



**North Carolina
Leadership Academy**

North Carolina Charter Leadership Academy, Inc

“Developing Tomorrow’s Leaders Today”

An Application to Charter

Due April 13, 2012

TO:

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

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

I. APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: The North Carolina Leadership Academy

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: North Carolina Charter Leadership Academy, Inc

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

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

NAME OF CONTACT PERSON: Frederick J. Kennedy

TITLE/RELATIONSHIP TO NONPROFIT: Chairman of the Board of Trustees, NCLA

MAILING ADDRESS: 2015 Wright Avenue, Greensboro, NC 27403

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E-MAIL ADDRESS: contact.ncla@gmail.com

Location Proposed Charter School (LEA): Guilford or Forsyth County, depending on facility location.

Conversion:

No:

Yes: If so, Public or Private:

If a private school, give the name of the school being converted: Not Applicable

If a public school, give the name and six-digit identifier of the school being converted: Not Applicable

Description of Targeted Population: The North Carolina Leadership Academy (NCLA) is committed to seeking families from across the Piedmont Triad area who want their children and teenagers not only to have the right attitudes, information, and skills needed to meet the successful requirements of a college curriculum, but to have the opportunity to develop true leadership qualities and become creative thinkers and problem solvers while retaining a sense of responsibility for their families, their community, and their country. NCLA believes that a diverse population is a healthy population and will do everything in their power in marketing to draw a racially blended student body.

Proposed Grades Served: K-12 Proposed Total Enrollment by Year Five: 701

Projected School Opening Year: 2013-14 Month: August

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	K-9	434		X
Second Year	K-10	498		X
Third Year	K-11	580		X
Fourth Year	K-12	656		X
Fifth Year	K-12	701		X

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

Signature

Frederick J. Kennedy

Printed Name

Chairman, Board of Trustees, NCLA

Title

Date

North Carolina Leadership Academy

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

MISSION:

The mission of the proposed charter school is as follows:

The North Carolina Leadership Academy provides its K-12 students with a solid foundation of skills, knowledge, and information as part of their college preparatory program. Additionally, NCLA seeks the acceptance of all high school graduates to the colleges of their choices by unlocking their scholarship, leadership, and citizenship potential through their empowerment in a participative leadership role within the Academy, its community, and the State of North Carolina.

EVIDENCE FOR NEED OF THE PROPOSED SCHOOL:

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

As we began to formulate our idea for The North Carolina Leadership Academy, we were heavily motivated by the desire to improve high school graduation rates and the basic skills of students in the Forsyth County/Guilford County area so that more of the area students would see college as an option and be better prepared for higher education when they arrived. Our desire was to close achievement gaps and create life-long learners with the skills and knowledge to succeed not only in college but as productive members committed to their communities. We fully believed that with an extended day program and a strong leadership component that would allow these students to have academic success and personal success that we could instill in them a belief in themselves and their ability to take control of their lives. We were also anxious to close the achievement gap for minority students so that a higher percentage would graduate from high school and then move on into college course work and into leadership roles in the real world.

We reviewed area schools' state performance data. The cohort graduation rate in Forsyth County is 78.8%; Thomasville City Schools are 67.8%; Stokes County is 81.1%; and Guilford County is 83.1%. This does not show the full story because the graduation rates for minorities in these areas are significantly less than these numbers. We truly believe that these should be at least 95% for all students.

However, as we further reviewed data for the area and dropped down to review the performance levels of middle and elementary students, we found that achievement results for these students were abysmally low in many cases. Additionally, we saw there was often a major discrepancy between students' reading and math scores with students' reading scores being significantly lower in most cases than their math scores. Unfortunately, if students lack the basic reading skills, it eventually impacts their math scores as they move more into story and real life problems over basic computational skills. Additionally, it has a tremendous impact on their performance in their science and social studies classes in middle school and high school because of the difficulty of the reading levels in these subjects. Because of problems many of these students have with reading, they then forego taking more difficult high school math, science, and social studies classes. In many cases, they become convinced that they do not have the ability to take and succeed at these courses rather than the fact that they simply may not have mastered the basic skills first. That means that they failed because their educational system failed them.

After gathering this information and further discussion among our board members, we decided that we needed to think in terms of a K-12 program rather than just a high school program. Though our overall goal is still to have 100% of our high school graduates be accepted to four year universities, we believe that using disaggregated data from nationally normed assessment tools to provide focused, intentional instruction coupled with our leadership and extended day program, we will be able to better prepare these students for the rigors of a college preparatory curriculum. Thus, we are asking that the State Board of Education grant The North Carolina Leadership Academy a charter for a K-12 college preparatory, leadership academy.

Below is a review of performance data for schools in the area. We believe this data shows a clear need for other educational alternatives for area students. A review of North Carolina's ABC results also reveals a significant achievement gap between Whites and minorities. We believe that our small classes, extended day, and intense leadership program, requiring that students take an active role in their own education and ever increasing roles of leadership in their school and their community, coupled with intense and focused remediation will help these students close their achievement gaps. NCLA believes that the Civil Air Patrol's leadership curriculum with its strong foundation of leadership and character enrichment, coupled with a cross-curricular emphasis in hands-on science, technology, engineering and math (STEM) as well as aerospace history, physical fitness and health will merge perfectly with our academic curriculum and our school's mission. Through this process, NCLA will provide students study in leadership theories, give them the opportunity to participate in classroom discussions and hands-on leadership games, and demonstrate their understanding of leadership concepts through written assessments and in-class projects. NCLA believes that this merging of curriculums will not only close achievement gaps but provide responsible future leaders for our community and our world.

Table #1 provides the ABC reading and math performance composite scores for area elementary and middle schools for the past two years.

Table #1 - Overall ABC Performance Composite Data

School	Gr. Level	Reading 2009-10 Percent Proficient	Reading 2010-11 Percent Proficient	Math 2009-10 Percent Proficient	Math 2010-11 Percent Proficient
Gibson Elem.	3	51.5%	45.3%	77.3%	75.8%
	4	55.1%	46.8%	64.2%	77.0%
	5	55.2%	53.0%	77.6%	76.9%
Petree Elem.	3	25.0%	31.0%	67.9%	55.2%
	4	37.5%	44.4%	50.0%	73.0%
	5	45.1%	46.6%	52.9%	58.6%
Forest PK Elem.	3	23.8%	38.6%	48.8%	76.1%
	4	27.3%	38.0%	62.5%	65.8%
	5	46.2%	42.5%	67.7%	66.7%
Kernersville Elem.	3	65.3%	60.6%	82.0%	83.2%
	4	60.8%	68.8%	79.1%	90.3%
	5	61.3%	56.3%	84.5%	78.8%
Middlefork Elem.	3	44.7%	44.8%	74.1%	79.3%
	4	45.0%	57.7%	75.0%	75.6%
	5	49.4%	45.5%	74.1%	70.1%

Table #1 - Overall ABC Performance Composite Data (Continued)

School	Gr. Level	Reading 2009-10 Percent Proficient	Reading 2010-11 Percent Proficient	Math 2009-10 Percent Proficient	Math 2010-11 Percent Proficient
Guilford Elem.	3	61.0%	69.6%	82.9%	87.0%
	4	63.4%	69.2%	84.1%	82.4%
	5	72.2%	59.3%	85.6%	88.9%
Hall-Woodard	3	47.8%	43.2%	84.3%	80.8%
	4	51.6%	58.5%	80.3%	76.1%
	5	61.2%	49.1%	80.2%	81.5%
E. Forsyth MS	6	63.8%	60.1%	74.8%	72.2%
	7	54.5%	51.8%	71.5%	69.3%
	8	63.0%	63.7%	81.5%	84.9%
Guilford MS	6	75.9%	79.7%	89.7%	92.2%
	7	65.2%	70.7%	83.4%	91.3%
	8	71.4%	70.7%	91.8%	91.5%

What the above table shows are some significant weaknesses in student performance in area schools and some even more significant gaps between student achievement in reading and math, with reading performances in many cases lagging significantly behind math performance. As we said earlier, we think this gap has a very detrimental impact on the ability of students to take and successfully pass higher level math and science courses as well as impacting their success in high school history and social studies classes. This then impacts their self-esteem and their later ability and desire to attend college or to continue their education in other ways.

What the above table does not show is how well each school is doing in moving all of their subgroups. No Child Left Behind (NCLB) legislation was put into place to hold schools accountable for ALL students as a way to measure how well schools are doing in closing achievement gaps. The State website says: *"The measurement used for NCLB is Adequate Yearly Progress (AYP). AYP "sets the bar" for school performance by groups of students, and schools can either clear the bar or miss it. Targets are set for student attendance, cohort graduation rates, student participation in assessments, and for student performance on the state standardized tests in reading and mathematics. Schools work toward targets in each of those areas for the school's performance as a whole and for the following student groups: White, Black, Hispanic, American Indian, Asian, Pacific Islander, Two or More Races...Economically Disadvantaged, Limited English Proficient, and Students with Disabilities."*

This table provided data on how well these area schools are doing in moving all subgroups. The higher the second number, the more subgroups are represented in the school. The first number identifies how many subgroups made their targets. The goal is obviously that both numbers are the same in each case, indicating that all groups are moving equally well within the school population.

The chart below in Table #2 demonstrates that there is much area for improvement in meeting the needs of ALL students in the Guilford/Forsyth County area. We feel our strong academic program coupled with a full leadership program geared toward building student self-confidence and pride will enable us to markedly reduce these gaps for all students.

Table #2 - Adequate Yearly Progress (AYP) Rates for Local School

School	AYP	School	AYP
Gibson Elementary	17 of 29	E. Forsyth MS	20 of 29
Petree Elementary	14 of 17	Guilford MS	35 of 37
Forest Park Elementary	20 of 21	SE Middle School (Forsyth)	25 of 33
Kernersville Elementary	20 of 29	SE Guilford MS	22 of 25
Middlefork Elementary	13 of 21	Jackson MS	16 of 21
Guilford Elementary	23 of 25	SE Guilford High School	19 of 23
Hall Woodard Elementary	11 of 21	Ben Smith HS	16 of 21
East Guilford HS	15 of 21	Sch of Comp/Tech - Atkins	3 of 7

One of our major goals in creating The North Carolina Leadership Academy is to improve high school graduation rates for ALL students so that more of our young people will have the opportunity to attend and successfully graduate from four year colleges of their choice. We feel this is critical not only because the future earning potential of our students will be affected by this but because it will make them more productive members of our society. Additionally, we feel the opportunity for higher education will improve the quality of their lives and those of their children. Following in [Table #3](#) you will see the graduation rates for the four districts that will be close to the proposed location for our school.

Table #3 - Graduation Rates for Local Districts

District	Graduation Rate
Forsyth County Schools	78.8%
Thomasville City Schools	67.8%
Guilford County Schools	83.1%
Stokes County Schools	81.1%

Regarding the need for a school like The North Carolina Leadership Academy, on June 2, 2010, North Carolina adopted the Common Core State Standards in K-12 Mathematics and K-12 English Language Arts. With the adoption of these state-led initiatives, Forsyth County and adjacent county students need a curriculum and assessment program aligned to these new standards to ensure they are prepared for the rigors of a high school and college preparatory program. NCLA will be able to do. Our goal will be to provide our students with the knowledge and skills to be successful in any state university.

Additionally, however, NCLA believes that the school's leadership program will give her students the opportunity to learn critical thinking and problem solving skills starting in kindergarten and building through middle school and high school with real life experiences that will allow them to practice leadership on a daily basis. This will include learning to be responsible for themselves and their decisions as well as for younger students, for their family members, and for their community. The goal is to create morally responsible adults who understand that it is their responsibility to make a difference in their world.

At present, according to information presented at this month's SBE meeting, only 2.8% of the students in Guilford County and 4.0% of the students in Forsyth County currently attend charter schools. Through phone calls made to Guilford County charter schools, we have learned that there are currently over 1500 students on waiting lists at Guilford County charter schools. That certainly shows parental desire for

charter schools in the area. (Forsyth County charter schools have apparently not yet held their lotteries, so this information is unavailable.)

GOALS FOR THE PROPOSED CHARTER SCHOOL:

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

The primary goal of the North Carolina Leadership Academy is to close achievement gaps and to put our students on a path such that 100% of our students will be accepted to the colleges of their choices. As such, our curriculum in elementary and middle school will focus on building a strong foundation of basic skills to prepare our students for the rigors of a high school preparatory program. Our high school program will be geared toward meeting the requirements for acceptance to all state universities in North Carolina. (See more information on this in the education section of this application.) However, NCLA is not just a college preparatory program. Because we strive to create well rounded, responsible, and confident individuals, the leadership component will be the driving foundation of the NCLA academic program. We want our students to understand that doing the right thing is as important as being right. We want them to learn that they have a responsibility to their fellow classmates, their families, their communities, and their country.

Because of our open enrollment, it is difficult to predict where entering students will be in meeting their state performance objectives. Since we also intend to openly market to parents whose students are not performing to the standards they desire, we fully expect that the initial performance composites for our students could be lower than the state and county levels. Parents seeking new schools for their children are typically parents who are dissatisfied with their current school and/or the opportunities currently available for their children. This usually means that they feel their children are not performing up to their abilities. So, we are expecting a very diverse student population in terms of their achievement levels.

Because of this, our intention is to immediately implement Northwest Evaluation's *Measures of Academic Progress* as a means to identify individual student strengths and weaknesses as aligned to the State *Common Core and Essential Standards Curriculum*. Our plan is to utilize this formative assessment tool when students first enroll in NCLA and then right after school starts in the fall. We will test students again in January to allow us to gauge the level of growth that our classes and individual students are making on goals as aligned to the state's *Common Core and Essential Standards*. This mid-year testing will allow us to realign our differentiated instruction and our after school tutorial program so that we continue to address students' specific needs. At the elementary and middle school levels, this will also involve 2 to 3 hours per day where we will ability group students by individual goals in reading and math to better meet their instructional needs.

NCLA will retest students again in approximately April. This end of year assessment will allow school personnel to have the knowledge to do more effective last minute intense remediation for borderline students and also to help evaluate the effectiveness of NCLA's overall program in terms of teachers meeting the needs of NCLA students. This information will then form the foundation of NCLA's School Improvement and staff development planning for the following year.

Additionally, as NCLA moves to her second year, staff will disaggregate the school's state ABC data by subject, grade level, and subgroups. School administration will also utilize EVAAS's disaggregation of

data and its at-risk data to be sure that staff members continue to address student needs. NCLA is fully expecting that the school's goals and focus will continue to have to be adjusted as her students meet their goals and close those achievement gaps.

As far as measurable goals, NCLA fully plans to make her ABC growth goals every year and hope to make "High Growth" most years. We do not know where our first year student population will be performing on their achievement tests when we receive them, but our timeline is that our school's ABC performance composite will be at a minimum of 80% proficient in math and reading by the school's fifth year. Our goal is to make an 8 to 10% gain in our performance composite every year until our students are at 85% proficient on their state EOG's and EOC's. Then we will continue to make our annual "growth" goals until, hopefully, we reach over 95% proficient.

PURPOSES OF PROPOSED CHARTER SCHOOL:

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

1. Improve Student Learning:

NCLA's goal is to provide a high quality K-12 education that closes achievement gaps and puts each of her students on track to college readiness. It is the goal of NCLA to utilize Northwest Evaluation Association's *Measures of Academic Progress* as a diagnostic and prescriptive tool to identify individual student strengths and weaknesses. This will allow NCLA teachers to direct instruction to meet the needs of all students. Based on student diagnostic results, instruction within the classroom will be differentiated to meet these individual needs and by second grade and above, our intention is to have students take an active role in their own academic goal setting. This will prepare them to also understand where they are in the learning continuum and what they have to do to get to the next level. The obvious next step in this process will be that students will lead the discussion in the quarterly parent/teacher/student conferences.

Additionally, NCLA is an extended day program. Where most schools in the area are offering about six and a half hour of instruction per day, our day will run from approximately 8:00 a.m. until 5:00 p.m. each day. This additional roughly 90 minutes of instruction 5 days per week, will amount to about 30 more instructional hours per month or 300 more instructional hours per year. NCLA believes this will make a significant impact on learning for students. The school is also thinking about the possibility of the addition of a summer program, particularly in conjunction with our CAP leadership program.

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:

Using NWEA's *Measures of Academic Progress* in combination with NCLA's low teacher/student ratio will allow NCLA teachers to provide differentiated instruction that will be able to effectively meet the needs of at-risk students as well as academically gifted students. NCLA's intent is to use differentiated lessons that will allow all students optional ways of presenting their mastery of the subject matter. It should be a true participatory learning experience.

The extended day program will allow for intense and focused small group instruction. Students who have individual weaknesses can be grouped with other students with the same weaknesses for intense and specific remediation. Gifted and talented students will be encouraged to find more advanced ways of demonstrating their mastery and skills.

3. Encourage the use of different and innovative methods:

NCLA believes firmly that the most important factor in student learning is the quality of instruction. This instruction must take into effect that not all students learn best the same way. Our goal is to provide extensive staff development in research based innovative instructional practices to assist teachers in meeting the diverse needs of students. Our teachers will address all modes of learning within their instructional lessons so that students are able to hear, see, and apply/create within all of their lessons. Students will be given the opportunities to demonstrate their learning in hands-on activities or real life applications.

It is the intention of the NCLA board to see that there is a strong ongoing staff development program on campus. In the first three years of the school's operation, it is our intention to have all teachers trained in "Using Data to Differentiate Instruction," "Addressing Higher Level Thinking Skills with All Students," "Teaching Reading Across the Curriculum," "Brain Based Learning," "Writing & Speaking Across the Curriculum," and "Creating Effective Cooperative Learning Groups." Additionally, it is the board's intention to provide staff development to support the leadership foundation of the school. Sessions will be provided on recognizing and stopping bullying, on building sound character and values in students, and on developing leadership within the classroom and community. Teachers will also receive training on the contents and focus of the Civil Air Patrol Curriculum (CAP), and how CAP's K-6 ACE program is designed to be a cross-curricular resource for teachers to incorporate into their classroom instruction to strengthen their science curriculum.

The bottom line is that staff development will be an on-going way of life at NCLA. NCLA's Board of Trustees wants teachers as well as students to understand that learning is a life-long process. We never "arrive." We just continue to grow.

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

Weekly staff meetings will not focus on information that could have been presented via emails or memos. They will be structured as opportunities for teachers to gather to share ideas and best practices and to talk about better and more effective ways to assist students in learning. They will be an opportunity to discuss teaching techniques that work. Additionally, there will be weekly grade level meetings to provide the time and opportunity for teachers to work together and plan for instruction. There will also be opportunities for teachers to grow within the organization through becoming mentors for less experienced teachers and assuming ever increasing roles of leadership within the organization. They will have the opportunity to serve on the school's Leadership Team, which will have a representative from K-2, 3-5, 6-8, and the high school. This Leadership Team will be critical in developing the school's ongoing School Improvement Plan.

Teachers will be encouraged to visit and observe in each other's classrooms as well as to visit and observe in other high performing schools. They will also be allowed to attend outside training sessions that will support what they are doing within the classroom. Upon their return to the school, it is expected that they will share what they have learned with the rest of the staff.

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

The need for this school is specifically to provide parents and students in the Forsyth/Guilford County area expanded choices of educational opportunities that are not available in surrounding schools. We at NCLA believe that our leadership curriculum is significantly stronger than the “character education programs” in the local area schools. Leadership, making moral and ethical decisions, accepting responsibility for oneself and others is not going to be something taught only part of the year at NCLA. Our intention is that it will be an integral and expected part of everything that we do on a daily basis. NCLA teachers will prepare their daily lesson plans with this goal in mind, creating opportunities for students to model these attitudes. Our program will not only teach students about making wise choices, but it will give them the opportunity to practice those choices on a daily basis as they learn to accept ever increasing roles of responsibility within their school and community.

In addition to all of this, NCLA intends to provide a strong academic program geared toward preparing all of our students for acceptance into college. This academic program will include an extended day providing student time for remediation and enrichment as well as time to complete homework assignments under the supervision of an assisting adult. The Civil Air Patrol Curriculum will add a much needed emphasis on science that is not strong in most of the local community schools.

We feel the combination of these two types of programs will truly give our families opportunities that are not available for all students in our community.

6. Hold the schools established under this part accountable for meeting measurable student achievement results and provide the schools with a method to change from rule-based to performance-based accountability systems:

The North Carolina Leadership Academy intends to be fully accountable. Not only will we participate in the state ABC Accountability Program, including the current end-of-grade and end-of-course testing requirements and high school ACT requirements, but as we said earlier, we intend to use the nationally normed, diagnostic assessment tool, *Measures of Academic Progress*, to help us identify individual student strengths and weaknesses so that we can address each student’s individual needs. We will also use it to identify achievement patterns in summer loss so that we can reduce summer loss for our students.

In kindergarten and first grade we will also use individual assessments including the use of leveled readers and running records.

EDUCATIONAL FOCUS:

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

The North Carolina Leadership Academy (NCLA) is a K-12 school committed to seeking families from across the Triad area who want their children and teenagers not only to have the right attitudes, information, and skills needed to meet the successful requirements of a college curriculum, but to have the opportunity to develop true leadership qualities and become creative thinkers and problem solvers while retaining a sense of responsibility for their families, their community, and their country.

The primary goal of the North Carolina Leadership Academy is to close achievement gaps and to put our students on a path such that 100% of our students will be accepted to the colleges of their choices. As such, our curriculum in elementary and middle school will focus on building a strong foundation of basic skills to prepare our students for the rigors of a high school preparatory program. Our high school program will be geared toward meeting the requirements for acceptance to all state universities in North Carolina.

To do this, NCLA will require an extended day for her students, typically running from 8:00 a.m. until 5:00 p.m. Using quarterly administered and nationally normed, diagnostic testing, NCLA teachers will be able to individualize instruction to specifically meet the needs of each student. Much of each classroom's instruction will be hands-on application of concepts being learned so that students have the ability to practice skills through real-life activities. Students will be encouraged to demonstrate their mastery of concepts through project based learning. There will also be extensive opportunities for students to work with other students in cooperative learning groups to help them develop needed communication skills to be successful as adults in college and in life.

However, NCLA is not just a college preparatory program. Because we strive to create well rounded, responsible, and confident individuals, the leadership component will be the driving foundation of the NCLA academic program. We want our students to understand that doing the right thing is as important as being right. We want them to learn that they have a responsibility to their fellow classmates, their families, their communities, and their country. Thus, our overall goal is to not only give students the academic skills and knowledge they need to be successful in college but to develop a firm foundation of leadership skills through allowing students the opportunities to assume ever increasing roles of leadership within their school environment and then within their community.

Because of this, we have decided to implement the Civil Air Patrol's Curriculum with our own curriculum. Its goal, as ours, is to build a strong foundation of leadership and character, while emphasizing the study of science, technology, engineering and math (STEM), as well as health and physical fitness. CAP will provide a much needed emphasis on hands-on science and accepting responsibility.

IV. GOVERNANCE

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

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

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

Name of Private Nonprofit: North Carolina Leadership Charter Academy, Inc

Mailing Address: 2015 Wright Avenue

City/State/Zip: Greensboro, North Carolina, 27403

Street Address: 2015 Wright Avenue

Phone: 336-254-8676

Fax: NA

Name of registered agent and address: Samuel C. Cook IV

FEDERAL TAX ID: NA

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

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

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

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

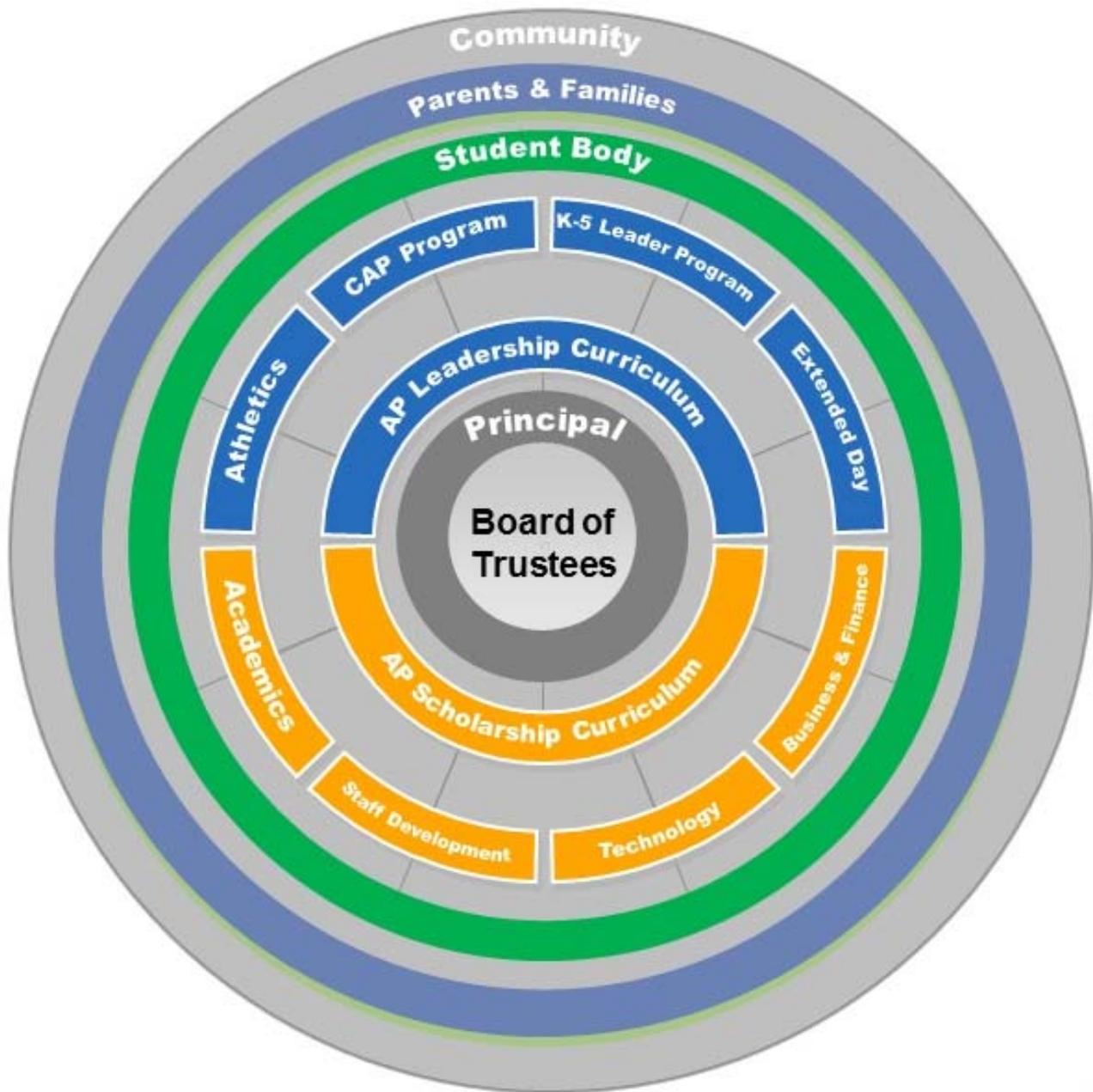
PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CMO)

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

NOT APPLICABLE/Not Contracting EMO

ORGANIZATIONAL STRUCTURE OF PRIVATE NONPROFIT: (GS 115C-238.29B(b)(3); GS 115C-238.29E(d))
The private nonprofit corporation is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.

North Carolina Leadership Academy Organizational Chart



North Carolina Leadership Academy **Organizational Description**

The NCLA organizational chart is intentionally presented in the format of a circle, or wheel. The Board of Trustees is at the center of our circle as they are the controlling body. The Principal has direct interaction with the Board of Trustees, as he/she will be acting at the direction of the board to oversee the academic (scholarship) and leadership curriculums. The NCLA Principal will be responsible for these two distinct curriculums, and all state, federal and relevant school reporting. The position of NCLA Principal serves as director of the school, and is the acting executive on behalf of the Board of Trustees.

Assistant Principals or AP's, one for the Leadership Curriculum and the other for the Scholarship Curriculum, while under the direction of the Principal, will directly oversee the personnel required for each functional area under their control. For the first two years, the individuals in these positions may also be responsible for teaching and/or other responsibilities. The Assistant Principal for Scholarship will oversee all teaching staff, the business office, and technology. In coordination with the NCLA Principal, he/she will be responsible for the supervision and evaluation of the teachers and other academic support staff. Additionally, staff development and the responsibility for the office management and technology systems will fall under this area of responsibility.

The Assistant Principal for the Leadership Curriculum will oversee the athletic department and all of the coaching staff, the Civil Air Patrol Cadet Program, the K-5 Leadership Program, and the Extended Day Program, as well as any individuals employed to fulfill these responsibilities. He/she will work in coordination with the Assistant Principal for the Scholarship Curriculum in facilitating program offerings to students, as well as assisting teachers integrating leadership development into their classroom instruction through the Civil Air Patrol educational resources.

Moving out from the middle of the circle, the student body interfaces with all of the functional elements of the school and related personnel - including principals, teachers, and support staff. Our organizational philosophy promotes responsibility and authority coming from within the epicenter of our school, the Board of Trustees, moving outward, through the instructional staff and support personnel, in providing care, education and motivation to the students who attend the North Carolina Leadership Academy.

Finally, when you look at the two outer circles – parents & families and the community, you will see no connecting lines to students. This is because every person and every function of the school are totally enclosed by the support from parents and the community, in developing and impacting student lives.

NCLA Founding Board

The founding board of NCLA came together out of a common interest to create a K-12 college preparatory school geared specifically toward building future community, state, and national leaders who will also have the skills to be leaders in their future areas of employment. Our belief is that setting high academic standards, while providing a structured environment that allows students to achieve ever increasing roles of responsibility within their school and their community, will allow us to do this. Each member brings a unique combination of professional experiences and educational skills to the board. Currently our board is composed of eight (8) members, but our goal is to always have five (5) to nine (9) board members. We are still actively recruiting one more board member, but it is important to us that each shares a common vision for the school. Following is a brief description of each board member and what he/she brings to NCLA, including their professional resumes.

Frederick J. Kennedy, M.Ed, US Army (Ret); *Chairman of Board*

283 South Plaza Court
Mt Pleasant, SC 29464

843-388-1448 (Home)
201-650-9090 (Cell)
Email: FJK101@att.net

Fred is a graduate of Riverside Military Academy and The Citadel. He has Masters of Education degrees from Georgia State University and Columbus University. Fred served as an Infantry and Special Forces officer in the US Army, and is a retired Lieutenant Colonel. He taught at both the Infantry School and the Special Warfare School.

Since retiring from the Army, Fred has been Senior Army Instructor at Oak Ridge Military Academy, Assistant Commandant at The Citadel, President of Oak Ridge Military Academy, and worked in the private sector with several business enterprises. He currently serves on the Riverside Military Academy Board of Trustees. Fred's wife, Nancy, has taught elementary school in New York, Georgia, Virginia, and North Carolina. Their son, Matthew, graduated from Pine Forest High School in Fayetteville, North Carolina, and Appalachian State University. Matthew is an IT Management Specialist in Asheville. Their younger son, Christopher, graduated from Oak Ridge Military Academy and West Point. Chris is a US Army Major currently posted at Fort Benning, Georgia.

Fred serves as chairman of our board, and brings the focus of scholarship, leadership, and citizenship in founding the North Carolina Leadership Academy. His experiences in developing leadership in young adults over a variety of settings will be invaluable in our efforts for this school.

Carl Lashley, Ed.D; Associate Professor, UNC Greensboro; *Vice Chairman of Board*

PO Box 26171, UNCG
School of Education Building – 342
Greensboro, NC 27402-6171

336-334-3745 (Office)
336-545-0916 (Home)
Email: carl_lashley@uncg.edu

Dr. Carl Lashley is Associate Professor in the Department of Educational Leadership and Cultural Foundations at the University of North Carolina at Greensboro. He holds a Bachelor of Arts in Political Science and a Master's in Education in Special Education from West Virginia University and an Ed.D. in Educational Leadership from Indiana University.

He has been a general and special education teacher, an elementary school principal, Director of Special Education, and Director of Curriculum and Instruction in public schools in West Virginia. Dr. Lashley's

primary intellectual and advocacy interests in equity, justice, and community come from his career long concerns about poverty, equitable opportunity for all children, and the power of schooling as a mode of social change. His research interests are in education law, special education law, policy, and practice; technology; and school leadership preparation.

Dr. Lashley is the Co-Director of the Smith Professional Development High School, a partnership between UNCG and the Guilford County Schools. On the UNCG campus, he regularly presents and works with faculty and students on matters related to the responsible conduct of research. Dr. Lashley currently serves as President-elect of the North Carolina Professors of Educational Leadership.

Dr. Lashley brings to our board expertise in school governance, policy and educational law, and his knowledge of the needs and requirements for serving exceptional children. He says he is looking forward to being able to “practice what he preaches” to his UNCG administration students and being actively involved in creating and sustaining a school that brings the whole package to students.

Sam “Chip” Cook, MA; Lecturer, UNC Greensboro; IT Professional; *Secretary of Board*
102 James S. Ferguson Building, UNCG
Greensboro, NC 27402
336-285-5342 (Home)
336-254-8676 (Cell)
Email: sccook2@uncg.edu

Chip attended Oak Ridge Military Academy, graduating as Battalion Commander (ranking cadet) and Salutatorian of his senior class. He then attended UNC Greensboro, completing both his Bachelor of Arts and Master of Arts degrees in Communication Studies. Chip also completed a graduate program in Computer Networking at East Carolina University.

Since completing graduate studies, Chip has served for twelve years as a lecturer at both The University of North Carolina at Greensboro and North Carolina A & T State University, teaching communication studies, business communications and computer information science courses for various University departments. In addition to teaching in higher education, Chip works as an IT professional for the United States Courts, Middle District of North Carolina, providing systems management to court appointed attorneys and legal staff.

Along with his wife, Sarah, Chip raises three children in the Greater Greensboro community, the oldest two boys attending public school at John Van Lindley Elementary School. Chip serves as secretary on our board, and brings his background in higher education, government, and his example as a graduate of a leadership high school to the North Carolina Leadership Academy. He brings to the board a passion and real life understanding of the effects that a strong academic background combined with a full leadership program can provide a young person.

Billy Yeargin, Jr., M.L.S.; Professor of History, Former Liaison to Governor James Hunt

112 N. Webb St.
Selma, NC 27576

919-771-4794
Email: b.year@duke.edu

Professor of History at Johnston Community College and Vance-Granville Community College, lecturer on American tobacco culture

Billy Yeargin teaches US History at Johnston Community College and Vance-Granville Community College, and Southern Culture for Osher Lifelong Learning program at Duke University. Billy also serves as a Road Scholar for the North Carolina Humanities Council. He was former Executive Director of the Tobacco Growers Information Committee, was a spokesman for the US Tobacco Growers, and was Agriculture Liaison to NC Governor James Hunt, Jr. He has also been Executive Director of the North Carolina Sweet Potato Commission.

Billy graduated from Oak Ridge Military Academy, holds an M.A. in Liberal Studies from Duke University and has studied European History and Politics at the University of Oxford, Oxfordshire, UK. He created and directed the World Tobacco Auctioneers Championship for RJ Reynolds Tobacco Company. He has published two books on North Carolina tobacco culture: *North Carolina Tobacco, a History and Remembering North Carolina Tobacco*. Billy's involvement in this school comes from a real commitment to the importance of providing students with more than just a solid academic foundation. He has learned from real experience that leadership can be taught, and he sees this as the opportunity to "create" new leaders for North Carolina and the nation.

In serving on our board, Billy Yeargin brings forward a wealth of leadership experience in North Carolina State Government. He is the prime role model of what a North Carolina Citizen can do in serving his community and state as a community/industry representative and educator.

Patricia Fairfield-Artman, Ph.D; Lecturer, UNC Greensboro; PR Specialist; *Treasurer of Board*

102 James S. Ferguson Building, UNCG
Greensboro, NC 27402

336-334-5297 (Office)
Email: pfartman@uncg.edu

Dr. Patricia Fairfield-Artman is a lecturer of public relations, ethics, and risk & crisis communications in UNC Greensboro's Department of Communication. In addition to her teaching, Dr. Fairfield-Artman has focused her research on several areas, including identity negotiation of students as military leaders, communication ethics, and crisis communication. Her academic presentations & writings include:

- *Student leadership in the 21st Century: Story telling and story listening*. Co-authored with Jessica McCall and Preston Yarborough at the Lilly Conference;
- *Democracy and the military: recruitment and serving - the moral, ethical and political*. A panel presentation at American Educators Studies Association, University of Virginia;
- *The Jessica Lynch rescue: Three perspectives*. Presented at Southern States Communication Association, Tampa, Florida.

Dr. Fairfield-Artman has been the recipient of several grants totaling over \$10,000 for course development. These include \$5000 for curriculum development of an online core course for the Bachelor of Liberal Studies in 2004, and \$5000 for curriculum development of an online core course for the Bachelor of Social Science Studies at UNCG in 2011. She received the Dean's Teaching Merit Award in 2008, and was also nominated for the UNCG Outstanding Faculty Teaching Award in 2009.

She has served as a public relations consultant for several area organizations, most recently presenting workshops for the UNCG Leadership Academy. Dr. Fairfield-Artman is affiliated with the Public Relations Society of America, and serves as the Ethics Officer for the Tarheel Board of Directors.

Before working in higher education, Dr. Fairfield-Artman spent twenty years in management positions with a focus on public relations in corporate and nonprofit organizations in Greensboro, NC and Washington, DC. Dr. Fairfield-Artman brings a strong background in leadership education to our board, as well as specialized experience in public relations.

Dr. Fairfield-Artman's research in leadership development will be invaluable to the board and the staff of the school.

Quentin Brown; Doctoral Candidate at NC A & T State University, Environmental Technologist
Energy & Environmental Systems Department 336-686-8326
Gibbs Hall, NCAT Campus Email: quentin.brown1911@gmail.com
Greensboro, NC 27411

Quentin Brown is a Doctoral Candidate in Energy and Environmental Studies at North Carolina Agricultural & Technical State University. He holds a Master's Degree in Industrial Technology, and is a trained Environmental Engineering Technologist. Quentin also became a Cummins Certified Project Manager in 2008.

Quentin's family background has an inspired focus in the sciences, as his mother is a retired medical doctor, having served in the US Army Medical Corps. After graduating from high school at Oak Ridge Military Academy, Quentin attended NC A & T State University, focusing on industry and engineering, and has served in several industrial co-op and fellowship positions across the nation. These include service for Cummins, Incorporated, as a Global Manufacturing Systems, and most recently as a Catawba County Doctoral Fellow.

Quentin brings to our board an advanced background in industrial engineering, technology and energy studies that should complement our science, technology, engineering and math curriculum nicely. Additionally, his personal experiences in attending and graduating from a school with a strong leadership component will give him the knowledge and expertise to be able to provide direction and support to the rest of the school's board.

Karl Katterjohn, Physician Assistant; Medical Administrator, CAP Education Leader
11 Von Ruck Ct. 828-505-1231
Asheville, NC 28801 Email: kr3kat@gmail.com

Karl Katterjohn is a board-certified Physician Assistant and was past director of the PA Program at the George Washington University School of Medicine, an Assistant Professor in the School of Medicine, Chairman of the Political Affairs Committee of the American Academy of Physician Assistants and Vice-President of the Association of Physician Assistant Programs. Karl graduated from Riverside Military Academy, and then later attended The George Washington University School of Medicine and Health Sciences

For 25 years, Karl served as a Civilian National Consultant to the Surgeon General of the United States Air Force. He wrote a monthly column on healthcare legislative issues for the publication, Health Practitioner, for five years and following that he became Medical Editor of the publication, PA Consultations. He spent several years providing direct patient care to low-income white and minority patients at a Family Practice Clinic in Fort Washington, Maryland and was a Medical Officer at the District of Columbia public nursing home in Anacostia, DC.

As Chief Operating Officer of the Cardiology Research Foundation in Washington, DC, Karl was responsible for several educational cardiology symposiums which trained medical professionals around the world. Since arriving in Asheville, North Carolina, Karl has become a volunteer for the Mountain Region Medical Reserve Corps, serves as Squadron Medical Officer for the Asheville Squadron of the Civil Air Patrol, was appointed to the Buncombe County Nursing Home Community Advisory Committee and is a Clinical Professor of Health Sciences at South College, Knoxville, Tennessee.

Karl brings to our board an immense background in management, medical sciences, and Civil Air Patrol leadership education, which will be infinitely valuable in helping to develop the North Carolina Leadership Academy. His personal experiences in a leadership academy as well as his strong science and mathematics background will also be extremely valuable to his fellow board members as they work to build a strong academic program founded on an equally strong leadership program.

C. John Malzone, Financial Advisor and Real Estate Consultant

106 Hay Street
Suite 223
PO BOX 2363
Fayetteville, NC 28302

910-678-9223 (Office)
Email: jmalzone@nc.rr.com

John Malzone has spent most of his professional life helping for profit, as well as not-for-profit, business & organizations in North Carolina, develop, grow and succeed. Starting out as a manager and buyer for Ed Fleishman & Brothers, John went on to work successfully as a real estate broker, consultant and developer in the Greater Fayetteville community.

Spending over thirty years in the real estate business, John branched off to develop his own antique mall and most recently, his own retail coffee business. John has also spent most of his adult life serving on state and community projects, including the Cumberland County Arts Council Board of Directors, founding member of the Fayetteville Historic Resources Commission, as well as President, Board of Trustees, Cape Fear Valley Health, from 1995 to 2001. During his tenure as trustee of the Cape Fear Valley Health, he led the effort to consolidate hospitals, acquire the Columbia HCA, and helped to recruit the new hospital system CEO.

John serves our board as a financial, marketing and real estate advisor in helping to develop the North Carolina Leadership Academy. He brings considerable knowledge in helping our charter in business development and management. Additionally, John is truly a perfect example of a self-made man who has not only done well personally but exemplifies what The North Carolina Leadership Academy means when it says it wants to teach its students a commitment to community. With John's example, they see becoming actively involved in their communities and providing for their communities, as something that is part of their responsibility as a community member.

Board of Trustees' Resumes follow:

Frederick J. Kennedy
Mt. Pleasant, SC/Hendersonville, NC

Education

Columbus State University, Columbus, GA	M. Ed. Special Ed. - 1979
Georgia State University, Atlanta, GA	M. Ed. Psychology - 1977
The Citadel, Charleston, SC	BA Political Science - 1968
Riverside Military Academy, Gainesville, GA	High School - 1964

Experience

President, Kennedy Trucking Company, Kearny, NJ	1996 - present
President, Oak Ridge Military Academy, Oak Ridge, NC	1994-1996 (NC Colonel)
Assistant Commandant: The Citadel, Charleston, SC	1993-1994
Senior Army Instructor: Oak Ridge Military Academy, Oak Ridge, NC	1990-1993
US Army Infantry and Special Forces Officer	(Retired)
Second Lieutenant (1968) to Lieutenant Colonel (1987)	

Honors

College:

Pi Sigma Alpha (National Political Science Honor Society);
Representative- Collegiate Council to the United Nations;
Distinguished Military Graduate – The Citadel;

Military:

US Army Ranger, Master Parachutist, Pathfinder, Jungle Expert, Legion of Merit, Bronze Star for Valor, Combat Infantryman Award, Vietnamese Staff Service Medal,

Civilian & Post-Retirement :

Past President Military Order of the World Wars, Past President Retired Officers Association, Disabled American Veterans, Board of Directors Braishfield Associates, Inc.; Board of Trustees Meadowlands Hospital Medical Center, Board of Trustees Riverside Military Academy (Chair 2006-2009).

Carl Lashley, Ed.D.

Educational Leadership and Cultural Foundations
University of North Carolina Greensboro

Education

Degree Date	Institution and Location	Major Field
B.A. 1970	West Virginia University	Political Science
M.A. 1976	West Virginia University	Special Education
Ed.D.1994	Indiana University Bloomington	Educational Leadership

Professional Certification

West Virginia:
Elementary Education, 1-6
Social Studies, 1-9
Mental Retardation, K-12

New York:
School District
Administrator

North Carolina:
Superintendent
Principal

Professional and Related Experience

Year	Position	Employer
2004 to present	Associate Professor with Tenure	Department of Educational Leadership and Cultural Foundations, University of North Carolina at Greensboro, Greensboro, NC

Publications

Boscardin, M. L., & Lashley, C. L. (2012, in press). Expanding the Leadership Framework: An Alternate View of Professional Standards. In Crockett, J., Boscardin, M. L., & Billingsley, B. (Eds.) *The handbook of leadership & administration for special education*. New York: Taylor & Francis Group, Inc.

Peck, C., Mullen, C. A., Lashley, C. & Eldridge, J. (2011). School leadership and technology challenges: Lessons from a new American high school. *AASA Journal of Scholarship & Practice*, 7(4), 39-51.

Lashley, C., Cooper, J., McCall, J., Yeager, J., & Ricci, C. (2011). Teacher education is everybody's business: Northern Guilford High School—a professional development community. In Mullen, C. (Ed.). *The handbook of leadership and professional learning communities*. New York: Palgrave MacMillan.

Lashley, C., & Tate, A. (2009). A framework for educative, equitable, and empowering disciplinary practice. *Journal of Special Education Leadership*, 22 (1), 24-35.

Presentations

March 2009 - Presenter: "Teacher Education Is Everybody's Business: The Continuing Development of a Comprehensive Professional Development High School," National Association of Professional Development Schools, Daytona Beach, FL. with Cooper, J., Kurtts, S., Yeager, J., & Ricci, C.

March 2008 - Panel Discussion: "HB 536 and the Statutory Requirements of LEA/IHE Collaboration," NC Association of School Administrators, Greensboro, NC, with Jenkins, K., Bradshaw, L., Spenser, K., Prince, S., Harris, C., & Farley, T.

November 2007 - Innovative Session: "Building Bridges and Crossing Borders in Intellectual Communities, Neighborhoods, and Families : Faculty and Students Unpacks Leadership Preparation and Practice," University Council for Educational Administration, with ELC faculty and students

November 2006 - Symposium: "Pathways to Social Justice and Strong Democracy under Globalization: Collaborative General/Special Education Leadership Preparation", University Council for Educational Administration, San Antonio, TX, with Militello, M., Boscardin, M., Crockett, J., Quinn D., & Skrtic, T.

November 2005 - Symposium: "Leadership for the Success of All Children: Blending Special and General Education Through Research, Policy, and Practice," University Council for Educational Administration, with Boscardin, M.L., Crockett, J., & Waltther-Thomas, C.

Professional Memberships

American Education Research Association
Education

Association for Supervision and Curriculum Development
Council of Administrators of Special Education

International Society for Technology in

Council for Exceptional Children

Professional Activities in the Areas of Public Service and College/University Service

2011-2012: President-Elect, North Carolina Professors of Educational Leadership; Responsible Conduct of Research Faculty, Office of Research Compliance; Chair, Academic Program Review, School of Education.

2010-2012: Member, Empowering Effective Teachers Initiative, Forsyth County United Way; Member, Children's Home Society Advisory Group; Member, Guilford County Schools Principal of the Year Selection Committee; Member, Leadership and Service Learning Advisory Council; Implementation Facilitator, MSA/PMC Revisioning

2010-2011: Co-Coordinator, ELC Program Review; Project Director, IMPACT V Statewide EdS Project; Member, North Carolina Superintendency Revisioning Committee; Member, Board of Directors, North Carolina Professors of Educational Leadership; Technical Liaison, PTLA Project; Member, EdS/EdD Admissions Committee; Member, School of Education Program Review Committee; ELC Representative, Council of Program Coordinators, Teachers Academy Member, Executive Committee, Council of Program Coordinators, Teachers Academy; Principal Leadership for Special Education, Piedmont Triad Education Consortium.

Samuel C. "Chip" Cook IV
Lecturer, UNC Greensboro; IT Professional

EDUCATION

East Carolina University

- Graduate Certificate, Computer Networking (2005)

The University of North Carolina at Greensboro

- Master of Arts, Speech Communication (2001)
- Bachelor of Arts, Communication Studies (1999)

PROFESSIONAL EXPERIENCE

U.S. Courts/Bankruptcy Administrator

Systems Administrator & Assistant Systems Manager
(05/2004 - Present)

Manage data systems and provide network & workstation administration and support for NC Middle District offices, spanning three city locations.

UNC Greensboro

Adjunct Lecturer (08/2001 - Present)

Teach undergraduate courses in business & communication studies. Courses taught:

- CST 105 - Introduction to Communication
- CST 341 - Business & Professional Communication
- MGT 309 - Business Communications

NC A & T State University

Adjunct Lecturer (08/2002 - Present)

Teach undergraduate courses in communication studies. Courses taught:

- SPCH 250 - Speech Fundamentals
- SPCH 401 - Argumentation & Debate
- SPCH 461 - Group Communication
- SPCH 602 - Bargaining and Negotiation

KEY SKILLS - Technical

- Network Administration
- Desktop Configuration
- Technical/User Support
- Hardware Troubleshooting

KEY SKILLS - Human/Managerial

- Training & Instruction
- Client Support & Customer Service
- Project Management
- Research & Analytics

W. W. “Billy” Yeargin, Jr.
Selma, NC

EDUCATION

University of Oxford, England: *Studies in European History, Politics and Society*

Duke University: *Master in Liberal Studies* - Focus on American Southern Culture

University of North Carolina: *BA - Liberal Arts* (History/Religion in the South)

Oak Ridge Military Institute : High School Diploma

CAREER SUMMARY

1995-Present---Educational:

- Duke University-(Osher Lifelong Learning Institute - OLLI): Southern Culture;
- Johnston Community College - Smithfield, NC: US History, Western Civilization;
- Vance-Granville Community College: Southern Culture, Critical Thinking, Ancient History and Western Civilization,
- Federal Prison Systems, Butner NC: Western Civilization, US History, Critical Thinking;
- Pitt Community College: Professor of Public Speaking and Philosophy.

1974- 1995---Political:

- Executive Director - Tobacco Growers Information Committee (Lobbyist-Media Relations)
- Senior Legislative Aide - US Senator Robert Morgan (Agriculture Advisor)
- Senior Agriculture Liaison - NC Governor James B. Hunt, Jr (Agriculture Advisor)
- Agriculture Policy Advisor - Attorney General Rufus Edmisten (Agriculture Advisor)
- Executive Director - North Carolina Sweet-Potato Commission, Inc.(Lobbyist-Media Relations).

1960-1974--- Media - Entertainment:

Radio-TV Announcing- WTIK - Durham, NC; WNOH - Raleigh, NC; WNCT -Greenville, NC.

RECOGNITIONS

Governor’s Award of Excellence - NC Governor James B. Hunt

Meritorious Service Award - National Association of Farm Broadcasters

Award of Excellence - Secretary Bob Bergland, US Department of Agriculture

Leadership Award - National Agri-Marketing Association, Inc.

INDUSTRY CONTRIBUTIONS

Author of two published books on North Carolina Tobacco History and Culture;

Contributed to over two hundred publications on American Tobacco Culture.

North Carolina State Capital Preservation Society (Member of Board of Directors)

National Association of Farm Broadcasters (Regional Vice President)

National Agri-marketing Association (Member, Board of Directors)

Dr. Patricia Fairfield-Artman
UNC Greensboro, Lecturer

Education:

Ph.D. Educational Leadership and Cultural Studies Foundations
University of North Carolina at Greensboro

MA General Speech

University of North Carolina Greensboro: Thesis: "Selected Variables in Black Dialect and How it Affects Perceptions of Employability"

BS Business Administration

University of North Carolina at Greensboro

Research & Scholarly interests:

Strategic communication, crisis communication, critical thinking and public speaking
Identity negotiation in organizations, gender and military leadership

Courses taught:

Introduction to Communication
Communication and Public Relations
Risk and Crisis Communication
Persuasion and Social Influence
Communication and Workplace Relationships
Communication Internship
Communication Ethics

Academic Conference Presentations

- Fairfield-Artman, P., McCall, J., Yarbrough, P. (2009). Student leadership in the 21st Century: Story telling and story listening. Panel presentation at Lilly Conference on College and University Teaching, Greensboro, NC.
- Fairfield-Artman, P. (2005). Democracy and the military: recruitment and serving - the moral, ethical and political. Panel presentation at American Educators Studies Association, University of Virginia, Charlottesville, VA.
- Fairfield-Artman, P., Lippard, R., Sansom, A. (2005). Behind the smoke and mirrors: A Bewitching pedagogy – from the past for the present, and into the future". Presented at Southeastern Association of Educational Studies, UNC-Chapel Hill, NC.
- Fairfield-Artman, P. (2004). The Jessica Lynch rescue: Three perspectives. Presented at Southern States Communication Association, Tampa, FL.

Invited Presentations:

- Presentations that WOW (2007-2008). UNCG Office of Leadership faculty and student Leadership Challenge, Greensboro, NC.
- Public Relations: Tips and techniques (2008, 2009). Triad Leadership Academy, Greensboro, NC.
- Keynote speaker, UNCG Golden Chain Honorary Induction for Leadership, Service and Scholarship Ceremony, 2004

Grants, Stipends, Merit Awards:

- UNCG \$5000 for curriculum development of online core course for Bachelor of Social Science Studies, 2011
- Nominated for UNCG Outstanding Faculty Teaching Award, 2009
- Deans Teaching Merit Award, 2008
- UNCG \$5000 for curriculum development of online core course for Bachelor of Liberal Studies, 2004
- UNCG \$2500 for curriculum development of blended online course of introductory communication course, 2003

UNCG Service and Committees:

Department Academic Adviser, Fall, 2008-present

Member, Search Committee for UNCG Assistant Internship Director, 2008

Member, University Committee on Internship Agreement, 2007

Discussion Leader, Freshman Summer Read, 2005-Present

Departmental Internship Coordinator for Department of Communication, 2004-Present

Community Service and Consulting Experience:

Wake Forest University Baptist Medical Center: Develop and conduct Management Training Classes

Women's Resource Center of Greensboro: Develop and conduct classes in self-esteem for center clients

Professional Affiliations:

Public Relations Society of America

Carolinas Communication Association

Southern Communication Association

National Communication Association

American Educators Studies Association

Other Professional Experience:

Twenty year career in management positions with focus on public relations in corporate and nonprofit organizations in Greensboro, NC and Washington, DC.

Quentin Brown

Doctoral Candidate at NC A & T State University

EDUCATION

Ph.D Candidate, Energy and Environmental Systems, North Carolina Agricultural & Technical State University, Greensboro, NC (2013)

M.S.I.T., Manufacturing Systems, North Carolina Agricultural & Technical State University, Greensboro, NC (2008)

B.S., Occupational Safety & Health, North Carolina Agricultural and Technical State University, Greensboro, NC (2003)

PROFESSIONAL EXPERIENCE

May 2011 - August 2011

Catawaba County Doctoral Fellow

Biofuel manufacturing engineer

Eco-Complex Doctoral Fellow

- Created plant layout and manufacturing schedule
- Installed and tested and created the SOP for all the manufacturing equipment
- Designed and implemented processing protocols
- Designed and implemented raw material synchronized flow to process equipment
- Created a R&D section for future projects
- Created and implemented an ion exchange program to increase product efficiency

June 2008-April 2009

Cummins Inc., Columbus, IN

**Global Manufacturing Systems Engineer
Manufacturing Development Program Participant**

- Analyzed machine product outputs, identified a solution and improved the process of a \$3.6MM manufacturing machine system which resulted in a cost savings of \$350K and reduced the process time by 3%.
- Designed and installed a safety device projected to which reduced the accident rate by 100%.
- Visited 30 plants, conducted interviews and recorded to data to create best- practices guidelines for all machine operators which resulted in the implementation of the database throughout the company.
- Led a team of 20 people to build a major machine component to meet company standards and specifications on tool management for operators.
- Designed a tool-replacement product which was manufactured and implemented throughout the company.
- Led a safety team audits and developed a safety "Best Practices" database as well as authored an ergonomics guidelines document that was implemented throughout entire company for machinery and operating practices.

May 2007- January 2008

Cummins Inc., Columbus, IN

**Cummins Manufacturing/Safety Engineer CO-OP
Manufacturing Engineer/ Plant Safety Lead Graduate Intern**

- Developed a computer-aided process verification system that resulted in a system continuous improvement saving \$250K.
- Analyzed unsafe practices and developed new process resulting in 15% increase in workplace safety.
- Trained plant employees on proper safety practices prescribed by the corporation safety guidelines.
- Led safety meetings and addressed key issues in safety plans in and around the plant areas. In all North American plants

Karl Katterjohn
Asheville, North Carolina

PROFESSIONAL EXPERIENCE

United States Air Force

Civilian National Consultant

February 1976 – January 2001 (25 years); Bolling Air Force Base, DC

The George Washington University School of Medicine and Health Sciences

Assistant Professor and Director, Physician Assistant Program

July 1974 – June 1981 (7 years); Washington, DC

ADJUNCT PROJECTS & ACTIVITIES

Cardiology Research Foundation, Washington, DC.

Chief Operating Officer

Civil Air Patrol Cadet Program

Commander & Instructor

Wheaton-Silver-Silver Spring Cadet Squadron, Silver Spring, MD

EDUCATION

The George Washington University School of Medicine and Health Sciences

Graduate Degree - Physician Assistant

1972 – 1974

Jacksonville University

Undergraduate Studies

1969 – 1972

Riverside Military Academy

High School

1959 – 1964

AWARDS & RECOGNITIONS

Medical Editor, PA Consultations

Charles E. "Chuck" Yeager CAP Award

CAP Level V Professional Development

C. John Malzone
Fayetteville, NC

BUSINESS EXPERIENCE

Malzone Marketing

Consulting/Commercial Real Estate (1991 - Present)

Market Square Coffee House (2011 - Present)

The Cotton Exchange/The Livery Antique Mall
Antique & Gift Malls (2004 - Present)

Commonwealth Real Estate

Principal Broker/Owner (1978-1989)

Ed Fleishman & Brothers

Manager/Buyer (1971-1978)

COMMUNITY LEADERSHIP/SERVICE

- Association of the United States Army Board of Directors
VP Corporate Membership
- Cumberland County Arts Council Board of Directors
- Cypress House Head Start Program, Board Member
- Lafayette Society (Charter Member) Board of Directors
- Cumberland County Educational Foundation- ex-officio
- WoodLake Architectural Review Committee
- Founding Chairman Cumberland County Crimestoppers '85
- Founding Vice-Chairman, Fayetteville Historic Resources Commission
- President, Board of Trustees, Cape Fear Valley Health (1995-2001)
- Led Effort to secure the NC State Veterans Park for the city of Fayetteville (1993-1994)
Park Opened in 2011

EDUCATION

GTE Senior Management School, Houston TX, (1990)

Fayetteville State University (1982-1984)

Fayetteville Technical Community College (1978-1980)

Lafayette Business College (1975)

University of Iowa (1965-1968)

**Bylaws of
The North Carolina Leadership Charter Academy, Inc**

North Carolina Leadership Academy

**ARTICLE I
ORGANIZATION**

I.1 **Name**: This corporation shall be known as the NC Leadership Charter Academy, Inc. (the "Corporation"). The charter school shall operate under the corporation as The North Carolina Leadership Academy.

I.2 **Principal Office**: The Corporation's principal office, known place of business and place where its records shall be kept, will be located in Guilford County, North Carolina or such other place as designated by the Board of Trustees.

I.3 **Registered Office**: The registered office of the Corporation required by law to be maintained in the State of North Carolina may be, but not need to be, identical with the principal office.

I.4 **Other Offices**: The Corporation may have offices at such other places, as the Board of Trustees may from time to time determine, or as the affairs of the corporation may require.

I.5 **Corporate Seal**: No instrument executed by or on behalf of the Corporation shall require a corporate seal for validity, but if a corporate seal is used, the Board of Trustees shall approve them.

I.6 **Fiscal year**: The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June next succeeding.

I.7 **Registered Agent**: The name and address of the Corporation's registered agent is Samuel C. Cook IV, 2015 Wright Avenue, Greensboro, NC 27403.

**ARTICLE II
PURPOSE**

II.1 **Purpose**: The sole and exclusive purpose of the Corporation shall be to establish and operate a Charter School under the Charter School Act of 1996, as codified in North Carolina Statutes 115C-238.29A et seq.

**ARTICLE III
MEMBERS**

III.1 **Members**: There shall be no members of this non-profit Corporation.

ARTICLE IV
BOARD OF TRUSTEES

IV.1 General Powers: All corporate powers shall be exercised by or under the authority of, and the business and affairs of the Corporation shall be managed by, the Board of Trustees or by such committees as the Board of trustees may establish pursuant to these by laws.

IV.2 Number and Term: The Board of Trustees shall consist of a minimum of five (5) and a maximum of nine (9) trustees. The actual number of Trustees shall be determined from time-to-time at the discretion of the board. Trustees shall serve for terms of three years, or until their successors assume office. Board seats shall have staggered terms such that 1/3 of the positions expire each year. Trustees may serve for a maximum of two consecutive terms with a one-term waiting period required before being eligible for re-election.

IV.3 Election: The Board members shall be elected by a majority vote of the Board of Trustees' members, or by such committees as the Board of Trustees may establish pursuant to these bylaws.

IV.4 Composition: Employees of the Corporation eligible to receive benefits and contractors employed by the Corporation shall not be eligible to serve as Board of Trustees' members. Members of the Board of Trustees should also not be related to one another. At all times the Board of Trustees' membership should strive to reflect the diversity of the school community.

IV.5 Authority: The powers of the Board of Trustees shall include, without limitation, the authority to do the following:

IV.5.1 Appointments: Appoint, remove, replace and supervise all the Corporation's officers and any of the Corporation's employees.

IV.5.2 Investments: Invest and expend Corporation funds in order to execute all the Corporation's business.

IV.5.3 Agents: Employ or discharge agents, employees and independent contractors

IV.5.4 Agreements: Negotiate and enter into agreements, subcontracts, and develop and conduct the Corporation's business and otherwise execute the Corporation's intent and purpose.

IV.5.5 Insurance: Obtain liability, property and other insurance necessary to protect the Corporation's assets, business and properties, as well as the Corporation's officers, trustees, managers, and employees.

IV.5.6 Litigation: Execute litigation on collection matters for payments due to the Corporation for services rendered by or arranged by the Corporation.

IV.5.7 Borrowing: Borrow money for Corporation purposes.

IV.5.8 Documents: Execute instruments or documents necessary to carry out Corporation business.

IV.5.9 Procedures: Establish procedures, policies, and guidelines for the Corporation which shall be implemented and followed by the Corporation's officers, employees, and independent contractors.

IV.6 Policies and Procedures: The Board of Trustees shall be authorized from time to time to adjust, amend and repeal policies and procedures as it may deem necessary or appropriate to govern the Corporation's operations.

IV.7. Action by the Board of Trustees: A majority vote is required for the Board of Trustees to act or take action upon decisions.

IV.8 Compensation: Unless otherwise expressly provided by resolution by the Board of Trustees, no Trustee shall receive any compensation for his or her services as Trustee. From time to time, members of the Board of Trustees shall be compensated or reimbursed for actual expenses, if any, for services rendered and approved in the name of the Corporation, by majority vote of The Board of Trustees.

IV.9. Committees: The Board of Trustees may establish, from time to time and at its discretion, committees to accomplish the goals and objectives of the Corporation and its programs. Such committees shall have such responsibilities as the Board of Trustees shall specify. Committees may include, but are not limited to Executive, Finance, Personnel, Facility, Curriculum, Fundraising, Enrollment, Expulsion or others as needed. Members of the committees may be removed by the Board of Trustees, with or without cause.

IV.10 Vacancies: Any vacancy on the Board of Trustees shall be filled by a majority vote of the remaining members of the Board of Trustees at any meeting.

IV.11 Resignations: Any Trustee may resign at any time by giving written notice of his or her resignation to the Corporation. Such resignations shall take effect at the time specified therein. If the time when it shall become effective is not specified therein, it shall take effect immediately upon its receipt by the Chair of the Secretary, and unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective.

IV.12 Trustee Responsibilities: All Trustees will be required to demonstrate commitment to the Corporation and its missions & purpose - The North Carolina Leadership Academy. Trustees will be required to attend meetings of the Boards of Trustees and accept committee memberships. Trustees consecutively absent from three (3) meetings of the Board of Trustees, or one-half of the regular meetings within one (1) fiscal year, without reasonable cause for such absences, may be removed from the Board of Trustees.

IV.13 Time Requirements: Nothing in the bylaws requires that a person serving on the Board of Trustees spend his or her full time or any specific amount of time managing the Corporation's business. However, any person serving as a Trustee shall be available at reasonable times to assist and serve in the business of the Corporation.

IV.14 Removal From The Board of Trustees: A Trustee member may be removed with or without cause only by a simple majority vote of the Board of Trustees at any meeting. Trustees will be considered for dismissal for any one the following breaches of integrity, including violation of confidentiality, undermining the directives of the Board, being indicted or convicted of a felony, failing to oversee and abide by terms

and conditions stated in the bylaws, or by acts that would constitute a general breach of integrity in the views of the members of the Board of Trustees.

ARTICLE V **MEETINGS**

V.1 General Meetings: The Board of Trustees shall meeting at least six times per year, at such times and locations as deemed appropriate and suitable. Reasonable notice of all Board meetings shall be provided to each Trustee by postal mail, electronic mail, telephone or other means of communication, by action of the Chair, Vice Chair, or Secretary of the Board of Trustees. The annual meeting will be held in June of each calendar year.

V.2 Special Meetings: The Board of Trustees may hold special meetings called by the Chair or in a circumstance when a majority of the Board of Trustees shall request a meeting. In the event that a special meeting is called, each Trustee shall be given 48 hours' notice of the special meeting. Such notice shall specify the business to be transacted at, or the purpose of, the meeting that is called. No other business but that specified in calling the special meeting may be transacted without majority consent of all Trustees present at the meeting. Any special meetings of the Board of Trustees of the Corporation shall be announced and help in compliance with open meetings law.

V.3 Quorum: A quorum consisting of 2/3rds or more of all Trustees shall be required for all Board of Trustee meetings

V.4 Attendance by Telephone or Video Messaging: Any one or more Trustees may attend Board of Trustees meetings via the use of telephone or video messaging, granted that use of such communication devices allows all persons participating in the meeting to hear each other simultaneously.

V.5 Voting: All matters before the Board of Trustees shall be approved by a majority vote.

V.6 Specific Matters - Conflicts of Interest: Matters that come before the Board of Trustees which places a Trustee in conflict of interest between the interests of the Corporation, The North Carolina Leadership Academy and the interest of the Trustee, his/her family or business, the Trustee with the conflict shall be prohibited from participating in the discussion and recuse his/herself from voting on the particular matter. The Board of Trustees shall comply with the voting and disclosure provisions of Director Conflict of Interest Section of the Non-Profit Corporation Law NCGS 55A-8-31

V.7 Compliance with NC Open Meetings Law: This Corporation shall comply in all respects with the North Carolina Public Schools Law, code section 114C-4 and any other related provision of North Carolina law in connection with all regular or special meetings of the Board of Trustees. Except as otherwise permitted by such Open Meeting Laws, and/or North Carolina General Statutes Sections 143-318.9-143-318.19:

A. No quorum of the Board of Trustees can hold a meeting in private for the purpose of deciding on or deliberating toward a decision on any matter.

B. No closed executive session shall be held until:

1. The Board shall have first convened in an open session for which notice shall have been given in accordance with law;
2. A majority of the Board at such meeting shall have voted to go into closed executive session;
3. The chairperson or person presiding over the meeting has cited the purpose of the closed executive session and has stated whether or not the Board of Trustees shall reconvene after the closed executive session;
4. Closed executive sessions may be held only for purposes permitted by law.

V.8 Meeting Rules & Conduct: Meetings shall be conducted in an open, orderly, and fair manner, and shall be held in compliance with the North Carolina Open Meetings Law. The Board may elect not to proceed in full compliance with modified Roberts Rules of Order, but those procedures may be invoked at any time for use during part or all of a particular meeting upon motion supported by a majority.

ARTICLE VI **OFFICERS**

VI.1 Officers: The Corporation's officers shall consist of a Chairperson or Chair (Chairman, Chairwoman), Vice Chairperson or Vice Chair (Vice Chairman, Vice Chairwoman), Secretary, and a Treasurer and such other offices as deemed appropriate by the Board of Trustees. Designated officers shall have such authority to perform duties as sanctioned by the Board of Trustees. These officers shall be elected by majority vote of the Board of Trustees, and serve at the pleasure of the Board. Any number of offices may be held by the same Trustee, other than the offices of Chairperson and Secretary.

VI.2 Procedures of Nomination of Officers: The Board of Trustees shall appoint a Nominating committee, charged with the responsibility of presenting a recommendation of candidates for office, to the Board of Trustees, at the annual meeting. The Board of Trustees may accept or decline the recommendations presented by the Nominating committee. If the recommended candidates are declined, nominations of officers may be entertained by the Board of Trustees Chairperson. Nominations must be seconded and the nominee must agree to accept the nomination and fulfill the duties of the office if so elected to the position. Upon the motion, second and majority vote to close nominations, and an election of officers from the list of candidates will be held. Elections for officers are held openly. The candidate receiving the majority of ballots cast in his/her favor will be immediately inaugurated into the office to which they have been elected. In the event of a tie, all ballots will be recast. In the event of another tie, the office shall be awarded to the candidate with the longest cumulative tenure membership on the Board of Trustees.

VI.3 Resignation and/or Removal of Officers: Officers may resign from office at any time by written notice of resignation to the Corporation. Such a resignation shall take effect at the time specified or take effect upon its receipt by the Corporation. Officers may be removed from office with or without cause by the Board of Trustees by a majority vote of the Board of Trustees at any regular or special meeting held by the Board of Trustees with a quorum in attendance.

VI.4 Terms of Officers: The terms of the Officers of the Corporation shall be from the time of their election to the next annual meeting or until their successors are chosen by the Board of Trustees.

VI.5 Duties of the Offices: The following describes the duties of the offices of the Corporation:

VI.5.1 Duties of the Chairperson: The Chairperson shall preside over all meetings of the Board of Trustees of the Corporation and shall be responsible for implementing policies established by the Board of Trustees. Chairperson shall establish an agenda, in consultation with the Academy Principal, for each meeting of the Board of Trustees. The Chairperson of the Board shall, when requested, counsel with and advise the officers of the Corporation and shall perform such other duties as directed or prescribed by the Board of Trustees.

VI. 5.2 Duties of the Vice Chairperson: In the absence of the Chairperson, or in any event that the Chairperson has an inability to serve, or refuses to serve to the duties of office, the Vice Chairperson shall perform the duties of the Chairperson. When so acting, the Vice Chairperson shall have all the powers and authority of the Chairperson, and shall perform other duties as prescribed by the Board of Trustees, or Chair.

VI. 5.3 Duties of the Secretary: The secretary shall certify and keep at the principal office of the Corporation the original, or a copy of these bylaws as amended or otherwise altered to date. The Secretary shall see that all notices to the Board of Trustees are given in accordance with the provisions of these Bylaws or as required by law. The secretary shall keep a book of the minutes of all meetings of the Trustees. The Secretary shall perform such other duties as may be assigned or directed, by the Chairperson or Board of Trustees of the Corporation.

VI. 5.4 Duties of the Treasurer: The Treasurer shall be in charge of receiving and distributing to the Board of Trustees an accounting of all receipts and disbursements regularly, an annual statement of all receipts and disbursements, and the annual financial audit. These duties may also include the signing of checks or drafts of the Corporation as designated by the Board of Trustees.

VI. 5.5 Duties of Other Officers: Other officers of the Corporation shall perform such duties as the Chairperson or Board of Trustees may direct or prescribe.

ARTICLE VII PRINCIPAL/ASSISTANT PRINCIPALS

VII.1 Selection: The Principal shall be appointed by the Board of Trustees, and shall be provided compensation as the Board of Trustees may direct.

VII.2 Duties: The Principal has direct interaction with the Board of Trustees, as he/she acts at the direction of the Board of Trustees over the execution, implementation and directives for The North Carolina Leadership Academy. The Principal shall supervise and oversee the day-to-day operation of the Corporation in accordance with these bylaws. The Principal oversees the academic and leadership curriculums, as well as the administrative operations of the school. He/she shall be responsible for the direct course of study, conduct and assessment of students and student performance. The Principal is responsible for all required reporting to the State of North Carolina, and with preparing annual operational budgets for submission to the Board of Trustees. Subject to the approval of the Board of Trustees and in accordance with any hiring policies they have in place, the Principal may employ, evaluate, discipline, and terminate personnel, prescribe duties to employees, and set salary within the minimum and maximum limits established by the Board of Trustees. The position of The North Carolina Leadership Academy Principal serves as director of the school, and is the acting executive on behalf of the Board of Trustees.

Additionally, the Principal will serve as an ex officio non-voting member of the Board of Trustees, with rights to attend and participate in all meetings, discussions and debate except any board meeting called for the purpose of evaluating him or her.

VII.3 Assistant Principals: In the order of their appointment, unless otherwise determined by the Board of Trustees, Assistant Principals shall, in the absence or disability of the Principal, perform the duties and exercise the powers of that office. In addition, they shall perform such other duties as the Principal shall prescribe.

ARTICLE VIII INDEMNIFICATION

VIII.1 Indemnification: The Corporation shall indemnify its Trustees, officers, employees, and agents arising out of their status as Trustees, officers, employees or agents of the Corporation, or their activities in any of the foregoing capacities in accordance with and to the fullest extent allowable under the provisions of the North Carolina Nonprofit Corporation Act, as same may be amended from time to time, and the Act.

ARTICLE IX CONTRACTS & FISCAL CONTROLS

IX.1 Checks & 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 Trustees.

IX.2 Contracts: The Board of Trustees may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation; and such authority may be general or confined to specific instances.

IX.3 Loans: No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name, unless authorized by a resolution of the Board of Trustees. Such authority may be general or confined to specific instances, as directed by the Board of Trustees.

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

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

IX.6 Bonds: At the direction of the Board, any officer or employee of the Corporation shall be bonded. The Corporation shall pay the expense of procuring any such bonds.

IX.7 Audits: Upon a majority vote of the Board of Trustees, the accounts of the Corporation shall be audited by a reputable certified public accountant, whose report shall be submitted to each member of the Board, and kept on file at the offices of the Corporation as required by law.

ARTICLE X
DISTRIBUTION OF THE CORPORATION'S ASSETS UPON DISSOLUTION

X.1 Distribution of the Corporation's Assets Upon Dissolution: Upon dissolution, the Board of Trustees shall, after paying or making provision for the payment of all of the liabilities of the corporation, assure that assets held by the corporation whose condition required return, transfer, or conveyance be returned, transferred, or conveyed in accordance with such requirements. After such compliance, remaining assets shall be distributed to either the county district school board of education in which the corporation resided, or to a non-profit benefit corporation whose primary purpose is education.

ARTICLE XI
NON-DISCRIMINATION

XI.1 Non-Discrimination: This Corporation shall operate entirely on a non-discriminatory basis with respect to age, sex, race, religion, national origin or disability. This policy shall apply to boards, committees, staff and services.

ARTICLE XII
CONFLICT OF INTEREST

XII.1 Conflict of Interest: It is very important that all board members avoid conflicts of interest or perceived conflicts of interest. To this end, a board member should not participate in any discussions or vote on matters that would affect the transactions between the organization and another party that would benefit them or their personal/professional affiliations.

XII.2 Definitions

- A. **Interested Person** - Any board member or board committee member who has a direct or indirect financial interest.
- B. **Financial Interest** - A person who has directly or indirectly through business, investment or family:
 - 1. an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or
 - 2. a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
 - 3. a potential ownership or investment interest in, or compensation arrangement with any entity or individual with which the Corporation is negotiating a transaction or arrangement.

XII.3 Procedures

- A. **Duty to Disclose** - In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and all material facts to the board and members of committees with board delegated powers considering the proposed transaction or arrangement.

- B. Determining if a Conflict of Interest Exists - After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he or she 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.
- C. Procedures for Addressing the Conflict of Interest - an interested person may make a presentation at the board or committee meeting, but after such presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.
1. The chairperson of the board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 2. After exercising due diligence, the board 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.
 3. 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 or committee shall determine by a majority vote of the disinterested Trustees 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 or to enter into the transaction or arrangement in conformity with such determination.

D. Violations of the Conflicts of Interest Policy

1. If the board or committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
2. If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the board or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

E. Annual Statement of the Board of Trustees of NC Leadership Charter Academy, Inc.

The NC Leadership Charter Academy, Inc. shall require that all Board of Trustees sign an annual statement that he/she:

1. has received a copy of the conflicts of interest policy
2. has read and understands the policy,
3. has agreed to comply with the policy, and
4. understand that the Foundation of the NC Leadership Charter Academy is a charitable organization and that in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

ARTICLE XIII
AMENDMENTS

XII.1 Amendments: Except as otherwise provided herein, these bylaws may be amended or repealed and new bylaws may be adopted by the affirmative vote of two-thirds of the Board of Trustees at any regular or special meeting of the Board of Trustees of the Corporation, and with approval of the State Board of Education.

SOSID: 1253055
Date Filed: 4/4/2012 12:06:00 PM
Elaine F. Marshall
North Carolina Secretary of State
C201209500113

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

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

1. The name of the corporation is: NC Leadership Charter Academy, Inc
2. (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).
3. The street address and county of the initial registered office of the corporation is:
 Number and Street 2015 Wright Avenue
 City, State, Zip Code Greensboro, North Carolina, 27403 County Guilford
4. The mailing address *if different from the street address* of the initial registered office is:
SAME
5. The name of the initial registered agent is:
Samuel C. Cook IV
6. The name and address of each incorporator is as follows: _____
Samuel C. Cook IV, 2015 Wright Avenue, Greensboro, NC 27403
7. (Check either a or b below.)
 a. The corporation will have members.
 b. The corporation will not have members.
8. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.
9. Any other provisions which the corporation elects to include are attached.
10. The street address and county of the principal office of the corporation is:
 Number and Street 2015 Wright Avenue
 City, State, Zip Code Greensboro, NC 27403 County Guilford
11. The mailing address *if different from the street address* of the principal office is:
SAME

North Carolina Leadership Academy

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

This is the 2nd day of April, 20 12.

Samuel C. Cook IV
Signature of Incorporator

Samuel C. Cook IV, Secretary
Type or print Incorporator's name and title, if any

NOTES:

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

Revised January 2000

Form N-01

CORPORATIONS DIVISION

P. O. BOX 29622

RALEIGH, NC 27626-0622

NC LEADERSHIP CHARTER ACADEMY, IncDistribution of the Corporation's Assets Upon Dissolution

Following are provisions regarding the distribution of the corporation's assets upon its dissolution: Upon dissolution, the Board of Trustees shall, after paying or making provision for the payment of all of the liabilities of the corporation, assure that assets held by the corporation whose condition required return, transfer, or conveyance be returned, transferred, or conveyed in accordance with such requirements. After such compliance, remaining assets shall be distributed to either the county district school board of education in which the corporation resided, or to a non-profit benefit corporation whose primary purpose is education.

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

The North Carolina Leadership Academy's Board of Trustees will provide direct oversight of the school. Their role is to establish, manage, and operate the school. They are the governing and policy making authority for the school. They will fulfill all of their duties in accordance with the NCLA's bylaws and all State Statutes, including the Conflict of Interest Policy, and applicable North Carolina open meetings and public records laws.

The Board of Trustees will follow sound principles of effective board leadership in conducting meetings, business practices, financial planning and procedures, and management of school operations. All meetings will be conducted using appropriate board meeting protocol. The Board of Trustees will always keep the mission of the school in focus as they make decisions affecting the operation of the school, and therefore, the culture of the work environment for teachers and students. The Board of Trustees commits to staying informed regarding Charter School Law, State Board Policy, and operating procedures established by the SBE and implemented by the Department of Public Instruction.

The NCLA Board's duties include but are not limited to the following:

1. Establishing and defining the school's mission.
2. Setting school policies
3. Ensuring that the school adheres to its charter, state and federal guidelines, and all school policies
4. Overseeing the financial budget of the school, including establishing the annual budget for the school
5. Overseeing the academic accountability of the school through the establishment of the school's academic goals
6. Employing and evaluating the school principal and assistant principal
7. Employing and establishing contracts with teachers and other school personnel
8. Discharging certified and non-certified personnel
9. Acting as a court of appeals for students, parents, and staff when conflicts are unresolved at lower levels
10. Deciding upon recommended student expulsions
11. Providing direction on facilities including the rental, leasing, or purchasing of property or buildings for the housing of the school or provisions for athletic fields.
12. Establishing relationships and partnerships with other organizations that could be beneficial to the school including institutions of higher education and nonprofit foundations.
13. Approving of marketing plans
14. Approving of grant writing and grant acquisition

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

The Board of Trustees will review all policies or proposed policies in terms of their support of the overall mission of the school. Their decisions will be made after full discussion at their public meetings and with the assistance of legal counsel. The goal in this decision making process will be to abide by all state and federal guidelines while focusing on the specific needs of the school in fulfilling her mission. Trustees, working through the Principal, will actively seek input from affected stake holders, including employees of the school, students, parents/families and the community on proposed policies or changes to policy.

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

The NCLA Board of Trustees plans to create sub-committees to work on various areas related to school operations and policies. These sub-committees will make recommendations to the Board of Trustees. Each sub-committee will have at least one Board of Trustees member who sits on the committee and whose responsibility it will be to share recommendations of the sub-committee with the whole Board of Trustees for consideration. It is expected that parents and community members will volunteer or be selected to serve as part of these committees.

The plan is to have a Parent/Teacher Organization (PTO). Once that organization is formed and elects its officers, it is the intent of the Board of Trustees that the PTO president will present a report from the organization as part of each board meeting. Additionally, a teacher representative from the school's leadership team will also be able to be put on the Board's agenda to speak.

Parents may also address the Board during the open comment session of any Board of Trustees' meeting. Comments will be limited to three (3) minutes each and they will be informational only. The board will not respond to the comments during the meeting. Parents who are interested in speaking to the board will need to sign up upon arriving at the meeting and will be taken on a first come first serve basis. The board may elect to move some of the issues, concerns, or suggestions made by parents during this time to appropriate sub-committees for discussion.

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

The most obvious measure of school effectiveness will be in students' achievement on their state assessments as well as their individual growth achievements as measured on their NWEA *Measures of Academic Progress* reports. The Board of Trustees will review these annually and establish criteria for improvement. However, the mission of the school involves so much more than just academic performance. Therefore, the Board of Trustees will also use other means to evaluate the success of the organization. These will include but not be limited to the following:

1. 80% or higher parent satisfaction as demonstrated on the annual Parent Satisfaction Surveys
2. Accomplishment of 100% of their graduates being accepted to the colleges of their choices
3. Students will do their homework on a daily basis and accept responsibility for their own learning
4. Students will accept ever increasing roles of responsibility within the school environment and their communities
5. Students will reflect attitudes that demonstrate their respect for the opinions and ideas of others
6. Students will be respectful of their fellow classmates as well as adults
7. Students will become effective thinkers, speakers, and writers
8. Students will be more involved in their communities as they work through their community service projects.
9. Students will show increased interest in science and technology and this will be reflected in increased participation in math and science competitions including *Odyssey of the Mind* and local and national NASA Lego competitions. We are also hoping to see our students compete in speech and debate as well as perform in area musical presentations and art exhibits.

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

NCLA has an established a conflict of interest policy (see above). All board members are required to sign a conflict of interest statement when joining the board and again at the beginning of each fiscal planning year.

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

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

General Admission:

The North Carolina Leadership Academy will accept any student who is qualified under the laws of the State of North Carolina for admission to a public school. This admission shall not be determined according to the school attendance area as charter schools have the flexibility to take students from anywhere in the state.

Applications will be available at the school office, via the mail, or on the school's website. Applications for a specific school year will be available during the open enrollment period from the beginning of December through the end of March. In early April, students and parents will be notified of their acceptance into the school for the following fall. Should NCLA have more student applications than available spaces in any grade level, then a public lottery will be held. If a lottery needs to be held, it will be held no later than the second week in April.

Preferential Admission:

During the first year of operation, the children of the school's principal, assistant principals, and teachers may be given priority enrollment in the school. For this first year only, NCLA board members may also have priority enrollment for their children provided these children do not exceed ten percent of the school's total enrollment or 20 students, whichever is less.

For enrollment in the second and all succeeding years of operation, available openings will be determined in the following manner:

- 1) Currently enrolled students are given first priority for openings the following fall.
- 2) Second priority will be given to the children of eligible school employees, as designated above,
- 3) Third priority will be given to siblings of currently enrolled students.
- 4) After openings have been assigned to current students, eligible employees' children, and siblings of current students, the remaining spaces will be made available to all other applicants. If there are more applicants than spaces available, a lottery will be held.

Open Enrollment Period:

The Open Enrollment Period is defined as the time during which applications will be accepted for admission to the school for the following school year. The beginning and ending dates of the Open Enrollment Period will be determined at the same Board of Trustees' meeting when they approve the school calendar. Generally it will run from December through the end of March. All applications will be date stamped.

At the end of this Open Enrollment period, if the number of applicants is equal to or less than the number of openings available, then all applicants will be enrolled. If there are fewer applicants at any grade level than the number of spaces available, then additional students will be accepted on a first come first serve basis until the grade capacity is reached.

If there are more applicants during the Open Enrollment Period than openings in any grade level, then a public lottery will be held for all affected grades. Notice of the time, place, and location of this lottery will be sent via regular mail to the parents and/or guardians of all applicants at least seven days prior to the lottery. It will also be posted on the school's website and in the school's office. Once all classes have been filled per the lottery drawing, the drawing will continue until all students have been placed on waiting lists for their appropriate grade levels. When and if openings become available, students and their parents will be contacted in the order in which their names were drawn.

After the lottery, all students and their parents will be notified whether their child was accepted or placed on a waiting list. If the child was placed on a waiting list, the parents will be notified of the child's position number on the waiting list.

In accordance with NC Charter School Law, applicants who did not gain admittance to the school during one year, may not retain their position on a waiting list for the following year but must reapply during the Open Enrollment period to be placed into the lottery again.

Lottery Procedure:

1. The lottery will occur at the school at a time and date set by the Board of Trustees. It will be an open meeting for parents and visitors.
2. Applications will be checked for accuracy as they arrive and then sorted by grade levels.
3. Each prospective student's name and grade level will be placed on a card. Multiple birth siblings will be listed under one surname, on one card. If the card of the multiple birth siblings is selected, then all of the multiple birth siblings shall be admitted.
4. Each grade level's cards will be placed in individual envelopes labeled only with the appropriate grade level.
5. When it comes time to begin the lottery, the school's administrator will empty one grade level's names into a glass bowl or container in front of the audience. These will then be shaken and a Board of Trustees member or a designee will draw one student's name at a time from the bowl. As the name is drawn, the number will be entered onto the card and the student's name will also be recorded in a school provided ledger. The process will continue until all of the applicants' cards have been drawn and recorded. Names will then be placed on the class rosters until all available seats have been filled. Remaining names will be placed on the waiting list in sequential order.
6. The process will then be repeated for all remaining grade levels.

Ongoing Enrollment:

Parents interesting in enrolling their students at NCLA who missed the Open Enrollment period may still complete applications. Their children will then be placed on the waiting list for each grade level in the order in which the applications are received.

As openings become available, they will be offered to applicants based upon their position on the waiting list.

Once the school year begins, the school's administration will continue to accept applications for grade level openings, until the NCLA Board of Trustees establishes a cut-off date. After that point, no more students will be accepted until the following year.

V. EDUCATION PLAN

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

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

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

Educational theory, foundation of the model, and proposed innovative offerings:

The North Carolina Leadership Academy (NCLA) is committed to preparing elementary, middle, and high school students not only to have the right attitudes, information, and skills needed to meet the successful requirements of a college curriculum, but to have the opportunity to develop true leadership qualities and become creative thinkers and problem solvers while retaining a sense of responsibility for their families, their community, and their country. It is the philosophy of the North Carolina Leadership Academy that the personal and academic development of students can be best achieved through a comprehensive program which addresses the total person. The Board of Trustees believes firmly that NCLA's strong academic program coupled with an extensive leadership curriculum and an extended day will not only create strong academic students but will create young adults who possess the self-confidence and leadership characteristics that will put them hands above the other young people around them. We truly believe we can create leaders by providing young people the opportunity to develop and practice these skills on a daily basis.

There are several educational theories and methodologies that will be foundational in NCLA's approach to classroom instruction and their extended day program, and we feel that all of them will be compatible with the *NC Essential Standards* and *Common Core*. First, Lawrence Lezotte, who has done extensive research on the unique characteristics of effective schools, wrote *Correlates of Effective Schools*. What he found was that there were seven correlates that were present in schools that were effective. We will be using these correlates as the foundation of NCLA's programs. They are expounded below.

1. **A Safe and Orderly Environment** - Lezotte found that schools that were effective had “an orderly, purposeful, businesslike atmosphere free from threat of physical harm” and with a climate conducive to both teaching and learning for all. Our goal will not only be to create such an environment but to move it to the place where students actually help one another to create cooperative team learning. To have students work cooperatively together, NCLA understands that they will need to be taught to respect human diversity and to appreciate democratic values.
2. **A Clear and Focused Mission** – In effective schools, Lezotte found that there was always a clearly articulated school mission through which the staff shared an understanding of and a commitment to the instructional goals, priorities, assessment procedures, and school and teacher accountability for results. NCLA has a firm commitment to their mission and intend to provide extensive and continual staff development so that everyone can live, breathe, and believe the mission.
3. **A Climate of High Expectations of Success for All** – This involves two beliefs central to NCLA – first, that students can achieve mastery and, secondly, that teachers have the ability to help students reach mastery. At NCLA this will involve our teachers learning extensive strategies for differentiating instruction, for reteaching and for regrouping. As an organization, NCLA must reflect high expectations for ALL. Teachers too must have high expectations for themselves and their coworkers.
4. **Instructional Leadership** – Lezotte found that in all effective schools, the effective school principal acts as a true instructional leader effectively and persistently communicating the school’s mission to the staff, the parents, and the students. NCLA believes this whole heartedly but also firmly believes that teachers too need to be empowered to become leaders within the school environment, so our goal will be to create a community of shared values. NCLA’s intent is to distribute and develop all members of our school community into leaders.
5. **Opportunity to Learn and High Time on Task for Students** – NCLA’s extended day is meant to give her students additional time to practice, to review, to apply, and to deepen their mastery of subject matter. However, a longer day does not mean that we cannot take time on task seriously. Time on task is critical to high achievement. Too often instructional time in schools is wasted at the rate of 5 minutes here and 10 minutes there. We believe every moment should be devoted to learning. It is an expectation of our teachers that they structure their time and lessons for optimum use of instructional time. This is something that will be addressed through staff development and expectations of administration.
6. **Frequent Monitoring of Student Progress** – Successful schools provide continuous monitoring of student progress through a variety of assessment procedures and the results of these assessments are then used to guide instruction. As we have said, we will be using NWEA’s *Measures of Academic Progress* as a formative assessment tool to assist with instruction, but we will also be using other forms of assessments from student products, to portfolios, to other demonstrations of the knowledge that students have gained.

7. Positive Home-School Relations – In successful schools, parents understand and support the mission of the school. NCLA is committed to building an environment of trust and strong communication with parents. We feel that doing this will establish strong home-school relationships. We believe that positive home-school relationships have a direct correlation to high achievement. We want our families to be an extension of the learning that is occurring in our classrooms. We want them actively involved in the education of their children. It is one of the reasons that we are going to ask that each family donate 4 hours of time to NCLA per month. This will give them the opportunity to be part of our learning community, to appreciate what their children are doing and learning, to better understand our expectations for achievement and behavior, and to allow their children to see that education IS important to their parents too.

These Correlates of Effective Schools will be incorporated into the NCLA's educational focus and approach. Our mission will be forefront as our teachers coordinate their lesson plans. High academic standards will be set for all students, because we believe that ALL students can and will learn in the right environment and when adults believe in them and support them along the way.

Students will know that at NCLA it is expected that they will do their work on a daily basis so that they will have the ability to go to college and to be successful in life. They will see that we have set high standards, but they will learn that through dedication and hard work every day, they will be able to achieve those goals. Additionally, we will teach them to identify their own needs and set their own goals to accomplish them.

Student progress will be monitored on a continual basis through student assessments, and differentiated instruction will be provided to meet the needs of all learners. Our teachers will be encouraged to become leaders within the academic environment but so will students. This will be obvious within our classrooms as students create their own projects to demonstrate their learning.

Our extended day is meant to add even more instructional time. This will allow for students time for additional remediation and independent work, but it will also allow time for hands on activities to demonstrate what they are learning. We feel this opportunity to practice and apply what one is learning is important. You will see this heavily emphasized in our CAP Program, but it will also be emphasized within our classrooms on a daily basis.

Our leadership program, focusing on the use of the Civil Air Patrol materials will provide students the opportunity to develop and practice leadership while integrating a strong academic reinforcement of science and math skills through their STEM materials. This program will assist us in developing a safe and orderly environment with its emphasis on tolerance, acceptance, and moral responsibilities while at the same time developing in students a love of science and an understanding of true uses for mathematics.

We also believe strongly in Howard Gardner's multiple intelligences. (See appendix for more information.) Mr. Gardner identified eight different intelligences that contribute to overall human intelligence. Gardner argues that teachers and schools have traditionally focused on the logical and articulate modes of learning (mathematical and linguistic) and thus essentially left behind all students whose greatest learning capacity falls under one or more of the six remaining intelligences. Teachers at NCLA will be trained to identify student learning styles and how better to meet the needs of all students. That may mean that

students are demonstrating a language arts lesson by rewriting a Shakespearian play into a contemporary setting or using music and movement to demonstrate a math lesson. Because of this, NCLA intends to stress the development of music and artistic skills in students at all grade levels. Our goal is that classroom teachers will coordinate with our music, art, and physical education teachers so that those things students are doing in the classrooms can be emphasized through different mediums.

Another critical component of our curriculum will be our emphasis on developing strong thinking skills in our students. We do not want our students simply regurgitating a body of knowledge. We are interested in their analyzing, evaluating, synthesizing, and applying what they are learning. *Marzano's Thinking Skills* (See appendix for more information.) will be central to our staff development so that our teachers will have the skills to move our students to these higher levels of thinking, writing, and speaking as early as elementary school.

This brings us to another important facet of our curriculum. We intend to have our students writing on a daily basis. We will start with using *Thinking Maps* and *Write from the Beginning* (See appendix for more information.) as early kindergarten to help our students develop good writing and organizational skills. These writing materials provide concrete methodology in terms of helping students organize and develop their writing and thinking skills. As they advance year by year, students will continue to develop and refine these skills. We would fully expect them to be able to do an annotated research paper by the end of fifth grade. We would expect them to be able to present a position paper in middle school. By high school, we are hoping that many of them will actually be able to write and present original thesis papers involving things like historical investigation and experimental inquiry.

In conjunction with the writing, speech and oral language will be a critical component of our curriculum both within the academic portion and the leadership portion. NCLA believes to become true leaders, students must be capable of expressing themselves not only in writing but in oral communication. Our intent is to give them many opportunities to practice and demonstrate this skill.

Overall Objectives (K-5, Middle and High School)

Our goal is to create well rounded, responsible, confident, and self-motivated high achieving students with a tolerance for differences and a commitment to school, their families, and their communities. To do this we will:

- (1) Seek a diverse population of students that will draw a racially blended population.
- (2) Require high standards in academic achievement for coursework and EOG testing.
- (3) Require daily homework/closed session study time as part of students' daily schedules.
- (4) Establish learning goals for all students, and monitoring the success of those goals through diagnostic testing.
- (5) Teach students consideration of others through the development of a student's rights and responsibilities as a citizen.
- (6) Require courtesy of fellow students, faculty, staff and community members in the classrooms, on campus, and in school sanctioned activities
- (7) Teach team building and character enrichment using interscholastic & intramural sports, band, chorus and other group activities.

- (8) Teach an adherence to an honor system that requires students be responsible for their own code, which does not tolerate lying, cheating, stealing or condoning such behavior in others.
- (9) Expose students to individuals from a variety of cultures, ethnicities, religions, and socioeconomic backgrounds.
- (10) Teach self-discipline and responsibility through participation as a leader in the student body and through required community service projects
- (11) Teach students to reason logically, to think and speak clearly.
- (12) Teach students to accept responsibility for their own learning.

Leadership Curriculum Overview: K-5 Leader Program (Elementary School)

Our leadership curriculum begins with building a strong foundation of leadership & character enrichment, coupled with cross-curricular areas of study in science, technology, engineering and math (STEM), as well as aerospace history, and physical fitness & health.

Using the Civil Air Patrol's *Aerospace Connections in Education (ACE)*, our trained K-5 instructors will provide weekly lessons that address these areas. We are calling this portion of the leadership curriculum the K-5 Leader Program. It will encompass students in the elementary school grade levels.

The *ACE* program provides at no cost to the school, national-standards based educational materials that address student improvement in leadership, citizenship and physical fitness. It also helps engage student interest and motivation with aerospace technology and history, and exposes possible career opportunities in sciences and technology.

Using a grade-specific curriculum guide with implementation instructions, suggestions, pre and post-test assessments, and 21 grade-specific lesson plans, students earn achievement certificates and other recognitions as they progress through the program. In conjunction with the *ACE* program, we have designed specific milestones for the K-5 Leader Program, including completion of lessons, fulfilling community service hours, and all students serving in a leadership capacity within the student body.

The overall goal of the K-5 Leader Program is to lay a foundation to develop student leaders, and sense of responsibility to school and community. We also seek to develop in each student an appreciation of, and interest in the fields of science and technology, through the cross-curricular studies, as well as good physical fitness & health habits.

Elementary School Kindergarten through 5 th Grade - <u>K-5 Leader Program</u>	
Taught Using: CAP's Aerospace Connections in Education	
<p>The ACE Program is an aerospace education program for elementary teachers (K-5) who have undergone training for teaching as aerospace education members (AEMs). This grade-level specific program is designed for schools & teachers to implement during the school day with their students. ACE provides engaging and meaningful cross-curricular aerospace lessons that support science, technology, engineering, and math (STEM) initiatives and enrich the school curricula. Additionally, many lessons teach aerospace history, promote good character, physical fitness and health, as well as initial leadership enrichment.</p>	
Curriculum Milestones	Curriculum Areas of Focus & Development
<ul style="list-style-type: none"> -Complete twelve ACE lessons per grade level -Fulfill ten hour credits of approved community service projects or work per year (starting in 1st grade) -Serve in a leadership capacity within student body by completion of 5th grade 	<ul style="list-style-type: none"> -Leadership Development -Character Enrichment -STEM (Cross-Curricular) -Aerospace History (Cross-Curricular) -Physical Fitness & Health (Cross-Curricular)

Leadership Curriculum Overview: CAP Cadet Program (Middle and High School)

Building upon the foundations of the K-5 Leader Program, the *Civil Air Patrol Cadet Program* for middle and high school helps transform students into leaders, using an integrated approach involving academic study, activities, Air Force traditions, and leadership service. These four educational areas work together as a single curriculum, in conjunction with students taking the Leadership Education Development (LED) course, as well as through activities in the extended day.

Through academic study of leadership that centers on the *Learn to Lead* curriculum provided by the CAP program, students study leadership theories, participate in classroom discussions and hands-on leadership games, and demonstrate their understanding of leadership concepts through written assessments and in-class projects.

CAP projects & activities are opportunities for in-depth study and application of leadership principles. These activities take place outside the classroom during the extended day and on weekends, and include learning opportunities that are beyond what the typical classroom education experience can provide, but help to connect and reinforce the overall academic curriculum.

As part of the CAP's affiliation with the US Air Force, students wear uniforms and foster the traditions of drill and ceremonies, customs and courtesies, the chain of command, and similar traditions that help motivate students to engage in the program's overall goals.

All students in middle and high school will participate in the *CAP Cadet Program*, which also provides a structure to the student body, as well as opportunities for application of the leadership principles students are learning in and outside of the classroom. Milestones for this portion of the curriculum include successful completion of the Leadership Education Development course, accepting a position of student leadership within the CAP Squadron, and fulfilling sixty hour credits of approved community service projects by high school graduation.

Middle & High School 6 th through 12 th Grade - Civil Air Patrol Cadet Program	
Taught Using: CAP CADET Program & Leadership Education Development Course	
<p>The Civil Air Patrol Cadet Program transform students into leaders using an integrated approach involving academic study, activities, Air Force traditions, and leadership service. These four educational areas work together as a single curriculum, in conjunction with students in middle and high school progressing by taking the Leadership Education Development (LED) course, as well as through activities in the extended day.</p>	
Leadership Milestones	Curriculum Areas of Focus & Development
<ul style="list-style-type: none"> - <i>Complete LED Course Elective (Encompasses CAP academic study)</i> - <i>Accepting a position of responsibility within the CAP Squadron, helping lead in the governance of the student body</i> - <i>Fulfill sixty hour credits of approved community service projects by high school graduation</i> 	<ul style="list-style-type: none"> - Leadership Development - Character Enrichment - Time Management Skills - Communication Strategies & Skills - Working in Small Teams - Service to Community

Our Daily Schedule:

NCLA is planning for approximately an 8 hour day, starting at about 8:00 a.m. and ending approximately at 5:00 p.m. This will include an eight period day with times allocated for morning assemblies, lunch, and leadership classes.

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

The most obvious measure of school effectiveness will be in students' achievement on their state assessments as well as their individual growth achievements as measured on their NWEA *Measures of Academic Progress* reports. The Board of Trustees will review these annually and establish criteria for improvement. However, the mission of the school involves so much more than just academic performance. Therefore, the Board of Trustees will also use other means to evaluate the success of the organization. These will include but not be limited to the following:

- 80% or higher parent satisfaction as demonstrated on the annual Parent Satisfaction Surveys
- Accomplishment of 100% of their graduates being accepted to the colleges of their choices
- Students will do their homework on a daily basis and accept responsibility for their own learning
- Students will accept ever increasing roles of responsibility within the school environment and their communities
- Students will reflect attitudes that demonstrate their respect for the opinions and ideas of others
- Students will be respectful of their fellow classmates as well as adults
- Students will become effective thinkers, speakers, and writers

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

NCLA's K-8 program focuses on core academic skills with intensive remediation and individualized instruction that will lead to more selective study in high school. All students entering NCLA's 9th grade students will be expected to be Algebra I ready. NCLA's goal then in high school will be to move toward more flexible scheduling to allow for Advanced Placement courses, internships, field experiences, and even college courses while in high school.

The North Carolina Leadership Academy's college preparatory program requires a minimum of 24 credits for graduation. NCLA's graduation requirements below are based on the UNC System's recommended credits for admission to their system.

Subject	Credits
English	<p><u>Four Credits Required for Graduation:</u></p> <ul style="list-style-type: none"> • English I • English II • English III • English IV
Mathematics	<p><u>Four Credits Required for Graduation:</u></p> <ul style="list-style-type: none"> • Algebra I • Algebra II • Geometry • A mathematics course will be required during a student's senior year that has Algebra II as a prerequisite
Sciences	<p><u>Credits Required for Graduation:</u></p> <p>Required</p> <ul style="list-style-type: none"> • Biology • Chemistry • Options for the additional science requirement will vary but may include: Physical Science, Earth Science, Geology, Physics, Archeology, etc.
History/Social Studies	<p><u>Four Credits Required for Graduation:</u></p> <ul style="list-style-type: none"> • US History I • US History II • World History • Government & Civics

Entrance and exit requirements as well as graduation requirements - high school (Continued)

Subject	Credits
Foreign Language	<p><u>Two Credits (Same Language Required for Graduation:</u></p> <ul style="list-style-type: none"> • Spanish I • Spanish II • Spanish III and IV optional <p>*German, French and Latin may be added later</p>
Leadership Education Development	<p><u>Required One Credit Each Year in HS</u></p>
Electives	<p><u>Four Credits:</u></p> <ul style="list-style-type: none"> • Band • Chorus • Introduction to Speech Communication • Entrepreneurship • Introduction to Art • Drama & Theater • Computer Science • And other electives as available

Additionally for high school graduation, students must meet the following requirements:

- (1) Completing at least 60 hours of community service credits (20 hours per year)
- (2) Meeting or exceeding state requirements on End of Course Tests

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

Though NCLA plans to organize the school calendar close to the starting and ending dates of the LEA's district calendar, we do reserve the rights to make minor adjustments to allow for additional teacher staff development days and parent teacher conferences. Both of these are critical to the successful implementation of our mission. NCLA will provide instruction for 185 days of the school calendar.

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

It is the goal of NCLA to utilize Northwest Evaluation Association's *Measures of Academic Progress* as a diagnostic and prescriptive tool to identify individual student strengths and weaknesses. This will allow our teachers to direct instruction to meet the needs of all students. Based on student diagnostic results, instruction within the classroom will be differentiated to meet these individual needs and by second grade and above, our intention is to have students take an active role in their own academic goal setting. This will prepare them to also understand where they are in the learning continuum and what they have to do to get to the next level. MAP will be administered to new students entering the school and then at least three times during each year through eighth grade. At a high school level it will only be used with students who are suspected of having gaps in their learning. Then these gaps will be addressed.

Test results will also be used to for ability grouping across grade levels in 2-8 classrooms for intense reading and math intervention time. The whole goal is strengthen students' weak areas so that they will perform better in their classrooms.

For our K, 1, and 2 grade levels, in addition to MAP testing, NCLA will administer individualized assessments to provide information about the progress of each student for instructional adaptations and early interventions, to provide next-year teachers with information about the status of each of their incoming students, and to inform parents about the status of their children relative to grade-level standards at the end of the year, and to provide the school additional information about the achievement status and progress of these primary grade level students.

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

It is the intention of the board to see that there is a strong ongoing staff development program on campus. In the first three years of the school's operation, it is our intention to have all teachers trained in "Using Data to Differentiate Instruction," "Addressing (Marzano's) Higher Level Thinking Skills with All Students," "Teaching Writing Across the Curriculum," (This will involve using *Thinking Maps* and *Write from the Beginning with K-5 classes* and more advanced writing with older students.) "Brain Based Learning," and "Creating Effective Cooperative Learning Groups."

Additionally, it is the board's intention to provide staff development to support the Civil Air Patrol Curriculum (CAP). Teachers will receive training on the contents and focus of CAP, and how CAP's K-6 ACE program is designed to be a cross-curricular resource for teachers to incorporate into their classroom instruction. Sessions will be provided on recognizing and stopping bullying, on building sound character and values in students, and on developing leadership within the classroom and community and well as how to implement CAP's science curriculum.

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

Students will be closely tracked using the diagnostic tools identified above. In kindergarten and first grade we will also use individual assessments including the use of level readers and running records. The extended day program will allow for intense and focused opportunities for additional help. Students who have individual weaknesses can be grouped with other students with the same weaknesses for reinforcement and practice. Gifted and talented students will be encouraged to find more advanced ways of demonstrating their mastery and skills. The goal will be to accelerate learning for all students by correctly identifying appropriate instructional levels. When students are taught skills at the level where they are ready to best absorb them, learning increases proportionally.

Details in how the proposed charter plans to involve parents and community members within the school:

Parents are going to be critical to our NCLA family. As we said earlier, Lezotte’s research clearly found that strong home school relations were present in all high performing schools. We want parents and grandparents to be a key part of our school family. As such, we do not intend to relegate parents’ school visits to quarterly Parent/Teacher conferences. The NCLA goal is to establish very strong teacher/parent connections. Family picnics, ice cream socials, etc. will be common place at NCLA. Additionally, NCLA will plan multiple showcase nights where parents can come to see their children’s art works displayed, to watch them at musical or band presentations, and to watch them in their CAP activities and athletic teams. Since part of the parent contract will be that they volunteer at the school for four hours per month per child, we also expect that they will become very visible at our school whether it is volunteering to help a teacher in a classroom, reading to students, working with students on their projects, or sharing their own professional expertise. We intend to build relationships with our families.

Additionally, we want to build relationships with our community. NCLA students will be active in the community because part of their high school graduation requirement will be 60 hours of community volunteer service per year. Though some students in the beginning may feel that this is more than they should have to do, our hope is that it will help build their own self-esteem and confidence, give them pride in themselves, and build a sense of commitment to improve the world around them.

Some of the high school classes may also involve internships. Whether it is our journalism students working at the local newspaper, a student working with a local architectural firm, or students working with local graphic designers, our goal will be to provide some experiences and exposure to real world jobs.

The plan is also to have a Parent/Teacher Organization (PTO). Once that organization is formed and elects its officers, it is the intent of the Board of Trustees that the PTO president will present a report from the organization as part of each Board Meeting. This will keep the Board members aware of the parents and their input into the school, but because parents may also address the Board during the open comment session of any Board of Trustees’ meeting, it will also allow parents to have their own voice with the Board.

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

Identifying the special needs of our students is very important to us as is Child Find. NCLA will identify at-risk students through our extensive assessment program as well as through teacher referrals. NCLA will also have a Child Study Team. This team will meet once a month and will serve as a sounding board and referral process. Teachers can address this group for additional strategies and techniques to address particularly challenging students. If the strategies do not work, these students will be referred for further evaluation. We will have a full team of Exceptional Children's teachers to work with our EC population, and we feel the needs of our academically challenged students will be answered through our differentiated learning approach which will allow them to demonstrate their knowledge in more advanced ways. Our English Language Learners may be identified by our teachers, but we will also send home surveys at the beginning of the year to identify if any other languages are spoken in the home.

Please see below as there is a much more detailed explanation of this under the Special Education Section.

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

The North Carolina Leadership Academy will initially offer band, chorus, CAP activities, Explorer Scout Leadership Post (coeducational), and intramural athletics. As the high school program progresses each year, interscholastic varsity sports may be added. Of course NCLA students will also be involved in Odyssey of the Mind and Robotics competitions as well as math counts and quiz bowls. NCLA wants to develop the "whole child," and will be open to anything that will allow us to do that.

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

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

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

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

The North Carolina Leadership Academy will not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. NCLA understands that the school is responsible for providing a free, appropriate public education (FAPE) to children with disabilities enrolled at the school that have been determined to need an individualized educational plan (IEP). School personnel will also be informed and trained on “Child Find” to ensure that children who are suspected of having disabilities are properly evaluated and identified.

The recruitment strategies that we have developed are meant to be proactive in reaching all students, including students with disabilities, limited English proficient students, and academically gifted students. All NCLA marketing materials will clearly outline the academic and leadership requirements of our school and the support systems that we have in place to help all students reach their potential.

Exceptional Students:

To the maximum extent appropriate within each student’s individualized educational plan (IEP) and all applicable federal laws, including the individuals with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR), The North Carolina Leadership Academy will strive to educate students with disabilities in the least restrictive environment with their non-disabled peers. NCLA’s educational program has elements that fully support educating students with disabilities within their regular program. The extended day program provides additional time to support special education services such as one-on-one instruction or in-class instructional support without the need for additional time beyond the regular school hours.

The school’s utilization of NWEA’s *Measures of Academic Progress* as an assessment tool to identify individual student strengths and needs will also help school personnel to identify at-risk students and gifted and talented learners. Individualized instruction will then be provided because NCLA teachers will not only have small class sizes, but they will have received extensive training in terms of identifying and meeting the individual instructional needs of ALL students. This will allow them to also better serve her EC students as well. EC personnel then will assist classroom teachers in designing a classroom that will meet the needs of all EC students. It is expected that they will assist the teacher in as much of an inclusion model as possible so that each EC student can truly have the least restrictive environment possible.

Our intention is to initially hire a full time EC coordinator and an EC teacher. Both of these individuals must possess a North Carolina Special Education teaching Certification. As our EC student numbers increase, we will add more EC personnel. Depending on our EC student numbers and areas of disabilities, we will probably contract for speech, OT, and PT services. Additionally, our intention is to contract with a school psychologist to provide needed on site evaluation of potential EC students.

As we open our new school, our EC teachers will be critical in reviewing the records of all incoming students with IEP’s to be sure that the school is compliant in following their current IEP’s, holding IEP meetings with parents, and in doing reevaluations. NCLA will ensure that all necessary special education services are provided per each student’s IEP and in conjunction with the school’s regular education program.

After this first year and for succeeding years, the process will be to continue further identification of EC students through the Student Assistance Team. We will have separate Student Assistance Teams for our

K-5 school and for the 6-12 school to better meet the needs of the students and their referring teachers. The EC Coordinator will be a member of both Assistance Teams. For each team, there will also be at least three teacher representatives. These teachers will span the appropriate grade levels for their grade level teams and will serve at least one year terms on the team to maintain continuity.

Teachers will make student referrals to this Student Assistance Team. The team will listen to the issues and then provide the teacher doing the referral several strategies to try with the student to help him/her address the issues of concern. These strategies will be tried for three to four weeks. Then the teacher will return to the Student Assistance Team to let them know whether the strategies have been successful. If it appears they are working, the team may recommend the teacher continue to use the strategies and monitor the student. If they are not working, the team can refer the student for an EC evaluation.

Because our staff will be intensely trained in identifying and meeting the specific needs of all students and providing immediate remediation and establishing intervention plans, we feel that they will be effective in identifying students through Child Find that may require more extensive services.

The North Carolina Leadership Academy's EC teachers and administrators will see that all Exceptional Children's IEP's will be fully implemented in accordance with IDEA and reviewed annually. They will put procedures and practices in place to insure that the confidentiality of all information regarding children with disabilities as required by the Family Educational Rights and Privacy Act (FERPA) is maintained. The EC Coordinator will see that all providers of services to EC students at the school have access to these records and are providing the required services. Additionally, NCLA will ensure that EC children and their parents are guaranteed procedural safeguards as required by law. These will include access to records, notice, the opportunity for mediation of disputes, and the rights to a due process hearing. Regarding EC children and disciplinary actions, suspensions and/or expulsions of EC children, NCLA will ensure that all exceptional children who are suspended and/or expelled from school are afforded all due process rights under state and federal law.

English Language Learners:

The percent of students in the area schools for whom English is not the primary language is approximately 5% to 14%. NCLA fully expects that our marketing plan will draw some English Language Learners (ELL). The expectation is that all of these ELL students will become proficient in the English language. NCLA believes that a full English immersion program with intense support during the school's extended day program, will be best to improve the ability of these students to become proficient in English. The school's extensive and intentional reading, writing, and participatory program for students, will be supportive of these students being acclimated and accepted into the culture of the school. The school's strong and continual assessment program coupled with small classes and highly trained staff should also make this immersion approach the most successful one to use with our ELL students.

These ELL students will receive the same academic content as those students who are native English speakers to ensure that they have the best opportunity to meet the requirements needed to pass their North Carolina EOG's/EOC's. However, modifications will be made if an ELL student is not making sufficient progress under the full immersion program. This could involve pull-out instruction and/or the assistance of a teacher's aide. NCLA will comply with all federal, state, and judicial mandates applicable to English Language Learners.

To identify probable English Language Learners, at the beginning of each school year, NCLA personnel will send home surveys requesting information on the languages spoken in the home. After students are identified, the school will make every attempt to have an interpreter available for all parent conferences and to translate materials being sent home.

Gifted and Talented Students:

Because NCLA is providing differentiated learning within classrooms and multiple ways of demonstrating that mastery of learning is occurring, the school will not be offering a formal gifted and talented program. Our expectation is that our rigorous academic program coupled with reading and math ability grouping in elementary and middle school will meet the needs of all of our students. Teachers will be trained in differentiated instruction within the classroom and encouraged to challenge all students to their individual strengths.

STUDENT CONDUCT AND DISCIPLINE (G.S.115C-238.29B(b)(12); G.S. 115C-238.29F(d)(4 and 5))
Provide drafts, included in this section, of student handbooks and other policies governing student conduct and discipline. Include policies and procedures governing suspension and expulsion of students. Specifically address these policies with respect to exceptional children. Also describe how a parent could appeal the decision of a school administrator through a grievance process.

Philosophy – The North Carolina Leadership Board of Trustees believes that to learn, students must be provided a non-disruptive, safe environment free of bullying and harassment. The Board believes that the expectations and continual training provided by their leadership program will create an environment where students can learn free of the distractions of classroom disruptions and express their views without fear of humiliation or reprisal. They feel that it is important that students and parents understand these expectations and all prospective students and parents will be provided a Parent/Student Handbook when they apply to the school and again at the beginning of each school year. The school's principal will address the code of conduct and discipline and attendance expectations with parents and students to ensure that expectations are clearly articulated. Prior to a student's enrollment, both the parent and the student must sign the "Commitment to Excellence Contract" that will be at the back of their Parent/Student Handbook. This contract states that they have read, understand, and intend to comply with all of the rules and expectations of the school. It also states that they understand the consequences should they violate these rules.

Specific policies and procedures for student discipline will be drafted by the Board of Trustees by January of 2013. All adopted policies will be listed and thoroughly explained in the school's Parent/Student Handbook and NCLA Teachers' Handbook. Disciplinary policies and their enforcement will be reasonable, legal, and consistent with the values of the school community. The application of the school's disciplinary policies shall assure due process, clear definition of rule violation, specific statement of reasonable charges, and a fair hearing for the accused.

DRAFT of Part of NCLA Handbook on Discipline
(The Board is still working on this)

School Uniform Dress Code

The North Carolina Leadership Academy dress code was developed to unify our students and create a consistent learning environment. The guidelines do not allow emphasis on name brand apparel (logos) and the negative economic competition that often occurs in non-uniform schools. Hairstyle, make-up or clothing/accessory items that disrupt the school setting or create conflict will not be allowed.

Student Responsibility: Student Code of Conduct

The North Carolina Leadership Academy will address the academic and emotional needs of students through a quality education and leadership program. To be effective and to fulfill this goal, we believe that students need a positive, safe, and orderly school environment in which learning can take place without disruption. We strongly believe that there is a direct correlation between good school/classroom behavior and student achievement. Students who do not observe the rules of good conduct in the classroom or on the playground are interfering with the maximum learning and safety of others as well as minimizing their own opportunities to learn. Therefore, our staff takes a very proactive role in enforcing the Academy's Student Code of Conduct outlined below.

No-Hit Policy

NCLA enforces a no-hit policy. Hitting another student will result in automatic suspension from school.

Student Code of Conduct

All students are expected to:

- Respect and obey all staff members and respect adults and fellow students at all times.
- Respect school property and that of fellow students, staff members, and our community
- Use acceptable language at all times.
- Cooperate in keeping the school building and premises neat and clean.
- Be honest, courteous, and kind in relationships with students, staff members, and other adults.
- Obey rules and regulations necessary for the safe and orderly operation of the school.
- Wear the required school uniform as outlined.
- Be punctual and in attendance at school each day unless ill or given an excused absence by the principal because of an emergency.
- Do your homework on a daily basis
- Take an active yet respectful role in all class group work, collaborative learning sessions, and school assemblies, performance, and athletic events.

Both minor and major acts of student misconduct will initiate school disciplinary procedures. Listed next are examples of infractions and the steps that will be followed by the teacher and/or principal when student misbehavior occurs.

Level 1 through Level 4 acts of misconduct include, but are not limited to the following:

- Running and/or making excessive noise in the hall or building
- Failure to complete required homework assignment
- Chewing gum
- Failure to carry out directions and/or school guidelines
- Improper dress
- Participating in unacceptable physical contact (rough play, etc.)
- Disruptive behavior
- Falsifying information (signing homework, etc.)
- Leaving school grounds or classroom without permission
- Throwing objects (snowballs, stones, etc.)
- Disrespect for rightful authority
- Cheating (obtaining information in violation of classroom rules)
- Fighting, pushing, intentionally hurting other students
- Failure to cooperate with school personnel or parent volunteers
- Harassing other students (verbal abuse)

Disciplinary Process*

Level 1: The teacher addresses the inappropriate behavior with the student. If the act of misconduct is considered minor, the form of disciplinary action used (if any) is recorded in the teacher's record book.

Level 2: If the same act of misconduct continues or a more serious act occurs, the teacher disciplines the student and informs the parents by phone and/or letter. A conduct report may be completed, and, if so, copies are made for the parents, teacher, and student's school file.

Level 3: If the inappropriate behavior continues or if a more serious act of misconduct occurs (not covered in Levels 1 and 2), a conference with the parents, teacher, and/or principal is held in order to discuss the incident and appropriate disciplinary action. A written record of what was decided at the meeting is kept on file and a copy is given to the parents. (This written record could be a written conduct report.)

Level 4: If the previous disciplinary actions taken at Levels 1-3 have not been successful in stopping the continuing inappropriate behavior or if a very serious act of misconduct occurs, the teacher and/or principal schedules a meeting with the parents in order to discuss a corrective action plan. The plan is written, attached to the conduct report that precipitated it, and then distributed to all persons included in the meeting. A copy is also placed in the student file.

Level 5: If the corrective action plan does not work, or a major act of misconduct occurs (e.g. blatant defiance of authority), the principal may suspend the student from school, not to exceed ten days. The principal shall convene a meeting with the student, parents, and others involved in the incident in order to review the student record of misconduct, to determine the length of the out-of-school suspension, and to plan a future course of action. A copy of the plan is distributed to all persons included in the meeting. A copy is also placed in the student's file.

Level 6: If all the actions taken at Levels 1-5 have not corrected the inappropriate behavior and/or if the act of misconduct is so extreme that it threatens the safety of others (e.g. bringing a weapon to school** or physically assaulting others***), the principal may suspend the student from school, perhaps for the second time. A meeting with all involved persons shall be convened by the principal to determine the next course of action. Such action may consist of the principal's recommendation that the student be expelled from school. In such case, the Board of Trustees will grant the student a due process hearing and thereafter will make a final decision about expulsion within ten days of the incident. Parents, the student, and any other person with relative information may give input to members of the Board before a final decision is made. A written record is made of all actions taken. The record is then copied and distributed to all involved parties.

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

**The law requires the expulsion of students who bring weapons to school.

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

- Malicious types of behavior that endanger the safety of others (e.g. assault)
- Continual classroom disruption
- Extreme acts of defiance and/or threats toward teachers/other adults/fellow students
- Defacement/destruction of school
- Sexual harassment
- Possession/use of any form of alcoholic beverages, matches/lighters, tobacco, inhalants, illicit drugs, needles, drug paraphernalia etc.
- Arson
- Name calling, teasing, swearing, and/or stealing items from others that has continued after discipline was administered at previous levels

Important note: All decisions by the Board of Trustees with respect to expulsion are final.

Definition of Terms

A Conduct Report is a specific written record of the student's act of misconduct. It documents the date, nature of the offense, and the disciplinary action taken by the teacher and/or principal.

A Corrective Action Plan is a document written by a staff member which specifies what steps will be taken in order to help a student overcome inappropriate behavior. It is signed by the parents, student, and staff member.

An Out-Of-School Suspension Plan refers to a principal's decision to temporarily remove a student's right to attend school or any school-related activity for a specified period of time, not to exceed ten school days for any one offense. A meeting with the parents will be convened to discuss the incident that led to the suspension and to develop a plan of action for the future. Additional details related to an out-of-school suspension are:

- Students suspended from school are not allowed to visit the school or attend any school-related activities during the period of suspension.
- Students are allowed to complete homework assignments while on suspension. In order to receive credit for them, students must submit the assignments to their teacher on the day of readmission to the school.
- At the discretion of the principal, out-of-school suspension reports, conduct reports, and/or corrective action plans may be removed from a student's permanent school file at the end of the school year if that student has shown noted improvement in behavior after the disciplinary action was implemented.

Expulsion is defined as a decision to permanently remove a student from school due to extreme non-compliance with school rules/state law. This decision can only be made by the Board of Trustees.

Conclusion

The Student Code of Conduct was developed so that parents, students, and staff members will have a common understanding of what is expected from students regarding their behavior while attending school. Proper adherence to this Code is expected to ensure a safe and orderly learning environment conducive to optimum learning. It is further expected that this Code will be implemented in a fair and consistent manner, and that open communication and cooperation will exist among all parents, students and staff members.

Grievances and/or Appeals of Disciplinary Actions:

If a parent/guardian wishes to appeal the principal's decision to suspend or expel a student, the parent/guardian must notify the principal in writing within twenty-four hours following receipt of notice of suspension or expel. The notice of appeal shall state the issue(s) for the appeal, including concerns regarding the level of suspension or the expulsion. A hearing will then be scheduled with the principal and the parent/guardian to discuss the issue. The parent should bring any documentation that is available. This must be done as quickly as possible because the student may not return to school unless and until the appeal is resolved in his/her favor. The principal will try to make a decision immediately at the end of the hearing.

If the parent/guardian is not satisfied with the principal's decision, an appeal may be made to the Board within three school days of the principal's final decision by delivering a written request to the school's administrative office. This appeal shall be in writing and shall be limited to the issues raised at the hearing before the principal.

The Board of Trustees shall notify the student/parent/guardian of the date when the Board will hear the appeal, making every reasonable effort to hear the appeal within five business days of the request. The Board of Trustees may select two or more board members to hear the appeal on behalf of the entire Board.

The parent/guardian and the principal may attend the hearing to argue their respective positions. The Board of Trustees may decide the appeal on record or may receive additional testimony and evidence as needed.

The Board of Trustees shall make every reasonable effort to render a written decision to the parent/guardian within two school days of the hearing. The decision of the Board shall be final.

Students who are served under IDEA (Special Education) or under Section 504 of the Rehabilitation Act of 1973 are entitled to certain additional rights in the area of discipline based upon their qualification for services under these federal laws. In the event that a child with special needs exhibits behavior which, if the child were not a child with special needs, could result in the suspension of the child from school for a period of more than ten school days or for consecutive periods that total more than ten school days, the school shall require a multidisciplinary team promptly to review the evaluation already completed for the child and conduct any additional evaluations necessary to determine if the behavior is caused by the child's special needs including: (1) whether the child is presently receiving appropriate education, and (2) whether medication is needed or present medication is appropriate.

If the review establishes no such relationship, the school may initiate its normal disciplinary procedures, but must continue to provide those services that the school based committee finds are necessary to prevent the student from regressing educationally during the suspension. If the review does establish such a relationship, the school may not initiate its normal disciplinary procedures. The findings should be used in determining an appropriate program.

Due Process Rights

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

TIMELINES

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

As soon as The North Carolina Leadership Academy receives their preliminary charter from the State Board of Education (SBE), they will move into action. An organizational meeting to officially adopt their Bylaws, adopt their Articles of Incorporation, and elect their officers. This should happen prior to October, 2012. They will then distribute the following duties between various Board Subcommittees. (These are the preliminary divisions as discussed at the Board's last meeting, but the Board of Trustees may adjust these as needed.)

Administrative Search Sub-Committee: Fred Kennedy, Carl Lashley, and Sam Cook

This team has already been looking for a qualified individual whose philosophical beliefs match the mission and charge of our charter. This person will need to provide the leadership and curriculum guidance that will be needed as the Corporation moves forward in their startup process. As soon as this person is on board, he/she will join this team as they look for supporting assistant principals who will be able to teach as well as provide additional support to the principal. NCLA's goal is to have this person in place by October, 2012 so that he/she can take part in all of The Office of Charter School training

sessions with board members. If the most appropriate fit for an administrator is not found right away, this sub-committee will move toward contact sources for certified and highly qualified teachers while continuing to search.

This sub-committee will also be responsible for creating the Employee Handbook, including contracts, benefits, expectations, etc. Additionally, they will make recommendations for salary scales.

Any and all recommendations of this committee will go to the full Board of Trustees for a vote.

Facilities and Business Sub-Committee: Fred Kennedy, John Malzone, and Billy Yeargin

This sub-committee already has a head start on site location. Over the past several months, they have narrowed the site to two possible locations and entered into negotiations with the owners of each. Both would be suitable for the proposed population with only minor modifications. The goal is to have one of these two locations locked in and under contract no later than January of 2013. That will allow NCLA to have an established headquarters from which to work and a confirmed location to be used in advertising. Then NCLA will know which side of that Guilford/Forsyth County line will be their home.

If negotiations are not successful for one of these two sites (this is not our expectation), the Board of Trustees is prepared to locate a parcel of land that can be developed and bring in leased mobile units until a capital campaign can be held to erect permanent buildings. There is a lot of land in the area that would be available for this type of construction.

This sub-committee will concurrently work to establish a line of credit at a local bank, seek a USDA secured loan, identify potential sources for grants, and look into insurance for the site as well as for personnel. They will set up general/board bank accounts and working with the Business and Financial Services Division of DPI, they will establish all necessary accounting processes. All of the above will be occurring in the fall of 2012 into the spring of 2013.

Once the building is secured, this sub-committee will work with the Technology Sub-Committee to be sure that all infra-structure is compatible with what is required by the Department of Public Instruction in Raleigh to be able to implement their requirements for student and financial accountability. They will also work to set up phone systems, intercom systems, etc.

As they move into late spring of 2013, they will be working to establish a custodial and maintenance contract for services to the school. They will meet with the local fire department to be sure that all fire codes are met and they will work to get a Certificate of Occupancy for the buildings. Then they will decide furniture and equipment must be ordered for the classrooms. Again, this will have to be done in conjunction with the Technology Sub-Committee.

All recommendations of the committee will still need to be taken to the full Board of Trustees for a vote.

Marketing-Communications Sub-Committee: Pat Fairfield-Artman, Quentin Brown, Billy Yeargin

This sub-committee will establish methods for advertising and a timeline that will allow NCLA to hold their Open Enrollment period between January and March of 2013. This will include determining times, dates, and locations for public information sessions, when and what types of advertisements will be done, arranging for informational mailings to local families, newsletters for distribution in public places, creating a school website, deciding on the school logo, (branding), etc. Additionally, this will be the group that works with the whole admissions process including the application and lottery procedures.

After the advertising methods and timeline are established, this sub-committee will focus its attention on establishing community relationships. This will be beneficial not only in drawing students to NCLA but critical to the school's future plans for her students to be actively involved in the community through projects and internships. Their recommendations will be presented to the full Board of Trustees for approval.

Educational Committee: Karl Katterjohn, Carl Lashley, Sam Cook

This sub-committee will be involved in establishing the academic and leadership curriculums and locating the materials to support these programs. This will include consideration of textbooks and internet resources. The committee will also work with the hired school principal to work out the details of the academic offerings and the scheduling details of the academic and leadership classes. Additionally, they will establish the school calendar and make contact with NWEA so that assessment testing will be available when the school opens in the fall.

They should be ready to present a skeleton outline of their recommendations to the full Board of Trustees no later than January of 2012.

As the year progresses, this committee's duties and responsibilities will be to ensure that the academic and leadership programs are fully integrated. With the newly hired principal, they will create a master schedule of staff development to ensure that the newly formed teaching staff will receive the needed staff development to effectively implement a curriculum firmly founded in Howard Gardner's Multiple Intelligences with a strong focus on incorporation of the arts and leadership opportunities into the curriculum. (See Educational Program Section) This will also include early staff development in using assessment data to guide instruction, providing differentiated instruction within the classroom, teaching higher order thinking skills, and incorporating a K-9 writing program. With the principal's assistance they will also add instruction in the new NC State Essential Standards and Common Core Training so that the NCLA curriculum can be fully integrated into the State curriculum standards.

This sub-committee will be actively involved in after school program and will decide how and who will manage it.

Later they will be responsible for forging relationships with local colleges and universities so that NCLA's high school students who are prepared will have the option to take college level courses while still in high school.

All recommendations will go to the full Board of Trustees for approval.

Technology Sub-Committee: Quentin Brown, Pat Fairfield-Artman, Sam Cook

This sub-committee will need to look into the technology infrastructure necessary to establish the school's business office and a basic computer lab. They will also make recommendations as to the computer format that the school will use in their classrooms.

Additionally, they will look into the cost for classroom computers and interactive white boards. The sub-committee will then create a proposal that has three levels of development, depending on the amount of funding available. One would be the minimum level of technology needed to open the school with the application's proposed enrollment. The second level would be the ideal level of support and the cost figures to make this happen. The last proposal would involve essentially a future "dream list" of what a perfect school with a high focus on technology should have available. All of their proposals will be presented to the full Board of Trustees for final approval on or before February of 2013.

It is also expected that this sub-committee will work with the Marketing Sub-Committee regarding any computer or internet usage.

Parent/Student Handbook - Discipline Committee: Karl Katterjohn, Sam Cook, Quentin Brown

The *NCLA Parent/Student Handbook* will need to be finished by January or February of 2013 so that it is available to share and discuss with prospective parents -- they need to know the expectations of the school and what will get their children removed from the school. This committee in conjunction with the principal and assistant principals will fine tune school behavior expectations, establish discipline procedures, including suspension and dismissal criteria. They will also solidify the Commitment to Excellence Contract that parents and students must sign agreeing to comply with the Parent/Student Handbook, including but not limited to attendance, dress code, classroom expectations, and behavior expectations.

This sub-committee will also make the final recommendation for the dress code and uniform requirements to the full Board of Trustees for approval.

Here is the **Summary Timeline:**

Month	Timeline Item	Responsible Person/Group
October 2012	Hire Principal	Administrative Search Sub-Committee
October 2012	Establish Line of Credit/Bank Account Identify Grants Develop Insurance Plan for Employees	Facilities and Business Sub-Committee
October-March 2012	Begin Advertising Campaign – Mailings, Flyers Out, Visit Daycares, Hold Town Meetings, Establish Web Page	Marketing-Communications Sub-Committee

Summary Timeline (Continued)

Month	Timeline Item	Responsible Person/Group
October 2012	OCS Training Meeting w/DPI staff	Full Board of Trustees
January 2013	Submit 2013-14 School Calendar	Educational Committee
January 2013	Facility Selection Deadline/Begin Facility Preparation	Facilities and Business Sub-Committee
January 2012	OCS Training Meeting w/DPI staff	Full Board of Trustees
January-March 2013	Marketing Campaign	Marketing-Communications Sub-Committee
January-March 2013	Open Enrollment	Principal
February 2013	Completion of NCLA Parent/Student Handbook	Parent/Student Handbook - Discipline Committee
February 2013	Submission of Technology Infrastructure Proposal	Technology Sub-Committee
March 2013	Secure Contracts with Vendors	Facilities and Business Sub-Committee
March 2013	OCS Training Meeting w/DPI staff	Full Board of Trustees
April 2013	Begin Interviewing to Hire Instructors & Support Staff Hold Lottery	Principal
July 2013	Open House Staff Development	Principal
August 2013	Student Assignment School Year Begins	Principal Board of Trustees

VI. BUSINESS PLAN

PROJECTED STAFF:

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

The North Carolina Leadership Academy Projected Staff for Year One

Position	FT/PT	Number of Staff
School Principal	FT	1
Assistant Principal	FT	2 (Each will also teach)
Teachers	FT	25
Paraprofessionals	PT	4
Exceptional Children's Teacher	FT	2
Business Manager	PT	.5
Clerical	FT	1
Technology Coordinator	PT	.5

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

Also include the following information for the proposed charter school:

- *Process to advertise for and employ members of the school*
- *Procedures for grievance and/or termination*
- *Sample employment policies to be implemented by the proposed charter school*
- *Description, if the proposed charter school partners with an EMO, of the relationship that will exist between the charter school employees and the management company.*

The NCLA Board of Trustees hopes to have their principal chosen by October, 2012. This person will take a lead role in the advertising process and hiring of all teachers and other staff members and work in conjunction with the Board's Educational Sub-Committee for this start up year. In succeeding years, it is expected that current staff members will also serve on an interview committee for new employees and have input into the final hiring recommendations submitted to the school's Board of Trustees.

NCLA is planning to advertise locally for staff but to also to utilize *Teacher for America* as a contact for potential teachers. NCLA anticipates contacting local universities and colleges for graduates who might be interested in joining the NCLA staff. In all employment interviews, NCLA staff will again try to ascertain whether or not each individual will be a good fit for the philosophy and goals of the school.

All teachers will be required to take part in extensive staff development activities. These activities will begin the week before school opens in the fall of 2013. Initially this training will focus on a clear understanding of the school's mission and academic and leadership focus as well as the expectations for NCLA teachers. Then it will move to more detailed and specific training in the NC Common Core and

Essential Standards, Using Data to Inform Decisions, Utilizing Higher Order Thinking Skills in the Classroom, Teaching Writing Across the Curriculum, and in integrating the Civil Air Patrol's curriculum into their classroom instruction. NCLA feels these training experiences are critical to the implementation of the full NCLA curriculum and expects that staff development will be an integral part of weekly staff meetings.

NCLA believes firmly that teachers and other staff members need to be good role models for students. As such, they will require all teachers to abide by the *Code of Ethics for North Carolina Educators* and the *Code of Professional Practice and Conduct for North Carolina Educators*. This will be expressed and clarified within *The NCLA Employees' Handbook*.

NCLA does plan to write and submit a Teacher Licensure Plan to DPI so that staff members will receive CEU's for the extensive staff development that will be provided on site. Additionally, NCLA will use the North Carolina Professional Teaching Standards and evaluate all Beginning Teachers with Standard Professional 1 Licenses (SP-1) using the new NC Teacher Evaluation Process. All of these SP-1's will be assigned a mentor who will work with them throughout their initially licensed period. The decision has not yet been made whether teachers with career status will also be evaluated using the same instrument. The Board of Trustees will make a decision on this before the school opens.

NCLA's goal will be to train and retain the most highly qualified staff possible. To do this, they will seek to build a quality working environment and to compensate individuals appropriately. As the school evolves and establishes a financial reserve, this may include bonus pay as outlined by the Board of Trustees.

Grievance Procedure:

NCLA's goal is to have open, honest communications to ensure building relationships of trust between staff and their supervisors. However, if a problem or concern arises that an employee feels has not been appropriately addressed by his/her immediate supervisor, he/she needs to take the following steps:

1. The individual needs to set up a meeting to openly discuss the issue or problem. It is possible the person's supervisor is unaware of the issue. This gives him/her the opportunity to address the issue and hopefully solve the problem.
2. If the problem cannot be resolved by talking to the individual's direct supervisor or the problem is with the direct supervisor and the person feels uncomfortable discussing it, he or she may move to the next level. The appeals process could continue until it reaches the school principal. If the school principal makes a decision regarding the grievance and the complainant does not like the ruling, he/she has seven (7) days to ask for an appeal of the decision. If the appeal is not made within these seven calendar days, the decision will be final.
3. If the issue is still not resolved at the building principal level, an appeal to a principal's decision is sought, or it is regarding the building principal, then the individual may write a grievance letter to the Chairperson of the Board of Trustees. This letter needs to specify the issue and state specifically what steps have been taken to resolve the issue, what resolution is sought, and any supporting documentation that the individual has. Once it has been received by the Board chair, he/she will address the issue within 10 working days by either requesting a meeting with the person filing the complaint, responding in writing to the person, or by scheduling it to be reviewed for a decision at the next Board of Trustees' meeting. (In which case, the individual filing the complaint will be notified so that he/she can have the opportunity to address the full Board of Trustees.) The decision made by the Board of Trustees will be final.

All North Carolina Leadership Academy employees are at-will employees. As such, they can be released with or without cause and with or without notice. This will be fully explained to all employees in the *NCLA Employees' Handbook*.

Sample Employment Policies

Hiring Authority: The North Carolina Charter Leadership Academy, Inc has the sole hiring authority for employees of The North Carolina Leadership Academy.

At-Will Employment Relationship: While NCLA expects the employment relationship to be mutually beneficial, employment with NCLA is entered into voluntarily and the employment relationship is considered at-will. Given the at-will employment relationship, either employee or NCLA may terminate the employment relationship at any time with or without notice, with or without reasons. No employee has the authority to enter into any agreement for employment or employment for a specified period of time, or to make an agreement or contract contrary to the at-will employment relationship stated above. Any offer of employment at NCLA is contingent upon receipt of a satisfactory background check report.

Equal Employment Opportunity: The North Carolina Charter Leadership Academy, Inc operates entirely on a non-discriminatory basis with respect to age, sex, race, religion, national origin or disability.

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

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

- **Principal:** The NCLA principal shall hold a NC Principal's license and preferably have at least 3 to 5 years of successful experience in school administration. It is also preferred that this was preceded by at least 5 years of successful teaching experience.
- **Assistant Principals:** Though it is preferable that assistant principals also hold NC Principal's certification, individuals may be hired into this position if they are currently working on an administrative license or have a master's degree and several years of successful teaching or working with students.
- **Teachers:** NCLA will make every attempt to hire 100% certified teachers; however, per NC Charter School Law, the school must have 75% of their teachers licensed in grade K-5 and 50% of their teachers licensed in grades 7-12 in the subject areas in which they are teaching. All teachers will have college degrees and will be Highly Qualified as defined by the No Child Left Behind Act, which requires teachers in core subjects to meet HQ standards. Additionally, NCLA will be looking to hire teachers who have experience in providing differentiated instruction, who understand the importance of teaching to the whole child, and who understand and can support both our academic and leadership programs.
- **Exceptional Children's Teachers:** All EC teachers must have a North Carolina Special Education Teaching Certificate. NCLA also hopes to hire experienced EC teachers who are strong teachers of reading, writing, and math who can work jointly with classroom teachers to better meet the needs of EC students.

- **Paraprofessionals**: All paraprofessionals will be required to meet the standards of NCLB legislation as it relates to their working with Title I students. If they do not have a two year degree, they will be required to take and pass the appropriate PRAXIS exams before being hired by NCLA. Additionally, since these individuals work with students, it is expected that they will take part in all staff development sessions that deal with instructional methodologies whether related to the academic or leadership curriculum.
- **Business Manager**: For the first year, this will be a part time position, but we hope to make it a full time position by the second year in operation. NCLA would prefer to hire someone in the position who is a CPA and has extensive experience with bookkeeping. Because this person will be handling money and dealing with our books, NCLA will require them to go through a full criminal records check.
- **Clerical**: We are anticipating one office position the first year. This would be a full time office secretary who can answer phones and assist at the front desk. Additionally, we are hoping to have parent volunteers who can assist daily with student and parent sign in/sign out procedures. It will be important that this person have good people and phone skills.

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

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

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

Marketing to All Demographic Groups:

The North Carolina Leadership Academy is committed to serving students representative of the socioeconomic and racial diversity of Guilford and Forsyth Counties. Marketing will be critical for this to happen. So to this end, NCLA intends to have a wide range marketing plan. This will include but is not limited to the following:

- Conducting multiple parent information sessions in the local area over the year prior NCLA opening
- Creating and distributing school flyers
- Providing materials for local real estate agencies and doctors' offices
- Visiting local daycares and preschools and providing materials for them to take home.
- Placing advertisements in local newspapers and on local radio stations

- Creating partnerships with local community based organizations
- Preparing a school internet web page with pertinent school information as well as contact information
- Sending blanket mailings to all local zip codes
- Setting up a *Facebook* account for the school
- Developing marketing materials in multiple languages

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

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

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

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

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

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY COME

List LEA #1 – Forsyth County

List LEA #2 – Guilford County

List LEA #3 – Stokes County

GRADES	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA2	LEA3	LEA 1	LEA2	LEA3	LEA 1	LEA 2	LEA 3
Kindergarten	<u>20</u>	<u>16</u>	<u>0</u>												
First	<u>22</u>	<u>16</u>	<u>2</u>												
Second	<u>22</u>	<u>16</u>	<u>2</u>												
Third	<u>22</u>	<u>16</u>	<u>2</u>												
Fourth	<u>22</u>	<u>16</u>	<u>2</u>												
Fifth	<u>22</u>	<u>16</u>	<u>2</u>	<u>23</u>	<u>17</u>	<u>2</u>									
Sixth	<u>30</u>	<u>28</u>	<u>5</u>	<u>30</u>	<u>28</u>	<u>5</u>	<u>45</u>	<u>35</u>	<u>6</u>	<u>45</u>	<u>35</u>	<u>6</u>	<u>45</u>	<u>35</u>	<u>6</u>

PROJECTED ENROLLMENT 2013-14 through 2017-2018 (continued)

		2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
		LEA 1	LEA 2	LEA 3												
Seventh	7	<u>30</u>	<u>28</u>	<u>5</u>	<u>32</u>	<u>28</u>	<u>5</u>	<u>32</u>	<u>28</u>	<u>5</u>	<u>45</u>	<u>35</u>	<u>6</u>	<u>45</u>	<u>35</u>	<u>6</u>
Eighth	8	<u>21</u>	<u>18</u>	<u>3</u>	<u>32</u>	<u>28</u>	<u>5</u>	<u>32</u>	<u>28</u>	<u>5</u>	<u>31</u>	<u>27</u>	<u>5</u>	<u>45</u>	<u>35</u>	<u>6</u>
Ninth	9	<u>18</u>	<u>10</u>	<u>2</u>	<u>23</u>	<u>16</u>	<u>2</u>	<u>30</u>	<u>25</u>	<u>3</u>	<u>33</u>	<u>29</u>	<u>1</u>	<u>33</u>	<u>29</u>	<u>1</u>
Tenth	10	<u>0</u>	<u>0</u>	<u>0</u>	<u>16</u>	<u>9</u>	<u>1</u>	<u>23</u>	<u>15</u>	<u>2</u>	<u>28</u>	<u>23</u>	<u>3</u>	<u>30</u>	<u>26</u>	<u>1</u>
Eleventh	11	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>19</u>	<u>11</u>	<u>0</u>	<u>22</u>	<u>13</u>	<u>1</u>	<u>28</u>	<u>22</u>	<u>2</u>
Twelfth	12	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>19</u>	<u>11</u>	<u>0</u>	<u>20</u>	<u>12</u>	<u>1</u>
LEA Totals		<u>229</u>	<u>180</u>	<u>25</u>	<u>264</u>	<u>206</u>	<u>28</u>	<u>312</u>	<u>239</u>	<u>29</u>	<u>354</u>	<u>270</u>	<u>32</u>	<u>377</u>	<u>291</u>	<u>33</u>
Overall Total Enrollment		<u>434</u>			<u>498</u>			<u>580</u>			<u>656</u>			<u>701</u>		

Budget: Revenue Projections 2013-14 through 2017-2018

INCOME: REVENUE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
--State ADM Funds	<u>\$1,968,148.50</u>	<u>\$2,258,074.30</u>	<u>\$2,680,014.30</u>	<u>\$2,971,974.90</u>	<u>\$3,174,864.80</u>
--Local Per Pupil Funds	<u>\$1,009,661.10</u>	<u>\$1,159,052.60</u>	<u>\$1,353,008.70</u>	<u>\$1,530,960.70</u>	<u>\$1,637,686.70</u>
--Federal Funds (EC)	<u>\$180,016.17</u>	<u>\$212,268.79</u>	<u>\$979,916.21</u>	<u>\$275,923.20</u>	<u>\$297,375.90</u>
--Grants*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Foundations*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Private Funds*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Other Funds*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
TOTAL INCOME	<u>\$3,157,825.77</u>	<u>\$3,629,395.69</u>	<u>\$4,222,042.53</u>	<u>\$4,778,858.80</u>	<u>\$5,109,927.55</u>

- We are fully expecting to qualify and apply for Title I funds. We will also be applying for other grants but have not included them as we do not yet know the amounts.

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

See <http://www.ncpublicschools.org/fbs/stats/index.html>

(OR Click on: Agency Website: Division of Financial Services, Reports and Statistics, Statistical Data

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

- Assumption is that our population will include approximately 12% EC children. We have factored this into our budget. If we do not have that many EC children, the additional money will not be spent on EC personnel, supplies, materials, etc.

2013-2014

State ADM Funds.....
Local Per Pupil Funds.....
EC Funds.....

229 students x \$4,556.90 (Forsyth) + 180 students x \$4,427.29 (Guilford) + 25 students x \$5,108.25 (Stokes) = \$1,968,148.50
229 students x \$2,278.68 (Forsyth) + 180 students x \$2,521.93 (Guilford) + 25 students x \$1,355.84 (Stokes) = \$1,009,661.10
27 students x \$3,649.02 (Forsyth) + 21 students x \$3,501.88 (Guilford) + 3 student x \$2,651.05 (Stokes) = \$180,016.17

Total = \$3,157,825.77

2014-2015

State ADM Funds.....
Local Per Pupil Funds.....
EC Funds.....

264 students x \$4,556.90 (Forsyth) +206 students x \$4,427.29 (Guilford) + 28 students x \$5,108.25 (Stokes) = \$2,258,074.30
264 students x \$2,278.68 (Forsyth) +206 students x \$2,521.93 (Guilford) + 28 students x \$1,355.84 (Stokes) = \$1,159,052.60
32 students x \$3,649.02 (Forsyth) +25 students x \$3,501.88 (Guilford) + 3 student x \$2,651.05 (Stokes) = \$212,268.79

Total = \$3,629,395.69

2015-2016

State ADM Funds.....
Local Per Pupil Funds.....
EC Funds.....

312 students x \$4,556.90 (Forsyth) +239 students x \$4,427.29 (Guilford) + 29 students x \$5,108.25 (Stokes) = \$2,628,014.30
312 students x \$2,278.68 (Forsyth) +239 students x \$2,521.93 (Guilford) + 29 students x \$1,355.84 (Stokes) = \$1,353,008.70
37 students x \$3,649.02 (Forsyth) +28 students x \$3,501.88 (Guilford) + 3 student x \$2,651.05 (Stokes) = \$241,019.53

Total = \$4,222,042.53

2016-17

State ADM Funds.....
Local Per Pupil Funds.....
EC Funds.....

354 students x \$4,556.90 (Forsyth) +270 students x \$4,427.29 (Guilford) + 32 students x \$5,108.25 (Stokes) = \$2,971,974.90
354 students x \$2,278.68 (Forsyth) +270 students x \$2,521.93 (Guilford) + 32 students x \$1,355.84 (Stokes) = \$1,530,960.70
42 students x \$3,649.02 (Forsyth) +32 students x \$3,501.88 (Guilford) + 4 student x \$2,651.05 (Stokes) = \$275,923.20

Total = \$4,778,858.80

2017-2018

State ADM Funds.....

377 students x \$4,556.90 (Forsyth) +291 students x \$4,427.29 (Guilford) + 33 students x \$5,108.25 (Stokes) = \$3,174,864.80

Local Per Pupil Funds.....

377 students x \$2,278.68 (Forsyth) +291 students x \$2,521.93 (Guilford) + 33 students x \$1,355.84 (Stokes) = \$1,637,686.70

EC Funds.....

45 students x \$3,649.02 (Forsyth) +35 students x \$3,501.88 (Guilford) + 4 student x \$2,651.05 (Stokes) = \$297,375.90

Total = \$5,109,927.55

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

MAY BE AMENDED AS THE NEEDS OF THE SCHOOL DICTATES.

BUDGET EXPENDITURE PROJECTIONS	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
<i>PERSONNEL</i>										
<i>Total # of staff and Projected Costs</i>	#35	\$1,355,500	#39	\$1,563,875	#44.5	\$1,845,261	#49.5	\$2,017,997	#52	\$2,246,743
<i>--Administrator(s)</i>	#3	\$165,000	#3	\$169,125	#3	\$173,353	#3	\$177,686	#3	\$182,127
<i>--Clerical/Office</i>	#1.5	\$30,000	#2	\$38,000	#2	\$38,950	#2.5	\$52,923	#2.5	\$54,246
<i>--Teachers</i>	# 25	\$975,000	# 28	\$1,148,000	#32.5	\$1,365,812	#35	\$1,507,647	#38	\$1,677,795
<i>--EC Teachers</i>	#3	\$135,000	#3	\$139,050	#4	\$188,221	#4.5	\$217,868	#5	\$225,500
<i>--Librarians/Technology</i>	#.5	\$18,500	#1	\$37,000	#1	\$37,925	#1	\$38,873	#1	\$40,000
<i>--Guidance</i>	# 0	\$0	#0	\$0	#0	\$0	#.5	\$23,000	#.5	\$24,000
<i>--Teacher Assistants (4-PT)</i>	#2- FTE	\$32,000	#2-FT E	\$32,800	#2 - FTE	\$41,000	#2-FTE	\$42,025	#2- FTE	\$43,075
<i>--Food for Free & Reduced</i>	<u>\$1,200</u>		<u>\$1,500</u>		<u>\$1,800</u>		<u>\$2,000</u>		<u>\$2,200</u>	
<i>EMPLOYEE BENEFITS</i>		\$397,050		<u>\$459,352</u>		<u>\$541,278</u>		<u>\$592,791</u>		<u>\$661,100</u>
<i>STAFF DEVELOPMENT</i>		<u>\$5,000</u>		<u>\$4,000</u>		<u>\$4,000</u>		<u>\$4,000</u>		<u>\$4,000</u>
<i>MATERIALS AND SUPPLIES</i>		<u>\$65,000</u>		<u>\$66,950</u>		<u>\$68,958</u>		<u>\$71,027</u>		<u>\$73,158</u>
<i>OFFICE SUPPLIES</i>		<u>\$18,000</u>		<u>\$19,500</u>		<u>\$22,000</u>		<u>\$24,000</u>		<u>\$24,500</u>
<i>INSTRUCTIONAL EQUIPMENT</i>		<u>\$105,000</u>		<u>\$106,000</u>		<u>\$110,000</u>		<u>\$115,000</u>		<u>\$117,000</u>
<i>OFFICE EQUIPMENT</i>		<u>\$18,100</u>		<u>\$10,000</u>		<u>\$5,000</u>		<u>\$5,000</u>		<u>\$5,000</u>
<i>TEXTBOOKS</i>		<u>\$65,000</u>		<u>\$38,000</u>		<u>\$39,000</u>		<u>\$40,000</u>		<u>\$40,000</u>

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

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<i>TESTING MATERIALS</i>	<u>\$7,200</u>	<u>\$8,300</u>	<u>\$8,500</u>	<u>\$8,850</u>	<u>\$8,900</u>
<i>INSURANCE</i>	<u>\$9,800</u>	<u>\$10,094</u>	<u>\$10,397</u>	<u>\$10,708</u>	<u>\$11,030</u>
<i>UTILITIES</i>	<u>\$49,000</u>	<u>\$50,470</u>	<u>\$51,984</u>	<u>\$53,544</u>	<u>\$55,150</u>
<i>RENT</i>	<u>\$450,000</u>	<u>\$450,000</u>	<u>\$500,000</u>	<u>\$550,000</u>	<u>\$550,000</u>
<i>MAINTENANCE & REPAIR</i>	<u>\$50,000</u>	<u>\$51,500</u>	<u>\$53,045</u>	<u>\$54,636</u>	<u>\$56,275</u>
<i>CUSTODIAL - CONTRACTUAL SERVICES</i>	<u>\$40,000</u>	<u>\$41,200</u>	<u>\$42,436</u>	<u>\$43,709</u>	<u>\$45,020</u>
<i>EC CONTRACTUAL SERVICES</i>	<u>\$45,000</u>	<u>\$48,000</u>	<u>\$52,000</u>	<u>\$55,000</u>	<u>\$58,000</u>
<i>TRANSPORTATION</i>	<u>\$1,500</u>	<u>\$2,200</u>	<u>\$2,500</u>	<u>\$2,750</u>	<u>\$3,000</u>
<i>MARKETING</i>	<u>\$18,000</u>	<u>\$16,000</u>	<u>\$15,000</u>	<u>\$12,000</u>	<u>\$6,000</u>
<i>LEGAL AND AUDIT</i>	<u>\$60,000</u>	<u>\$65,000</u>	<u>\$68,000</u>	<u>\$70,000</u>	<u>\$72,000</u>
<i>ACCOUNTING SERVICES</i>	<u>\$30,000</u>	<u>\$35,000</u>	<u>\$38,000</u>	<u>\$40,000</u>	<u>\$42,000</u>
<i>FURNITURE</i>	<u>\$125,000</u>	<u>\$50,000</u>	<u>\$50,000</u>	<u>\$50,000</u>	<u>\$50,000</u>
<i>ATHLETICS & EXTRA CURRICULAR</i>	<u>\$15,000</u>	<u>\$25,000</u>	<u>\$45,000</u>	<u>\$48,000</u>	<u>\$50,000</u>
TOTALS	<u>\$2,930,350</u>	<u>\$3,121,941</u>	<u>\$3,574,159</u>	<u>\$3,871,012</u>	<u>\$4,181,076</u>

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

Clarification of Assumptions:

Staffing: We will start with 3 administrators and 25 classroom teachers (This includes specialists), 3 Exceptional Children's teachers, a half time technology person, and 4 part-time teacher assistants for use in our Kindergarten through 3rd grade classrooms. We will supplement these with parent volunteers. Our administrators will also be part time middle school and high school teachers the first two to three years.

The second year, we will add 4 more full time teaching positions to accommodate the increase in students. In year three, our planned enrollment increase will require that we add 5.5 more full time teaching positions. One of these will be an additional EC teacher. Our 4th year, we will increase 3 additional full time teaching positions and a half time guidance counselor. Our fifth year we will add 2 additional teaching positions and another ½ EC position. In doing our calculations, we assumed a 2.5% pay increase each year and that our part-time employees would not qualify for benefits.

At this point, our plan is not to be part of the NC State Retirement System but to hopefully offer our employee's access to a 401K that we might be able to do some partial matching funds to by our 3rd year of operation.

We have estimated for 12% EC children in our budget, which is the state average. If we do not have that many, our EC personnel and EC expenses will be reduced. If we have more, the amount will increase and so will the EC personnel. We have also budgeted for contractual expenses for EC services.

We hope to establish our own food service or use a vendor for food service by our third year. However, for the first couple of years, we expect parents to supply lunches for their children and we will supplement for those who cannot afford it. This is in the budget.

We have estimated for contractual maintenance and repairs, but may opt to hire a full time custodian based on our selected facility and the needs of that facility. If we do so, we fully expect that our custodian will be able to do minor repairs and major repairs will still need to be contracted out.

Our staff development budget is low because we have several volunteers who have the expertise and are willing to do the staff development that we need for next to nothing.

Additional Notes:

We will be seeking grants and expect to qualify for Title I and Title II funds; however, they have not been used in any of these calculations since they are unknowns at this point. Additionally, we will be setting up a Foundation and expect that will also provide additional funding for years two and succeeding years

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

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

ADDITIONAL NOTES:

NA

SCHOOL AUDITS:

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

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

The most obvious measure of school effectiveness will be in students' achievement on their state assessments as well as their individual growth achievements as measured on their NWEA *Measures of Academic Progress* reports. The Board of Trustees will review these annually and establish criteria for improvement. However, the mission of the school involves so much more than just academic performance. Therefore, the Board of Trustees will also use other means to evaluate the success of the organization. These will include but not be limited to the following:

- 80% or higher parent satisfaction as demonstrated on the annual Parent Satisfaction Surveys
- Accomplishment of 100% of their graduates being accepted to the colleges of their choices
- Students will do their homework on a daily basis and accept responsibility for their own learning
- Students will accept ever increasing roles of responsibility within the school environment and their communities
- Students will reflect attitudes that demonstrate their respect for the opinions and ideas of others
- Students will be respectful of their fellow classmates as well as adults
- Students will become effective thinkers, speakers, and writers

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

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

Once NCLA's charter is approved by the State Board of Education, the school's board will enter into a contract with an independent auditor approved by the NC Local Government Commission to conduct our audit. The annual audit will be completed and filed with the GCC and North Carolina Department of Public Instruction by October 31, beginning with October 31 after the first year of operations. The audit will be conducted in accordance with Governmental Auditing Standards and will meet the specific compliance requirements set forth by the State of North Carolina.

Our intention is to use Ernst & Young as our auditor. Their contact information is:

Ernst & Young
Suite 200
202 CentrePort Dr.
Greensboro, NC 27401
Phone: 336-605-7700
Fax: 336-605-7701

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

State the proposed coverage for:

Comprehensive General Liability	\$1,000,000.00
Officers and Directors/Errors and Omissions	\$1,000,000.00
Property Insurance	Full Replacement Cost
Motor Vehicle Liability	\$1,000,000.00
Bonding	
Minimum amount:	\$250,000.00
Maximum amount:	\$250,000.00
Other	
Professional Liability	\$1,000,000.00

See Resource Manual for Minimums allowed by SBE Policy.

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

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

The North Carolina Leadership Academy will facilitate transportation to campus in a feasible manner that does not impede access to students within the geographical community of Piedmont Triad. NLCA has identified its target facility, in close proximity to the Guilford and Forsyth County district lines, as the most central location in accommodating access for the students of the Piedmont Triad area who will be attending this school. NCLA anticipates that the majority of transportation will be provided through parents or families of students. NCLA will communicate to ALL parents or guardians the available carpooling options and maintain a list of participating parents. NCLA will facilitate transportation for exceptional students as prescribed by law, such as children with special education needs.

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

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

At the present moment we are looking into two specific locations as possible locations for The North Carolina Leadership Academy. They are about five miles apart with one on the Forsyth County side and one over the line into Guilford County. At this point, we would prefer not to divulge their locations as we are still in negotiations with owners. Our plan is to confirm the location and enter into a contract upon approval of our charter from the State Board of Education.

Name of the facility (if known): NA

Address: NA

City/State/Zip: NA

Description of the Facility:

Total square feet: NA

Number of Classrooms: NA

Number of Restrooms: NA

Other Rooms: NA

Auditorium: NA

Gymnasium: NA

Music Room: NA

Art Room: NA

Laboratory: NA

Ownership: Fee Simple or Lease

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

(a) Term of the Lease: NA

(b) Type of Lease: NA

(c) Rent: \$ NA per month

Describe how the maintenance will be provided for the facility. Custodial and maintenance will be contracted out at least for the first year.

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

We have met with real estate agents and canvassed the desired area for available buildings that would meet our needs and allow for the increased transportation that will result from putting a school in the location. Because of our projected student enrollment, it will be important to have a minimum of 26 classrooms available, though ideally, we would prefer that be closer to 30. That would allow us room to expand. These classrooms can be split in to various buildings but we do want to keep our K-5 students together if at all possible. Of course the septic system or city water system would have to be such that it would accommodate the number of students we are projecting.

Ideally we would also have a gym available for athletics, group gatherings, and performances. (Both of the sites we are looking at have this available.) Additionally, it would be good to have adjacent fields for student exercise and potential future playgrounds. There would also have to be a central office area with at least three to four rooms for administration, office staff, a staff workroom, and an open office area for parents and students. Ideally, we would like the classrooms to be 1,000 to 1,200 square feet each with windows for ventilation and light.

One of the sites we are looking at would lend itself to all of our needs plus have room to expand in the future. Though the other site has less land, it certainly meets our criteria. Both of the owners appear to be willing to discuss options with us; however, we obviously cannot move forward on this until the SBE provides us an initial charter.

If for some reason both of these options fall through, our plan will be to look for vacant land that would accommodate mobiles and future expansion.

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

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

1. **Safety:**

The safety of our students, staff, families, and visitors is very important at NCLA. We agree to abide by all applicable state, federal, and local health and safety laws and regulations. Additionally our board will set school policies regarding student and personnel safety that will be listed in the Parent/Student Handbook and also in the Employees' Handbook. These will include but not be limited to keeping the campus secure by requiring visitor sign-in and identification badges, keeping exterior doors other than the main office door locked during the day, keeping the campus tobacco free, keeping first aid kits in all classrooms and offices, establishing and maintaining an emergency response plan, and requiring criminal record and background checks on all employees.

Only medications which are required to maintain a student in school and which must be given during the regular school hours will be administered at school. If students must receive medications at school, parents must provide written permission and then provide the medication in the original prescription containers and the container must include the student's name, the doctor's name, and the amounts and times for administration. These medications will be administered only in the school's administrative office and will be logged into the medication notebook every time they are administered.

2. **Immunization of Students:**

All students will be required to provide evidence of required immunizations. No student will be permitted to remain in school for more than ten days unless the student presents written evidence that he/she has been immunized by a method of immunization approved by the Department of Health or is in the process of being immunized. Parents may request in writing a medical or religious exemption from immunizations requirements (form is available in the office). The minimum complete immunizations are:

In order to assure full compliance with all state and federal recommendations and regulations and to lessen the possibility of a student missing school because of non-compliance, the following immunization policy will apply:

- Upon enrolling in the school, the family shall be requested to present the student's immunization record.
- If the record is available, an appropriate school staff member will review it. If the student is in full compliance, the record will be copied and filed.
- Student families who do not meet the standards will be notified as to specifically which immunizations their child is missing and the location of the county health department. They will also be informed that their child will not be allowed to continue in school if proof of required immunizations is produced within ten days.
- Non-compliant students who can provide neither a complete record nor sufficient documentation from a recognized agency or practitioner will be suspended from school on the eleventh day.

North Carolina Leadership Academy
Immunization Table

Dose	Vaccine	Important Notes
5(possibly 6)	DTP, DTaP	Three (3) does by seven (7) months and two (2) boosters – one (1) by nineteen (19) months and one (1) on or after fourth (4 th) birthday. A booster dose is required for students entering sixth (6 th) grade if five (5) or more years have passed since the last dose.
4	Polio (IPV) (OPV)	Two (2) does by five (5) months, third (3 rd) dose by nineteen (19) months, and a booster dose before entering school.
2	Measles	One (1) dose on or after twelve (12) months and before sixteen (16) months and the second (2 nd) dose before enrolling in school for the first time.
2	Mumps	One (1) dose on or after twelve (12) months and before sixteen (16) months and the second (2 nd) dose before enrolling in school for the first time.
1	Rubella	One (1) dose on or after twelve (12) months and before sixteen (16) months.
3	Hib	Three (3) doses of HbOC or two (2) doses of PRP-OMP by seven (7) months.
3	Hepatitis B	One (1) dose by three (3) months, second (2 nd) dose by five (5) months, and third (3 rd) dose by nineteen (19) months.
1	Varicella (Chicken Pox)	One (1) dose on or after twelve (12) months and before nineteen (19) months. If documented laboratory report shows immunity or history of disease, the vaccine is not required.

3. Fire and Safety Regulations:

NCLA will comply with all applicable federal, state, and local laws for fire safety. NCLA will comply with NC Fire Hazard regulations set forth under GS 115C-525. NCLA will meet the building requirements for this law including appropriate fire control mechanisms, e.g. fire extinguishers, fire alarm system, etc. Fire extinguishers will be checked annually. Monthly fire drills will be held so that all children and employees know how and where to exit the buildings. There will be safe areas designated for all classrooms and these fire evacuation routes will be posted in all classrooms and office areas. Stairways and exits will be kept clear at all times. Doors will never be locked from the inside. All combustible materials such as cleaning supplies will be properly stored and maintained.

Tornado drills will be conducted annually and lockdown drills will be held at least twice a year.

4. Food Inspections:

At this point, the school is not intending to provide any food service. Should we later amend this, we will establish clear policies for its storage, preparation, and service following applicable state and local laws and regulations.

5. Hazardous Chemicals:

The school will follow the Occupational Safety and Health Administration's Hazard Communication Standard as a means of assuring school staff and students have information on chemicals used in the school. All chemicals will be inventoried and properly labeled. Material Safety Data Sheets (MSDS) will be maintained for all chemical products and kept in a notebook readily available in the office area. Training will be provided annually to all staff emphasizing that all products coming into the school must be properly labeled, easy to read, and clearly marked with hazard warnings. Protective equipment will be used when there is a possibility of injury or impairment in the function of any part of the body through absorption, inhalation, or physical contact. Eye wash sites will be accessible in all high school science laboratories.

6. Bloodborne Pathogens:

The school will develop and implement appropriate and lawful guidelines, practices, and training to protect the health, safety, and privacy of students, contractors, parents, community members and the general public consistent with applicable law as it relates to blood borne pathogens. All staff members will participate in annual blood borne pathogen training programs that provide guidance on infection control procedures and informs employees about current law and state, district, and school policies. Each classroom will be equipped with a first aid kit and this kit will also include disposable gloves for dealing bodily fluids appropriately.

7. Diabetes care plans:

At the written request of a parent, the principal, in cooperation with the student's parents, student's physician, the student's teacher, the student, and the designated school personnel will create a Diabetes Care Plan specific to the student. School personnel will be required to follow this Diabetes Care Plan and maintain up-to-date information regarding the student's health. Diabetes information and staff development will be made available to teachers and other school personnel in order to appropriately support and assist students with diabetes.

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

NCLA will provide their middle school and 9th through 12 grade students information annually on the manner in which a parent may lawfully abandon a newborn baby with a responsible person, in accordance with GS 7B-500.

9. Providing parents and guardians with information about:

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

The following notice will be put into each year's annual Parent/Student Handbook:

“Meningococcal disease is a dangerous disease that can strike children and youth and is caused by bacteria. The bacteria are spread from person to person by direct contact with an infected person's nose or throat secretions. Illness often starts with a sudden fever, headache, stiff neck, a rash, and possibly nausea and vomiting. An infected person may become very sick within a few hours of the first symptoms and should seek medical care immediately. The disease could result in death or permanent disability. There are two immunizations available: one for people who are 11-55 years of age and another one for people who are 2-10 years or 55+ years of age if certain medical conditions exist that put them at higher risk of contracting the disease. Parents should talk with their child's health care provider or local health department about meningococcal disease and immunizations.

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

The following notice will be provided annually to parents through the Parent/Student Handbook:

Human papillomavirus (HPV) is the name of a group of viruses that includes more than 100 different strains or types. More than 30 of these viruses are sexually transmitted. Most people who become infected with HPV will not have any symptoms and will clear the infection on their own. Some of these viruses are called “high-risk” types and may lead to cancer. The virus lives in the skin or mucous membranes and usually causes no symptoms. There is no cure for HPV infection, although in many cases, the infection goes away on its own. The HPV vaccine is recommended for 11-12 year old girls and can be given to girls as young as nine. The vaccine is also recommended for 13-26 year old girls/women who have not yet received or completed the vaccine series. The vaccine is given through a series of three shots over a six month period. Parents are encouraged to talk with their child's health care provider or local health department about HPV and immunization. More information is also available at the Center for Disease Control's website: <http://www.cdc.gov/std/hpv>.

VII. LEA IMPACT STATEMENT

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

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

VIII. APPENDICES

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



SCHOOL-WIDE ACE IMPLEMENTATION GUIDELINES



Schools that have requested “school-wide” participation in Civil Air Patrol’s ACE Program should select one of the implementation options listed below that works best for the entire school. This level of participation takes a great deal of coordination among grade levels and with specialists in the school to ensure that the program is conducted most effectively for all involved. For a school-wide program to work, there must be a commitment from all teachers to fulfill the expectations of the administrator, who is the ultimate decision maker in this process. Each participating teacher in the school should have a clear understanding of the school administrator’s expectations, as well as CAP’s expectations and guidelines, to include the “*ACE Teacher Implementation Guidelines*.”

NOTE: PE teachers, counselors, and science lab teachers are commonly referred to as “specialists” in the ACE Program.

Option 1) Each classroom teacher for each grade level is responsible for conducting a minimum of 12 ACE lessons in his/her classroom. A classroom teacher or grade level representative may coordinate with “specialists” (see “Note” above) to have the specialist(s) teach additional ACE lessons to the students beyond the minimum of the 12 that will be conducted in the teacher’s classroom. The classroom teacher or grade level representative will provide the specialist(s) a copy of any designated lessons to be taught by the specialist(s). With this option, the classroom teacher implements 12 lessons in his/her classroom, and if other specialists teach the remaining ACE lessons for the specific grade level, the entire ACE curriculum will be taught to the students in that particular class/grade level, thus maximizing the impact of the program.

Option 2) Each classroom teacher for each grade level is responsible for conducting a minimum of 8 ACE lessons in his/her classroom, and the counselor and PE specialists are each responsible for teaching a minimum of 2 other lessons to the teachers’ classes in order that the classes all receive a total of at least 12 lessons. The grade level representative should provide the PE teacher and counselor copies of designated character and physical fitness lessons to be presented to students at their grade level. Thus, all teacher participants have contributed equitably to successful program implementation.

Option 3) Each classroom teacher for each grade level is responsible for teaching a minimum of 6 ACE lessons in his/her classroom, and the counselor and PE specialists are each responsible for teaching a minimum of 3 lessons in order that all classes receive a total of at least 12 lessons. The grade level representative should provide copies of the character and physical fitness lessons the counselor and PE teacher are to present. (Note: If a PE teacher OR counselor is NOT participating, then only the specialist that IS participating would teach all 6 grade level lessons of their particular area, which would be either physical fitness or character education. Classroom teachers would not teach any lessons of the particular category of the participating specialist.)

Option 4) No specialists are involved. Each classroom teacher for each grade level is responsible for conducting a minimum of 12 ACE lessons in his/her classroom.

If the school has a participating science specialist, the classroom teacher will still conduct a minimum of 12, 8, or 6 ACE lessons (as noted in options 1, 2, and 3) in his/her classroom. The remaining lessons necessary to provide students an opportunity to receive 12 total ACE lessons may be conducted by other school specialists, to include a science specialist, as agreed upon by the teacher(s), the specialist(s), and the school administrator, who has ultimate authority over the implementation of the school-wide ACE Program.

Consider inviting guest instructors into the classrooms for the program, as explained in the “ACE Teacher Implementation Guidelines.”



1. All teachers should understand the selected school-wide ACE implementation method as well as CAP's expectations and guidelines expressed in the "ACE Teacher Implementation Guidelines."
2. Schedule dates for all teachers to teach ACE lessons, or allow individual classroom teachers to be responsible for selecting their own days and times to present ACE lessons. The program can be conducted twice a month, once a week for a specified time, or as scheduled when appropriate for the school or teacher.
3. A school-wide assembly to introduce and "lift off" the ACE Program is strongly encouraged. The purpose of an "ACE Liftoff" celebration is to explain the program to the students and get them excited! If a school-wide liftoff event is not conducted, consider a culminating end-of-the-year ACE celebration, or an aerospace field day. Some ideas that have been used in the past are:
 - Have a theme for your program such as, "Let's Orbit with Energy and Fire Up for Fitness." (used by Hayneville Road in Montgomery, AL – the 2008-2009 ACE School of the Year)
 - Invite the principal to explain the ACE Program to the students, relating how all areas of the school curriculum (math, science, English, etc.) relate to aerospace. Additionally, he/she may describe some careers that relate to aerospace, explaining that there are many career options other than being an astronaut or pilot, and there are aerospace jobs that are possible without ever leaving Earth! There are: doctors and nurses to monitor the health of pilots and astronauts; teachers to teach from space; scientists to design experiments to be performed in space; mechanics, electricians, and engineers to design and work on aircraft, spacecraft, and rovers that go to other planets; clothing designers to create protective and improved clothes for pilots and astronauts; and weather forecasters to help pilots and astronauts fly safely. Finally, the principal can remind students that the word "ace" also means top-notch, first-rate, and the best of the best. Encourage the students to really be "ace" students!
 - Have a rocket launch outdoors. Select either a rocket powered by air, a combination of air and water, or powered with a solid-fueled engine. (Rocket kits are available at hobby and large discount stores. A local CAP unit or a JROTC class at a local high school may have a Rocketry Club that would conduct a great rocket launching experience for the students.)
 - Invite a pilot or other interesting person to speak about aviation or space hobbies or careers.
 - Invite model high school students to share the importance of academics, character, and physical fitness with students.
 - Have some students share some poems about aviation or space.
 - Have a paper airplane competition.
 - Have someone sing an aerospace-related song, such as the ACE "Boomerang" theme song (performed by Charlotte Ritchie) or "You Were Born to Fly" (performed by Sara Evans).
 - Launch a hot air balloon. (For ideas and instructions, click "hot air balloons" at http://members.gocivilairpatrol.com/aerospace_education/general/index.cfm.)
 - Create a PowerPoint slide show presentation of aircraft, the space shuttle, the ISS, and/or planets for students to watch while listening to "aerospace" type music.
 - Coordinate with a local aviation group to have an airplane fly-over. Consider consulting a CAP unit in your area (<http://cap.findlocation.com/>), a military base, a private pilot, or your local emergency team for a potential aircraft fly-over.
4. Consider scheduling a time in the computer lab at least 3 weeks prior to the last day of school for all teachers to submit their online ACE completion forms (available at <https://www.capnhq.gov>) in order to confirm all completion forms for the school have been submitted.
5. If all the classroom teachers at the school complete the program, someone from the school should request a school ACE plaque by emailing the request to ace@capnhq.gov.

Academic

TITLE	SUBJECT(S)	DESCRIPTION
Lesson 1: AirMazing	science, math	Learn about motion and the power of wind by placing objects of various shapes, sizes, and weights in front of a box fan.
Lesson 2: Look, Up in the Sky! Things that Fly	science	Sort and classify pictures of objects as either “things that fly” or “things that do not fly.” Discuss what properties help determine whether or not something is designed for flight.
Lesson 3: Alphabet Frisbees	language arts	Students decorate paper plate Frisbees. Each Frisbee is given a letter. Students toss the Frisbees and then run to pick up any Frisbee. They see how quickly they can line themselves up in alphabetical order.
Lesson 4: Coming in for a Landing	science, social studies, math	Toss an inflatable globe. Have students record whether or not their finger touches land or water on the globe. Use the results to help students learn that there is more water on Earth than land.
Lesson 5: Orbiting Object Paper Plate	language arts, science	Use this arts and crafts lesson to help students understand the meaning of the word “orbit.”
Lesson 6: Straw Rockets	math, science	Using a paper template and a straw, students will make straw rockets and record how many times their rocket hits a colored target. Then, they will complete a bar graph to represent their data.
Lesson 7: Rocketing into Shape	math	Students will use a rocket picture made of triangles, rectangles, and squares in order to manipulate their own triangles, rectangles, and squares to create the same rocket picture.
Lesson 8: A is for Astronaut	science, language arts	Use this arts and crafts activity to make an astronaut using an empty toilet paper roll and a paper template. Students will learn that oxygen helps us breathe, and there is no oxygen in space.
Lesson 9: Floating Space Food	science, social studies, math	With adult supervision, students place ingredients in a self-sealing bag to make individual servings of instant pudding. Students learn how astronauts eat in space.

Character

Lesson 1: Mission Moon Rocks	science, math	This lesson focuses on contributions and teamwork. Students will contribute ingredients to make edible moon rocks. They will analyze the moon rocks and color a chart to display their ingredient data.
Lesson 2: High Flying Honesty	language arts	Students listen to an Aesop fable wherein the moral of the story is honesty. Students identify examples of actions as honest or dishonest.
Lesson 3: Sing It, Do It: The Golden Rule	language arts, social studies	Students learn about The Golden Rule through a song.
Lesson 4: Only Room for One	language arts, science	Read a short story to help engage students in a discussion about fairness. Students will make a helicopter and draw a picture.
Lesson 5: Responsibility Flies High	language arts	Students identify responsible and irresponsible actions. While making a class kite, ribbons displaying school responsibilities will be added to the kite.
Lesson 6: All Aboard the Trust Plane	language arts	Students identify trustworthy people. Students identify a trustworthy trait in themselves and list it in a picture that shows a banner being flown by an airplane.

Physical Education

Lesson 1: Solar System Speedway to the Heart	PE, science	Students discover their pulses and engage in running/moving exercises to get their hearts pumping. The teacher is encouraged to set up the Solar System Speedway obstacle course using cones, mats, and hula hoops.
Lesson 2: I Believe I Can Fly	PE, science	Students will perform choreographed physical movements to simulate being an airplane, a rocket, and a space shuttle.
Lesson 3: Soaring Skills	PE, science	Tossing and catching bean-bags, throwing ping pong balls in a bucket, and walking with a book on their heads will help students practice their balance and hand-eye coordination.
Lesson 4: Spaceflight Tag	PE, science	Students are designated as a rocket, astronaut, or spaceship. When their group is called, all students assigned to the group run across the playing field while trying to avoid being tagged by students who are “it.”
Lesson 5: Land on the Moon	PE, science	Using a soccer ball as the moon and a bean-bag as a spacecraft, students roll the soccer ball and try to hit the moving ball with the bean-bag.
Lesson 6: Follow the Leader	PE, social studies	Play the traditional game of Follow the Leader.

Academic

TITLE	SUBJECT(S)	DESCRIPTION
Lesson 1: The Wind in Your Socks	science, social studies	Make a simple windsock to determine wind direction.
Lesson 2: Sled Kite	science	Make a kite and learn how and why kites fly.
Lesson 3: Plane Art	science, language arts	Students will define and identify the cockpit, wings, fuselage, and tail of an airplane. Then, they will experiment with flight using their balsa airplanes provided by CAP.
Lesson 4: Plane Flight Pie Chart	science, math	Aim the balsa plane at a 4-colored target and record the color to which the balsa plane came closest. Students will use their data to make a simple pie chart.
Lesson 5: Map It	math, social studies	Students use an airplane ruler and a map of the United States in order to complete a map worksheet.
Lesson 6: Balloon Rocket	science	Teach a simple understanding of Newton's third law of motion. Students observe a balloon rocket guided by a straw on a string. Ask questions and test student ideas.
Lesson 7: Good Enough to Eat	science, health, language arts	Make an edible space shuttle using carrots, celery sticks, bread, and peanut butter. Discuss and simulate a shuttle launching, then review the sequence of events for a shuttle launching.
Lesson 8: Load the Shuttle	math, science	Students cut out the shape patterns and see how many they can fit in the payload bay of the shuttle, without having the shapes overlap.
Lesson 9: Do You See What I See?	science, language arts	Students will learn about stars, listen to constellation stories, and find star patterns on constellation worksheets.

Character

Lesson 1: What Goes Around Comes Around	language arts, science	Read the Aesop fable "The Lion and the Mouse" and construct a boomerang. Students practice tossing the boomerang to remind them that the choices they make today will come back to them, so they should make good decisions.
Lesson 2: Honest or Not Honest	language arts	Read a myth explaining the position of the sun and Earth's moon in the sky. Discuss being honest and dishonest. Students complete a child-friendly questionnaire to evaluate how honest they are.
Lesson 3: Respect: Here's What it Means	language arts, social studies	Students provide examples of ways to show respect. They contribute symbol/picture ideas that can be used to create a class respect mission patch.
Lesson 4: Go Green!	language arts, science	Students classify actions as fair or unfair as they play a game to get to the green Earth.
Lesson 5: Responsibility: Pick It Up	language arts, science	Play a "space trash" game to introduce the lesson. Students will listen to a humorous airport story. Responsibility and not littering are emphasized.
Lesson 6: Roger, I read You Loud and Clear	language arts, social studies	Students will play a relay rover game, similar to the "telephone" game to emphasize that we cannot always believe what someone tells us and that we must be careful what we repeat to others.

Physical Education

Lesson 1: Star Savers	PE, science	Each team member takes turns riding on a scooter board (spaceship) in order to go to the middle circle (black hole) and retrieve a colored paper ball (star). The team with the most stars at the end of the game wins.
Lesson 2: Alien Eggs Relay	PE	Using a spoon, students engage in a relay race to get their team's eggs from one side of the playing area to the other.
Lesson 3: Catch a Shooting Star	PE, science	Play this traditional game of tag using a star strip (or ribbon). When a person catches (captures) a person's star, he/she is tagged and sits. If someone is a "star giver" and gives the tagged person a star, he/she may re-enter the game.
Lesson 4: Steal the Meal	PE, science	The goal of this game is for a team to "capture" as many good food choices as possible. The team with the most pictures of nutritious food items (or actual boxed food and cans) in their box or inside their hula hoop wins.
Lesson 5: Tag: Spaceship or Comet	PE, science	Students will learn play freeze tag, with emphasis either on personal space or comets.
Lesson 6: Moon Motions	PE, science	In this relay race, students will use actual moon-walking movements in order to complete a relay race that involves collecting "moon" rocks.

Academic

TITLE	SUBJECT(S)	DESCRIPTION
Lesson 1: Send in the Clouds	science, language arts	Help students learn to identify 4 different types of clouds: cirrus, cumulus, cumulonimbus, and stratus. Engage students either in a cloud mobile-making activity, or make a cloud identification wheel.
Lesson 2: Dunked Napkin	science	Air takes up space, and students will demonstrate and learn this through the challenge of keeping a napkin dry while submerging it in water.
Lesson 3: Pondering Parachutes	science, math	Experiment with homemade napkin parachutes by attaching various amounts of paperclips and timing their descent.
Lesson 4: Glenn Glider	science	Use the pattern to construct a glider. Manipulate the elevons and record the flight results. Discuss what happens and why.
Lesson 5: Paper Rocket	science	Students learn about rockets. They construct and experiment with paper rockets launched using straws. Bring math into this lesson by having students measure the distance their rocket flew.
Lesson 6: A Moon Munchy	science, math	Show students the different phases of the moon and identify the basic shapes: crescent, quarter, and gibbous. Students will enjoy illustrating moon phases using a chocolate cookie with white filling.
Lesson 7: Solar System Trading Cards Game	science, language arts	Play a fun game with NASA's solar system trading cards. One set of cards is provided, and you can make another copy if needed. The cards can also be used to practice classifying, pattern recognition, and question formulation.
Lesson 8: Rocket to the Planets	science, math, PE	Students use finger rockets (provided by CAP) to launch toward pictures of the 8 planets. Students use their target data to graph their results.
Lesson 9: A Puzzling Grid	math, science	Assemble a space picture puzzle by placing each puzzle piece, which is labeled with a coordinate, on its correct location on the coordinate grid.

Character

Lesson 1: Remote Sensing of the Heart	language arts, science	Share a visually interesting analogy with the students by placing creases and tears in a paper heart whenever examples of unkind comments are made. Students engage in a heart-writing activity.
Lesson 2: Got Flowers?	language arts, science	Read and discuss <i>The Empty Pot</i> by Demi. Students color an honesty-related coloring sheet showing a hot air balloon flying above the ground to remind them that being honest helps their good character "fly high."
Lesson 3: Respect-Who? Why? How? Where?	language arts, social studies	Students complete a worksheet to spotlight a person they respect. Students write why they respect the individual and how they show respect.
Lesson 4: Forward, Launch	language arts, social studies	Using a short story, students identify bullying behavior. Students identify behavior that can replace bullying behavior and/or ways to deal with bullies. Students consider consequences of bad and good character.
Lesson 5: Sticky Situations	social studies, language arts	After discussing what it means to be fair, students respond individually and collectively to 7 different scenarios.
Lesson 6: Responsibility Bingo	social studies, language arts	Using copies of the bingo sheet provided and responsibility examples, engage in a fun game of bingo.

Physical Education

Lesson 1: Think Fast!	PE, math	Use these practice drills to allow students to test their reaction time and endurance: passing a ball within a circle, passing a ball over and under in a line, and jumping rope. Students record their results on a data sheet.
Lesson 2: Balloon Blast	PE	Catching and tapping balloons is the goal in this activity. Keep the balloons from hitting the floor.
Lesson 3: Shuttle Tag	PE, science	Students are assigned a space shuttle (orbiter) name. When the name of an orbiter is called, all students assigned to that name run across the playing field while trying to avoid being tagged by students who are "it."
Lesson 4: Solar System Survivor	science, PE	The blindfolded "alien" is allowed to name any planet upon the teacher's command. Any students visiting the planet (noted by students standing in the planet area designated in the room) go to the "captured" area. Try to be a solar system survivor!
Lesson 5: Space Hockey	PE	Two teams sit in a line parallel to one another, and each student has a number. When a number is called, students representing this number run to the middle and try to be the first to score a goal by maneuvering a puck passed the goal line.
Lesson 6: Jump for the Moon	PE	Students practice jumping rope while stationary and while moving for 3 intervals of 30 seconds each during a 5-day period. They can use the mission log to record their experiences each day.

Academic

TITLE	SUBJECT(S)	DESCRIPTION
Lesson 1: Cloud Clues	science, language arts	Students learn about 3 basic cloud shapes, 2 Latin names indicating altitude, and 6 different cloud types. They will construct a cloud wheel to help them identify clouds in the sky and predict weather.
Lesson 2: Bernoulli's Tongue	science	Use strips of paper to create "tongues" for a paper bag mask or a handheld mask. When students blow through the hole in the mask, the tongue will rise and ripple. Students will learn why this happens.
Lesson 3: Eggsperimental Glider	science	Make gliders using egg cartons in this experiment. Students will discover why they need a "lucky" penny.
Lesson 4: Foam Flyer	science, language arts	Students learn 3 forces of flight: gravity, thrust, and lift. Additionally, they learn 5 basic parts of an airplane. Then, they experiment with flight using foam gliders (provided by CAP).
Lesson 5: Double-Barreled Rocket	science, language arts	Students learn about 4 basic parts of a rocket as they obtain a basic understanding of why a rocket flies. They construct a straw rocket that launches with the squeeze of a plastic pop bottle.
Lesson 6: Animals in Space	science, language arts	Read and discuss a non-fiction article about animals in space. Then, students will cut out mission cards and paste them in chronological order. Students can use the information on the organized mission cards to answer questions.
Lesson 7: ISS: Home Sweet Home	science, S.S., language arts	Students learn about living on the International Space Station (ISS) and list 4 interesting facts they wish to remember. An extension activity allows the students to design their own space station.
Lesson 8: Picture This: Mars	science, language arts	Students cut out 8 Mars-related pictures. While listening to information about Mars, students learn the meaning of each picture. Students use the pictures to make a short booklet about Mars.
Lesson 9: Astronaut Mystery Meal	science, social studies	Students use their 5 senses to determine the identity of the mystery meal in their plastic baggie. Then, they get to eat it (or drink it) like the astronauts would.

Character

Lesson 1: Are Rules Cool?	social studies, language arts	How do you play a game of cards with no directions or rules? That is what students figure out in this activity. Discussion continues about why rules are important.
Lesson 2: Late Bloomers	social studies, language arts	A story is used to help students understand that people are different and develop skills at different times. Students identify their own accomplishments and identify a new skill they hope to master.
Lesson 3: Don't Lose Your Sheep!	language arts	Students match honest and dishonest examples with their appropriate consequences.
Lesson 4: I Pledge Allegiance	social studies, language arts	Use this cooperative learning game to teach important issues regarding respect for our country's flag.
Lesson 5: Are You Responsible?	language arts, social studies	Students identify irresponsible acts and consequences. Through a questionnaire, they determine their level of responsibility.
Lesson 6: Asteroid Field	language arts, science	In this game, students try to get their blindfolded team members from one area to another without running into asteroids (plastic cups).

Physical Education

Lesson 1: Space Tag	PE, science	Students try to avoid being tagged by the alien(s). When they stand in one of the 4 hula hoops (space stations), they cannot be tagged. Variations of this game offer other fun scenarios.
Lesson 2: Space Invaders	PE, social studies	City guards (students) try to protect their cities (milk jugs or bowling pins) from alien laser beams (balls) rolled by aliens (other students). Whenever an alien is successful in knocking over a city, he/she trades places with a city guard.
Lesson 3: Docking with the ISS	PE, science	Partners work together to get the space shuttle that is suspended from a piece of string between them into a plastic cup (symbolizing the ISS) without knocking over the cup. The first team to have all of its partners finish wins.
Lesson 4: Spacesuit Relay	PE, science	In this relay race, team members must take turns putting on clothing that represents a spacesuit (including bulky gloves) and putting a washer on a bolt.
Lesson 5: Dizzy Izzy	PE, science	In this relay race, team members must run down the field to a bat, spin around it several times, and return back to the team.
Lesson 6: Do a Spacewalk	PE, science	Students will perform a bear crawl and crab walk to increase muscular strength and improve upper and lower body coordination. Students may complete the mission log to document their experiences during the week.

Academic

TITLE	SUBJECT(S)	DESCRIPTION
Lesson 1: Bernoulli Bubbles	science, math, language arts	Students plan an experiment to answer two questions: What is the average amount of time a bubble stays in the air? What can be done to a bubble without touching it to make it stay aloft longer?
Lesson 2: Airplane Anatomy	science, S.S., language arts	Use a National Air & Space Museum link to help teach students about parts of an airplane and to compare the Wright brothers' airplane to today's airplanes.
Lesson 3: Paper Airplanes	science	Students use a pattern to construct a paper airplane. They learn about rotational movements and experiment with the flight path of their airplane by manipulating the elevons.
Lesson 4: Fun Shuttle	science, S.S., language arts	Teach students the basic timeline for a shuttle launch by having volunteers play the roles of the parts of the space shuttle. Then, let them assemble and experiment with their Fun Shuttle (provided by CAP).
Lesson 5: Balloon Lifter	science, math	Conduct this balloon rocket experiment to see how many paperclips the balloon rocket can carry.
Lesson 6: Floating or Falling	science	This experiment which involves a plastic soda pop bottle and a paper astronaut attached to a string helps explain the concept of free-fall.
Lesson 7: My Mission , My Patch	science, S.S., language arts	Use NASA mission patches to help teach students about space history. Students will create their own patch either individually or collectively to symbolize their mission as 4 th grade students.
Lesson 8: NASA Spinoffs	science, S.S., language arts	Students will predict which pictures on a worksheet are NASA spinoffs. The answers are surprising. An additional activity allows them to play a game and use a NASA webpage to find answers to a NASA spinoff crossword puzzle.
Lesson 9: Play Dough Planets	science, math	Provide directions to students regarding making balls of play dough in order to create scale models of the Earth, Moon, and Mars.

Character

Lesson 1: So, What Exactly Does that Mean?	language arts, social studies	Students use a graphic organizer to help define character-related words such as integrity, perseverance, compassion, etc.
Lesson 2: Anger Out	S.S., science, language arts	By completing the anger behavior survey, students analyze their methods of dealing with anger. Students consider consequences of their actions, not only here on Earth, but in space too.
Lesson 3: Twin Wings	language arts	Share and discuss a short story regarding acceptance. Then, allow students to construct and experiment with a paper airplane.
Lesson 4: The Great Uncle Wiggly Wings	language arts, social studies	Share the story of Uncle Wiggly Wings with the students. Then, either let them make a parachute or let them complete activity pages from CAP's Uncle Wiggly Wings booklet.
Lesson 5: Wings of Responsibility	language arts	Students listen to and discuss the story of Daedalus and Icarus. They make a candy airplane to remember the story and to remind them that obeying results in sweet rewards.
Lesson 6: Never Give Up	language arts,S.S.	Students determine if different situations are successes or failures. Students will be surprised by the real-life answers.

Physical Education

Lesson 1: Operation Cooperation	PE, social studies	Select between 3 activities to allow students to practice teamwork and cooperation: a group tossing activity, a unique game of tag, or a unique game of kickball.
Lesson 2: PE Planes	PE, science	Each member of a 6-member team is designated as a specific aircraft with special movements. When an aircraft is called, the team representative makes his/her way down the playing field and back while conducting the assigned movement.
Lesson 3: Satellites	PE, science	Along with learning about satellites, some team members guard their satellites (hula hoop constructions) while other team members launch balls to knock down satellites. The game ends when a team loses all 3 of their satellites.
Lesson 4: Human knot	PE, language arts	All members of an assigned group stand in a circle and grab someone's hands that are not next to them. Then, members work together to untangle themselves without disconnecting hands.
Lesson 5: Who Let the Balls Out	PE, science	This game instructs the batter to actually throw a variety of balls from home plate onto the field. When the last ball is thrown, the batter tries to make it around the bases and back home before those in the field can return all of the items to the box.
Lesson 6: Base Station Walk Back	PE	Students will perform a walk, progressing to 1600 m (1 mi) to improve lung, heart, and other muscle endurance. Students may complete the mission log to document and analyze their experiences during the week.

Academic

TITLE	SUBJECT(S)	DESCRIPTION
Lesson 1: Lighter than Air	science	Students conduct a hot air balloon experiment using a small plastic bag, blow dryer, and paper clips. They are able to explain why the hot air balloon works.
Lesson 2: Forces of Flight	science	Provide instruction about the 4 forces of flight: lift, gravity, thrust, and drag. Students demonstrate the forces using power planes (provided by CAP) and experiment with flight.
Lesson 3: Graphing the Four Forces	math, science	After explaining how to measure forces, students complete graphing exercises to determine if the information provided in each problem results in an aircraft that will fly.
Lesson 4: FPG-9 Glider	science	Construct gliders using the FPG-9 template and Styrofoam plates. Students are provided with challenges on their data sheet, and they manipulate the glider's elevons and rudder to meet the challenges.
Lesson 5: Fizzy Rocket	science, math	In this experiment, students use a film canister, water, and effervescent tablets to help understand how rockets work.
Lesson 6: Astrospud Spacesuit Challenge	science, math, language arts	After learning about spacesuits, students use a wide range of skills to meet the challenge of creating a covering for a potato that prevents the potato from being penetrated by a screw driver (or similar object).
Lesson 7: Scaled Solar System	math, science	Using the scale of 1 AU = 10 cm, students use each planet's AU to determine its scaled distance from the sun. They visually represent the scaled planet distances from the sun on a piece of string or paper.
Lesson 8: Counting Your Lucky Stars	math, science	Students learn how learn why and how scientists sample in order to estimate a large number of items, such as stars. In the sampling activity, students try to arrive at the number of stars printed on a page.
Lesson 9: Follow the Drinking Gourd	science, S.S., language arts,	Students learn about a song during the pre-Civil War period that reportedly taught slaves how to travel north to reach freedom. There are several activities from which to choose to support the story/song.

Character

Lesson 1: Proud to be an American	language arts, S.S., science	Lead students in a discussion about how Americans are alike and different. Choose from 3 activities: rock identification, oobleck story and experiment, or a Venn diagram activity.
Lesson 2: Fairness Flies	language arts, S.S.	Facilitate a discussion on things that are fair and unfair. Students respond to specific fairness scenarios.
Lesson 3: Power Givers	language arts, social studies	Share a story or information about Col. Halvorsen (Unlce Wiggly Wings). Facilitate a discussion about humanitarianism. Students will construct a parachute with a piece of candy attached in honor of Col. Halvorsen to provide to kindergarteners.
Lesson 4: Life Forces	language arts, science	Students write or illustrate life forces that "thrust" them forward, "lift" them up, "drag" them away, or keep them down (as in the force of gravity).
Lesson 5: To _ or Not To _? That is the Question!	language arts, social studies	Identify positive and negative behavior and consequences for each.
Lesson 6: Leaders Do!	language arts, social studies	Students learn about Gene Kranz, a legendary leader at NASA. After discussing characteristics of leaders, students participate in activities to focus on leadership and teamwork skills.

Physical Education

Lesson 1: Navigation Communication	PE, language arts	In this game, students try to get their blindfolded team members from one area to another without running into obstacles (plastic cups).
Lesson 2: Meteor Shower	PE	Students practice their agility by dribbling a basketball into a hula hoop that contains another student who tries to steal the ball. Points are made when a student can bounce the ball in the hula hoop without it being stolen.
Lesson 3: Food for Thought	PE	Teach students how to read food labels and make healthy food choices.
Lesson 4: Ultimate Frisbee	PE	Play the game Ultimate Frisbee, which is played similar to a game of football except a Frisbee is used instead of a football.
Lesson 5: Space Invaders	PE	Eight teams compete to see which team can collect 8 of the same item in this game of speed and strategy.
Lesson 6: NASA Fit Explorer Challenge	PE	Students perform throwing and catching techniques on one foot to improve balance and spatial awareness.

Academic

TITLE	SUBJECT(S)	DESCRIPTION
Lesson 1: Air-mazing Experiment	science	In this race between a teacher and student to inflate a wind bag, the teacher wins by utilizing Bernoulli's principle to inflate the bag.
Lesson 2: Target	science, math	Students design their best paper airplane and toss it toward a target that displays 4 different colors. They record what color it hits or to which it comes closest. Students convert the tallies into fractions and percents.
Lesson 3: Wing Ratios	math, science	Using the formula to find the aspect ratio of wings, students will determine which wing out of a set of wings with given lengths and widths will result in the best lift and least drag. An extension activity allows students to make planes with different wings.
Lesson 4: Junk Rocket	science, math	Students will build a rocket that can be launched inside the classroom. Students will change variables, record data regarding their launches, and form reasonable ideas and explanations based on their results.
Lesson 5: Strange New Planet	science, language arts	In teams containing 3-5 students, team members take turns following directions in order to obtain and share data about a mystery object.
Lesson 6: What's Hidden Below	science, math	Either collectively as a class or in small groups, students insert a colored skewer into points covering a container. They record the color that is visible on the skewer closest to the top of the container for each designated point. Ultimately, they create a type of topographic map and try to determine what is in the box. This simulates how satellites map planets.
Lesson 7: Payload Packaging	science, math	Students engage in a design challenge wherein they design a lander capable of delivering an egg safely to the ground. Cost is also a factor in the design process.
Lesson 8: Super Stars	science, language arts	Engage students in this visually stimulating activity/demonstration to help students understand star properties and the life cycle of stars.
Lesson 9: Fraction Hunt	math	Students follow directions using fractional parts of words in order to decode a secret "milky way" message.

Character

Lesson 1: Let Your Good Character Take FLIGHT	language arts, science, S.S.	Read a short space history article. Students will create an acrostic poem using the name of an early space program or using their own name. The beginning letters will be used to create words reflecting good character.
Lesson 2: Should You Judge a Book By a Cover?	language arts, social studies	Groups of students will either read an article about the Tuskegee airmen or the first women who trained to be astronauts. Students will identify examples of stereotyping and possible consequences of stereotyping.
Lesson 3: Attitude Determines Your Altitude	language arts, S.S., science	Facilitate a discussion about characteristics of a positive attitude and being successful. Students engage in a grouping activity, as well as a launch-related activity.
Lesson 4: There is no "I" in Team	language arts, science, S.S.	Students read an ISS article and identify examples of cooperation. Then, they engage in an activity to work as a team to try to make a helium-filled balloon neutrally buoyant.
Lesson 5: Rocket to Success	social studies, language arts	After reading and discussing an article about Dr. Robert Goddard, students will make a straw rocket and launch it at a target.
Lesson 6: This, again?	language arts	Students will identify good habits and bad habits and their consequences. Students will analyze themselves.

Physical Education

Lesson 1: Ultimate Frisbee	PE	Read a true story about sportsmanship, and then play the game Ultimate Frisbee, which is played similar to a game of football except a Frisbee is used instead of a football.
Lesson 2: I'm so Dizzy, My Head is Spinning	PE, science	In this relay race, team members must run down the field to a bat, spin around it several times, and return back to the team.
Lesson 3: Rocket Golf	PE	Play the game of golf using a finger rocket that is launched using a rubber band.
Lesson 4: Moon & Mars Message Relay	PE, science language arts	Each of 2 teams forms a line. Team members simulate passing along a signal (from the back of the line to the person at the front) that has instructions for the person at the front (the rover) to go retrieve something from the team's box across the room. Each team has a judge to ensure the correct item is retrieved. The first team to successfully retrieve all items wins.
Lesson 5: From Football to Flight	PE, social studies	Learn about an astronaut, Leland Melvin, who was a former NFL football player, and ended up becoming an astronaut. Then, play a football game in honor of Leland Melvin.
Lesson 6: Crew Strength Training	PE	Students conduct body-weight squats and push-ups to develop upper and lower body strength in muscles and bones. Students may complete the mission log to document and analyze their experiences during the week.

CIVIL AIR PATROL CADETS AT SCHOOL

Program Overview for Educators

CAPP 52-21 April 2011



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Civil Air Patrol provides middle and high schools with a character education curriculum through its Cadet Program.

This guide is intended for professional educators who are interested in making the Cadet Program part of their school community. It outlines the program's goals and benefits, describes the curriculum, and explains how the program is managed.

CIVIL AIR PATROL is a non-profit corporation that was chartered by the U.S. Congress in 1946 and is the all-volunteer auxiliary of the U.S. Air Force. Its 61,000 members support its aerospace education, cadet program, and emergency services missions.



▲ **NICOLE MALACHOWSKI**
Former Air Force Thunderbird Pilot

"My experiences as a CAP cadet were fundamental to my success."



▲ **ERIC BOE**
Astronaut

"I made my first solo flight at a CAP encampment."

INTRODUCTION

Through partnerships with middle and high schools, Civil Air Patrol's Cadet Program is fulfilling its mission of developing tomorrow's aerospace leaders.

CAP offers schools an exciting form of character education that uses the students' enthusiasm for aviation, space, and technology as a motivator. An Air Force-affiliated program, high schools find Civil Air Patrol a low-cost alternative to Junior ROTC. Middle schools find that the challenge of cadet life provides the structure early adolescents need. A middle school CAP squadron can be a great complement to a high school JROTC program.



▲
Serving in a color guard allows cadets to show their commitment to excellence.

AIR FORCE AFFILIATION

Cadets are never obligated to join the military, nor does CAP attempt to recruit cadets for the armed forces. However, the uniform, military customs and courtesies, and drill and ceremonies are important features of cadet life that contribute to individual self-discipline. Moreover, 10% of the cadets at the Air Force Academy got their start in CAP.

CADET ADVANCEMENT

The Cadet Program is a self-paced program of sixteen achievements. Cadets complete one task in each element of cadet life — leadership, aerospace, fitness, and character — during each achievement. There is a degree of academic rigor to the program; cadets study their textbooks and must pass written tests to advance. Along the way, cadets earn promotions, acquire new leadership responsibilities, and collect awards.

ADDING VALUE TO THE SCHOOL

Some of the benefits students and schools receive by partnering with CAP include:

Students

- Develop leadership skills
- Experience the thrill of flying
- Test-fly potential careers
- Earn rank and awards
- Qualify for college scholarships
- Solidify their moral character
- Make friends and have fun

Schools

- Strengthen students' discipline and reduce referrals
- Offer an alternative to drugs and violence
- Boost attendance through high student morale
- Acquire new opportunities for peer mentoring
- Improve student participation in community service
- Provide students with a meaningful after-school activity
- Provide an enhanced STEM-based curriculum proven interesting and challenging to students

PROGRAM CONTENT

ELIGIBILITY

Students attending grades 6 through 12 are eligible to participate in the Civil Air Patrol Cadet Program, with the permission of their parent or guardian. All prospective cadets are required to have a Social Security number. Additionally, each participant must pay annual dues, which vary by state, but range from \$25 to \$45.



CURRICULUM

Civil Air Patrol is a character education program. Cadets meet once per week for 2 hours throughout the school year, usually after school, and into the summer, if so desired. Additionally, the squadron is encouraged to hold one special event per month on a Saturday. To achieve its goal of developing tomorrow's aerospace leaders, the Cadet Program is organized around four main themes:

Leadership

CAP introduces cadets to Air Force perspectives on leadership through classroom instruction, mentoring, and hands-on learning. First, cadets learn to follow, but as they progress, they learn how to lead small teams, manage projects, think independently and develop skills for adult life. Popular leadership activities include color guard, public speaking, and team leadership problems.

Aerospace

CAP inspires in youth a love of aviation, space, and technology. Cadets study the fundamentals of aerospace science in the classroom, and experience flight first-hand in CAP aircraft. Summer activities allow cadets to explore aerospace careers. Popular aerospace activities include model rocketry, satellite tracking, and hands-on projects.

Fitness

CAP encourages cadets to develop a lifelong habit of regular exercise. The Cadet Program promotes fitness through calisthenics, hiking, rappelling, volleyball, competitions and other activities. The cadets' fitness test is aligned with the President's Challenge.

Character

CAP challenges cadets to live the CAP core values of integrity, volunteer service, excellence and respect. Through character forums, cadets discuss ethical issues relevant to teens. CAP also encourages cadets to promote a drug free ethic in their schools and communities.

▲
Exciting activities counter the negative influences of drugs and violence.

Curriculum Support

CAP provides each school with lesson plans, activity books, and other program resources at no cost. A detailed activity schedule provides the weekly meetings with structure and continuity. Additionally, each cadet receives the textbooks and training materials they need to participate in the program.

Program Content

The program content is set by CAP, and schools are expected to adhere to the program guidelines. However, within the broad parameters of cadet life, local squadrons have a good deal of flexibility to adapt the program to match their cadets' interests and needs.



▲ Aerospace education takes place in the cockpit as well as in the classroom.

TEXTBOOKS & ACTIVITY GUIDES

Pictured at right is a sampling of CAP's cadet textbooks and activity guides. All materials are objectives-based. The aerospace materials are often used in for-credit courses at the high school level and meet national standards.

Some of the topics covered in the aerospace curriculum include:

- Science of flight
- Space and spacecraft
- Weather
- Model rocketry
- and more

Some of the topics covered in the leadership curriculum include:

- Character
- Air Force traditions
- Leadership theory
- Communications
- Critical thinking
- and more



WEEKEND & SUMMER ACTIVITIES

Although the weekly squadron meeting is at the center of cadet life, squadrons are encouraged to participate in special weekend and summer activities. These events can be self-supporting and limited to cadets from a particular school, or hosted by wing (state) headquarters for the benefit of all cadets in the area.

Encampment

Each year, the wing headquarters hosts an encampment. One of the most exciting opportunities in the Cadet Program, the encampment is typically one week in duration and hosted on a nearby military base. Cadets test-fly aerospace careers, enjoy special tours, tackle obstacle courses, and develop leadership skills. An activity fee of \$100 to \$300 per cadet covers the cost of lodging and meals. Encampment is an optional activity, but cadets who remain in CAP longer than two years will need to graduate so they can advance in the program.



▲
The uniform is a motivator, challenging cadets to become proud members of the team.

Weekend Activities

Approximately once per school term (or twice per semester), the squadron should host a special weekend activity. Field trips, drill competitions, leadership seminars, day hikes and other events that are not conducive to a weekly squadron meeting can be offered as special Saturday activities.

THE UNIFORM

Cadets wear an Air Force-style uniform as part of their leadership and character education. In sponsoring a cadet squadron, the school agrees to allow cadets to wear their uniform to school one day per week.

CAP provides each cadet with a blue service uniform (pants, shirt, hat, belt). The cadets are responsible for the cost of plain black dress shoes and insignia. Most cadets also choose to obtain a camouflage uniform battle dress uniforms. CAP is often able to issue cadets BDUs from military surplus.

Every adult leader is required to wear a CAP uniform when working with cadets. This uniform can be an Air Force-style uniform similar to what the cadets wear (provided the adult meets certain weight and grooming standards), or a simple CAP polo shirt and gray slacks or a gray skirt.

PROGRAM MANAGEMENT

ADULT LEADERSHIP

Every cadet activity requires adult supervision. All adults must be age 21 or older. They are required to submit their fingerprints to the FBI. A minimum of three adults are needed to charter a squadron.

The lead adult holds the position of squadron commander. This individual is appointed and removed by the wing (state) commander. The squadron commander appoints additional adults to the staff, but all participating adults must be official CAP members. Because CAP is a volunteer organization, CAP does not pay a salary to the adults. However, the school is welcome to provide stipends.

With the school's permission, parents may support the cadets by becoming Cadet Sponsor Members. CSMs may serve as chaperones or help with transportation.

Adult leaders from other CAP squadrons may be available to support the school's squadron. The school may want to consider how it wants to handle these situations, in keeping with routine school policies regarding visitors, security, and the like.

ADULT PROFESSIONAL DEVELOPMENT

CAP supports adult leaders in several ways. Adult training begins with "Level One," an online introduction to CAP that can be completed in about two hours. Level One concludes with a 1-hour "summary conversation" with the new member's mentor.

Second, Training Leaders of Cadets is a 2-day course hosted by the wing headquarters. Here, adult leaders learn how to mentor cadets and manage cadet activities. It is essential that every school squadron send at least two adults to TLC.

Third, every squadron commander will be matched with an experienced adult leader of cadets who will serve as their mentor. This individual will help the school squadron get established and provide advice and guidance to the squadron commander.

Finally, CAP offers a full library of leader guides, web pages, regulations, manuals, and other program resources that are outlined in the Cadet Programs Resource Guide and reviewed in depth at the Training Leaders of Cadets course.



▲ CAP adult leaders come from all walks of life. Above, a teacher, a judge, and a nurse.

FACILITY

In sponsoring a cadet squadron, the school is expected to make classroom and storage space available. The squadron also will need access to computers, printers, and the Internet.

AEROSPACE EDUCATION MEMBERS

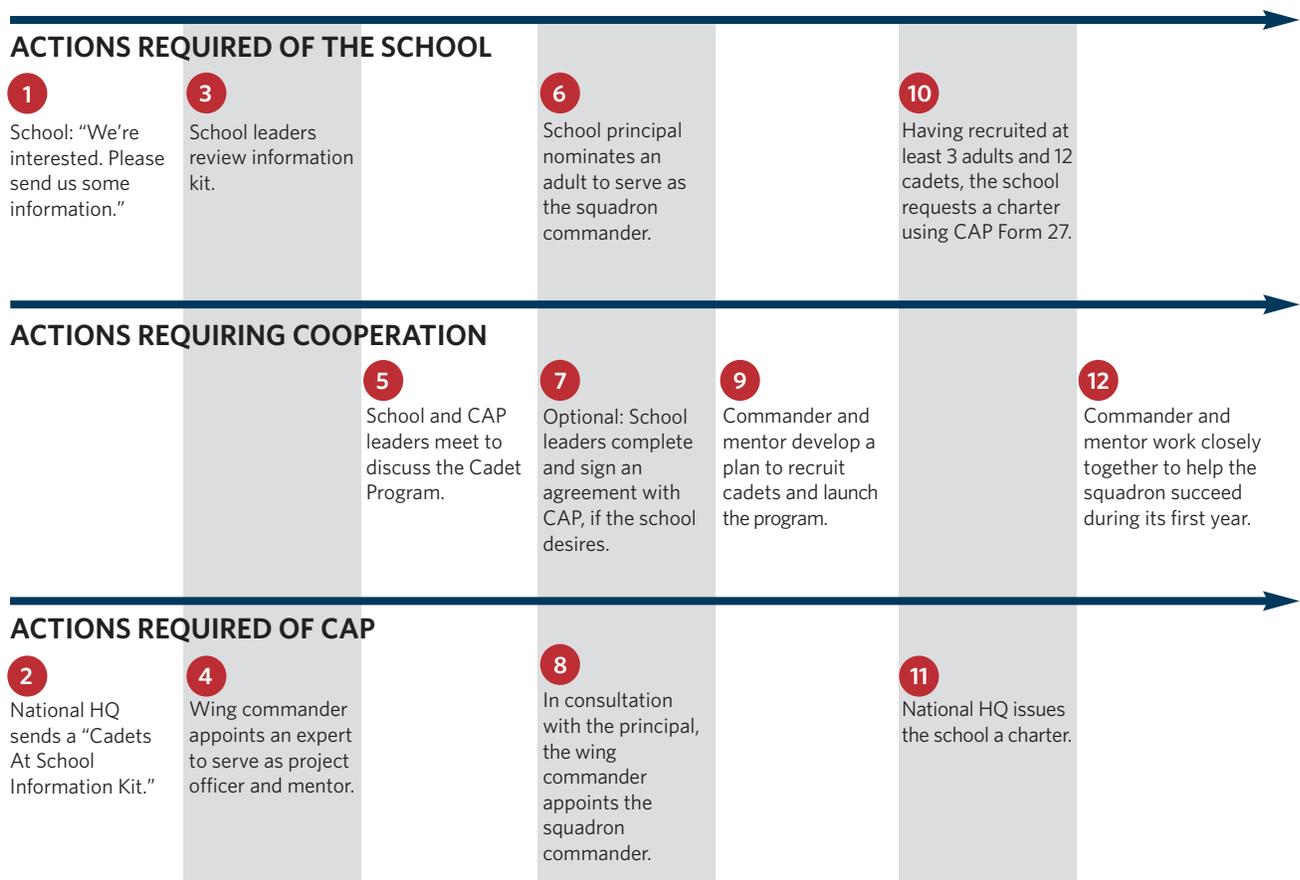
CAP has a wealth of aviation and space-related curricula that can support classroom teachers of all academic subjects and all grade levels. These materials are available at no cost to teachers who become CAP Aerospace Education Members. Another benefit of becoming an Aerospace Education Member is the "TOP Flight" program, which introduces educators to aviation fundamentals through a 1-hour orientation flight in a CAP aircraft.



▲ Cadets must study and pass tests to earn rank and awards.

CHARTERING PROCESS

The following diagram illustrates the process of chartering a school squadron:



SUGGESTED DISCUSSION TOPICS

One step in the chartering process involves an in-person meeting between wing-level CAP leaders and the school principal or assistant principal. It would also be helpful to include the school's new squadron commander and the CAP member who will mentor the commander. Listed below are suggested discussion topics to guide the meeting:

- 1. Leadership.** Who is the school appointing to staff the new squadron? What is their background? Do any come with prior CAP, cadet, or military experience?
- 2. Program Rules.** Does the school understand the adult leadership requirements, cadet eligibility rules, and cadet protection and anti-hazing policies? Are there any concerns?
- 3. Program Content.** Does the squadron's key adult staff (i.e.: commander and deputy) know what the four main program elements are? Are they generally familiar with the curriculum? Are they familiar with the structure of the weekly squadron meeting? Do they understand that the Cadet Program is self-paced?
- 4. Wing HQ Support.** How will the wing headquarters support the new school squadron? Who is the primary officer assigned as the new squadron commander's mentor? Will neighboring squadrons be available to help support the school squadron? How soon can the new adult staff complete the Training Leaders of Cadets course?
- 5. Finance Issues.** How will the squadron manage its finances? Can the school and CAP agree on an arrangement that is consistent with CAP regulations and honors the public trust? Will the new squadron have enough start-up money to support cadet activities (e.g.: color guard equipment, uniform insignia, rocketry supplies, etc.).
- 6. Legal Issues.** What legal issues do CAP and school leaders need to discuss? Are there any concerns about liability insurance, student transportation, weekend activities, fundraising, Individualized Education Programs (IEPs), or other issues?
- 7. School Community.** Does the principal have a vision for how the Cadet Program will become part of the school community? Does the school understand that students can only volunteer to become cadets and that CAP is not to be forced on anyone or used as a form of punishment? Is there a JROTC unit nearby? How will the new squadron connect with the JROTC unit so they can work together when possible?
- 8. Program Launch.** Have CAP and school leaders come to a consensus on how and when the new squadron will launch? Is there a plan for staffing the squadron with enough adults? Is there a plan for orienting prospective cadets and their parents? What milestones need to happen and when? Is there a consensus about the timeline?
- 9. First Year.** What do CAP and school leaders hope to accomplish during the squadron's inaugural year? Are the goals specific and measurable? Are they realistic, in the judgment of experienced CAP leaders?
- 10. Open Forum.** Does anyone have any concerns that still need to be addressed?

SQUADRON MEETINGS

SUGGESTED WEEKLY SCHEDULE

{20 min}	{Pre-Arrival & Admin Time}
5-15 min	Opening Ceremony & Inspection
10-20 min	Training
40-50 min	Education 1
40-50 min	Education 2
5-10 min	Announcements & Closing Ceremony
Total	2.0 - 2.5 hrs



▲
The Cadet Program is a laboratory where cadets lead themselves and their fellow cadets.

SUGGESTED MONTHLY SCHEDULE

Week	Training	Education 1	Education 2
1	Safety	Leadership	Open
2	Drill	Fitness	Aerospace
3	Drill	Leadership	Open
4	Drill	Character	Aerospace
5	Open	Open	Open

ANATOMY OF THE WEEKLY SQUADRON MEETING

Pre-Arrival Administrative Time

Prior to the meeting's official start, about 20 minutes is set aside for administrative time. Accordingly, a couple of key members of the senior staff (but not all) are needed to process cadets' paperwork, issue uniforms, and perform similar chores.

Opening Ceremony & Inspection

As part of their structured, regimented program, the cadet squadron begins each meeting with an opening ceremony. Cadets assemble into formation and render honors as the National Anthem is played. A few moments are available for brief announcements before the ranking cadets conduct a uniform inspection.

Training Block

Drill is placed within a 15-minute training session on three of the four weeks of the month. The idea here is to acknowledge the importance of drill, and yet schedule it such that it will not dominate the program. During the month's final remaining training session, cadets participate in a safety briefing, as required by regulation.

Education Blocks

The main events of cadet life take place within the education blocks, which are 40 to 50 minutes in duration. This is the time where cadets focus on the four main program elements – leadership, aerospace, fitness, and character. Leadership and aerospace activities occur twice per month during these blocks because those program elements are the most prominent aspects of cadet life. An education block can be further divided into two parts: a 20-minute introductory presentation followed by a 20- or 30-minute hands-on activity. Local leaders use CAP’s curriculum resources to conduct the education blocks.



▲
Ultimately, every facet of cadet life exists to strengthen the cadets’ moral character.

Open Blocks

During every month there will be at least two education blocks that are not programmed. These “open” slots give the local unit flexibility to pursue special projects and/or devote more time to one of the four main program elements. The open blocks are also useful for administering tests, holding promotion boards, and planning future events, etc.

Announcements & Closing Ceremony

The cadets assemble in formation one last time, listen to brief announcements about upcoming activities, and then are formally dismissed.

TO GET STARTED WITH THIS EXCITING YOUTH PROGRAM OR FOR MORE INFORMATION CONTACT

Neil Probst
Education Manager
877.227.9142 x252
nprobst@capnhq.gov

capmembers.com/schools

“I may only be 12, but I take full pride when I am in my uniform.”

CADET L.D., ILLINOIS

“I am able to handle situations, especially difficult ones, more easily than I used to. I am more confident with myself and with the decisions I make.”

CADET S.B., CONNECTICUT

“I am pushing myself to be a better person. I never knew how much I could accomplish until I joined CAP.”

CADET K.M., LOUISIANA

THE CADET OATH

I pledge to serve faithfully
in the Civil Air Patrol Cadet Program
and that I will attend meetings regularly
participate actively in unit activities
obey my officers
wear my uniform properly
and advance my education and training rapidly
to prepare myself to be of service
to my community, state, and nation



CADETS AT SCHOOL

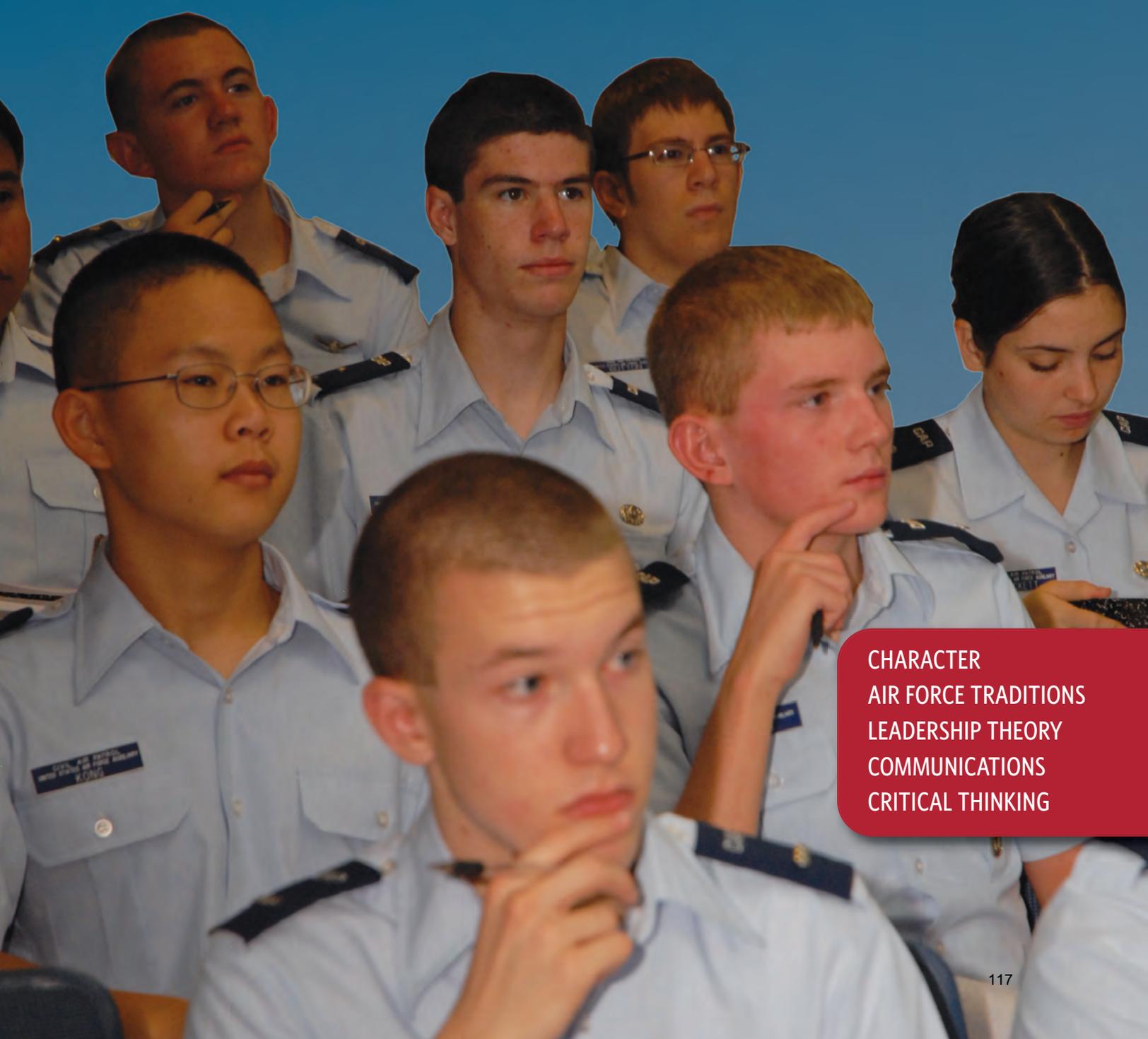
This booklet provides educators with an overview of how the CAP Cadet Program can be implemented as a school-sponsored extra-curricular activity.



CIVIL AIR PATROL NATIONAL HEADQUARTERS
Maxwell AFB, Ala.
capmembers.com/schools

LEARN TO LEAD

CIVIL AIR PATROL CADET PROGRAMS



CHARACTER
AIR FORCE TRADITIONS
LEADERSHIP THEORY
COMMUNICATIONS
CRITICAL THINKING

LEARN TO LEAD

CIVIL AIR PATROL CADET PROGRAMS

April 2010

capmembers.com/learntolead

CURT LAFOND general editor

NEIL PROBST associate editor

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PROGRAM GOALS *for* CADET LEADERSHIP EDUCATION

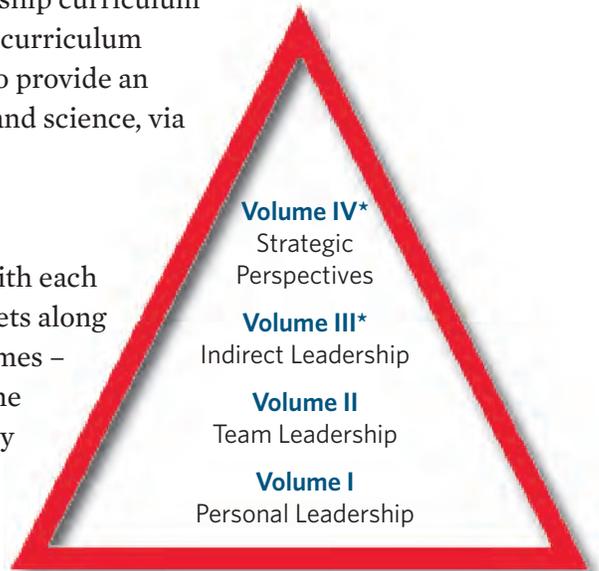
According to the cadet regulation, *the purpose of leadership education in the Cadet Program is to develop in cadets the ability to think independently and lead others in an atmosphere of teamwork and mutual respect.* This overarching goal informs every aspect of cadet leadership education.

GOAL OF THE TEXTBOOK

To achieve that overall goal, CAP offers an integrated leadership curriculum consisting of four parts (see page 3). The centerpiece of this curriculum is the *Learn to Lead* textbook series. *Learn to Lead's* goal is to provide an academic foundation for the cadets' study of leadership art and science, via an age-appropriate, reader-friendly, standards-based text.

PROGRAM DESIGN

Because the Cadet Program is organized into four phases, with each phase having a set of leadership expectations that guide cadets along their leadership journey, *Learn to Lead* consists of four volumes – one per phase. Cadets work through each in sequence and the subject matter gradually advances; what cadets study in early chapters prepares them for advanced concepts in later chapters.



* Modules III and IV will be published in 2011.

BENCHMARKS *for* LEARN TO LEAD

Before designing *Learn to Lead*, several leadership development programs were studied as potential standards, including:

Air Force

USAF Academy – Center for Character & Leadership Development
USAF Airman Leadership School
USAF Force Development / Universal Aerospace Leader Competencies
AF Doctrine Document 1-1, *Leadership & Force Development*

Youth

AFJROTC's 4-volume *Leadership Education* text
Boy Scouts of America – Patrol Leader materials & National Youth Leadership Training program
CAPR 52-16, Cadet Program Management, stated goals of the cadet leadership education program
CAP's *Leadership for the 21st Century / "L: 2000"*
CAP's *Leadership Laboratory Manuals* (1981)
U.S. Navy Sea Cadets – general syllabi

During the curriculum's analysis phase, those programs served as benchmarks to help CAP gauge the best practices currently in use. During the design phase, Air University experts vetted *Learn to Lead's* overall program goals and subject matter outline. Once the text reached the development phase, Cadet Programs experts from around the nation offered feedback to the white papers, detailed outlines, and chapter drafts posted online. In short, current Air Force doctrine, best practices in use by other respected youth programs, and the practical judgment of CAP officers in the field inform the *Learn to Lead* text.

AIR FORCE DOCTRINE *in* LEARN TO LEAD

Learn to Lead reflects current Air Force doctrine – that is, the Air Force’s officially sanctioned beliefs about leadership. Key doctrines relevant to *Learn to Lead* include:

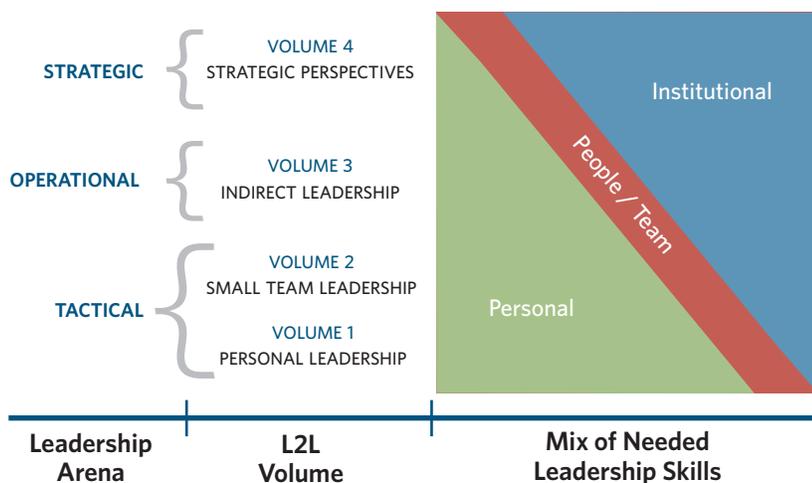
- ★ Leadership is the art and science of influencing and directing people to accomplish the assigned mission.
- ★ Leadership does not equal command, but all commanders should be leaders.
- ★ The abilities of a leader, which are derived from innate capabilities and built from experience, education, and training, can be improved upon through deliberate development.
- ★ The core values are a statement of those institutional values and principles of conduct that provide the moral framework within which military [and CAP] activities take place.
- ★ CAP’s professional ethic is modeled on the Air Force’s Core Values, which are fundamental and enduring.
- ★ As leaders move into more complex and higher levels of responsibility, the ability to conceptualize and synthesize becomes increasingly important.
- ★ Leadership skills needed at successively higher echelons in CAP build on those learned at previous levels.

Slightly modified from AFDD 1-1 for the CAP audience.

THE CADET LEADERSHIP MATRIX

The skills a leader needs depends on the level he or she is leading at. For example, a sergeant who often works one-on-one with airmen needs outstanding people skills. A general who leads a massive organization still needs people skills, but sophisticated planning and organizational skills are even more important. The Air Force uses a matrix to illustrate that as the level of leadership changes, so do the skills required. *Learn to Lead* recognizes the principles at work in this matrix. The text consists of four volumes that cover progressively more complex leadership principles, starting new cadets off with a foundation in the tactical arena, and introducing the most mature and experienced cadets to the strategic arena.

Diagram is based on the matrix found in AFDD 1-1, but is slightly modified here for CAP.



ANATOMY *of the* CADET LEADERSHIP CURRICULUM

There is more to the cadet leadership curriculum than the *Learn to Lead* textbook. CAP transforms cadets into leaders using an integrated approach involving academic study, activities, Air Force traditions, and staff service. These four educational arenas work together as a single system to develop cadets into well-rounded leaders. Therefore, local leaders should strive to offer the full breadth of the curriculum and not over-emphasize one arena at the expense of the others.

ACADEMICS

One assumption that the Cadet Program borrows from the Air Force is that leadership should be approached as an academic subject. Cadets pursue a self-paced academic study of leadership that centers on the *Learn to Lead* textbook. They read their text, participate in classroom discussions and hands-on leadership games, and demonstrate their understanding of leadership concepts through written tests.



ACADEMICS

ACTIVITIES

Cadet activities are opportunities for in-depth study and application of leadership principles. Most activities take place outside the hometown squadron and include learning opportunities that are beyond what a typical squadron can provide during their weekly meetings. The system of leadership activities follows a building block approach, beginning with Cadet Great Start and progressing through encampments and leadership academies, to the curriculum's crown jewel, Cadet Officer School.



ACTIVITIES

AIR FORCE TRADITIONS

Although there are many ways to develop leadership skills, due to CAP's long affiliation with the Air Force the Cadet Program uses military traditions as vehicles for teaching leadership. Among these Air Force traditions are drill and ceremonies, customs and courtesies, wear of the uniform, the chain of command, and similar traditions that motivate cadets to excel and create the military look-and-feel of cadet life.



AF TRADITIONS

STAFF SERVICE

By accepting a position within the cadet corps and the responsibilities that accompany that role, cadets apply knowledge of leadership principles to the real-world challenges of operating a cadet unit. Through staff service, cadets set goals, exercise authority, and mentor and direct junior cadets in an environment that allows cadets to make mistakes and learn as they go. Staff service is a laboratory for leadership education.



STAFF SERVICE

IMPLEMENTATION GUIDANCE

The most important thing to remember when implementing the *Learn to Lead* curriculum is that **leadership education should include plenty of hands-on, challenging, fun activities**. Survey data indicate that more than 70% of cadets come to CAP motivated to develop leadership skills. Offer an exciting program and the cadets will rise to the occasion. In contrast, a program built around dull lectures and endless hours of marching in the parking lot is bound to fail.

LEARNING GOALS & OBJECTIVES

Each chapter begins with goals that describe the overall thrust of that chapter. Learning objectives specify what a cadet should understand, believe, or be able to do upon completing chapter subsections. Test and exam questions are based on the objectives. Instructors can assist cadets whose study skills are weak by calling attention to the objectives and helping the cadets realize that they are study aids.

THE SELF-PACED, SELF-STUDY ENVIRONMENT

The Cadet Program is self-paced and self-study. There's no escaping the fact that each cadet must put forth some effort by carefully reading the chapter corresponding to their achievement. Although their achievement tests are open-book, cadets who do not study their chapter before attempting a test are apt to fail. Leadership officers should emphasize this point to their cadets.

LEARN TO LEAD ACTIVITY GUIDE

Use the *Learn to Lead Activity Guide's* hands-on team leadership problems, games, and movie case studies. Ranking cadets can lead most of these activities, under senior member supervision. Units are welcome to use other teambuilding activity books beyond what CAP has published.

DIVERSE AGE RANGE

In CAP, 12- and 20-year-old cadets, though eons apart developmentally, use the same textbooks. Therefore, one challenge with *Learn to Lead* is that younger cadets might struggle with the reading. To counter that potential problem, lesson plans are available for each major section in a chapter. Squadrons should offer classroom instruction, using the lesson plans (most of which are for guided discussions / informal lectures), to help the cadets understand the text's toughest sections.

FAMILIARITY WITH THE CONTENT

With the leadership curriculum consisting of four distinct educational arenas – academics, activities, Air Force traditions, and staff service (see page 3) – there is unlimited potential for making the subject matter come alive. Seniors should become familiar with *Learn to Lead's* content so that they can watch for “teachable moments” – opportunities to show how the text's concepts play-out in the real world.

RECIPE for SUCCESS

Suggested Teaching Model

1. Cadets read the chapter on their own.
2. Squadron offers leadership games using the *Learn to Lead Activity Guide*.
3. Squadron offers classroom instruction on the text's most challenging sections, using the *Learn to Lead Lesson Plans*.
4. Cadets practice drill and ceremonies regularly, in well-planned 10-15 minute sessions.
5. Senior staff watches for teachable moments – opportunities to point out how the text's abstract concepts are playing-out in the real world.

CADETS AS INSTRUCTORS

As part of their leadership development, cadet officers and NCOs should serve as instructors to the maximum extent possible. At the same time, the senior staff has a duty to ensure that all classes and activities are of high quality. Therefore, the key in using cadets as instructors is proper supervision and mentoring by senior members. Toward that end, the following “check ride” system is recommended:

- | | | | | |
|---|--|---|--|--|
| <p>1. Assignment. Senior or experienced cadet officer meets with the cadet/instructor to discuss goals and vision for the class or activity.</p> | <p>2. Preparation. Cadet/instructor begins to do some thinking and finds and personalizes a lesson plan. Cadet should rely on published lesson plans vs. original work.</p> | <p>3. Check Ride. Cadet/instructor presents their ideas in depth to the cadet officer or senior, who provides mentoring and quality control. The class is postponed if the cadet is clearly not ready to take a leadership role.</p> | <p>4. Squadron Meeting. Cadet/instructor leads the activity or class.</p> | <p>5. Feedback. Senior member provides the cadet/instructor with constructive feedback.</p> |
|---|--|---|--|--|



EDUCATIONAL RESOURCES

CAP offers local leaders a full range of resources to support cadet leadership education, including:

ACADEMICS

- Learn to Lead Volume 1: Personal Leadership
- Learn to Lead Volume 2: Team Leadership
- Learn to Lead Volume 3: Indirect Leadership*
- Learn to Lead Volume 4: Strategic Perspectives*
- Learn to Lead Activity Guide
- Learn to Lead Lesson Plans
- Achievement Tests & Milestone Award Exams

ACTIVITIES

- Cadet Great Start
- Cadet NCO Academy*
- Encampment
- Region Cadet Leadership School
- Cadet Officer School

AF TRADITIONS

- AF Drill & Ceremonies Manual
- AF Drill & Ceremonies Videos
- AF JROTC Drill Instruction Guide
- AF JROTC Drill Workbook
- CAP Uniform Manual
- Cadet Uniform Mini-Posters
- Respect on Display
- Unit Honor Guard Program

STAFF SERVICE

- Cadet Advisory Council Guide
- Cadet Staff Handbook
- Leadership Feedback (CAPF 50-series)
- Staff Duty Analysis Guide

For an explanation of what these resources have to offer and for information on how to obtain them, see the *Cadet Program Resource Guide* at capmembers.com/library. Units are welcome to create their own and/or borrow additional resources to support cadet leadership education. See CAPP 52-15, *Cadet Staff Handbook*, for tips on how to develop training materials from scratch.

* Denotes resource that is currently in development

LEARN TO LEAD CONTENT OUTLINE

Volumes I & II

Five major themes dominate the curriculum:

CHARACTER
AIR FORCE TRADITIONS
LEADERSHIP THEORY
COMMUNICATIONS
CRITICAL THINKING

VOLUME 1 Personal Leadership

CHAPTER 1 CHARACTER & THE AIR FORCE TRADITION

Synopsis: This chapter introduces newcomers to those aspects of cadet life that distinguish cadets from ordinary youth. The emphasis is on developing an understanding of why character is a pre-requisite for leadership and why Air Force traditions like the salute, the uniform, and the chain of command are staples of cadet life.

1. Welcome to Leadership
2. Leadership Begins With Character
 - a. The Warrior Spirit
 - b. The Core Values
 - c. The Cadet Oath
3. The Air Force Tradition
 - a. Foundations for Military Customs & Courtesies
 - b. Basic Rules for Rendering Customs & Courtesies
 - c. The Uniform's Role in the Cadet Program
 - d. Drill & Ceremonies as a Leadership Development Tool
 - e. Concept & Use of the Chain of Command
4. Drill & Ceremonies Training
 - a. Basic In-Place Movements

CHAPTER 2 THE CADET & THE TEAM

Synopsis: Only by taking responsibility for one's self can cadets fulfill their mission, which is to develop their leadership potential. This chapter focuses on followership, or personal leadership - the idea that CAP expects each cadet to be a leader who directs his or her own actions toward a goal.

1. History of the Cadet
2. Self Management for Success
 - a. Personal Goal-Setting
 - b. Ethical Decision-Making
 - c. Effective Time Management
 - d. Healthy Stress Management
3. Teamwork
 - a. Characteristics of Teams
 - b. Qualities of Team Players
 - c. Mentoring & Teams
4. Communications
 - a. Active Listening
 - b. Questions & The Importance of Feedback
 - c. Reading Critically
5. Drill & Ceremonies Training
 - a. Assembling in Formation
 - b. Facings, Forward & Flanks
 - c. Opening & Closing Ranks

CHAPTER 3 THE ART & SCIENCE

Synopsis: Here, cadets start to see leadership as an academic subject. They begin by trying to define the term, then consider two introductory leadership theories, exploring the pros and cons of each. Although the chapter raises as many questions as it answers, cadets will have made important first steps simply by seeing that leadership is complex.

1. What is Leadership?
 - a. Air Force Definition
 - b. Comparative Definitions
 - c. Leadership in America
2. Roles of the Leader
 - a. Visionary (Mitchell)
 - b. Motivator (Kennedy)
 - c. Communicator (King)
 - d. Expert (Doolittle)
 - e. Teacher (Sullivan)
3. Two Introductory Theories
 - a. Great Man Theory
 - b. Trait Theory
4. Symbol of America: The Flag
 - a. History of the U.S. Flag
 - b. Flag Etiquette
5. Drill & Ceremonies Training
 - a. Column Movements
 - b. Column of Files

VOLUME 2 Small Team Leadership

CHAPTER 4 THE NCO & THE TEAM

Synopsis: This chapter marks the point where cadets transition from one who is cared for to one who cares for others, from one who is learning to contribute to the team to one who is capable of leading the team.

1. Introduction
 - a. Professionalism
 - b. Standards
2. The Non-Commissioned Officer
 - a. Responsibilities of the NCO
 - b. NCO Readiness
3. The NCO's Leadership Toolkit
 - a. Servant Leadership
 - b. Coaching & Mentoring
 - c. Supervision & Discipline
 - d. Motivation
 - e. NCO / Officer Relationship
4. Team Dynamics
 - a. The Team Environment
 - b. The Team's Life Cycle
 - c. The L.E.A.D. Model
5. Drill & Ceremonies
 - a. Commands & The Command Voice
 - b. Leading the Element in Drill
 - c. Manual of the Guidon

CHAPTER 7 LEADERSHIP SCHOOLS OF THOUGHT

Synopsis: This chapter looks at several different leadership models or ways to think about leadership. Cadets will consider a handful of different models that emphasize the importance of recognizing each team's unique skills and opportunities.

1. Emotional Intelligence
 - a. Self-Awareness
 - b. Managing Emotions
 - c. Motivating Yourself
 - d. Helping Others
 - e. Interpersonal Skills
2. Transformational & Transactional Leadership
 - a. Idealized Influence
 - b. Inspirational Motivation
 - c. Intellectual Stimulation
 - d. Individualized Consideration
 - e. Contingent Reward
 - f. Management by Exception
 - g. Laissez-Faire
3. Power
 - a. Definitions of Power
 - b. Power Within Organizations
4. Building a Learning Organization
 - a. Systems Thinking
 - b. Personal Mastery

CHAPTER 5 BRAINPOWER FOR LEADERSHIP

Synopsis: Leadership is an intellectual activity. Therefore, a leader's ability to think critically and creatively and to learn and teach will impact his or her effectiveness. This chapter looks at how brainpower affects leadership.

1. Introduction
2. Critical Thinking
 - a. Principles of Critical Thinking
 - b. Modes of Thinking
 - c. Logical Fallacies
3. Creative Thinking
 - a. Unappreciated Geniuses
 - b. Monuments to the Status Quo
 - c. Victories Through Creativity
 - d. Tools for Creative Thinking
4. Teaching & Training People
 - a. Learning Objectives
 - b. Learning Styles
 - c. Teaching & Training Methods
 - d. Evaluating Learning
5. Drill & Ceremonies
 - a. Leading the Flight in Drill

- c. Shared Vision
- d. Team Learning
- e. Mental Models
5. Leadership Styles
 - a. Situational Leadership Theory
 - b. Path-Goal Model
 - c. The Leadership Grid
6. Drill & Ceremonies
 - a. Assembling the Group
 - b. Raising & Lowering the Flag
 - c. Change of Command

CHAPTER 8 EFFECTIVE COMMUNICATION

Synopsis: This chapter helps cadets better understand how to deliver a speech and write an essay, but it also emphasizes that strong communication skills will help cadets throughout their entire lives.

1. Communication Fundamentals
 - a. Know Your Purpose
 - b. Know Your Audience
 - c. Organize Your Ideas
 - d. Follow Basic Communication Principles
2. Writing Excellent Essays
 - a. The Goal of Writing
 - b. Brainstorming

CHAPTER 6 THE HUMAN ELEMENT

Synopsis: How can we understand leadership when we can hardly understand people? This chapter examines how personality, motivation, conflict, and diversity affect the job of leading.

1. Personality
 - a. Nature vs. Nurture
 - b. Birth Order Theory
 - c. Charisma
 - d. Johari Window
 - e. Myers-Briggs Type Indicator
2. Motivation & Behavior
 - a. Maslow's Hierarchy of Needs
 - b. Hawthorne Studies
 - c. Classical Conditioning
 - d. Milgram Experiment
3. Conflict
 - a. Defense Mechanisms
 - b. The Inevitability of Conflict
 - c. Managing Conflict
4. Leading in a Diverse Society
 - a. Diversity in the Military & CAP
 - b. America's Increasing Diversity
 - c. Prejudice & Hatred
 - d. Five Ways to Fight Hate
5. Drill & Ceremonies
 - a. Squadron Formations

- c. Making an Argument
- d. Topic Sentences
- e. The Opening Paragraph
- f. Transitions in Body Paragraphs
- g. Anticipating & Refuting Objections
- h. The Conclusion
3. Writing to Recommend Change
 - a. The Staff Study
 - b. Email & Professionalism
4. Public Speaking
 - a. Common Speaking Methods
 - b. Outlining a Speech
 - c. Signposts
 - d. The Conclusion
5. Communication for Your Career & Life
 - a. The Resume
 - b. Job Interviews
 - c. Social Media
6. Drill & Ceremonies
 - a. Wing Formation & Review

LEARN TO LEAD *on the* ART & SCIENCE OF LEADERSHIP

*The Air Force defines leadership as “the art and science of influencing and directing people to accomplish the assigned mission.”*¹ That’s a dense definition, containing several important concepts. Let’s examine them one piece at a time:

“THE ART AND SCIENCE...”

Leadership is an art because it requires imagination and creative skill. No two leaders approach a challenge exactly alike – there are usually several “right” answers to a leadership problem. Further, leaders bring their unique personality to their work and express themselves as individuals. Because how a leader acts is a matter of style and personal judgment, leadership is an art.

But *leadership is also a science because it is an academic subject requiring careful study, observation, and experimentation.* Much of what we know about leadership is rooted in social sciences like psychology, political science, and sociology that try to use the scientific method to study why people behave as they do.² Scholars look for cause and effect in leadership the same way scientists analyze chemical reactions.

As an art, leadership gives leaders freedom to express themselves. As a science, leadership demands that leaders think before they act.

“... OF INFLUENCING AND DIRECTING PEOPLE...”

A mechanic works with screwdrivers and wrenches. An accountant works with numbers. *But a leader works with people.* Leaders find a way to affect people, to get them to do something. A leader may try to shape how the team thinks so its members see the world in a new way. Or a leader may appeal to emotions in hopes that teammates change how they feel toward something. And in some cases, a leader may simply tell someone to do something, relying on their authority. But in the end, a leader cares mostly about changing behavior.³ They try to shape someone’s thoughts or feelings so that that person goes and does something.

“...TO ACCOMPLISH THE ASSIGNED MISSION.”

What is that something the leader wants their people to do? The mission. *The mission is the reason why the team exists.*⁴

When expressed in broad strokes, a mission defines the team’s long-term goal. For example, Google’s mission is to “organize the world’s information.”⁵ Apple’s is to “spear-

head the digital revolution.”⁶ Although these slogans lack detail, the mission statements explain in simple words what those companies aim to do.

Missions can be much smaller in scope, too.

“Lead the cadets safely through a compass course” is a mission a cadet non-commissioned officer might be assigned one afternoon. *Among the leader’s many responsibilities, accomplishing the mission is the most important.*

OTHER DEFINITIONS OF LEADERS & LEADERSHIP

This text uses the Air Force’s definition to describe leadership. But because leadership is partly an art, subject to different interpretations, and because it is still a young academic subject, *there is no universally agreed upon definition for “leadership.”*⁷

*Most experts include in their definition of “leadership” three components: the leader, the follower(s), and the goal.*⁸

What are some other ways to define leadership or the leader? This is what some other experts say:

- “The activity of influencing people to strive willingly for group objectives.”⁹
- “The task of leadership is to accomplish some change in the world, in response to human wants.”¹⁰
- “Leadership is the accomplishment of a goal through direction of human assistants... the man who successfully marshals his human collaborators to achieve particular ends is a leader.”¹¹
- “One who mobilizes others toward a goal shared by leader and followers.”¹²
- “A leader is someone who has followers.”¹³

ASSUMPTIONS ABOUT LEADERSHIP IN AMERICA

Culture – the attitudes, customs, and values of a civilization – influences how we approach leadership. There’s more to “leadership” than the words used to define it. Certain understandings are left unspoken.

EXCERPT

from Chapter 1
Character & The Air Force Tradition

How Learn to Lead defines leadership is excerpted here as background information for instructors.

In America, for example, our society is built on democratic values. We bring those values to the table when studying leadership. Someone from 17th century England, by comparison, living under a king who claims a divine right to rule, would approach leadership with different assumptions because of their culture. What are some assumptions about the American understanding of leadership?

YOU DON'T NEED TO BE A COMMANDER TO LEAD

"Leadership does not equal command," according to the Air Force, "but all commanders should be leaders."¹⁶ Great men and women throughout history have influenced and directed people to accomplish something remarkable, without having formal authority over their followers. In refusing to give up her seat to a white man, Rosa Parks became a leader in the cause of civil rights. Thousands were inspired to boycott city buses in Montgomery, Alabama, despite her having no formal authority or "command" role. ***Recall the Air Force's definition of leadership: no reference is made to the leader having a certain rank or position.***

LEADERS ARE MADE, NOT BORN

"Leaders are not born, they are made," according to legendary football coach Vince Lombardi. "And they are made just like anything else, through hard work."¹⁷ While some people have a natural way with words, or were "born" with a certain charm that helps them lead, ***leading is now seen as something everyone has the potential for.*** The Air Force's official view on leadership states that leadership can be built through experience, education, and training.¹⁸

CHAPTER EXCERPT NOTES

1. U.S. Air Force, AFDDI-1, *Leadership & Force Development*, (U.S. Air Force, 2006), vi.
2. James MacGregor Burns, *Transforming Leadership*, New York: Grove Press, 2003, 2.
3. Afsaneh Nahavandi, *The Art & Science of Leadership*, (New York: Prentice Hall, 2003), 36.
4. Paul Hersey, Kenneth H. Blanchard, & Dewey E. Johnson, *Management of Organizational Behavior*, 7th ed., (Upper Saddle River, NJ: Prentice Hall, 1996), 548.
5. Google. "Company Overview," February 2008, <<http://www.google.com/intl/en/corporate/index.html>>.
6. Apple. "Investor Relations FAQ," February 2008, <<http://www.apple.com/investor/>>.
7. Nahavandi, 5.
8. Nahavandi, 6.
9. George R. Terry, *Principles of Management*, 3rd ed., (Homewood, IL, 1960), 493.
10. MacGregor Burns, 2.
11. W. C. H. Prentice, "Understanding Leadership," *Harvard Business Review on The Mind of the Leader*, (Boston: Harvard Business School Press, 2005), 151.

LEADERS ARE ACCOUNTABLE

Why do kings become tyrants? The founding fathers reasoned it is because kings are accountable to no one. The Declaration of Independence reads as an indictment against King George III, whose rule was so unjust it disrespected the rule of law. ***Absolute power corrupts absolutely.***¹⁹ Therefore, Americans have come to insist that with power comes responsibility. Even if a leader does not have a direct supervisor they must answer to, our free press can expose their misdeeds and hypocrisy, holding them accountable in the court of public opinion.

LEADERS ARE NOT BULLIES

While a leader "influences and directs" people, another assumption is that leaders should take a positive approach. ***Threats, coercion, and extortion are not tools genuine leaders use.***²⁰ Rather, in the words of Lincoln, leaders appeal to the "better angels of our nature."²¹

LEADERSHIP MUST BE MORAL

Can an evil person lead? One respected theorist says no. In this view, leadership is taking place only when an honorable person pursues goals that broadly serve a public good. Hitler, for example, certainly influenced and directed people to accomplish something, but the whole Nazi enterprise was evil. "We don't call for good leadership – we expect, or at least hope, that it will be good," reasons James MacGregor Burns. ***"Bad leadership implies no leadership. I contend that there is nothing neutral about leadership; it is valued as a moral necessity."***

12. Garry Wills, *Certain Trumpets*, (New York: Simon & Schuster, 1994), 18.

13. Peter F. Drucker, "Leadership: More Doing Than Dash," *Concepts for Air Force Leadership*, (Maxwell AFB, AL: U.S. Air Force, 1996), 461.

14. Garry Wills, 96-97.

15. Robert Sobel, *Coolidge: An American Enigma*, (Washington: Regnery, 1998), 231.

16. U.S. Air Force, AFDD 1-1, vi.

17. Vince Lombardi, "The Official Website of Vince Lombardi," December 2007, <<http://www.vincelombardi.com/about.htm>>.

18. U.S. Air Force, AFDD 1-1, vi.

19. John Dalberg-Acton (Lord Acton), attributed.

20. MacGregor Burns, 2.

21. Abraham Lincoln, "First Inaugural Address."

22. MacGregor Burns, 2.

DRILL & CEREMONIES TRAINING SEQUENCE

As part of their leadership education, cadets are expected to become proficient in drill and ceremonies. After passing the written test for a given chapter in *Learn to Lead*, they complete a performance test on the maneuvers for their respective *Learn to Lead* chapter, as shown below. Leadership officers and cadet staff will want to become familiar with this sequence so they can ensure cadets receive the drill training they need before they are tested on that set of maneuvers. For drill and ceremonies training guidance, see AFMAN 36-2203, *Drill and Ceremonies*, and the other materials available at capmembers.com/drill.

CHAPTER 1

see *Drill & Ceremonies*, chapter 3

Flight, ATTENTION
Parade REST; AT EASE & REST
Left (Right), FACE
About, FACE
Hand, SALUTE
Present, ARMS & Order, ARMS
Eyes, RIGHT & Ready, FRONT (at the halt)

see *Drill & Ceremonies*, chapter 4

FALL IN
FALL OUT
Dress Right, DRESS & Ready, FRONT

CHAPTER 2

see *Drill & Ceremonies*, chapter 2

Count Cadence, COUNT

see *Drill & Ceremonies*, chapter 3

Mark Time, MARCH
Flight, HALT
Forward, MARCH
Double Time, MARCH & Quick Time, MARCH
Left (Right) Flank, MARCH
To the Rear, MARCH
Left (Right) Step, MARCH & Flight, HALT

see *Drill & Ceremonies*, chapter 4

Open Ranks, MARCH & Ready, FRONT
Close Ranks, MARCH

CHAPTER 3

see *Drill & Ceremonies*, chapter 3

Change Step, MARCH
Eyes, RIGHT & Ready, FRONT (on the march)
INCLINE TO THE LEFT (RIGHT)
Route Step, MARCH

see *Drill & Ceremonies*, chapter 4

Column Left (Right), MARCH & Forward, MARCH
Column of Files
Column of Files, Column Right (Left)
Close, MARCH & Extend, MARCH (at the halt and on the march)
At Close Interval, Dress Right, DRESS & Ready, FRONT

CHAPTER 4

see *Drill & Ceremonies*, chapter 2

The two main types of commands: the preparatory command and the command of execution
Characteristics of an effective command voice

see *Drill & Ceremonies*, chapter 3

Command the element to fall in
Command the element to dress right and check its alignment
Command the element to perform facing movements
Command the element to perform flanks and march to the rear

CHAPTER 5

see *Drill & Ceremonies*, chapter 4

Command the flight to fall in

Command the flight to dress right and check its alignment

Command the flight to open and close ranks and check its alignment

Command the flight to perform facings and other in-place movements

Command the flight to perform flanks, columns, and march to the rear

Command the flight to perform right (left) steps

Command the flight to perform close and extend, at the halt and on the march

Command the flight to change step and count cadence

Command the flight to form a single file or multiple files

CHAPTER 6

see *Drill & Ceremonies*, chapter 5

Form the squadron in line

Align the squadron

Inspect the squadron

Dismiss the squadron

CHAPTER 7

see *Drill & Ceremonies*, chapter 6b

Forming the group

Dismissing the group

see *Drill & Ceremonies*, chapter 7c

Raising & lowering the flag

Reveille and retreat ceremonies

see *CAPP 3, CAP Guide to Protocol, Atch 4*

CAP change of command ceremony

CHAPTER 8

see *Drill & Ceremonies*, chapter 6c

Wing formation and review

DRILL TRAINING SEQUENCE *at a* GLANCE



1

In-Place
Movements



2

Forward &
Flanks



3

Columns &
Column of Files



Wright
Bros

Cumulative
Review



4

Drill of the
Element



5

Drill of the
Flight



6

Squadron
Formations



7

Group
Formations



8

Wing
Formations

McREL EDUCATIONAL STANDARDS

Mid-continent Research for Education and Learning

The *Learn to Lead* curriculum is correlated to McREL standards for life skills, behavioral studies, career education, language arts, and civics. McREL, or Mid-continent Research for Education and Learning, maintains standards documents from professional subject area organizations and selected state governments. In short, by referencing the McREL standards, *Learn to Lead* demonstrates that its content is relevant in the eyes of independent subject matter experts.

A simple list of applicable McREL standards is shown below. To see how *Learn to Lead's* content correlates with those standards, see capmembers.com/learntolead.

LIFE SKILLS

Self Regulation

Sets and manages goals

Performs self-appraisal

Considers risks

Demonstrates perseverance

Maintains a healthy self-concept

Restrains impulsivity

Thinking & Reasoning

Understands and applies the basic principles of presenting an argument

Understands and applies basic principles of logic and reasoning

Effectively uses mental processes that are based on identifying similarities and differences

Understands and applies basic principles of hypothesis testing and scientific inquiry

Applies basic trouble-shooting and problem-solving techniques

Working With Others

Contributes to the overall effort of a group

Uses conflict-resolution techniques

Works well with diverse individuals and in diverse situations

Displays effective interpersonal communication skills

Demonstrates leadership skills

Life Work

Displays reliability and a basic work ethic

Operates effectively within organizations

BEHAVIORAL STUDIES

Understands that group cultural influences contribute to human development, identity, and behavior

Understands various meanings of social groups, general implications of group membership, and different ways that groups function

Understands that interactions among learning, inheritance, and physical development affect human behavior

Understands conflict, cooperation, and interdependence among individuals, groups, and institutions

CAREER EDUCATION

Arts and Communication

Uses critical and creative thinking in various arts and communications settings

Business Education

Legal and Ethical Responsibilities

Understands the role of ethics in the business world

Understands ethical concepts, including integrity and confidentiality, as related to the business environment

Management

Understands the role of quality and continuous improvement in business organizations

Understands a variety of strategies used to make long-term and short-term management decisions

Understands various organizational structures and the advantages and disadvantages of each

Understands general managerial skills and strategies

Understands human resource management issues and how they affect the success of the organization

Understands operations management principles and procedures

LANGUAGE ARTS

Uses the general skills and strategies of the writing process

Uses the stylistic and rhetorical aspects of writing

Uses grammatical and mechanical conventions in written compositions

Uses the general skills and strategies of the reading process

Uses reading skills and strategies to understand and interpret a variety of informational texts

Uses listening and speaking strategies for different purposes

CIVICS

Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society

Understands ideas about civic life, politics, and government

Understands how certain character traits enhance citizens' ability to fulfill personal and civic responsibilities

Understands the importance of political leadership, public service, and a knowledgeable citizenry in American constitutional democracy

Understands the roles of voluntarism and organized groups in American social and political life

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mcrel.org/standards-benchmarks

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ADVANCE PRAISE for **LEARN TO LEAD**

"These new leadership materials are just a breath of fresh air compared to what I got when I joined CAP. I love that Chapter 1 dissects the Core Values and the Cadet Oath. The text is easier to read [and] covers a lot of important concepts without bogging the reader down in too much theory... Bravo, NHQ Cadet Team."

Maj **DAN BRODSKY**, New York

"The new text is absolutely wonderful... I feel like the leadership manual has finally caught up to the cadet program. The notion of service leadership and leading by example are the guiding principles that we try to teach our cadets, but the current text does not readily support."

Capt **TIM WALKER**, Florida

"I just took a look at the leadership modules and, boy, what a nice change! I can't wait to have these modules up and running for my cadets." Maj **BJ CARLSON**, Wyoming

"I was expecting an even more watered-down program than what we have now. What I saw was a program that will be more challenging to the cadets... I applaud the concept and cannot wait for implementation."

Maj **JOHN R. O'NEIL**, Missouri

"This new Learn to Lead Textbook is TERRIFIC!!!! I am so pleased and am eager to use it.....very cadet friendly!"

Capt **PAT LAMMERSFELD**, Florida

A Primer of the Correlates of Effective Schools

Lawrence W. Lezotte

<p style="text-align: center;">Instructional Leadership</p> <p>In the effective school, the principal acts as an instructional leader and effectively and persistently communicates the mission of the school to staff, parents, and students. In addition, the principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program.</p>	<p style="text-align: center;">Frequent Monitoring of Student Progress</p> <p>In the effective school, pupil progress over the essential objectives are measured frequently, monitored frequently and the results of those assessments are used to improve the individual student behaviors and performances as well as to improve the curriculum as a whole.</p>
<p style="text-align: center;">Clear and Focused Mission</p> <p>In the effective school, there is a clearly articulated mission of the school through which the staff shares an understanding of and a commitment to the school's goals, priorities, assessment procedures, and accountability. The staff in the effective school accepts responsibility for the students' learning of the essential curricular goals.</p>	<p style="text-align: center;">Positive Home-School Relations</p> <p>In the effective school, parents understand and support the basic mission of the school and are given opportunities to play important roles in helping the school to achieve its mission.</p>
<p style="text-align: center;">Safe and Orderly Environment</p> <p>In the effective school, we say there is an orderly, purposeful, business-like atmosphere, which is free from the threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.</p>	<p style="text-align: center;">Opportunity to Learn and Student Time on Task</p> <p>In the effective school, teachers allocate a significant amount of classroom time to instruction in the essential curriculum areas. For a high percentage of this time, students are actively engaged in whole-class or large group, teacher directed, planned learning activities.</p>
<p style="text-align: center;">Climate of High Expectations</p> <p>In the effective school, there is a climate of high expectations in which the staff believes and demonstrates that all students can obtain mastery of the school's essential curriculum. They also believe that they, the staff, have the capability to help all students obtain that mastery</p>	

For additional information see:

<http://www.a2community.org/skyline.home/files/correlates.pdf>

Howard Gardner's Multiple Intelligences



Howard Gardner of Harvard has identified seven distinct intelligences. This theory has emerged from recent cognitive research and "documents the extent to which students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways," according to Gardner (1991). According to this theory, "we are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, the use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of ourselves. Where individuals differ is in the strength of these intelligences - the so-called profile of intelligences - and in the ways in which such intelligences are invoked and combined to carry out different tasks, solve diverse problems, and progress in various domains."

Gardner says that these differences "challenge an educational system that assumes that everyone can learn the same materials in the same way and that a uniform, universal measure suffices to test student learning. Indeed, as currently constituted, our educational system is heavily biased toward linguistic modes of instruction and assessment and, to a somewhat lesser degree, toward logical-quantitative modes as well." Gardner argues that "a contrasting set of assumptions is more likely to be educationally effective. Students learn in ways that are identifiably distinctive. The broad spectrum of students - and perhaps the society as a whole - would be better served if disciplines could be presented in a numbers of ways and learning could be assessed through a variety of means." The learning styles are as follows:

Visual-Spatial - think in terms of physical space, as do architects and sailors. Very aware of their environments. They like to draw, do jigsaw puzzles, read maps, daydream. They can be taught through drawings, verbal and physical imagery. Tools include models, graphics, charts, photographs, drawings, 3-D modeling, video, videoconferencing, television, multimedia, texts with pictures/charts/graphs.

Bodily-kinesthetic - use the body effectively, like a dancer or a surgeon. Keen sense of body awareness. They like movement, making things, touching. They communicate well through body language and be taught through physical activity, hands-on learning, acting out, role playing. Tools include equipment and real objects.

Musical - show sensitivity to rhythm and sound. They love music, but they are also sensitive to sounds in their environments. They may study better with

music in the background. They can be taught by turning lessons into lyrics, speaking rhythmically, tapping out time. Tools include musical instruments, music, radio, stereo, CD-ROM, multimedia.

Interpersonal - understanding, interacting with others. These students learn through interaction. They have many friends, empathy for others, street smarts. They can be taught through group activities, seminars, dialogues. Tools include the telephone, audio conferencing, time and attention from the instructor, video conferencing, writing, computer conferencing, E-mail.

Intrapersonal - understanding one's own interests, goals. These learners tend to shy away from others. They're in tune with their inner feelings; they have wisdom, intuition and motivation, as well as a strong will, confidence and opinions. They can be taught through independent study and introspection. Tools include books, creative materials, diaries, privacy and time. They are the most independent of the learners.

Linguistic - using words effectively. These learners have highly developed auditory skills and often think in words. They like reading, playing word games, making up poetry or stories. They can be taught by encouraging them to say and see words, read books together. Tools include computers, games, multimedia, books, tape recorders, and lecture.

Logical -Mathematical - reasoning, calculating. Think conceptually, abstractly and are able to see and explore patterns and relationships. They like to experiment, solve puzzles, ask cosmic questions. They can be taught through logic games, investigations, mysteries. They need to learn and form concepts before they can deal with details.

At first, it may seem impossible to teach to all learning styles. However, as we move into using a mix of media or multimedia, it becomes easier. As we understand learning styles, it becomes apparent why multimedia appeals to learners and why a mix of media is more effective. It satisfies the many types of learning preferences that one person may embody or that a class embodies. A review of the literature shows that a variety of decisions must be made when choosing media that is appropriate to learning style.

Visuals: Visual media help students acquire concrete concepts, such as object identification, spatial relationship, or motor skills where words alone are inefficient.

Printed words: There is disagreement about audio's superiority to print for affective objectives; several models do not recommend verbal sound if it is not part of the task to be learned.

Sound: A distinction is drawn between verbal sound and non-verbal sound

such as music. Sound media are necessary to present a stimulus for recall or sound recognition. Audio narration is recommended for poor readers.

Motion: Models force decisions among still, limited movement, and full movement visuals. Motion is used to depict human performance so that learners can copy the movement. Several models assert that motion may be unnecessary and provides decision aid questions based upon objectives. Visual media which portray motion are best to show psychomotor or cognitive domain expectations by showing the skill as a model against which students can measure their performance.

Color: Decisions on color display are required if an object's color is relevant to what is being learned.

Realia: Realia are tangible, real objects which are not models and are useful to teach motor and cognitive skills involving unfamiliar objects. Realia are appropriate for use with individuals or groups and may be situation based. Realia may be used to present information realistically but it may be equally important that the presentation corresponds with the way learner's represent information internally.

Instructional Setting: Design should cover whether the materials are to be used in a home or instructional setting and consider the size what is to be learned. Print instruction should be delivered in an individualized mode which allows the learner to set the learning pace. The ability to provide corrective feedback for individual learners is important but any medium can provide corrective feedback by stating the correct answer to allow comparison of the two answers.

Learner Characteristics: Most models consider learner characteristics as media may be differentially effective for different learners. Although research has had limited success in identifying the media most suitable for types of learners several models are based on this method.

Reading ability: Pictures facilitate learning for poor readers who benefit more from speaking than from writing because they understand spoken words; self-directed good readers can control the pace; and print allows easier review.

Categories of Learning Outcomes: Categories ranged from three to eleven and most include some or all of Gagne's (1977) learning categories; intellectual skills, verbal information, motor skills, attitudes, and cognitive strategies. Several models suggest a procedure which categorizes learning outcomes, plans instructional events to teach objectives, identifies the type of stimuli to present events, and media capable of presenting the stimuli.

Events of Instruction: The external events which support internal learning

processes are called events of instruction. The events of instruction are planned before selecting the media to present it.

Performance: Many models discuss eliciting performance where the student practices the task which sets the stage for reinforcement. Several models indicate that the elicited performance should be categorized by type; overt, covert, motor, verbal, constructed, and select. Media should be selected which is best able to elicit these responses and the response frequency. One model advocates a behavioral approach so that media is chosen to elicit responses for practice. To provide feedback about the student's response, an interactive medium might be chosen, but any medium can provide feedback. Learner characteristics such as error proneness and anxiety should influence media selection.

Testing which traditionally is accomplished through print, may be handled by electronic media. Media are better able to assess learners' visual skills than are print media and can be used to assess learner performance in realistic situations.

from "The Distance Learning Technology Resource Guide," by Carla Lane



Comparing Thinking Skill Models - Adapted from Marzano



This table of comparison represents the model of higher order thinking chosen by the North Carolina Department of Public Instruction in 1994. It is a collapsed version of Marzano's model of eight higher order thinking skills to seven. In the context of the larger CROP model, use these skills to guide and support the problem sharing and problem solving process. The bracketed and boldfaced headings in the left column are the five terms used by the prior NorthWest Labs model of thinking skills used in North Carolina from 1989 to 1994.

Category	Definition
Knowledge [recall]	<p>When content is new, students must be guided in relating the new knowledge to what they already know, organizing and then using that new knowledge. Knowledge can be of two types: Declarative (i.e., attributes, rules) or procedural (skills and processes). Items of this type are factual and content-specific.</p> <p>[See further definition, key action words, and examples of trigger questions for <u>knowledge</u>.]</p>
Organizing [comparison]	<p>Organizing is used to arrange information so it can be understood. This is a higher level way of expressing what Bloom referred to as comprehension.</p> <ul style="list-style-type: none"> • Comparing identifies similarities and differences between or among entities. • Classifying groups of items into categories on the basis of attributes. • Ordering sequences or ordering entities according to a given criterion. • Representing changes in the form of the information to show how critical events are related (visual, verbal, and symbolic). <p>[See further definition, key action words, and examples of trigger questions for <u>organizing</u>.]</p>
Applying	<p>Applying requires demonstration of prior knowledge within a new situation. Application is based on an individual's ability to apply previous learning to a new or a novel situation without having to be shown how to use it. The task is to bring together the appropriate information, generalization or principles (declarative and procedural knowledge) that are required to solve a problem.</p> <p>[See further definition, key action words, and examples of trigger questions for <u>applying</u>.]</p>
Analyzing	<p>Analyzing clarifies existing information by discovering and examining parts/relationships.</p>

<p>[analysis]</p>	<ul style="list-style-type: none"> Identifying attributes and components refers to recognizing and articulating the parts that together constitute a whole. Identifying relationships and patterns refers to recognizing and articulating the interrelationships among components (causal, hierarchical, temporal, spatial, correctional, or metaphorical; equivalence, symmetry, and similarity; difference, contradiction, and exclusion). <p>[See further definition, key action words, and examples of trigger questions for <u>analyzing</u>.]</p>
<p>Generating [inference]</p>	<p>Generating constructs a framework of ideas that holds new and old information together. The step of inference could also be seen as the first step of what Bloom called synthesis or Marzano called integrating.</p> <ul style="list-style-type: none"> Inferring refers to going beyond the available information to identify what reasonably may be true. Predicting refers to assessing the likelihood of an outcome based on prior knowledge of how things usually turn out. Elaborating involves adding details, explanations, examples, or other relevant information from prior knowledge in order to improve understanding (explanations, analogies, and metaphors). <p>[See further definition, key action words, and examples of trigger questions for <u>generating</u>.]</p>
<p>Integrating</p>	<p>Integrating connects or combines prior knowledge and new information to build new understandings. Bloom called this synthesis.</p> <ul style="list-style-type: none"> Summarizing refers to combining information effectively into a cohesive statement. It involves condensing information, selecting what is important (and discarding what is not), and combining logical text proportions. Restructuring refers to changing existing knowledge structure to incorporate new information. New information and prior knowledge are connected, combined and incorporated into a new understanding. <p>[See further definition, key action words, and examples of trigger questions for <u>integrating</u>.]</p>
<p>Evaluating</p>	<p>Evaluating requires assessing the appropriateness and quality of ideas.</p> <ul style="list-style-type: none"> Establishing criteria sets standards for judging the value or logic of

[evaluation]

- ideas.
- Verifying refers to confirming or proving the truth of an idea, using specific standards or criteria of evaluation (checking the accuracy of facts, checking the meaning or accuracy of the author's statement by looking back at the text, using research results to verify the hypotheses).

[See further [definition, key action words, and examples of trigger questions](#) for evaluating.]

This is an adapted version that adds back in the level of application originally created by Bloom but dropped by Marzano, as well as taking 3 of Marzano's levels and collapsing them into the level of knowledge. Further, the **boldfaced** terms in the table above represent the five major concepts of the NorthWest Regional Labs reduced model of higher order thinking skills. In some case the terms are identical, and in other cases another term is used with similar meaning.

Write ... from the Beginning

(Taken from:

<http://www.thinkingmaps.com/pdfdocs/WFTBTheoreticalandResearchBase.pdf>

(Theoretical and Research Base)

Write...from the Beginning is based on Jane Buckner's twenty-five year journey into the work of noted researchers of writing, as well as her own firsthand explorations and observations of the most effective methods for teaching writing to elementary students. This journey was paralleled with the increased focus on statewide writing assessment and teachers' accountability for the writing proficiency of their students. In ***Write...from the Beginning***, she has attempted to take recommendations from noted researchers, as well as her own experiences and observations, and couple them with state assessments that require students to produce an effective piece of writing in a specific time frame, commonly referred to as "demand writing." Following are the essential components of the ***Write...from the Beginning*** program.

Thinking Maps® as a Foundation

Write...from the Beginning utilizes Thinking Maps to develop students' writing habits. Thinking Maps consists of eight specific visual tools that correspond to eight fundamental thinking processes. More than simple graphic organizers, they can be utilized individually or in various combinations to form a *common visual language* for students and teachers at all grade levels, in all subjects.

Research points to the use of certain thinking skills and the use of graphic representations as having a positive effect on student learning. Below is a sample of some of the research into effective instruction.

Marzano, R., Pickering, D., & Pollock, J.E. **Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement** (2001) McREL.

In this text, the authors focused on the results of a study conducted by researchers at Midcontinent Research for Education and Learning (McREL) and identified nine specific instructional strategies that proved effective when used by teachers in K-12 classrooms. Using meta-analysis, the researchers combined the results from many studies to arrive at an average effect for a given technique.

The book cites the following nine instructional strategies as having, on average, a positive effect on student achievement: Identifying similarities and differences; Summarizing and note taking; Reinforcing effort and providing recognition; Homework and practice; Nonlinguistic

representations; Cooperative learning; Setting objectives and providing feedback; Generating and testing hypotheses, and Questions, cues, and advance organizers. Thinking Maps® directly relate to two of these techniques (Identifying similarities and differences and Nonlinguistic representations) and can be used as a tool for the others. Below is a brief overview of the findings for these two techniques and a statement regarding how Thinking Maps relate to each.

Identifying Similarities and Differences

For students exposed to this instructional strategy, the compilation of studies reflected an average positive gain of 45 percentile points on assessments versus the control group. This difference could be considered a large effect. (p 6) The authors arrived at four general conclusions from the research and theory about this technique:

- 1. Presenting students with explicit guidance in identifying similarities and differences enhances students' understanding of and ability to use knowledge.**
- 2. Asking students to independently identify similarities and differences enhances students' understanding of and ability to use knowledge.**
- 3. Representing similarities and differences in graphic or symbolic form enhances students' understanding of and ability to use knowledge.**
- 4. Identification of similarities and differences can be accomplished in a variety of ways. The identification of similarities and differences is a highly robust activity. According to the authors, four highly effective forms of this activity are comparing, classifying, creating metaphors, and creating analogies. (pp 15-16)**

Thinking Maps directly foster the identification of similarities and differences through use of the Double Bubble Map. Teachers and students use this visual tool specifically to compare and contrast two subjects. Thinking Maps also directly relate to the other highly effective forms identified by the authors (classifying – Tree Map; creating metaphors and creating analogies – Bridge Map).

Nonlinguistic Representations

For students exposed to this instructional strategy, the compilation of studies reflected an average positive gain of 27 percentile points on

assessments versus the control group. This difference could be considered a medium to large effect. (p 6) Citing work by Gerlic & Jausovec (1999), the authors noted that “engaging students in the creation of nonlinguistic representations stimulates and increases activity in the brain.” (p 73)

According to the authors, research shows that the following activities enhance the development of nonlinguistic representations in students, and therefore, enhance their understanding of that content: creating graphic representations, making physical models, generating mental pictures, drawing pictures and pictographs, and engaging in kinesthetic activity. (pp 73-74)

By their nature, Thinking Maps are nonlinguistic representations used with linguistic representations to improve students’ understanding of the content they are taught. Teachers not only present information in the Thinking Maps form, they are encouraged to promote student creation of the Maps, which are used as student tools for independent thinking. These tools are a required element of *Write...from the Beginning*.

A School-wide Writing Program

In 1978 Donald Graves, a noted researcher and expert in the subject of writing, received a small grant from the Ford Foundation to look at the imbalance between teaching reading and writing. His conclusions were that writing was receiving very little emphasis in the classroom, while reading instruction was more than substantial. Further studies led Dr. Graves to conclude that there was a strong connection between reading and writing; those students who were successful in writing were also successful in reading. As students learned to write in certain domains they learn to recognize the same elements in written text. Just as school-adopted reading programs ensure vertical alignment and opportunities for student success, *Write...from the Beginning* is a writing program that is vertically aligned and used by an entire school. In the late 1990’s, an extensive four year study of over 225 schools found that an emphasis on writing is one of the five common characteristics of schools with high academic performance irrespective of demographics. They found a “striking association” between writing and performance in other academic disciplines. The researchers summarized, “it is difficult to escape the conclusion that an emphasis on writing improvement has a significant impact on student test scores in other disciplines.” (Douglas Reeves, Ph.D., *Accountability in Action: A Blueprint for Learning Organization* (Denver: Advanced Learning Press, 2000)

A Developmental Perspective

Every parent who has cleaned crayon marks off of a wall understands that children learn to “write” before they learn to read. No one understands this strong connection between reading and writing better than Dr. Marie Clay, the developer of the respected Reading Recovery Program. In her publication *What Did I Write? Beginning Writing Behavior* (Heinemann Educational Books, 1975), Dr. Clay observes seven principles that develop before children become writers. This development is facilitated when caregivers/teachers allow children to explore print by drawing scribbles that eventually become pictures with a message. With repeated writing practice, children will produce marks, according to Clay, which resemble, more and more, the writing they see in print around them. *Write...from the Beginning* stresses the importance of early “writing” in the preschool/kindergarten classroom through the use of writing centers, literacy props, and focused journal writing.

Jean Piaget’s work is covered in college educational-psychology courses. One of his important principles pertains to the stages of brain maturation, notably the difference between the concrete operational thinkers of age 5 to 10, and the abstract thinker of age 10 and higher. These principles are applied through the use of concrete activities for mini-lessons and teacher modeling.

Modeled Writing

Teacher modeling is a key component of *Write...from the Beginning*. Donald Murray (NCTE, 1978) and Donald Graves (*Balance the Basics: Let them Write*. The Ford Foundation, 1978) are representative of authorities who have stressed that the effective teacher of writing at any level is a writer herself, not just a critic of students’ writing. Donald Graves has stated on numerous occasions: “Good teaching involves good showing”. (Instructor, 1995)

In his research, Don Holdaway (Heinemann, 1979)) applied the conditions of natural learning to the classroom setting, and developed a model that includes *demonstrations, participation, practice, and performance*. During whole class group times the teacher plays the dominant role as *demonstrator*. Students *participate* in the learning and during *practice* the children work on their own and with their peers. During practice the teacher directs her attention toward individual children, and responds specifically to the child’s work. These same principles are used in *Write...from the Beginning*. When students are first learning a domain of writing, the teacher models/*demonstrates* his/her own piece of writing on the board. At specific intervals the students are asked to participate. Next, the students practice individually what the teacher has demonstrated as the teacher monitors each child’s progress.

In *Write...from the Beginning*, the initial objective is effective writing. Children, according to Dr. Donald Graves, direct their attention to the concerns the teacher addresses. In his publication, *Writing: Teachers and Children at Work* (Heinemann Educational Books, 1983), Dr. Graves reports from his research that if teachers deal primarily with the conventions of print, the students will be concerned first with correct mechanics. According to Harp & Brewer (Harcourt Brace, 1996), “It is imperative that during the composing and drafting phase the focus is on the creation and communication of meaning, not on the mechanics.” Based on these important findings, *Write...from the Beginning* stresses content before conventions. Once the students are able to convey their messages through print, the teacher begins the important task of teaching conventions.

Donald Graves defined the writing process for us – the sequence of steps that all effective writers go through. He introduced the groundbreaking notion that young writers need to follow that process for their classroom writing. This process involves prewriting, drafting, revising, and editing. When using *Write...from the Beginning*, all of these processes occur in the prescribed sequence; however, the time allowances and procedures are somewhat different. Prewriting takes the form of brainstorming, which is demonstrated first by the teacher before the modeled writing begins. Drafting can be a one or two day process in which the student’s compose their own pieces of writing as the teacher models writing on her own self selected topic. Revising occurs during two oral rehearsals in which the students engage, one done individually and the other with a peer. Editing occurs when the writing is “taken off of the map.” When the draft is completed, an analytic rubric directs attention to the conventions of print. Oral rehearsal, which is a part of the *Write...from the Beginning* modeling process, is supported by research from the National Council of Teachers of English which concluded that “written language is closely related to oral language. Teaching should emphasize and exploit the close connection between the two.”

Mini Lessons

Mini-lessons are an essential component of *Write...from the Beginning*. Lucy Calkins, who first used the term *mini-lesson* in her publication *The Art of Teaching Writing* (Heinemann Educational Books, 1986), found that “the ritual of beginning every writing workshop with a whole-group gathering brings form and unity to the workshop.” The mini lessons are used to direct the attention of young writers to some aspect of good writing, beginning with the first day of school. *Write...from the Beginning* uses mini-lessons in several forms. Sometimes they serve as the teacher’s forum for modeling writing strategies or raising a concern. At other times they can be a time for students to show other students a strategy that they

have learned. Mini-lessons can also be a time for brief experimentation following the introduction of a strategy when everyone is asked to try it for a moment. The topic of the mini-lesson, as suggested by Dr. Calkins and practiced in *Write...from the Beginning*, is based on the observed needs of the students in the classroom. In the publication *...And with a Light Touch (Heinemann Educational Books, 1993)*, Carol Avery used Dr. Calkin's mini-lesson concept in her classroom in a "light, informing, playful way" so that these lessons served as invitations, not mandates. Such is the nature of the *Write...from the Beginning* mini-lesson.

Analytic Assessment

Most states use holistic scoring to assess student writing. While this type of scoring provides an overall general impression and serves as a useful snapshot of writing achievement, it does not provide the most information about writers and writings according to *Children's Writings: Perspectives from Research* published by the International Reading Association in 1998. This document proposes that "analytic assessment, unlike holistic general impression scoring, looks at multiple elements or characteristics associated with effective writing. It provides the most information from which to draw conclusions about writers and writings. As an assessment system, analytic scoring offers information that can best assist instruction because each element in a writing is evaluated separately, with each characteristic marked on a scale that indicates how well it has been presented." *Write...from the Beginning* provides analytic rubrics for teachers to use during individual conferences with students to discuss their strengths and needs. In addition, teachers learn to use these rubrics to create class profiles that guide the selection of mini-lessons that will be used with the large group or with the entire class.

The Chalkboard

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Add 'North Carolina Leadership Academy' to the list of proposed charter schools

A group of local educators plans to apply in April to open the North Carolina Leadership Academy in 2013. The college preparatory school would operate in the Oak Ridge or Kernersville area and serve students in grades kindergarten through 12, according to Sam "Chip" Cook, a member of the proposed board of trustees.

"We see a need for a school that provides an emphasis on leadership development in its programs," said Cook, an adjunct lecturer in UNCG's Department of Communications Studies.

The mission of the school is to "seek the acceptance of all students to colleges of their choice by unlocking their scholarship, leadership, and citizenship potential through their empowerment in a participative leadership role with the Academy, its community, and the State of North Carolina," according to a press release Cook sent me this week. The school would initially serve 300 to 400 students in grades K-9.

The charter applications for the 2013-14 school year are due to the Office of Charter Schools in mid-April. I know that groups plan to resubmit applications for Mendenhall Country Day School in Jamestown and Global Entrepreneurial Leadership Academy in Greensboro at that time too. (Those schools were first proposed to operate this fall but did not make it through the fast track process.)

Following is a list of the board of trustees for NCLA (including Cook):

- Chairman Frederick Kennedy, retired U.S. Army officer and former president of Oak Ridge Military Academy
- Carl Lashley, professor of educational leadership and cultural foundations at UNCG
- Billy Yeargin, former N.C. Sweet Potato Commissioner
- Patricia Fairfield-Artman, communications lecturer at UNCG and public relations specialist
- Quentin Brown, doctoral candidate in energy and environmental studies at N.C. A&T
- Karl Katterjohn, former civilian consultant with the U.S. Air Force and current Civil Air Patrol officer
- C. John Malzone, real estate and financial consultant

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Posted by [Morgan Josey Glover](#) on Wednesday, March 21, 2012 at 9:09 am

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Current weather for NW Guilford County
Time: 11:47:07 Currently: 55°F
High: 55°F Low: 40°F
Winds: 3mph
7-Day forecast



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News

Publication Date: Friday, March 30, 2012

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Another area charter school may open in 2013

Published: Friday, March 30, 2012 8:07 AM CDT

OAK RIDGE/KERNERSVILLE – Parents in northwest Guilford County may soon have even more public education options for their children.

Earlier this month, Amy Lindley announced that she had filed an application with the state's Office of Charter Schools to open Lindley Learning Academy in the northwest area in 2013.

Last week another proposed charter school was announced. N.C. Leadership Academy (NCLA) hopes to also receive approval for a charter school to open in the fall of 2013. Spokesperson Sam "Chip" Cook says the plan is to create a K-12 college preparatory school to be centrally located in the Oak Ridge or Kernersville area.

Cook says NCLA will focus on leadership development with the mission of the school being to "seek the acceptance of all students to colleges of their choice by unlocking their scholarship, leadership and citizenship potential through their empowerment in a participative leadership role with the Academy, its community and the State of North Carolina."

According to a press release circulated by Cook, a major focus of the school's curriculum will be to give elementary, middle and high school students the opportunity to take active roles in their school and also within their community through speaking opportunities, performance possibilities, community outreach projects and many team-building activities.

Charter schools are part of the public school system and are free to attend. State legislators removed the cap last year that had limited the number of North Carolina charter schools to 100.



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To learn more about NCLA, go online to www.facebook.com/NorthCarolinaLeadershipAcademy.

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By: [JOURNALNOW STAFF](#) | Winston-Salem Journal
Published: March 24, 2012

HIGH POINT – Car crash leaves man with life-threatening injuries

A Winston-Salem man suffered life-threatening injuries Friday when the car he was driving flipped, police said.

Ruiz Vincente of Glen Laurel Lane was driving north in the 4300 block of Ogburn Avenue shortly before 6 p.m. when the car ran off the road to the right and turned over, police said. He was ejected from the car.

Vincente was taken to Wake Forest Baptist Medical Center, where he was in critical condition.

His passenger, Marelli Manzanarez of Glen Laurel Lane, was also taken to Baptist, but her injuries were not considered life-threatening, police said.

From staff reports

Group aims to open charter school next year

A local group of charter school supporters wants to open a school next year near the Forsyth and Guilford county line.

If it gets state approval, the North Carolina Leadership Academy would be a K-12 school with a focus on leadership and citizenship as part of a college-preparation curriculum, organizers said in a news release. The group is looking at several potential locations and will likely settle in the Oak Ridge or Kernersville area, the release said.

For years, North Carolina has capped the number of charter schools in the state at 100, but the General Assembly lifted that cap last year. Since then, nine charter schools have been approved. The next round of applications is due April 13.

North Carolina Leadership Academy would be the first new charter school in Forsyth County in many years, but Guilford County is home to two of the nine new charters the State Board of Education approved this year. The potential new school already has a board of trustees chaired by Frederick Kennedy, a retired Army officer and former president of Oak Ridge Military Academy, the release said.

The school would aim to open with 300 to 350 students, said trustee Sam "Chip" Cook.

Travis Fain

Medical condition, not crash, killed woman

Winston-Salem police have determined that a woman died of an undisclosed medical condition and not because of injuries from a crash she was involved in this month.

On March 18, Jean Ray Bolden, 55, of 1013 Ridge Cove Court, was driving on Country Club Road near Peace Haven Road and hit an oncoming SUV.

Police now consider the medical condition to be the cause of her death, police said Friday.

Paul Garber

VIII. SIGNATURE PAGE

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

Print/Type Name: Frederick J. Kennedy

Position: Chairman of Board of Trustees, NCLA

Signature: _____

Date:

Sworn to and subscribed before me this

_____ day of _____, 20_____.

Notary Public

Official Seal

My commission expires: _____, 20_____.