management (Marketing Team)
- Customer Relations Officer. Worked with the CEO and his administrative staff at providing resolution for retail complaints that were directed to Mr. Hugh McColl's office.

EDUCATION AND PROFESSIONAL TRAINING

- Thomas Edison State College-BS in Human Services
- Over 150 training hours in various positive behavioral support and evidenced based programs including Positive Action+, MAPP, Incredible Years and 123 Magic.
- Successful grant writing experience and extensive experience monitoring outcome measures and performance related to state and federal contracts.
- Customer Service and Product Training-NationsBank 1991
- Supervisory Skills for New Managers-NationsBank 1991
- Introduction to Management-NationsBank 1991
- Personnel Law and Practices-NationsBank 1992
- Project Management-NationsBank 1993
- Advanced Management Training Program-NationsBank 1994
- MAPP-Foster Parent Training, Youth Homes, Inc 1994
- Therapeutic Crisis Intervention, Youth Homes, Inc 1994-1999
- Criticism and Discipline Skills for Managers-CareerTrack 2003



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EDUCATION AND HONORS

and father of three wonderful children.

Child and Adolescent Development 2008-2009

- Volunteer-Mecklenburg County Communities in Schools 2006-2009
- Volunteer-Fundraising Mecklenburg County Communities in Schools %Safe Journey Program+
- Therapeutic Foster Parent, Youth Homes Inc. 1994-1999
- Foster Parent of the Month, Youth Homes, Inc. 1995 and 1997
- Foster Parent Association President-Youth Homes, Inc. 1995 and 1996
- PTF President-Woodlawn Christian Academy 1994
- Member-DVAC (Domestic Violence Advocacy Council) 1997 and 1998
- Member-Mecklenburg County Shared Parenting Committee 1998 and 1999
- Member Supervised Visitation Network 1999-2001
- Private Pilot 2005
- Member Charlotte Flying Club 2004-Present



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Partnership Learning Academy

4200 Campus Drive
Charlotte, NC 28269
Phone: 704-919-1372
Melissa.DeLeon@cms.k12.nc.us

EDUCATION

1998 - 2000 Worcester State College, Worcester, MA
2000 - 2002 Bachelors of Arts, Financial Management, Franklin Pierce College, Rindge, NH
2003 - 2005 Masters of Art in Elementary Education, Fitchburg State College, Fitchburg, MA

EMPLOYMENT

2006 - Present Teacher, Charlotte - Mecklenburg School System, Charlotte, NC

- * Teach all subject matter curriculums
- * Meet and discuss students with parents on a consistent basis
- * Collaborate with a team to create plans, thematic units and M.I. Projects.
- * Team Leader - attend meetings w/ principal, outline planning time, take notes and submit to administration.
- * Attend professional development courses
- * Data Committee - 2nd grade representative
- * Taught Reading Differentiation Course to Coworkers
- * Candidate for National Board Certification 2009-2010

2005-2006 Teacher, North Middlesex Regional School District, Townsend, MA

- * Completed intense 1st year teacher Mentoring Program
- * Teach all subject matter curriculums
- * Meet and discuss students with parents on a consistent basis

2003-2005 Title 1 Reading/Math Tutor, Gardner Public School System, Gardner, MA

- * Star Test, document, and certify students into the Title 1 Program
- * Pull and plan for small groups to work on Reading
- * Work with Math Inclusion for certified students



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Partnership Learning Academy

Sarah L. Price, Ph.D.,
Quality Assurance Director
Charlotte, North Carolina

Access Family Services, Inc.
Quality Assurance Director
2633 W. Blvd.
Charlotte, NC 28208

13427 Arbor Trace Drive
Apt. 301
Charlotte, NC 28273
mail:sarah_price2001@yahoo.com
Work 704 787-3049
Cell 405 269-5344

EDUCATIONAL BACKGROUND

Doctor of Philosophy, Motor Behavior, University of Florida - December, 1997

Master of Art, Adapted Physical Education, The Ohio State University - June, 1988

Bachelor of Science, Dual Degrees, Health Education and Physical Education, teaching certification in Physical Education K-12. Johnson C. Smith University - December, 1986

EMPLOYMENT EXPERIENCE

Aug. 2006 - **Quality Assurance Director, Access Family Services, Inc.**

Present Major responsibilities include serving as a member on the upper management team, creating, managing, and implementing policies and procedures and overseeing data collection related to consumer satisfaction, stakeholder satisfaction, and ensuring agency adherence to national, state and federal regulations. Additional responsibilities include completing routine data analysis and reporting findings and then providing recommendations for follow-up. In 2008 I served as the Project lead for acquiring CARF (Commission on Accreditation of Rehabilitation Facilities) National Accreditation for the Agency. I conduct and oversee routine inspections for compliance (policies, procedures, safety, etc). I am currently the Access Family Services State Training Director - which includes training staff for required endorsed services (Intensive in Home, Community Support, Day Treatment, and Therapeutic Foster Care). My responsibilities also include serving as internal lead for the auditing team and making recommendations and establishing plans of correction for regional directors. Currently, I am serving as coordinator for the Safety Committee and Cultural Competency Committee. In 2008, I served as the interim Director for Day Treatment and periodically completed case management functions (assisting with the development of person centered plans and documenting case management interventions. My job catchments areas are for three regions in North Carolina (Charlotte, Asheville, and Wilmington).

Job Related Training

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NC Department of Public Instruction
Office of Charter Schools

2006 Hired by publishing agency öHuman Kineticsö to complete ancillaries for Motor Learning textbook.

Aug. 2004 ó **Associate Professor/ Interim Department Chair College of Education,**
 Aug 2006 **Florida A & M University**
 Major responsibilities included teaching graduate and undergraduate courses, serving as Associate Department Chairperson and Interim Department Chairperson and serving as department assessment coordinator. Additional responsibilities included serving as Student Academic Advisor and Student Majors Club Advisor. I tutored students and increased pass rate for students taking the Florida's teachers certification exam. I served on the University Committee for the National Council for Accreditation of Teacher Education, and was a member of University Assessment Committee. I worked on the College of Education ó Faculty Resource Allocation Committee, the University Tenure Review Committee, the Portfolio Assessment Committee, the University Athletic Council and the College of Education Leadership Council and served as student teacher advisor. I also presented at State and National conferences.

2005 Hired as Contract worker by Oklahoma State University to complete the National Accreditation Portfolio for Department of Human Performance

Aug. 1997 - **Assistant to Associate Professor, College of Education, Oklahoma State Aug.**
 2004 **University, College of Education**
 (Tenured at Oklahoma State University 2003)

Major responsibilities included teaching graduate and undergraduate courses, serving as program coordinator, and accreditation representative. I was the advisor for the Student Majors Club Advisor, served on the Scholarship Award Committee, Professional Development Council, Conceptual Framework Committee, and Faculty Governance Committee. I was the representative for the University Diversity Advisory Board, worked on the College Student Affairs committee, the College Multi Cultural committee member and worked on the College Education Leadership Institute committee. I was the National Council for Accreditation of Teacher Educators (NCATE) Faculty Representative, served on the NCATE Governance committee, NCATE Specialty committee, and Sabbatical committee. I was a peer advisor for academically gifted students in the Ronald E. McNair Post-Baccalaureate Achievement Program. I was a member of the National Council for the Association for Health, Physical Education, Recreation and Dance, College Representative for the Oklahoma Association for Health,

Feb 2001 **Summer Activity Director for the National Youth Sports Program,**
Dec 2002 **Oklahoma State University**
Major responsibilities included coordinating program on a day-to-day basis,
managing budget, managing personnel and overseeing administrative
responsibilities - Grant was funded by the National Collegiate Athletic
Association and included 500+ school age "at risk" children
Summer - Drug Prevention Specialist - presenter of drug safety policies and
prevention strategies for the National Youth Sports Program

Aug 1990 **Instructor, Johnson C Smith University**
July 1992 Major responsibilities included teaching undergraduate health and physical
education method and activity courses. Additional responsibilities including
serving as Faculty Senate committee member, Faculty Evaluation committee
member, Faculty Nominating committee member, Department Teacher
Education Representative, Teacher Education Coordinator, Equipment and
Facility Coordinator, Student Majors Club Advisor, Academic Advisor (Teacher
Education Majors), Curriculum Development committee member, Summer -
National Youth Sports Program Drug Prevention Specialist and Bush Hewlett
Writing & Speaking committee member.

Aug. 1988 - **Instructor in Adapted Physical Education and Special Olympic**
June 1990 **Coordinator, Dale Roy School & Training Center (MRDD)**
Major responsibilities included teaching adapted physical activity and health to
school aged children with developmental delays and mental retardation.

ADDITIONAL INFORMATION

I have strong computer literacy including proficiency in Microsoft word, excel, and power point. My personal skills include proficiency in writing and editing, strong assessment background, ability to analyze data and lead agencies to national accreditation in both education and corporate areas. I have the ability to attend to details; and excellent skills in training and the ability to persevere and see tasks through to completion while demonstrating strong leadership skills.

PROFESSIONAL PUBLICATIONS

Jacobson, B.H., Cook, D.A., Price, S.L., Altena, T.S., Gemmell, H.A., Hayes, B. (2002).
Comparison of Perceived Comfort Differences Between Standard and Experimental Load
Carriage systems. Accepted with revisions Journal of Ergonomics.

Altena, T.S., Gemmell, H.A., Hays, B. (2002). Selected Load Carriages system designs. *Medicine in Sports and*

Orbuch, I., Price, S. L., & Singer, R. N (1999). An attribution training program and achievement in sport. *The Sport Psychologist*, 13(1) pp. 69-82.

Orbach, I, Price, S., Singer, R.N (1997). Innovations in sport psychology: Linking theory and practice. *Proceedings, Netanya (Israel). The Wingate Institute for Physical Education and Sport*, pp. 528-530.

Price, S. L., & Tennant, L. K. (1998). Examining the interaction between goal perspectives and other motivated behaviors. *Journal of Applied Sport Psychology*, p 164.

n

Price, S. L., & Tennant, L. K. (1998). Task and ego orientation changes produced with success/failure feedback during practice and competitive settings. *Journal of Sport & Exercise Psychology*, p 12.

Professional Presentations

“Careers in Exercise and Sport Sciences ó Women in Athletics,ö National Youth Sports Program, FAMU, Tallahassee, Florida, November 2004, (invited speaker)

“21st Century Curriculum Considerations for Physical Education,ö submitted for presentation North American for Kinesiology & Physical Education in Higher Education, Hickey, B.M, Jackson, E.N. and Price, S.L. National Conference, Tucson, Arizona, 2004.

öRecruitment and Retention of Personnel,ö presented at the National Youth Sport Corporation National Conference, Orlando, Florida, January 2003, (invited speaker).

öExamining Alternative Grading Systems,ö presented at Instructional Effectiveness Workshop, Oklahoma State University, Stillwater, OK, November 21, 2002, 3003

öSelected Perceptual Responses to Differences in Load Carriage System Designs,ö presented at American College of Sports Medicine Annual Meeting, St. Louis, MO, May 28-June1, 2002.

öHealth and Human Performance Subjective Comparison of Cite Comfort Differences Between Standard and Experimental Load Carriage Systems,ö presented at American College of Sports Medicine Central States Chapter Meeting, Kansas City, MO. October 19 & 20, 2001.

Strength Training/Tai Chi in Older Adults 75-93 Years. Of Age. OAHPERD, Tulsa, OK. October 17 & 18, 2001



Selected perceptual responses to differences in load carriages system designs. ACSM, St. Louis, MO. May 28 ó June 1, 2001.

"Cooperating Teachers Make the Difference", presented at the Oklahoma Association for Health, Physical Education, Recreation and Dance conference, Oklahoma City, OK, October 1998

"The Interaction Between Goal Orientation, Self-efficacy, Intrinsic Motivation, and Attribution", presented at the Association for the Advancement of Applied Sport Psychology (AAASP) conference, Cape Cod, MA, September 1998.

"Testing the Theory of Task and Ego Goal Orientation in Sport", presented at the North American Society for the Psychology of Sport and Physical Activity (NASPSPA) conference, St. Charles, IL, June 1998.

"Achievement Motivation in Sport Settings", presented at Oklahoma Alliance of Health Physical Education Recreation and Dance, state professional conference, Tulsa, OK, 1997.

"Health and Physical Fitness for Elementary School Children", presented in North Fulton County School District, Atlanta, GA, 1997, (invited speaker).

"Application and Admission to the College of Health & Human Performance", presented at the Career Expo Forum, Sponsored by the Graduate Minority Office, University of Florida, Gainesville, FL, 1997, (invited speaker).

"The Implications of an Attribution Training Program in Sport", AAASP National Convention, Williamsburg, VA, 1996, (co-investigator).

"Goal Setting as a Motivational Technique," class presentation in Nature and Basis for Motor Learning, University of Florida, Gainesville, FL, 1996, (invited speaker).

"The Impact of Physical Fitness in Surviving Graduate School for Minority Students" presented at the Seventh National Black Graduate Student Conference, Gainesville, FL, 1995.

"Perception of Ethnic Dominance in Sport," presented in Graduate and Undergraduate classes of Sport Psychology, University of Florida, Gainesville, FL, 1995, 1996, (invited speaker).

"Adapted Physical Education in the United States", presented during European Exchange Program, Darmstadt University, Darmstadt, Germany, 1994, (exchange student).

"Differences Between Division I, II, and III, Sports Programs and Recreational Sports in the

PROFESSIONAL & ACADEMIC ASSOCIATIONS

membership and/or meetings attended

- Florida Association for Health Physical Education Recreation and Dance (2004, 2005, 2006)
- National Youth Sports Program National Workshop (1999, 2000, 2001, 2003)
- Southern District Alliance Health Physical Education Recreation and Dance (2003, 2001, 2000, 1998)
- Oklahoma Association for Health Physical Education Recreation and Dance (1997, 1998, 1999, 2000, 2001, 2002, 2003)
- American Alliance of Health Physical Education Recreation and Dance (1987, 1988, 1990, 1991, 1995, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006)
- North American Society for Psychology of Sport and Physical Activity (1993, 1994, 1998)
- North Carolina Alliance of Health Physical Education Recreation and Dance (1983, 1985, 1991, 1992)
- Association for the Advancement of Applied Sport Psychology (1996, 1997, 1998)
- American Association of Colleges for Teacher Education (2002, 2003, 2004)
- International Council for Health Physical Education Recreation, Sport & Dance (1996)
- Annual Teacher Education Forum (1991)
- Conflict Resolution Workshop (1991)
- Professional Association for Retardation (1988, 1989)
- Southern Education Foundation (1991, 1992)

PROFESSIONAL ASSIGNMENTS

- The Physical Educator - Editor, 2003-2004
- Southern District Alliance Health Physical Education Recreation and Dance, History Committee Southern District (2003 - present)
- Scholarship Award Committee for the Oklahoma Association for Health, Physical Education, Recreation and Dance 6 1999 6 2001, 2002-2003
- College Representative for the Oklahoma Association for Health, Physical Education, Recreation and Dance 1999- 2001

GRANTS

Price, S. L., National Youth Sports Corporation, (\$93,750.00). Oklahoma State University grant funded by the National Collegiate Athletic Association 62002



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ership Learning Academy

rogram, (\$89,000.00). Oklahoma State University grant
te Athletic Association 62001

Price, S. L., Faculty Development, (\$730.00). Oklahoma State University grant funded by the
College of Education - Spring-2001

Price, S. L., Service Learning Grant, (\$1,200). Oklahoma State University grant funded by the
Corporation for National Service - Fall-1998.

Price, S. L., Academic Enhancement for Education Continuation, (\$14,286). Experienced
Faculty Development Grant, Johnson C. Smith University-Funding Agent, 1994-
1995.

Price, S. L., Professional Growth and Development, (\$1,500). Faculty Development Grant,
Johnson C. Smith University-Funding Agent, 1991, 1992.

Price, S. L., Classroom Media Equipment, (\$1,000). Bush Hewlett Teaching Enhancement
Grant, Johnson C. Smith University-Funding Agent, 1992.



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Charter School Learning Academy

	Activity
May - June 2010	
	Compile list of parent volunteers interested in helping with the school; prepare skills inventory for volunteers
	Begin preliminary work on forming Academic Advisory Committee and PTA
	Continue to develop working budget and contingency budgets for planning year and first year of operation
	Contact and collaborate with community leaders, organizations, and agencies, and research possible locations for community information meetings
	Establish calendar for board meetings
	Collect information and compare insurance needed during planning year
	Identify potential vendors for services such as student information systems, etc.
	Prepare list of education reporters and other media contacts with fax numbers for press releases, etc.
	Prepare copy for articles, press releases, public service announcements, display ads, posters, brochures, direct mail pieces, presentation banners, and web site content pages
	Continue work on Parent/Student Handbook
	Develop plan for board training to be conducted during planning year
July 2010	
	Begin development of board manual
	Acquire Internet domain name and begin construction
	Finalize process for developing Board policies (using Carver's Policy Governance or another approach)
	Begin development of Faculty and Staff Handbook
	Form facility search committee and begin formal facility search
	Continue development of school policies, including communication plan, safety/crisis plan, sexual harassment policy (students and staff), grievance policy
	Research & plan MI training and certification for education team
	Develop fundraising strategy and prepare materials
August 2010	
	Begin work on Middle School (with Academic Advisory
	Decision regarding participation in State benefits plan (due
	Documentation of fingerprinting/background checks of Board
	Complete initial board training on charter school law, directors
	Identify providers of, and schedule, additional board training
	Work with Exceptional Children's Assistance Center and outside
	Begin search for Principal

	for potential Middle School teachers and education
	search on educational model; locate and contract for
	Contact local media: provide local newspapers with press
	Create, test, and finalize the web site. Print display ads, flyers,
	Organize and schedule locations for public presentations
	Continue work on curriculum
	Begin work on student government plan and school service and
	Formalize PTA
	Continue fundraising and grant writing
October 2010	
	Work with community groups to identify marketing opportunities
	Begin to hold regular public information meetings
	Continue to widen contacts with community leaders,
	Finalize search for Principal and hire Principal (part time)
	Complete detailed educational plan based on School's mission
November 2010	
	Finalize detailed education plan, including curriculum guide,
	Complete the School's policy and procedures handbooks, forms
	Continue facility search
December 2010	
	Continue with press and media campaign
	Continue to widen contacts with and secure endorsements from
	Continue public presentations
	Set up presentations to area parents groups and after school clubs
	Form a School Technology Committee to begin design of an
	Begin work on technology plan
January 2011	
	Continue with regular public presentations for parents
	Continue with additional presentations to community
	Finalize school calendar and academic schedule
February 2011	
	Recruitment of students and teachers formally begins
	Develop plan for licensure renewal program and submit plan to
	Complete board training
March 2011	
	Formalize agreement for facility and select contractor for any
March 1 (or date	Open enrollment period begins; applications reviewed as they
	Prepare and file Form 1023 to obtain 501(c)(3) status
April 2011	
	Finalize Middle School and High School curriculum
	Begin marketing blitz.
May 2011	
May 7	Notice of admitted and wait-listed students mailed to parents



	Each child admitted must contact the School
	Any necessary facility renovations
	Needed classroom/office furnishings, equipment, and
	NCWISE training scheduled or completed by Principal or
	Obtain certificate of occupancy for school facility
	Hiring of teachers and checking of credentials completed
	Complete detailed budget plan for first year of operation
June 2011	
June 8	Lottery held if necessary
	Obtain necessary property, liability, health and student accident
	Formalize any necessary contracts with outside vendors for
	Staff Development Plan completed with resources/consultants
	Set up school office and classroom furnishings, equipment,
July 2011	
	Finalization of human resource issues:
	Schools Attuned: Generalist Path for 5-6 Middle School Teachers
	Schools Attuned: Specialist Path for 4 High School Teachers
	Finalize school safety procedures and information systems
	Finalize needed contracted services (custodial, transportation,
August 2011	
	Finalize syllabi, lesson plans, and prepare classrooms for opening
	Additional staff development to include:
	Open House for students and parents
	Conduct Parent Orientation meetings and include:
August 20, 2011	FIRST DAY OF CLASSES



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Partnership Learning Academy

N

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Leadership Learning Academy

Leadership Learning Academy

STUDENT APPLICATION FOR 2007-2008 ENROLLMENT

Based on North Carolina charter school legislation and the philosophy of Leadership Learning Academy, the School does not discriminate on the basis of ethnicity, national origin, gender, or disability, and will not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. Students are admitted based on space availability and order of placement is determined by a public lottery. The questions on this application are for school planning purposes only. Information provided to Leadership Learning Academy cannot and will not be used to screen student applications for admission to the School.

STUDENT INFORMATION (PLEASE PRINT)

Student's Name (Last, First, Middle): _____

Address: _____

City: _____ State: _____ Zip: _____

Home Phone (_____) _____

Date of Birth: _____ Age: _____ Sex: M _____ F _____

Grade for 2010-2011: _____

Current School: _____

PARENT/GUARDIAN INFORMATION

Father/Guardian Name: _____

Employer: _____ Work Phone: (_____) _____

Mother/Guardian Name: _____

Employer: _____ Work Phone: (_____) _____

Leadership Learning Academy is a public school and requires no application fee or tuition. Parents are asked to support the policies of the School (behavior and academic) and to support the School with volunteer time and efforts.

I have received all necessary information to apply for enrollment at Leadership Learning Academy and agree to abide by the stated policies and guidelines. Please process my application.

Parent Signature _____

Student Signature _____ Date _____

Mail completed application to:

APPLICATION DEADLINE: 5:00PM, APRIL 29, 2011

LOTTERY WILL BE HELD MAY 5, 2011

NOTIFICATIONS WILL BE SENT MAY 6, 2011



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Leadership Learning Academy

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HANDBOOK

LEADERSHIP LEARNING ACADEMY

Parent & Student Handbook



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Leadership Learning Academy

Leadership Learning Academy shall comply with all applicable federal laws and regulations, including, but not limited to, such laws and regulations governing employment, environment, disabilities, civil rights, children with special needs, transportation, and student records. The School shall also comply with all applicable health and safety laws and regulations, whether federal, state, or local. Neither the State Board of Education (SBE) nor the local board of education assumes the duty to oversee the operations of the School except as may otherwise be provided by law or separate contract. Neither the SBE nor the local board is required to monitor the School for compliance with applicable laws and regulations.

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Section 1

Introduction to Leadership Learning Academy

Mission: Leadership Learning Academy will provide a balanced and comprehensive liberal education with a particular focus on civic education and the humanities for students in grades 6 through 12. Our students will be challenged to *think* critically and creatively, *act* with ethical and aesthetic awareness, and *communicate* effectively in a free and open exchange of ideas.

The founders of Leadership Learning Academy have adopted the seven principles outlined below to guide our actions in developing the School. It is hoped that these principles will also provide guidance over time for the entire school community, including the School's Board of Directors, Principal, teachers, staff, parents, students and volunteers. These principles provide an overview of the School's philosophy and the expectations for those who choose to join our school community. These principles, as well as the School's overall education and business plans, are described in more detail in the School's charter application, which is on file in the School's office.

I. Provide a Rigorous College Preparatory Program to Prepare Students For a Competitive Higher Learning Environment.

II. Instill a Solid Foundation in Cutting Edge Technology and Business Principles

III. Develop Strong Leadership Skills That Will Benefit Students in Practical Applications

IV. Foster Family Involvement and Encourage Active PTA Participation

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

VI. Integrate Character Development and Health and Fitness through Martial Arts Education

Section 2 School Governance and Administration

21 Governance. The activities of Leadership Learning Academy will be governed by the Board of Directors. The Board of Directors (hereafter called the Board) governs the School and has all of the powers necessary for carrying out the purposes of the School, as stated in Leadership Learning Academy's bylaws and articles of incorporation. The Principal is automatically a nonvoting member of the Board. The Chair of the Board, with the Principal of the School, has primary responsibility to ensure the steady progress of the School in accordance with national, state, and local educational laws.

22 Responsibilities of the Board of Directors. The responsibilities of the Board include the following:

1. The Board adopts, upholds, and serves to fulfill the mission, philosophy, and goals of the School.
2. The Board establishes policies for governance that uphold the national, state, and local laws governing public charter schools in North Carolina.
3. The Board hires, evaluates, and retains the Principal.
4. The Board recommends to the Principal priorities, short- and long-term plans, and broad policies for the successful operation of the School.
5. The Board supports the School administration, faculty, and staff to ensure the precise and complete implementation of all aspects of the academic program, curriculum, and instruction.
6. The Board periodically reviews the financial statements of the School, ensuring financial stability, budget viability, and state compliance.
7. The Board assumes a leading role in promotion and fundraising for the School.
8. The Board reviews and periodically evaluates the School's academic and administrative achievements and progress toward its annual goals.
9. The Board maintains accurate up-to-date records of the business conducted at all Board meetings in a permanent document; *Board of Directors Policy Manual*, which contains all the governance, structure, and organizational policies specific to the School. The *Board of Directors Policy Manual* shall be annually reviewed by the Board of Directors.

Section 3

Admission to the School

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

Leadership Learning Academy will hold an open enrollment period from January 1st through February 28th of each year. If, in any year, February 28th falls on a Saturday or Sunday, then the enrollment period will end on the preceding Friday. Prior to submitting an application, a student and his or her parent or guardian will be encouraged to attend an informational session at which the School's philosophy and educational approach will be explained, and questions answered. All students who submit a complete application by 5:00pm on the last day of the enrollment period will be admitted, unless the number of applications received for any grade level exceeds the number of openings at that grade level.

If the number of applications received for any grade level exceeds the number of openings at that grade level, then a lottery will be held to determine admissions for that grade. Children of the School's Principal, teachers, and teacher assistants will be given enrollment priority. Beginning with its second year of operations, the School will also give enrollment priority to siblings of currently enrolled students who were admitted to the School in a previous year. Finally, and only for its first year of operation, the School will give enrollment priority to children of the initial members of the Board of Directors, so long as these children are limited to no more than ten percent (10%) of the school's total enrollment.

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

Students on the waiting list but not admitted for any year will be required to file a new

mission in a later year. The Principal will send either a letter to the parent of each applicant. The parent or legal guardian must then confirm the child's eligibility for enrollment within 14 days of receipt of the notice of acceptance. Prior to enrollment, the following documentation for each accepted student must be submitted by his or her parent or legal guardian:

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

Section 4

The Academic Program

There are two major components of the curriculum at Leadership Learning Academy; the core liberal arts curriculum and the civic education program. These components form the backbone of the academic program in both the Middle and High Schools, although the teaching methods will differ.

41 Middle School Program Structurally, teachers instruct by grade level to encourage cross curricular unit planning and cooperative group learning. Student discipline is administered through conflict resolution and learning with Multiple Intelligences will better serve a broader vision of education, wherein teachers use different methodologies, exercises and activities to reach all students, not just those who excel at the traditional linguistic and logical intelligence and gives students responsibility for their own learning. The program developers maintain that these structural and philosophical changes, along with increased collaboration between staff, will improve the quality of instruction.

42 High School Curriculum. Teachers teach by discipline and utilize the Multiple Intelligences teaching principles for high school instruction to encourage heterogeneous group instruction and quality teaching for more challenging material.

Foreign Language and Fine Arts are critical parts of a general education, and the School will provide a first-rate education in these areas. With respect to Foreign Language we expect to offer Spanish and American Sign Language as a unique and practical mix of foreign languages. Our fine arts program will consist of a photography class and another course to be determined by the availability of qualified fine arts instructors. The photography course will integrate digital editing for the purpose of incorporating cross curricular technology ties to the material.

43 Teaching to all intelligences A great education should be personalized and challenge every student to their personal best. Instruction based curriculum will be created and implemented using Howard Gardner's Multiple Intelligences Theory (MI). MI will

Intelligences and natural abilities while strengthening their
will be used across all disciplines to enhance both our
added educational focus.

44 Value Added Education Leadership Learning Academy will provide a balanced and comprehensive liberal arts education with a particular value added focus on leadership, business and technology for students in grades 6 through 12. We will provide college and advanced learning preparation and an innovative physical education plan.

45 High School Graduation Requirements. Proposed high school graduation requirements for Leadership Learning Academy are as follows:

Content Area	Course of Study	Credits
English	English Language Arts I, II, III, IV (Specific courses to be developed during planning year)	4
Mathematics	Algebra I, Algebra II, Geometry, and one higher level math course with Algebra II as prerequisite	4
Science	Physics, Chemistry, Biology, Earth/Environmental Science (or AP Environmental Science)	4
Social Studies	Government, Civics and Economics, US History, World History and one additional civics or service-learning course (specific courses to be developed during planning year)	3
Modern Foreign Languages	Two courses in the same modern foreign language	2
Fine Arts	Photography and a Fine Art TBD by availability	1
Technology Education	Two course will be offered in Technology Education (<i>Fundamentals of Technology, Business Technology</i>)	2
Health and Physical Education	One daily class period will be devoted to a combination of physical education using martial arts and the healthful living component of the NC Standard Course of Study.	1
	TOTAL CREDITS	25

Section 5

School Policies

51 School Calendar. In general, Leadership Learning Academy will align its calendar with that of the Charlotte Mecklenburg School System. Classes will begin in late August and summer break will begin after the 1st week in June. The calendar will provide for approximately 183 instructional days to allow for missed days due to adverse weather conditions, etc.

Tentative Daily Schedule: 8:45 a.m. Campus opens.

5.2 School Jurisdiction Students are under the jurisdiction of Leadership Learning Academy any time they are on the School campus. This means that the students are subject to the policies, rules, and guidelines of the School. Also included under the School's jurisdiction are all school-sponsored activities, whether on or off the School campus, such as the following:

- Field trips
- Student clubs
- School-sponsored social and recreational events

Supervising teachers and school-designated chaperones have the authority to ensure that students abide by the School's policies, rules, and guidelines at all such occasions. It is the responsibility of the students to cooperate in every way with the requests of those in charge.

5.3 Student Punctuality and Attendance

a. Introduction. Punctuality and attendance are very important aspects of school life. Coming to school on time each day demonstrates respect for the teachers and the School, contributes to an orderly and enjoyable learning atmosphere, and prepares each student for successfully managing time in his or her post-school life.

b. Punctuality Policies and Procedures Students who arrive in class late must obtain a tardy slip from the Principal's office and bring it to class to be admitted. Should a student accumulate six or more tardies in a quarter, his or her grades may be affected. The Principal or his or her designee will meet with the student to discuss the situation and will, if needed, schedule a parent conference. If the problem persists, further disciplinary action may be taken.

c. Attendance Policies and Procedures. Regular attendance in all classes is essential to the educational progress of the student and the School. Parents and students are asked to support the School's policies of providing a coherent and continuous education program

for all students. With absences, not only is the educational progress for the absent student at risk, but the educational progress for the group becomes interrupted when teachers become burdened with providing individualized instruction schedules before, during, and after each absence takes place.

d. Beginning of Year Attendance. To complete the enrollment process, both new and continuing students must attend class during the first week of the school year. The attendance policies to complete enrollment at Leadership Learning Academy include the following:

Each student must attend classes on the first day of school. If a student does not attend the first day of class, and the Principal has not received prior written notice and

the absence, the child is at risk of losing his or her
Principal may enroll another child through the lottery

The School will try to contact the parents of any child who is absent, but it is the responsibility of a parent or legal guardian to notify the Principal in writing in advance of any absence.

If a child is legally absent for more than the first five days of school without prior written notification to and authorization by the Principal, the child will automatically forfeit his or her space to the next child on the School's waiting list.

If a child is illegally absent more than the first five days of school, with or without prior written notification to and authorization by the Principal, the child will automatically forfeit his or her space to the next child on the School's waiting list.

In accordance with the NC Department of Public Instruction's student information management system, even if a student has attended the first day of school, but subsequently missed ten or more consecutive days in the first 20 days of school, the student cannot be included in the School's list of enrolled students, unless the absences are legal.

e. Types of Absences. Acceptable absences include illness or injury, quarantine, death in the immediate family, medical or dental appointments, court or administrative proceedings, religious holidays or observances, and valid educational opportunity with approval prior to the absence. The child must complete the enrollment process and attend school before he or she can claim an acceptable absence.

f. General Attendance Policies and Procedures. If a student is absent, his or her parents or guardian must call the Principal's office no later than five minutes before class to explain their child's absence. If the office is not notified, the School will attempt to contact the family and ascertain the reason for the child's absence. If the School is not able to reach a parent, the student will be considered truant. The responsibility for

contacting the Principal's office is with the parents and student.

In the event of an absence, students should get assignments from their classmates. Generally, students are given one day to make up assignments for each day absent.

If a student is absent six times in a quarter, the Principal's Office personnel will contact the parents. If six absences occur in a quarter, students may have academic consequences for that marking period, and are subject to a loss of Citizenship Credit.

5.4. Student Discipline



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

The six units cover specific positive actions for the whole person—physical, intellectual, social, and emotional.

Unit 1 The Philosophy and Thoughts-Actions-Feelings Circle

Unit 2 Positive Actions for a Healthy Body and Mind

Unit 3 Positive Actions for Self-Management

Unit 4 Positive Actions for Getting Along with Others

Unit 5 Positive Actions for Being Honest with Yourself and Others

Unit 6 Positive Actions for Improving Yourself Continually

- Behavioral Expectations are Defined. A small number of clearly defined behavioral expectations are defined in positive, simple, rules. Examples are:
 - Be Respectful, Be Responsible, Be Safe; or
 - Respect Yourself, Respect Others, and Respect Property.
- Behavioral Expectations are Taught. The behavioral expectations are taught to all students in the building, and are taught in real contexts. The goals of the teaching are to take broad expectations (Be Respectful), and provide specific behavioral examples (In class: being respectful means raising your hand when you want to speak or get help. During lunch or in the hall: being respectful means using a person's name when you talk to him or her). Teaching appropriate behavior involves much more than simply telling students what behaviors they should avoid. Behavioral expectations are taught using the same teaching formats applied to other curricula. The general rule presented, the rationale for the rule is discussed, positive examples ("right way") are described and rehearsed, and negative examples ("wrong way") are described and modeled. Students are given an opportunity to practice the "right way" until they demonstrate fluent performance.
- Appropriate Behaviors are Acknowledged. Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis. Some schools do this through formal systems (tickets, rewards), others do it through social events. Schools that are successful in creating a competent culture typically establish a pattern in which adult interactions with students are "positive" four times as often as they are

standard, some strategy is needed to build and maintain students (both in class and outside of class).

- **Behavioral Errors are Corrected Proactively.** When students violate behavioral expectations, clear procedures are needed for providing information to them that they

behavior was unacceptable, and preventing that unacceptable behavior from resulting in inadvertent rewards. Students, teachers, and administrators all should be able to predict what will occur when behavioral errors are identified.

a. Suspension and Expulsion. Even with a school-wide Positive Action system, it may sometimes be necessary to suspend or expel an individual student. Corporal punishment will not be used at Leadership Learning Academy. However, school personnel may use reasonable force, including corporal punishment, to control behavior or to remove a person from the scene in those situations when necessary: (1) to quell a disturbance threatening injury to others; (2) to obtain possession of weapons or other dangerous objects on the person, or within the control, of a student; (3) for self-defense; or (4) for the protection of persons or property.

The Principal shall have authority to suspend for a period of 10 days or less any student who willfully violates policies of conduct established by the School's Board of Directors: provided, that a student who is suspended shall be provided an opportunity to take any quarterly, semester or grading period examinations missed during the suspension period.

The Principal of Leadership Learning Academy, with the prior approval of a discipline committee formed by the School's Board of Directors, shall have the authority to suspend for periods of time in excess of 10 school days but not exceeding the time remaining in the school year, any pupil who willfully violates the policies of conduct established by the School's Board of Directors. The pupil or his parents may appeal the decision of the Principal to the entire Board of Directors under procedures to be developed by the Board.

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

(2) physically assaults another student if the assault is witnessed by school personnel;
or

(3) physically assaults and seriously injures another student.

called or suspended for more than 10 days, the Board of the student's parent or guardian of the student's rights to appeal to the entire Board of Directors. If English is the second language of the parent or guardian, the notice shall be written in the parent or guardian's first language when the appropriate foreign language resources are readily available and in English, and both versions shall be in plain language and shall be easily understandable.

The policies and procedures for the discipline of students with disabilities shall be consistent with federal laws and regulations. If the School suspends a student with special needs, it will continue to provide the student with all continuing education services to the extent mandated by federal and state laws.

5.5 Academic Honor Code Academic integrity is a fundamental value for any educational institution. At Leadership Learning Academy, students are expected to honor and uphold this value by acting honestly in every aspect of their academic life, whether in school or studying at home. Violations of academic integrity—such as cheating on tests or copying another student's homework—are a serious matter and are dealt with according to the Policies and Procedures for Student Discipline.

a. Plagiarism. Students are encouraged to make reference to others' works in completing specific class assignments, but deliberately using someone else's ideas, words, phrases (even in paraphrased form) and/or designs without giving credit is plagiarism. If students are uncertain about a source and whether or how to credit it, they should ask their teacher before submitting assignments. Completing assignments by oneself and always crediting sources will develop qualities of self-sufficiency and responsibility. Plagiarism may result in failure of the assignment or the course.

b. Appropriate Parental Assistance. Parents' encouragement to their children to complete their home assignments is of great value to the students' progress. At the same time, it is also desirable to allow the students to fulfill their assignments to the best of their own ability. This gives teachers a clear understanding of the students' level of mastery. Parents are encouraged to review the student's homework, and, if necessary, suggest it be revised for improvements as needed.

5.6 Dress Code. Students need to demonstrate respect for others by dressing appropriately. We want students to be able to dress comfortably for school, without having them exceed the boundaries of good taste. A student's dress and grooming must not disrupt the educational process, interfere with the maintenance of a positive teaching/learning climate, or compromise reasonable standards of health, safety, modesty and decency as determined by the School's administration.



the following minimum standards:

However, we do not want to see "short-shorts," mini skirts, or skin- tight shorts (i.e. spandex).

- No undergarments should be visible.
- No halter tops, tank tops, swimsuits, sheer blouses, short-cropped shirts, cutoff (bare midriff outfits or shirts), backless, one shoulder, or strapless shirts are allowed.
- Clothing with revealing holes or low- cut necklines is prohibited. Guideline: Tops should be able to be tucked into pants/skirts. We do not want to see any midriff skin. Shirt straps should be at least two inches wide.
- Students may not wear any clothing that is suggestive or sexually explicit, or that does not adhere to the rules of modesty.
- Students are expected to dress in a manner that does not detract from any phase of the educational program.

Prohibited attire includes, but is not limited to:

- Clothing with tobacco, drug or alcohol advertisements
- Offensive language, print or graphics that are sexually explicit or suggestive, or that display adult messages and/or humor.
- Brand names/logos with drug, tobacco or sexual implications.
- Representations that are inappropriate, offensive or demeaning to any group.
- Gang affiliation is expressly forbidden.
- Footwear must be worn at all times.
- Jackets and headgear, i.e. hats, bandanas, headbands, etc., will not be worn during the school day.

Students violating these rules will be sent to the office for disciplinary action and will be required to change into acceptable clothing.

5.7 Medication Policy. It is best for students to take all medication at home whenever possible, such as before and after school. However, when it is necessary to take medication at school, necessary forms must be completed. For over the counter medication, such as Tylenol, only a parent signature is required on the medication permission form. For prescription medications, both parents and physician's signatures are required.

5.8 Electronic Devices. Students are permitted to listen to CD/tape players during their lunch periods only. Radios, cell phones, beepers, lasers and other electronic devices are not allowed to be carried or to be used during the school day. If a student has possession of or uses these items during the school day they will be confiscated. The student may also be subject to disciplinary action.

5.9 Cameras. Camera use during school hours is prohibited unless used under the supervision of a staff member or with permission from school personnel. This would include any cell phone/digital technology.

encourages and supports student carpool. If needed, without neighborhood carpooling options. Please call the

5.11 Crosswalk Safety. To ensure safety, all pedestrians are required to cross at designated crossings only.

5.12 Bicycle Safety. To create order and provide the opportunity for locking bicycles, bike racks are provided for students who ride bicycles to School. Bicycles should not be parked near the entrance to the School or on the grass. Bikes must be walked on School grounds.

All bicycles must be in compliance with legally mandated regulations regarding equipment and visual signals (headlights, brakes, reflectors, pennants, etc.). All students riding their bikes to and from Leadership Learning Academy are strongly encouraged to wear a safety helmet.

5.13 Mopeds. Mopeds may be driven to School, but may not be driven on campus sidewalks. Each rider must dismount upon reaching the sidewalk and wheel the moped to the bicycle racks provided. Moped riding on campus is subject to all state laws and School campus policy. Use of helmets is strongly encouraged.

5.14 School Closings Due to Weather. The Principal or designee will assess the potential danger of poor road conditions and notify the appropriate radio and/or television stations about Leadership Learning Academy delays and/or closings. School delays/closings are broadcast on the designated radio and television stations for staff and parents. If possible, the status of Leadership Learning Academy classes will be announced before 7:00 a.m.

Should weather conditions deteriorate to the point that it is necessary to close school, the same media will be alerted as to the School's closure. The children whose parents miss the notification will be held at school until the normal pick up time.

5.15 Lunch Policy Lunch is a time to relax and recharge for the remainder of the school day. Leadership Learning Academy Board of Directors will work closely with Leadership Learning Academy PTA to implement the best school lunch program possible for our students. Students will have the option of bringing a sack lunch. Students have responsibilities in the cafeteria.

Each student is responsible for disposing of his/her own trash. Trash in the immediate seating areas,

even under the table, is considered to be the responsibility of students at the table. Students may be assigned clean up duty at the discretion of supervisory personnel.

5.16 Messages Messages for students may be left with the school office and will be relayed to the student's classroom in a timely manner. However, only in emergency situations will the office manager interrupt the student's class to deliver a message immediately. In general, we ask parents to limit requests for message delivery as the office staff is always fully engaged in

and interruptions are distracting to students and teachers.

Parents are encouraged to come to the office to look for items that have been lost in the school building. To minimize lost items, please use indelible ink to label your children's belongings with their full name. The office will make every effort to return labeled items.

5.18 Security For security purposes, the School buildings are locked at the end of each school day, and remain locked until School opens the next morning, unless school-approved functions have been scheduled. During the weekend, the School remains locked, unless activities are scheduled.

5.19 Grievance Policy

a. Definition of a Grievance. A grievance is defined as a written concern or complaint pertaining to a school policy and may address 1) a violation of a school policy or the charter agreement, 2) a challenge to an existing school policy, or 3) ambiguities in existing school policy. Concerns or complaints that are not covered by the Grievance Policy are to be addressed with the school Director.

b. The Grievance Committee. The Grievance Committee shall consist of one teacher, one parent, and one individual not associated with the school. These three people will be selected by the Chair of the Board at the beginning of each school year and shall be instructed to only hear grievances that fall under the definition of grievance as defined above.

Committee members shall participate in an annual training session conducted by the Principal and Board Chair, or other identified entity appointed by them to ensure that they are aware of their duty to provide an unbiased neutral decision that is in the best interest of the school and not biased toward any single party (child, parent, teacher or staff member). During this training, the Committee will also review the operating procedures and guidelines for the Committee.

c. Grievance Review Process. Individuals who are concerned with ambiguities in existing school policy should first seek to address that concern with the Board. The Board will listen to the concern and determine the most appropriate course of action. It is in the best interest of the school for all parties to try to address policy concerns through the Board and the Board's Policy Committee before resorting to the grievance process. If

the normal course of action has been followed as described above, and the resulting outcome cannot be arranged to the satisfaction of involved parties, the grievance process may be initiated.

Any grievance must be presented in writing to the Board, the school Director, or any member of the Committee, and must include the following:

phone number, and mailing address of the individual or
Grievances may only be submitted by individuals, and
of individuals, corporations, PTAs, or any other parent
organization.

- The relationship of the individual filing the grievance to the school (e.g, parent, volunteer, community member, etc.).
- A clear statement of the details surrounding the grievance being submitted for consideration by the Committee.
- The date submitted.

Upon receipt, the grievance will be forwarded within 48 hours to the Secretary of the Committee for initiation of the review process.

d. Timeline. Within two weeks of receipt of the grievance by the Committee, the Committee will determine if the grievance falls within the parameters of the definition of the Grievance policy statement.

- If the grievance falls within the parameters of the definition:
 - The Chair of the Committee will contact the party putting forth the grievance and describe the review process and potential timeline. The Committee will then take steps to gather appropriate information about the situation, including meeting with each of the concerned parties in separate meetings. Within four weeks of submitting the grievance, following the presentation of this information, the Grievance Committee will meet in closed session to determine the resolution of the grievance based on consensus. All involved parties and the Board will be informed in writing of the decision of the Committee.
 - If the grievance does not fall within the parameters of the definition:
 - The Grievance Committee will not further review the filed grievance. The Committee Chair will contact the party putting forth the grievance and explain the reasons why it does not meet the appropriate criteria.

e. Resolution Options. In general, the Grievance Committee has a number of resolution options available to it including, but not limited to, the following:

- If the grievance does not fall within the definition of the policy statement, the matter will be referred back to the Board for resolution.
- If the Committee determines that a policy needs to be created, or that an existing policy needs to be modified or cancelled, the matter is remanded with



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- If the Committee determines that there has been a violation of the school policy or the School's Charter, the Committee may recommend corrective action to the Director and the Board.

The party putting forth the grievance, the Director, and the Board shall agree to abide by the decision of the Grievance Committee in good faith.

f. Confidentiality and Conflict of Interest. To maintain the integrity of the grievance process, all parties involved with a grievance are to maintain, without exception, confidentiality regarding the Committee proceedings. Grievances that have been submitted to the Director, the Board, or the Committee will not be discussed with others so as to preserve the rights of all parties involved. The Committee may seek expert opinions as part of the information gathering process without being in violation of the confidence of proceedings. The Director, the Board, and the Committee shall not comment publicly on the status of grievances received until the process is complete. If, at any time, a member of the Committee is associated with a grievance as an involved party, or is unable to render an unbiased decision, the Board Chair will appoint another temporary member to the Committee to hear the case in place of the conflicted member. The Board Chair may permanently replace any representative on the Committee only if there is a perceived conflict of interest by the two remaining Committee members.