



CHARTER SCHOOL APPLICATION/CHARTER

Schools opening in the fall of 2010

LAKE LURE CLASSICAL ACADEMY: Approved Revision February 17, 2022

Approved Revision February 15, 2024

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

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TIMELINE

APPLICATION DUE DATE/TIME:

FEBRUARY 13, 2009

FEBRUARY 20, 2009 MARCH 6, 2009

*Lake Lure Classical Academy: A Challenge
Foundation Academy*

Application must be received in the Office of Charter Schools by 5:00 PM on February 13, 2009. If the preliminary chartering entity is other than the State Board of Education (SBE), please contact the Office of Charter Schools for guidance.

CHARTER SCHOOL 2009 Application Process

To open a charter school in the 2010-2011 school year

Copy of the application due to the Local Board.

LEA Impact Statements due to the Office of Charter Schools

APRIL 1, 2009 State Board of Education, Leadership for Innovation Committee reviews applications

MAY 6, 2009 SBE Leadership for Innovation Committee interviews candidates and makes recommendations to be submitted to the SBE.

June 3, 2009 SBE reviews and discusses applications

July 1, 2009 SBE votes on committee recommendations for applicants to begin preliminary planning year with final approval to be granted in March 2010

The Office of Charter Schools must receive the application no later than 5:00 p.m. on February 13, 2009. A copy must be submitted to the LOCAL Board pursuant to G.S. 115C-238. 29B(d) within 7 days.

SHEET Name of School:

CONTENTS OF APPLICATION**I. TITLE/COVER PAGE****Primary Contact: Telephone****II. TABLE OF CONTENTS**Lake Lure Classical Academy: A Challenge
Foundation Academy**Number(s): Fax:**Lake Lure Classical Academy-A Challenge
Foundation Academy (LLCA-CFA)

828-287-9800

III. CHARTER SCHOOL APPLICATION SUMMARY**Targeted Population:****E-mail Address(s):****Street Address:**

philipbyers@nctv.com 190 North Main

Local Education Agency: Grade Span

Street, Rutherfordton, NC 28139

for 2010-11

Rutherford County

Projected Enrollment for 2010-11:

K-7

352

In 1961, Rutherford County consolidated its public school district and closed the only existing public school in Lake Lure. At the time, the Lake Lure community was an outpost of Rutherford County, serving primarily as a summer resort community with few children and a large retirement-aged population. Today, Lake Lure has been transformed into a thriving community of permanent residents, many of which are families with school-aged children. However, the community still lacks a local public school. The nearest county public school option available for parents of children in Lake Lure is nearly 20 miles away. Some children in Lake Lure as young as six years old must ride a bus for as many as 3 hours each day, often boarding before 5:30 a.m. and finally arriving home after 5:30 p.m. Opening a school in the town of Lake Lure, Rutherford County is essential for the families who currently live in the area, and for the many who wish to relocate there. Although the town has, in recent years, worked closely with the local board of education to plan for the construction of a school in Lake Lure, a feasible solution has not yet been devised until now. The nimble nature of charter schools and their unique ability to serve a smaller population of students without the significant budgetary and infrastructure implications of the larger, traditional system has created an alternative that fulfills the need for a local, public school in Lake Lure and also provides a solution to the longstanding conundrum facing the town's leadership and the local school board. In fact, in its impact statement submitted to the Office of Charter Schools, Rutherford County Schools supports the establishment of a charter school in Lake Lure to meet this need.

Originally, the Town of Lake Lure petitioned the existing charter school in Rutherford County, Thomas Jefferson Classical Academy ("TJCA"), to extend its enrollment to the Lake Lure community.

TJCA has had tremendous success in Rutherford County and has a proven track-record of both academic and financial achievement. Although TJCA enrolls a number of students each year from Lake Lure, it is located in Mooresboro, a town that is nearly a 60-mile round-trip drive for

Lake Lure parents and children. In January, the NC State Board of Education denied an enrollment expansion for TJCA, but the NCDPI Office of Charter Schools, local officials and state legislators encouraged the Lake Lure community to apply for its own charter. This application is the culmination of that guidance and is based, in large part, on the successful model offered by TJCA.

The Lake Lure Classical Academy-CFA will provide parents and students the choice of a rigorous

curriculum and high expectations of involvement by all stakeholders in the school Parents will be invited to become involved in their child's educational experience as well as encouraged to volunteer in the school in capacities commensurate with the parent's talents and available time

The *Core Knowledge Sequence*, the main component of our curriculum, was carefully chosen by the Lake Lure Classical Academy: CFA founding board to enable teachers to partner with parents to guide their children toward a higher plane of academic achievement. LLCA-CFA believes that if all children acquire a solid base of knowledge in the early years of their education, they will be best positioned for a high level of academic achievement when they attend college.

A number of public, community meetings have been conducted by LLCA-CFA in order to confirm the need for a school in Lake Lure. Parents, town leaders and local business people have written letters of support and continue to work diligently to disseminate information about the Lake Lure Classical Academy-A Challenge Foundation Academy. A compendium of petitions, town council resolutions, and letters of support from Lake Lure-area businesses and families was submitted to the Office of Charter Schools in October of 2008 to demonstrate the demand for the school and is included in the Appendix of this application

Conversion:

No: X

Yes: D If so, Public D or Private:

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

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

Educational Mission:

Lake Lure Classical Academy-A Challenge Foundation Academy (LLCA-CFA) will provide a first-class education to every child to develop thoughtful, articulate young adults.

Lake Lure Classical Academy-A Challenge Foundation Academy will be a public charter school that embraces scientifically based instructional models, enhanced curriculum design, state of the art technology, and high academic standards. The culture of the school will be built on a foundation of high moral and ethical character. These components coupled with a talented, well-trained staff and forward-thinking leadership, will prepare students to be productive citizens in the rapidly changing world of the 21st century.

To accomplish its mission, Lake Lure Classical Academy-A Challenge Foundation Academy, will strategically integrate the North Carolina Standard Course of Study with the *Core Knowledge Sequence*

to create an overall program of study that will include the depth and breadth necessary to meet the needs of all students. The synthesis of Core Knowledge with the North Carolina Standards will serve two fundamental purposes. First, Core Knowledge brings rich, literary experiences into the classroom and enables children to encounter the world through multiple venues. The thorough study of classical literature, history, English grammar and writing, mathematics, science, music, and art will ensure a strong foundation for all students to succeed in high school, college, and beyond

Second, the integration of a strong technology program, an experiential learning environment, and Socratic-based discussion in the classroom will create a setting for students to question assumptions and to

learn to think critically. All students at LLCA-CFA will have an equal opportunity to achieve subject-mastery as a result of the combined richness of the

content of the NC Standard Course of Study and the student interaction and community involvement components inherent in the *Core Knowledge Sequence*. (www.coreknowledge.org)

IV. BASIC INFORMATION

Name of Proposed Charter School:

Local Education Agency in Which

Proposed School Will Be Located: Philip Byers

190 North

PRIMARY CONTACT INFORMATION: Main

Primary Contact Person: Primary Street

Mailing Address: City/State/Zip: Phone: Rutherford

Fax: on, NC

Lake Lure Classical Academy-A Challenge
Foundation Academy (LLCA-CFA) 28139

Rutherford County 828-289-2225

828-287-9800

E-mail Address(s): philipbyers@nctv.com

V. GOVERNANCE

NOTE: Please answer all sections. 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-238.29EJ)

Name of Private Nonprofit: Classical Academies CFA, Inc.
Lake Lure Classical Academy CFA

Mailing Address: 1038 Island Creek

Road

City/State/Zip:

Street Address:

Phone: 828-625-9292

Fax:

Name of registered agent: Philip Byers

Address: PO Box 110, Rutherfordton, NC 28139

Federal Tax ID: 27-1315350

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 Will apply upon preliminary charter approval

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

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(G.s.115C-23B.29E(b))

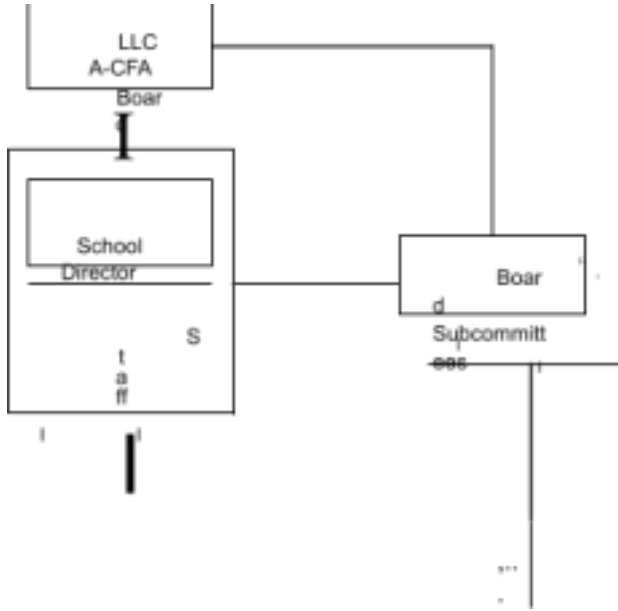
Lake Lure Classical Academy: A Challenge
Foundation Academy

V.

OF

Please

1. A the



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

provide the following:

well-defined organizational chart showing relationship of the Board of Directors to the parents and staff of the proposed charter school.

Parents Students Community

||||

2. An initial 8-person founding Board of Directors is in place. The founding board is expected to expand to approximately 9 - 11 members and transition over time to an operating board of Directors.

The Founding Board of Directors:
 Philip Byers (Chair), Thomas Jefferson Educational Foundation
 Bryan King, Lakeside Mills, Inc.
 David Faunce, Acadia Northstar, LLC
 Cheryl Reinstadler, Challenge

*Lake Lure Classical Academy: A Challenge
Foundation Academy*

3. Each founding board member has submitted an application and a one-page resume highlighting his or her experiences over the past ten or more years **See Appendix Section 2**

4. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings

Law(G.S.143.31B.9etseq)

BYLAWS

OF

**LAKE LURE CLASSICAL ACADEMY:
A CHALLENGE FOUNDATION ACADEMY INC.**

ARTICLE I

Organization

I.1 Name. The name of the corporation is Classical Academies CFA Inc. (the "Corporation"). The charter school shall operate under the corporation as:

Lake Lure Classical Academy- A Challenge Foundation Academy

I.2 Principal Office and Other Offices. The Corporation's principal office, known place of business, and place where its records shall be kept is 190 N. Main, Rutherfordton, NC 28139. The Corporation may change its principal office, or adopt other and additional offices, as the Board may designate from time to time.

I.3 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 shall approve its form.

I.4 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.5 Registered Agent. The name and address of the Corporation's registered agent is Charles Phillip Byers.

ARTICLE II

Purpose

II.1 The Corporation is organized for the purpose of being a Charter School under the Charter School Act of 1996, as codified in North Carolina General Statutes 115C-238.29A et seq.

ARTICLE III

Members

III.1 Members. There shall be no members in the Corporation unless provisions for them are later made through an amendment to the Articles of Incorporation.

ARTICLE IV

Board of Directors

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 under the direction of, the Board of Directors.

IV.2 Number and Term. The Board of Directors shall consist of a minimum of five and a maximum of eleven directors. The actual number of Directors shall be determined from time-to-time at the discretion of the board. Directors 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. Directors may serve for a maximum of two consecutive terms with a one-term waiting period required before being eligible for re-election. During the waiting period, former board members are permitted to serve on any board committee.

IV.3 Composition.

IV.4 Authority. The powers of the Board of Directors shall include, without limitation, the authority to do the following:

IV.4.1 Appointments. Appoint, remove, replace and supervise all the Corporation's officers and any of the Corporation's employees;

IV.4.2 Investment. Invest and expend Corporation funds in order to carry out all the Corporation's business;

IV.4.3 Agents. Employ or discharge agents, employees and independent contractors;

IV.4.4 Agreements. Negotiate and enter into necessary agreements, or subcontracts to promote, develop and conduct the Corporation's business and otherwise to carry out the Corporation's intent and purpose;

IV.4.5 Insurance. Obtain liability, property and other insurance as necessary to properly protect the Corporation's business and properties and the Corporation's officers, directors, managers, members, and employees;

IV.4.6 Litigation. Institute litigation on routine collection matters for payments due to the Corporation for services rendered by or arranged by the Corporation;

IV.4.7 Borrowing. Borrow money for Corporation purposes;

IV.4.8 Execute Documents. Execute any instruments or documents necessary or convenient to carry on Corporation business; and

IV.4.9 Establish Procedures. Establish operating procedures, requirements, policies and guidelines for the Corporation which shall be implemented and followed by the Corporation's officers, employees, and independent contractors.

IV.5 Policies and Procedures. The Board of Directors shall be authorized from time to time to adjust, amend and repeal such policies and procedures as it may deem necessary or appropriate to govern the Corporation's operations.

IV.6 Action by the Board of Directors. A majority vote is required and sufficient for the Board of Directors to act except in those instances specifically described herein and in the Articles of Incorporation where a super-majority is required in order for the Board of Directors to act or in those designated instances when unanimous consent is required for it to act.

IV.7 Committees. The Board of Directors may establish, from time to time and at its discretion, establish committees in order to accomplish the goals and conduct the programs of the Corporation. Such committees shall have such responsibilities and powers as the Board of Directors shall specify. Committees may include, but are not limited to Finance, Personnel, Fundraising, Facility, Curriculum, Volunteers, and Enrollment, or others as may be needed. Members of committees may, but need not, be members of the Board of Directors. A committee member appointed by the Board of Directors may be removed by the Board of Directors, with or without cause.

IV.8 Compensation. Unless otherwise expressly provided by resolution adopted by the Board of Directors, no Director shall receive any compensation for his or her services as a Director. The Board of Directors may at any time and from time to time by resolution provide that Directors shall be paid a fixed sum for attendance at each Board of Directors meeting or a stated salary as Director. In addition, the Board of Directors may at any time and from time to time by resolution provide that Directors shall be paid their actual expenses, if any, of attendance at each Board of Directors meeting. Nothing in this section shall be construed as precluding any Director from serving the Corporation in any other capacity and receiving compensation therefore, but the Board of Directors may by resolution provide that any Director receiving compensation for services to the Corporation in any other capacity shall not receive additional compensation for services as a Director.

IV.9 Resignations. Any Director may resign at any time by giving written notice of his or her resignation to the Corporation. Any such resignation shall take effect at the time specified therein, or, if the time when it shall become effective is not specified therein, it shall take effect immediately upon its receipt by the Chair or the Secretary; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

IV.10 Full Time Services Not Required. Nothing in these Bylaws shall be deemed to require that a person serving on the Board of Directors spend his or her full time or any specific amount of time managing the Corporation's business; however, any person serving as a Board of Directors member shall be available at reasonable times to assist in the management of the Corporation's business.

IV.11 Director Responsibilities. All board members will be required to demonstrate commitment to the mission of the corporation and to the Lake Lure Classical Academy. Members will be required to serve on at least one committee and attend meetings of the Board of Directors. Directors absent from three (3) consecutive regular meetings of the Board of Directors or one half of the regular meetings of the Board of Directors within one (1) fiscal year may be subject to removal.

IV.12 Vacancies. Any vacancy on the Board of Directors shall be filled by a majority vote of the remaining members of the Board at any meeting.

IV.13 Removal From the Board of Directors. A Board of Directors member may be removed with or without cause only by a simple majority vote of the Board at any meeting. A member will be considered for dismissal for any one of the following breaches of integrity: violating the confidentiality of items discussed during Executive Session by disclosing any detail or item of conversation to an individual, group or other organizations not otherwise belonging to the Board of Directors; undermining the effectiveness of the Board of Directors and any directives, instructions or other policies promulgated by them; being indicted or convicted of a felony; failing to observe and abide by the terms and conditions stated in the Bylaws of the corporation; any other act that would constitute a breach of integrity in the opinion of the members of the Board of Directors.

ARTICLE V

Board of Directors Meetings

V.1 Regular Meetings. The Board of Directors shall meet at least six times per year, at such times and locations as it may determine suitable and appropriate. An annual meeting shall be held in the month of September each year unless determined otherwise by the Board of Directors. Reasonable notice of all Directors' meetings shall be provided to each Director by mail, telephone, or other means of communication as deemed appropriate by the Chairperson of the Board of Directors. All meetings of the Board of Directors shall comply with the open meetings law, 1 15C-4, of the North Carolina Public Schools Law.

V.2 Special Meetings. The Board of Directors also may hold special meetings called by the Chair or when a majority of the Board of Directors members shall request a meeting. In the event that a Special Meeting is called, each Board of Directors member shall be given 48 hours' notice of that Special Meeting. No other business but that specified in the notice may be transacted without the unanimous consent of all present at such meeting. Any special meeting(s) of the Board of Directors of the Company shall be announced and held in compliance with the open meetings law,

V.3 Quorum. The presence of at least one half of the Directors shall constitute a quorum and shall be necessary to conduct the business of the Corporation; however, a lesser number may reschedule a meeting, and the Corporation shall cause a notice of the rescheduled meeting to be given to all Directors who were not present at the originally called meeting. A quorum shall be required at the rescheduled meeting. Except as otherwise provided in these Bylaws or in the Corporation's Articles of Incorporation, the act of a majority of the directors present at a meeting at which a quorum exists shall be the act of the Board of Directors.

V.4 Means of Communication. The Board of Directors, or a committee thereof, may (a) permit a director or a committee member to participate in a meeting through the use of any means of communication by which all directors or committee members participating may simultaneously hear each other during the meeting. A director or a committee member participating in a meeting by such means shall be considered present at the meeting.

V.5 Compliance with NC Open Meetings Law. Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the North Carolina Public Schools Law, code section 1 15C-4 and any corresponding provision of subsequent North Carolina law, in connection with all regular or special meetings of the Board of Directors. Except as otherwise permitted by such Open Meetings Laws,

(a) no quorum of the Board of Trustees can meet in private for the purpose of deciding on or deliberating toward a decision on any matter and

(b) no executive session shall be held until

(i) the Governing Board shall have first convened in an open session for which notice shall have been given in accordance with law,

(ii) a majority of the Governing Board members at such meeting shall have voted to go into executive session,

(iii) the Chairperson (or other person presiding over the meeting) has cited the purpose of the executive session and has stated whether or not the Governing Board shall reconvene after the executive session. Executive sessions may be held only for purposes permitted by law.

V.6 Procedure. All business conducted at the meetings of the Corporation, including meetings of the Board of Directors, shall be conducted pursuant to Robert's Rules and Order or a reasonable, comparable format.

V.7 Conflict of Interest. If a matter comes before the Board which places a Director in a conflict of interest between the interests of the Corporation and the interest of the Director, or the Director's family or business, the Director with the conflict shall be prohibited from participating in the discussion and vote on the particular matter. In addition, the Corporation shall comply with the voting and disclosure provisions of the Director Conflict of Interest section of the Non-Profit Corporation Law NCGS 55A-8-31.

ARTICLE VI

Officers

VI.1 1 Officers. The Corporation's officers shall consist of a Chairperson, any number of Vice Chairs, a Secretary, and a Treasurer and such other officers as determined appropriate by the Board of Directors. Each officer designated by the Board of Directors shall have such authority and perform such duties as the Board of Directors may from time to time determine. The officers shall serve at the pleasure of the Board of Directors. Any number of offices may be held by the same person, other than the offices of President and Secretary.

VI.2 Nominating Procedures. The Board of Directors shall appoint a Nominating Committee whose responsibility it will be to present a slate of candidates for Officers to the Board of Directors at the annual meeting. The Board of Directors may accept or decline the slate presented by the slating committee. If the slate is declined, nominations for officers may be entertained by the Board Chairperson. Nominations must be seconded and the nominee must accept the nomination in order to be considered a candidate for office. Upon the motion, second and majority vote to close nominations, an election of officers from the list of candidates will be held. All elections for officers will be held using secret ballot. Ballots will be cast by each Director indicating the choice of each director for each office. No ballot may be cast or counted on which more than one candidate is indicated for a single office. The candidate receiving a simple majority of ballots cast in his/her favor will be immediately inaugurated into the office for which they have been elected. In the event of a tied vote, ballots will be recast. In the event of another tie after a recasting of ballots, the office shall be awarded to the candidate with the longest cumulative tenure served on the Board of Directors.

VI.3 Removal and/or Resignation of Officers. Any officer may be removed with or without cause by the Board of Directors by a unanimous vote of the Board of Directors at any regular or special meeting held by the Board of Directors. The removal of a person as an officer of the Corporation does not automatically prevent the same person from serving on the Board of Directors. Any officer may resign at any time by giving written notice of resignation to the Corporation. Any such resignation shall take effect at the time specified therein, or, if the time when it shall become effective is not specified therein, it shall take effect immediately upon its receipt by the Corporation; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

VI.4 Duties of the Chairperson. The Chairperson shall preside at all meetings of the Board of Directors of the Corporation and shall be responsible for implementing policies established by the Board of Directors. The Chairperson shall establish the agenda, in consultation with the School Director, for each meeting of the Board of Directors, and have such powers as may be reasonably construed as belonging to the chief executive of any corporation. The Chair shall perform such other duties as the Board of Directors may prescribe.

VI.5 Duties of the Vice Chair. In the absence of the Chair, or in the event of the Chair's inability or refusal to serve, the Vice Chair, as selected by the Board of Directors, shall perform all the duties of the Chair and, when so acting, shall have all the powers and authority of the Chair. Such Chair shall have such other powers and perform such other duties as the Board of Directors or Chair may prescribe.

VI.6 Duties of the Secretary. The Secretary shall cause minutes of all Board of Directors meetings to be kept, and review such minutes before presentation to the Board of Directors. The Secretary shall see that minutes of all meetings and all unanimous consents of the Board of Directors, these Bylaws, and all other records as required by law are properly kept. The Secretary shall file any certificate, reports and/or other filings required by any local, federal and/or state statute(s), give and serve all notices to Directors of the Corporation, maintain custody of the records and seal of the Corporation, submit to the Board of Directors any communications which shall be addressed to the Secretary of the Corporation, attend to all correspondence of the Corporation and exercise all duties incident to the office of Secretary. The Secretary will be custodian of the corporate seal, if any, and, except as otherwise specified in a Board of Directors resolution, the Secretary will be a proper officer to impress the Corporation seal, if any, on any instrument signed by the President or any other duly authorized person, and to attest to the same. The Secretary shall perform such other duties as may be assigned, from time to time, by the President or the Board of Directors.

VI.7 Duties of the Treasurer. The Treasurer shall be actively engaged in the oversight, custody and management of the monies, assets, property and or securities of the Corporation. The Treasurer shall render or delegate an appointed representative to render, at stated periods as the Board of Directors shall determine a written account of the finances of the Corporation, and shall exercise all duties incident to the office of Treasurer, including but not limited to the signing of the checks or drafts of the Corporation if so designated by the Directors.

VI.8 Duties of Other Officers. Each other officer of the Corporation shall perform such duties as the Board of Directors or the Chair may prescribe.

VI.9 Terms of Officers. Each officer shall hold office for a term of one year or until such time as his successor has been elected by the Board of Directors. An officer may serve for more than one term.

VI.10 Officer Vacancies. Vacancies in any office shall be filled by a vote of the Board of Directors at any regular or special meeting.

ARTICLE VII

School Directors

VII. I Selection. The School Director(s) shall be appointed by the Board of Directors. The School Director(s) shall receive such compensation as the Board may direct. The School Director(s) may not serve as an officer of the Corporation.

VII.2 Duties. The School Director(s), at the discretion of the governing board, shall carry out the policies established by the Governing Board and shall, be directly responsible to the Board of Directors. The School Director(s) will have general management of the artistic, academic, and administrative operations of the charter schools and shall prescribe and direct the course of study, the discipline to be observed, the assessment of student performance, and shall be responsible for all required reporting to the State of North Carolina. The School Director(s) shall prepare an annual budget for submission to the Board of Directors. The School Director(s) shall, subject to approval of the Board of Directors, employ and discharge all personnel, prescribe their duties and terms of office, shall set their salaries within the minimum and maximum limits established by the Board of Directors, and shall conduct annual reviews of all personnel. The School Director shall attend all meetings of the Board of Directors.

ARTICLE VIII

Indemnification

VIII. I Indemnification. The Corporation shall indemnify any person who was or is a party, or is threatened to be made a party, to any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative, including all appeals (other than an action, suit, proceeding by or in the right of the Corporation) by reason of the fact that he is or was a director, officer, committee member, member, agent, or employee of the Corporation or is or was serving at the request of the Corporation as a member, director, officer, agent or employee of another entity, against expenses including attorneys' fees, judgments, decrees, fines, penalties, and amounts paid in settlement actually and reasonably incurred by him in connection with such action, suit, or proceeding if he acted, or failed to act, in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the Corporation and, with respect to any criminal action or proceeding, had no reasonable cause to believe his conduct was unlawful. The termination of any action, suit, or proceeding by Judgment, order, settlement, conviction, or on a plea of no contest or its equivalent, shall not, of itself, create a presumption that the person acted or failed to act other than in good faith and in a manner which he reasonably believed to be in or not opposed to the best interests of the Corporation, and with respect to any criminal action or proceeding, had reasonable cause to believe his conduct was unlawful.

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ARTICLE IX

Contracts, Checks, Loans, Deposits, and Gifts

IX.1 Contracts. The Board of Directors may authorize one (1) or more officers, agents, or employees of the Corporation to enter into any contract or execute any instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.

IX.2 Negotiable Instruments. All checks, drafts or other orders for the payment of money, notes, or other evidence of an

indebtedness issued in the Corporation's name shall bear the signatures of those officers or employees of the Corporation as authorized by resolution. The Board of Directors may require such officers or employees to be bonded in an amount fixed by the Board of Directors.

IX.3 Gifts. The Board of Directors may accept on behalf of the Corporation any gift, bequest, devise, or other contribution for the purposes of the Corporation on such terms and conditions as the Board of Directors shall determine.

ARTICLE X

Amendments

X.1 Amendments. The power to make, alter, amend, or repeal the Bylaws is vested in the Board of Directors of the Corporation; provided, however, that any meeting of the Board of Directors at which the Bylaws are amended must be preceded by a notice sent to each director that sets forth verbatim the existing language to be changed and the proposed new language to be inserted. Amendments require an affirmative vote from two-thirds of the Board of Directors. Material changes to the Bylaws shall be approved by the North Carolina State Board of Education.

5. A copy of the articles of incorporation, if available

VI. MISSION, PURPOSES and EDUCATIONAL FOCUS

(G.S.115C-238.29A) MISSION:

Lake Lure Classical Academy-A Challenge Foundation Academy (LLCA-CFA) will provide a first class education to every child, thereby developing thoughtful, articulate young adults.

PURPOSES OF PROPOSED CHARTER SCHOOL.

State the relationship between the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C238.29A, and the proposed school's operations.

All six of the stated purposes in section 115C-238 .29A of the charter legislation will be implemented at Lake Lure Classical Academy-CFA.

(1) Improve student learning:

Lake Lure Classical Academy-A Challenge Foundation Academy will improve the ability of each student to think logically and present thoughts persuasively. The Core Knowledge/classical curriculum will improve student learning by capitalizing on the student's natural intellectual development. Dorothy Sayers, in her famous essay, "The Lost Tools of Learning", outlines stages of learning as grammar, dialectic, and rhetoric. In simple terms, grammar teaches facts in the three to eleven year old ages through early strength in memorization. The Core Knowledge curriculum is rich in these grammatical elements that are necessary as a foundation for student achievement in higher grades.

Around age eleven to twelve, the student should be ready to move onto the dialectic stage, which emphasizes the student's ability to engage in discursive reasoning, stressing logic to teach cause and effect, steps of reasoning, and how to make proper inferences.

Finally, grades eleven and twelve will stress the rhetoric stage of learning, where the student moves from merely grasping the logical sequence of arguments to learning how to present them in a persuasive and consistent manner.

(2)-Improve learning opportunities for all:

The Core Knowledge sequence has a research-based record of improving student standardized test scores, the traditional measurement of improved learning. An additional benefit of LLCA-CFA will be its location within the Lake Lure community so that students will be close to their school, allowing for more quality educational time at school, in the community, and at home.

(3)-Different and innovative teaching methods:

The Core Knowledge/classical curriculum is being rediscovered in many educational circles as an essential return to the basics of education. Core Knowledge does not dictate instructional methodology, rather it provides teachers the opportunity to appraise student ability and then select an array of teaching methods, particularly in grades K-8, such as Direct Instruction, small /whole group instruction, technology-based methods, etc. The emphasis on dialectic and logic in grades nine through ten, and rhetoric in grades eleven through twelve, will stress critical thinking skills, as opposed to teacher dictation and student memorization.

The thorough study in grades K-12 of classical literature, history, English grammar and writing, 22 mathematics, science, music, and art will ensure a strong foundation for all students to succeed in being productive citizens. Another innovative focus will be on strong vertical and horizontal integration of curriculum in a small school setting where teachers have the planning time necessary to work

together and present a consistent and logical progression of material to ensure

student success. This emphasis enriches the learning experience by allowing students and teachers to delve more deeply into the subject matter.

(4)-Create new professional opportunities for teachers:

Lake Lure Classical Academy-CFA will be an exciting alternative for teachers in Rutherford

County. In addition to a competitive pay scale with the current system, teachers will be attracted to the cutting-edge nature of the Core Knowledge/ classical curriculum. The teachers will enjoy a classroom atmosphere of lively discussion and debate, challenging students to present logical and defensible explanations for their assertions.

Teachers will be required to cover all the course materials, while being flexible enough to encourage the lively classroom atmosphere. Thus, responsibility for the learning program will be highly localized to the classroom. Teachers will also participate in ongoing Core Knowledge training and the annual Core Knowledge National Conference, an exciting 3- day program of workshops, roundtable discussions and instructional sessions highlighting the latest developments in Core Knowledge and the most current instructional innovations available to teachers for the classroom. Surveys conducted of teachers at Core Knowledge schools show a high level of satisfaction in the program.

(5)-Parent and student choice:

LLCA-CFA will provide parents and students a strong and local education alternative. In particular the location of the school will make the school easily accessible to families that live in this mountainous and rural community, enabling greater parent involvement in the school and reasonable commutes for students. The choice of the alternative Core Knowledge/classical curriculum will benefit those looking for a strong, research-based program that will prepare students well for college and beyond.

(6)-Accountability:

LLCA-CFA will be accountable to the NC ABC testing program. In addition, all students in grade 2-12 will be tested using national norm referenced exams, such as the Iowa Test of Basic Skills, the PSAT, the SAT, the ACT Plan and/or the ACT exams.

EDUCATIONAL FOCUS:

Describe briefly 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.

Students educated at Lake Lure Classical Academy: A Challenge Foundation Academy will have the opportunity to reach predefined academic standards while providing a foundation of ethical, citizen-oriented behavior, all of which will be measurable. LLCA-CFA will use scientifically based, content-rich curricula, and will consistently promote parent and community involvement at all levels of the program. The focus of Lake Lure Classical Academy: A Challenge Foundation Academy is to provide students and parents with a local option to receive a first class education in a safe, challenging, and stimulating program. Students will have the opportunity to attend school in their own community in a small school setting. Students will be challenged by the depth and breadth of the Core Knowledge/classical curriculum. Students will be stimulated by the integration of a strong technology program, an experiential learning environment, and Socratic based discussion in the classroom which will

create a setting for students to learn to think critically.

PROPOSED GRADE LEVELS: (i.e., K-3, K-4, etc.)

2010-11: K-7

2011-12: K-8

2012-13: K-9

2013-14: K-1

0

2014-15: K-1

1

2015-16: K-1

2

VII. EDUCATION PLAN

A. INSTRUCT/ONAL PROGRAM (G.S.115C-238.29F(d))

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

1 Educational theory and foundation of the model

2. Teaching approach and curriculum design and instructional methods, courses of study, etc.

3. Compliance with Federal and State regulations for serving exceptional children. 4. Entrance and exit requirements as well as graduation requirements (if the school is to be high school).

5. The school will meet minimum requirements for instructional hours or days each year as set by the state. The Board will approve annual academic calendars and revisions as needed but at all times will meet state requirements.

5. A concise description of any evaluation tool or test that the proposed charter school will use in addition to any state or federally mandated tests. 6. 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 acknowledge specified for those goals.

1. Educational theory and foundation of the model.

Core Knowledge, a collaborative and seamless education program, has been chosen to augment the North Carolina State curriculum. Core Knowledge provides a Pre-K- 8th grade curriculum and has been aligned with the NC Standard Course of Study. This integration will mean that the Core Knowledge curriculum will provide a solid coherent foundation for learning, while allowing flexibility to meet and exceed the NC accountability standards. The North Carolina Standard Course of Study and Core Knowledge will be logically blended to provide unquestionable assurance that each student is meeting the basic education standards as set forth by the state curriculum and receiving the enrichment options that are the trademark of a well integrated program design.

The Core Knowledge guidelines offer students a strong base of content, which is sequenced to provide a solid background of knowledge. The specificity of the content eliminates the gaps and repetitions. Through Core Knowledge literature and in-depth historical profiles, the curriculum affords those students who have not been fortunate enough to amass an enhanced knowledge base through experience the opportunity to gain insight into the world around them. Combined with the basics of a strong state curriculum, students will be given multiple opportunities to investigate the world enhancing their skills to critically assess their role in that world. Students who have been exposed to an experientially rich environment will find the Core Knowledge curriculum opens their world to in-depth critical inquiry. The classrooms of Lake Lure Classical Academy-A Lake Lure Classical Academy: A Challenge Foundation Academy

Challenge Foundation Academy, comprised of both heterogeneous and homogeneous student groups, will accentuate opportunities for student growth and enhance each student's understanding of the philosophical and cultural differences that are part of their community, state, and world

Core Knowledge provides the guidelines for teachers to accommodate all students at all levels. An array of resources will be provided at all levels of learning. Limited English proficient (LEP), disabled students and students that enter the school below grade level will be accommodated with specific individual learning goals. Books written in the first language of the students may be made available to LEP students as well as books that are appropriate for their present grade level. Students identified as learning disabled will be provided the instruction and services per their Individual Education Plan (IEP) The intent is to follow an inclusion model and to offer tutoring before and after school to focus on achievement. Students entering below grade level will be expected to improve by one grade level each year and by year three in the school be performing on grade level. Ongoing assessment will take place in order to accommodate each student appropriately. Our goal is to create a school of inclusion to foster a sense that all students are an important part of this learning community, yet our strategies will be individualized to meet the needs of all students.

Core Knowledge lends itself to many methodologies, allowing teachers to utilize best practices and to teach with more confidence. This confidence will overflow into better classroom management and higher academic performance. Experienced teachers find that the addition of the Core Knowledge Curriculum, through its design and extended resources (hard copy and technological), expands the opportunities they have for meeting the needs of each student. Initially the faculty **will** undergo Core Knowledge training. Staff development will be ongoing and is addressed in the budget projections. Also, all teachers **will** have staff development in classroom management, writing, character education and additional training as ongoing need is determined. This program is designed to assist teachers with organizational skills, the development of pacing guides as well as enhancing classroom management techniques.

Alignment of the NC State Standards and Core Knowledge coupled with staff development will give all students the benefits of a curriculum rich environment, the opportunity to share life experiences, and the high quality teachers necessary to take full advantage of the resource rich environment. It is the intent of the board to seek out academic leadership and faculty that understand and embrace this curriculum. The board will do its best to provide the training and resources necessary to implement this program fully in the first three years of operation.

Three Divisions - Elementary, Middle, and High School

The education plan will be divided into three divisions -elementary, middle and high

school. In the following discussion, there will be some curriculum overlaps. These overlaps are one of the most important portions of the curriculum. They assure the continuation of the curriculum and mandate communication among faculty from grade to grade as well as division to division. The school

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director will be cognizant of the need to implement a seamless educational program.

Elementary School K-5 General Overview

The elementary school will consist of grades K-5. Classroom assistants will aid in multiple classrooms in grades K through 5. Good teaching affects the positive performance of students; therefore, the use of assistants should be designed to allow the certified teachers to teach and trained assistants to assist the teacher in the preparation and administration of the academic materials. Assistants will be continually evaluated and receive staff development with the certified instructional faculty to enhance the teaching skills of all faculty members.

Reading, language arts, math, science and social studies will be part of the elementary curriculum and will be based on the Core Knowledge topics as specified in the Sequence and aligned with state and local standards.

A visual arts and music program will also be part of the elementary program. These programs will include the production of art and music along with the social and historical perspectives that are so much a part of any

comprehensive art and music program. With this approach, there is an academic component and expectation as well as a performance expectation. These programs will be scheduled to intermingle with the academic program, thus allowing small group instruction in reading, writing, and mathematics as well as planning time for faculty members.

Technology training and computer use will be a part of the elementary school curriculum. It should be integrated into teacher presentations and student produced work. Any state technology curriculum standards will be the basis for the program. However, this curriculum can be accelerated. Ongoing evaluation of technology skill development and additional integrated practice will take place as necessary. Students will be required to use technology to prepare and enhance their presentations and projects, increase the depth of their academic search, and use technology as a tool to improve their educational opportunities and quality of life. Students will have adequate access to the school's technology resources thus assuring each student has the opportunity to meet classroom expectations.

Middle School - Grades 6-8 - General Overview

These students will continue with their academic pursuits. Again teachers will have roving assistants or volunteers to assist them with the preparation of materials which will allow more time for planning and teaching. Students will need additional "options" or extra-curricular activities to keep them involved in school. The arts and music programs will be continued. With the recruitment of the appropriate people or in conjunction with the Rutherford County Arts Council, this activity can be easily and economically enhanced. Academic programs such as Odyssey of the Mind, Battle of the Books, Math Counts, and Quiz Bowl will be implemented with at least one faculty member sponsor and volunteer assistants as needed. All teachers will be expected to assist in an additional program or as a chaperone, ticket taker, etc. as assigned by the principal. These assignments will be discussed during the hiring process.

The middle school will have a community service component as part of the character education curriculum, which is defined later in the proposal. This component will require each student to perform at least 24 hours of community service during his/her middle school years. Students entering the school in a grade other than the sixth will be required to perform hours as prorated by the school director.

Students in the eighth grade will be required to complete an eighth grade project. The project will include a written research paper and an oral presentation of the research findings to a review committee. The committee will consist of faculty members and members of the community. The project will be designed and implemented by the language arts faculty with students having the opportunity to select their topic. Students will select a middle school faculty member as an adviser to "coach" them through the project. Pairing teachers with expertise in the subject area that the student has chosen will be a part of the student/faculty selection process.

Athletics are often an important part of the middle school program. Activities at the charter school will be limited by the facilities available and cost. However, the school will locate where adequate space and facilities can be found for a physical education program that will meet the health needs of the students.

High School - Grades 9-12 General Overview

During the high school years, LLCA-CFA's nature as a *classical academy* comes to full flower. The school's understanding of classical education is based on Dorothy Sayers's 1947 essay "The Lost Tools of Learning." Sayers emphasizes that the trivium of grammar, dialectic (logic), and rhetoric is foundational both for further studies and for post-collegiate life: indeed, the ability to write correctly, to reason soundly, and to speak persuasively serves one well in any field of study, in any profession.

Students will fulfill all of the requirements of the state's college/university prep course of study to include choice of Dual Enrollment classes with Isothermal Community College leading to Associate of Arts or Science Degree and LLCA-CFA High School Diploma; or a Dual Enrollment Technical option leading to a LLCA-CFA High School Diploma with Technical Certification in a student's elective career path; or Classical/Traditional track with an emphasis on courses in Latin, Rhetoric and Humanities. The senior rhetoric thesis, which has both written and oral components, will be the capstone of the curriculum and will satisfy the state's graduation project requirement. Sayers emphasizes that grammar, logic, and rhetoric are stages of learning as well as foundational disciplines. During the grammar stage of learning (up through the end of middle school), teachers emphasize a rigorous grounding in the basics of all the subjects -- a rigorous grounding provided by the Core Knowledge Sequence described above. During the dialectic (logic) stage (early high school), the Socratic method comes to the fore, while the rhetoric stage (late high school) places a greater emphasis on debates and presentations. Throughout the LLCA-CFA high school curriculum, preference will be shown for original works - particularly the great books that have stood the test of time - over textbook summaries. In addition, LLCA-CFA will take to heart Plato's observation that the fine arts and athletics play a crucial role in classical education.

Summary:

- 1 The basic program of the elementary school and the middle school will follow the NC Standard Course of Study. The sequencing is aligned with NC educational accountability standards and the expectations of the state's ABC testing program. Students will be prepared to take the prescribed NC state tests in elementary, middle, and high school. It is understood that this is mandatory to meet State reporting expectations and federal expectations for reporting Adequate Yearly Progress as per the NCLB legislation and the approved Comprehensive Plan.
2. The school will begin with a K-9 program and add a grade each year. Barring any unforeseen problems, the high school will open the second year of operation; therefore, there is adequate time to plan. With the uncertainties that are presented by the NCLB Legislation, certain adjustments in the curriculum, testing, teacher standards, etc. may need to be made.

AN OVERVIEW OF THE ACADEMIC PROGRAMS

Mathematics K-8

LLCA implements a thoughtfully constructed and designed K-8 math program that is meticulously coherent, with an intense focus on key concepts that layer over time, creating enduring knowledge. LLCA students gain a complete body of math knowledge, not simply a discrete set of skills. They use the same models and problem solving methods from grade to grade, so math concepts stay with them, year after year.

The three pillars of LLCA's math curriculum are Focus, Rigor, and Coherence.

With a focus on fewer topics centered on the major work of grade band, students develop an understanding of the way, not just the how behind math. Unparalleled rigor is evident throughout the grades. Students develop conceptual understanding and practice procedural skills and fluency. They also have opportunities to connect their learning with real-life application problems. The coherence of the math program links topics, concepts and mathematical models across modules and grade levels students build an enduring understanding of math.

LLCA supports its teachers before, during and after implementation by providing ongoing professional development and support. The administration and interventionists are available and assigned specific

duties to ensure teachers are prepared to teach and assess student achievement. Math modules include all lessons and teacher support items. Assessments include pre-modules, formative and summative, which provide teachers comprehensive visibility into student learning. Math videos are available to provide continuous learning for students as well as an interactive digital version of the curriculum for students and 18 hours of professional development for teachers.

Furthermore, the federal government (NCLB) will be requiring states to periodically use the NAEP math test to assess student proficiency across the nation, which will allow state to state achievement comparisons. The NAEP test follows the national math standards. The students will be exposed to the material necessary to perform well on the test. LLCA-CFA will continually review the National Math Standards, NC Standard Course of Study, and the mathematics curriculum to ensure there is proper alignment and are no gaps at any grade level.

Furthermore, the LLCA Board has the ability to amend the curriculum if it's no longer serving the best academic interest of our students.

Reading and Language Arts K-8

LLCA-CFA Kindergarten- second grade students will utilize the Core Knowledge Early Reading program. As part of the Team CFA Network of schools LLCA-CFA has access to resources and training to fully implement the program. Grades 3-5 will implement Open Court and our middle school will utilize the reading and language arts program as outlined in the Core Knowledge Sequence.

Students have different learning styles that well trained and knowledgeable educators take into consideration as they prepare their lessons. The brains of different students assimilate information in different ways. Reading is not a natural act but rather an acquired skill. Therefore, to meet the needs of all students, reading instruction must be taught using a variety of presentation styles. Phonics must be combined with whole language methodology, the use of the written word, and storytelling to address each student's learning style, communication needs, and verbal fluency.

Even with this inclusive program, some students may struggle with reading. Therefore when developmentally appropriate, each student showing reading difficulty will undergo periodic reading skill analysis and continue that evaluative process if the student is deemed to be reading below grade level. The program will follow the design of the scientifically based North Carolina State Improvement Project (NC SIP) that has shown remarkable success. Early findings show that on the average, students gained at a rate four times greater than the rate of progress of the statewide

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population of students with disabilities. The program principles are derived from an extensive body of scientifically sound research studies and reflect the findings of several studies of the type of instruction needed to effectively remediate students who have failed to learn to read. The following summation tells why this program is designed to enhance the reading skills of all children with reading difficulties

Identifying students who are not reading on grade level will include 1) the analysis of reading scores from the ABCs, 2) pre- and post- instruction administration of the Woodcock-Johnson III Tests of Achievement, and 3) instructional setting factors and their relationship to the reading progress of students. To achieve the desired results, staff development will be an integral part of the reading program The training will include teachers and paraprofessionals and will consist of twelve units as listed below.

- 1 Introduction
2. Learning to Read, A National Problem
3. The Major Principals of Reading

4. The Structure of Language - What Teachers Need to Know
5. Assessment of Basic Reading Skills
6. Teaching Phonemic Awareness
7. Teaching Letter-Sound Associations
8. Teaching Word Identification: Decoding and Sight Words
9. Teaching Spelling
10. Developing Automatic Recall and Fluency
11. Teaching Reading Comprehension
12. Selecting and Implementing an Effective Reading Program

These units touch each of the areas that are critical to a scientifically based reading program while addressing the needs of multiple learning styles. Less formal student evaluations will be spaced over the course of the school year to allow applied intervention measures to have time to work, while not allowing unsuccessful measures to continue. Parents will be notified of the results and given directions regarding how they can assist the teacher in improving the student's reading skills.

Students should have access to complete stories and books rather than abbreviated editions. Reading complete volumes of well-written material is critical for fluency, vocabulary development, thought development, and written language growth. One of the many strengths of the Core Knowledge Curriculum is that it is developed around a literature-rich design. Core Knowledge provides a list of books that will be the foundation for the reading and writing instruction at each grade level. The school will initially purchase the full curriculum for each grade and for the full cohort of students allowing each student equal access to all materials. Due to the many facets that language arts must address, multiple times during the week the middle school schedule will accommodate language arts being taught in blocks or double periods. Elementary school classes will have greater flexibility. Teachers will be able to adjust their daily schedule to meet the specific needs of the students in specific classes.

Prior to and during the school year, the faculty will be placed in collaborative settings that will allow them to plan writing assignments across the curriculum. Teachers in subject areas other than language arts will know the expectations set for written materials submitted by students. They will be expected to hold students to the same standards in all classes.

History and Science K-8

The Core Knowledge Curriculum will be aligned to meet the grade level standards and objectives stated in the NC State Standards. It is understood the major areas of study for science in grades K-8 include the following:

- Force and Motion,
- Nature of Matter
- Energy
- Processes that Shape the Earth
- Earth and Space
- Process of Life
- How Living Things Interact with Their Environments, and
- The Nature of Science

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

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

- Production, Distribution, and Consumption (Economics)

Field trips in both science and history will be used to bring the subject area alive. They will be well planned, focus on the present subject matter, and available to all students at all times.

Following the Core Knowledge Sequence and the NC Standard Course of Study will assure that the students are prepared for any state or national assessments that are on the horizon. Therefore, as standards and assessments change, curriculum alignment will need to be ongoing to assure any new standards are met. The prescribed Core Knowledge training will assist the faculty with ongoing curriculum alignment, and collaborative guidance of the staff of the NCDPI and the Core Knowledge Foundation will be solicited throughout any required realignment process.

It is important to align any Core Knowledge guidelines to meet the grade level expectations of the state. Therefore, some topics may be moved to a different grade level. This is particularly evident in the Core Knowledge middle school science curriculum. To extend the learning opportunities for students with various learning styles, teachers must be given the necessary training, materials, and planning time to create lesson plans that touch all students. The structure of the school day/week will include at least one double period or block for hands-on laboratory instruction and hands-on learning in the middle and upper school science classes. In the elementary school, teachers will have self-contained classes, therefore, they will be able to construct the school day to meet the needs of specific lessons. It is the intent to design the building to accommodate a science lab that would be used on a scheduled basis by students of all ages. Often the science curriculum may be supplemented with guest presenters from the community or faculty members with specialized interests. Such options will be investigated and used when appropriate. Furthermore, this is often a wonderful opportunity to build community support for the school's

Technology Program

Developing a comfort level with the use of technology as a tool for improving educational opportunities and the quality of life is an essential component in any student's education. It is also true that the rapidity with which technology is changing can cause funding a technology program to become a challenge when one considers the large expense of technology compared to the often very short useful technological life of certain hardware and software. Understanding these concerns, the following steps will be used to finance, develop, and sustain a high quality but economically realistic technology plan.

1. Technology will become a line item in the budget. A certain amount of revenue will be set aside each year to maintain and upgrade the technology program. In addition, purchases will be carefully scrutinized in order to maximize the investment in terms of useful technological life.
2. With the sinking cost of computers our intent is to purchase enough computers to accommodate a computer lab in the elementary and middle school in year one. The high school lab will be designed to accommodate all content classes and requirements and added at opening.
3. LLCA-CFA will plan to have a technology coordinator that will assist the teachers with the design of integrated lessons and will be able to communicate with those responsible for maintenance of the system. In addition, a cooperative relationship with a community college intern or a computer provider will be investigated as a way to meet this need. The school's technology coordinator will also chair a technology committee. The committee's first assignment will be the development of a five-year technology plan. Meetings will be scheduled as needed to keep the plan up-to-date (usually two to three meetings per year are adequate after the initial plan is established). Fulfillment of North Carolina's education

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technology and plan requirements will be integral to the school's technology plan. The school will also communicate with the school district to assure compatibility with local technology. The early organization of a technology committee is essential. The school director will be a member of the committee along with representatives of the faculty. Local technology businesses with a strong interest in education may be asked to join the committee as well.

4. LLCA-CFA will seek the potential for any federal technology funding such as E-rate is investigated.

Character Education Grades k-8

Character Education is one of the primary areas of focus for the LLCA-CFA. There are several ways to approach character education. LLCA-CFA has adopted the guiding assumption that our character education program will be integrated into each curriculum area and not a stand-alone program. In the program's infancy, the primary grades will be more scripted in terms of expectations while leaving open the opportunity for staff to work collaboratively to integrate the program design into their respective curriculum areas. This approach will facilitate the rapid development of a comprehensive program with the goal of establishing a shared vision among the staff and a cohesive, consistent and integrated character education program

Character Education Grades 9-12

Since the time of Socrates, classical ethics has emphasized four cardinal virtues, or good habits, upon which the others hinge:

- **Prudence:** "the knowledge of what to seek and what to avoid" (Augustine) "prudent persons are those who see as it were from afar, for their sight is keen, and they foresee the event of uncertainties" (Isidore of Seville)
- **Justice:** "the perpetual and constant will to render to each one his right" (Justinian) •
- **Fortitude:** "the deliberate facing of dangers and bearing of toils" (Cicero) •
- **Temperance:** "moderation with regard to pleasures" (Aristotle)

LLCA-CFA administrators and faculty will encourage reflection on these and other positive character traits and examples. With the initial school population encompassing grades K-9, faculty and staff will seek out ways to weave this reflection into the daily life of each high school student. Areas for consideration would include, but not be limited to, weekly assemblies in which invited guests speak about the importance of a character trait; student projects related to character; service within the school, including tutoring and mentoring programs; service within the community, particularly with the elderly, the mentally challenged and the economically disadvantaged; and internships with community leaders and government.

Physical Education

Physical education will be provided for all classes. PE instruction will be tailored to the student's level of proficiency. An emphasis will be placed on developing an awareness and appreciation of lifelong healthful activities and health education will be a part of the PE program. This portion of the curriculum will increase the students' awareness of and appreciation for healthy lifestyle choices.

After-School Programs

The after-school program will not be part of the school program but instead will be initiated if there is sufficient interest and resources to establish the program. It will be designed to have periods of time for play and exercise as well as time for assisted study. The program would operate from the end of the school day until approximately 5:00 PM. A simple survey during the enrollment process would indicate if there is sufficient interest to develop the program and a review of the budget will determine if the resources are available to fund the program without compromising the integrity of the primary educational programming. Classroom assistants will be offered the option to work in this program to add to their income. If the program is warranted and there is not sufficient staff interest, interviews will be conducted to find qualified people to run the program.

The local YMCA may be available to provide an option for local after-school-care programming. Since it is not a school-operated program, a fee could possibly be charged by YMCA. The

community of Lake Lure has taken the initiative to contact YMCA corporate offices with the goal

of locating a YMCA next door to the school site.

2. Teaching approach and curriculum design and instructional methods, courses of study, etc.

With the use of Core Knowledge, many types of instructional methodology will be appropriate for use in the school. Cooperative learning, investigative learning, the Socratic Method, and directed

independent study are only a few of the instructional styles that a teacher may utilize to meet the needs of a particular student or class. The intent of LLCA-CFA is to have intensive and ongoing staff development that will increase the awareness of how students learn, give the teachers the tools to evaluate student learning styles, and instill the expertise and confidence so the teacher will adapt his/her presentation to the needs of the students

Concurrently, LLCA-CFA is aware that through their formal academic pursuits, students will encounter a variety of pedagogical styles and that students learn from different teaching styles but may have one style that best fits their needs. Therefore, while a particular student may have a preferred learning style, students must also learn to adapt to the styles of teaching that may not always be best suited for them. Our role will be to train teachers to use various styles of presentation in the delivery of each lesson while being aware of and incorporating the type of instruction that best meets the needs of the students. This instructional strategy will prepare each teacher to meet the needs of a variety of students and prepare the students for a variety of academic settings. Teachers will be required to participate in workshops that focus on information regarding student learning styles and the current developments in brain research. Some workshops will take place at the school and feature guest presenters with expertise in certain learning traits or strategies. Also, teachers will be sent to workshops specifically selected to meet the needs of the students and the school's mission and philosophy and upon their return, they will be expected to share the information they have acquired. Finally, on a periodic basis, teachers within the school will be asked to present information from articles they have read about promising teaching practices and innovative ways to improve student learning. Periodicals with this information will be available at the school for teachers to review.

Teachers will participate in training where writing of lessons and thematic units will be developed as well as additional lessons and units will be shared that have been used successfully by their Team CFA peers.

Understanding this, it will be a focus of those creating staff development activities to make sure concrete examples are a part of the presentations. Learning styles and brain-based learning will be a subtopic in each of the various presentations.

3. Compliance with Federal and State regulations for serving exceptional children. The population of students who choose to attend Lake Lure Classical Academy-A Challenge Foundation Academy will mandate many of the decisions surrounding staffing the school. The Board will hire a certified staff member to provide services for students with exceptionalities including Exceptional Student Education (ESE) and Limited English Proficient (LEP) students. LLCA-CFA realizes that it is the school's responsibility to meet the needs of these students and will commit to hiring or contracting with appropriate professionals to meet the needs of the children. Consideration will be given to the Special Education consultants to meet the needs and requirements of our special children population.

The Board is aware of the provisions of the state and federal special education law. The staff will be aware of students with an Individual Education Program (IEP) and make sure that all requirements are being met as prescribed. The IEP will be updated per the law and adjustments will be made to accommodate each student. A certified ESE teacher, classroom teacher, parent and administrator will be notified and invited to attend all meetings. A team will be formed to create 38 checklists that meet specifications of (special education laws) NC State Law and Federal Law IDEA, ADA 1990 and Part 504 of the Rehabilitation Act of 1973, for identification of children with potential special needs. There will be an ongoing assessment in classrooms to determine if a child is of special needs. We will treat all children on an individual professional basis. The NC State Code will be followed. It includes but is not limited to:

- A Non-Discriminatory Policy Regarding Identification, Location, Evaluation and Selection; • IDEA eligible students,
- Individual education plans (IEP) developed 1n IEP meetings with parents/guardians and the IEP Committee;
- Least restrictive environment;
- Parent/Student participation in decisions;
- Procedural due process.

The Lake Lure Classical Academy-A Challenge Foundation Academy's teachers who teach core content to ESE students will hold appropriate "in field assignment" in accordance with the ESE certification table in the NC Course Code Directory and Instructional Personnel Assignments

Student needs will be supported through the interventions determined by a School Support Team (SST). Students will be identified and evaluated in accordance with state and federal regulations. The SST process will identify whether the concern about the student is academic and/or behavioral in nature. Interventions will be established by the team and agreed upon by parents and teachers. The interventions will be in place for a minimum of three weeks then evaluated by the SST. If the strategies prove to be successful the plan will be continued, if not adjustments will be made to implement a different set of interventions. At the point of not being able to show improvement through the interventions the staffing team will refer the student to a school psychologist for a psychological evaluation to determine whether the student's needs warrant an individual education plan (IEP) and special education or related services. Other areas will also be assessed such as speech and language. The SST committee, school director and parents will review results and agree upon a plan.

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

- *Academic Pullout*
- *Consultation and Collaboration*
- *Speech Therapy, Physical Therapy & Occupational Therapy*
- *Enriched Curriculum*

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

- *Home Language Survey: Date of registration or within first week of school* •
- *Classification of LEP Levels: Twenty days after registration or return of survey* •
- *Student Placement in LEP- One month after student enters LLCA-CFA*
- *Parent/Guardian Notification Upon date of classification*
- *Teacher Certification/Personnel: Establish schedule upon opening of school* •
- *Update LEP Plan: One month after student enters school*
- *Check Cumulative Folder: Upon receipt*
- *Post Program Review: One month after student enters LLCA-CFA*
- *Reclassification or Exiting of LEP Students: Any point in year after 4 months of assessment or May, for end of year*

assessment.

- *Home-School Communication: Ongoing throughout the year*

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

When the students require extended services, it will be the design of the school, whenever possible, to use the early morning preparation time or the end of school study time to give these students the added instruction or services they require. The intent of this design is to keep these students from being seen as exceptional. During these two periods, other students will be receiving focused instruction to eliminate the stigma that students often associate with ESE or LEP services.

4. Entrance and exit requirements as well as graduation requirements

Exit Standards for K-8 are as follows:

English and Language Arts:

K-8 Students will demonstrate strong reading, writing, listening, spelling, speaking and presentation skills using multiple forms of expression, which are age and grade appropriate. Students will read and interpret poetry, fiction and non-fiction, sayings and phrases and selected literature. Reading fluency and comprehension will be demonstrated in all grade levels.

Grades 4-8 students will demonstrate proper grammar usage, study drama, identify specific speeches and give oral presentations, learn foreign phrases commonly used in English (in addition to above standards). They will comprehend and critically interpret multiple forms of expression, including literature from various time periods, cultures and languages.

Mathematics.

K-1 students will develop age and grade appropriate abilities to understand patterns and classification, understand numbers and number sense; money; computation, measurement; geometry.

Grades 2-4 will develop age and grade appropriate abilities to understand number and number sense; fractions, money; computation; measurement; geometry.

Grades 5-6 will develop age and grade appropriate numbers and number sense; ratio and percent; fractions and decimals, computation, measurement; geometry; probability and statistics; pre-algebra.

Grades 7-8 will develop age and grade appropriate geometry (three-dimensional objects, symmetry angle pairs, triangles, area), work with whole numbers, fractions and decimals (order of operations and algebraic equations). Work with data (coordinate plane; proportions; geometric proportions, statistics; probability)

Science:

K-8 students will demonstrate an understanding for age and grade appropriate scientific methods through observation and hands-on direct experience. Students will demonstrate an understanding of each of the realms of science: physical, life and earth science and will demonstrate how to view the world scientifically by asking questions about nature and to seek answers, collect things count and measure things, make qualitative observations, organize collections and observations and discuss findings.

Grades 6-8 students will demonstrate the ability to do experiments and write reports on their findings in addition to the above standards

A policy for promoting and retention will be in place. Students will be evaluated by their state assessment results and class work. Any student meeting the state standards requirements per the NC ABC Test and has satisfactorily met all grade level expectations will automatically be promoted to the next grade level. An Academic Standards Review Team will evaluate any student having met one of the two requirements for promotion. This team will consist of the school director, curriculum director and classroom teacher. Parents will be notified of the initial review meeting. If the recommendation renders retention the parent's presence will be requested. It will not be unexpected news to the parent as weekly progress reports will have been sent home as well as a minimum of quarterly parent teacher conferences during the year. The school director will make the final decision as to whether or not a student should be retained.

Exit Standards for High School Graduation

In order to graduate from high school, students must successfully complete all of the requirements for the state's college/university prep course of study, in addition to the successful completion of a senior thesis. The school reserves the right to add additional local requirements in future years.

5. The school will meet minimum requirements for instructional hours or days as set by the state.

The school calendar consists of 194 days. These 194 days will be divided into instructional days, teacher work days, and staff development days. The school will meet minimum requirements for instructional hours or days as set by the state and all other requirements pertaining to the academic calendar as set by the state. Any additional days may be used for staff development days or instructional days depending on the needs of the staff and/or the students. In this calendar, it will be shown as an end of year planning day. Furthermore, the end of year planning days may be used for instructional days, if inclement weather makes it necessary to do so. However, there will be at least two days of staff planning incorporated as part of the end of year closeout. One of the core philosophical values of the school design is to assure that teachers have input regarding the school improvement needs for the coming year.

The final calendar will take into consideration the time necessary to administer all segments of the testing requirements set forth by the NC ABCs Accountability Model and the Federal No Child Left Behind (NCLB) legislation. It is the intent of the school to assure all state requirements are met, including testing days in the school calendar. During the planning year, the Board and the school administration will have the opportunity to make minor adjustments to this calendar to assure the philosophical integrity is maintained. The tentative start and end dates for 2010/11 are as follows:

- *Thursday, August 19, 2010- First Day of School for students*
- *Friday, June 3, 2011- Last Day of School for students*

6. A concise description of any evaluation tool or test that the proposed charter school will use in addition to any state or federally mandated tests.

In order to evaluate student performance and progress, LLCA-CFA will administer all state and 43 federally mandated tests.

To evaluate the performance and progress of LLCA-CFA students relative to students across the nation, LLCA-CFA will administer at least one national norm-referenced test annually to students in grades 2-11, with the expectation that students in grade 12 will take at least one national norm-referenced test (such as the SAT and/or ACT) on their own initiative. LLCA-CFA will administer the PSAT/NMSQT to grades 8-11 and the ACT's PLAN Assessment to grades 8- 10.

Finally, as a college-preparatory school, LLCA-CFA will measure the percentage of graduating seniors who attend college relative to graduating seniors across the state and nation.

7. A description of the student achievement goals for the schools educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals.

A classical academy whose educational philosophy is based on Dorothy Sayers's 1947 essay "The Lost Tools of Learning" has lofty yet attainable goals for its students: a rigorous grounding in the basics of all the disciplines, the ability to reason soundly and speak persuasively, and a lifetime of active citizenship that includes matriculation at college. Students will demonstrate that they are attaining these goals by way of:

- the successful completion of a senior rhetoric thesis, which involves a synthesis of these skills
- the successful completion of the courses of the Core Knowledge Sequence, the NC college/university prep course of study and the LLCA-CFA requirements, including two years of Latin, two years of logic and a year of rhetoric
- the successful completion of any state and federally mandated tests
- meeting expected performance levels on national norm-referenced tests
- crafting a plan for college and beyond

B. 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.). As appropriate for the admission to the charter school Also, our 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.

The Board will hire a certified staff member to provide services for students with exceptionalities including Exceptional Student Education (ESE) LLCA-CFA realizes that it is the school's responsibility to meet the needs of these students and will commit to hiring or contracting with appropriate professionals to meet the needs of the children. Consideration will be given to the Special Education consultants to meet the needs and requirements of our special children population

The Board is aware of the provisions of the state and federal special education law. The staff will be aware of students with an Individual Education Program (IEP) and make sure that all requirements are 45

being met as prescribed The IEP will be updated per the law and adjustments will be made to accommodate each student. A certified ESE teacher, classroom teacher, parent and administrator will be notified and invited to attend all meetings. A team will be formed to create checklists that meet specifications of (special education laws) NC State Law and Federal Law IDEA, ADA 1990 and Part

504 of the Rehabilitation Act of 1973, for identification of children with potential special needs. There will be an ongoing assessment in classrooms to determine if a child is of special needs. We will treat all children on an individual professional basis. The NC State Code will be followed. It includes but is not limited to:

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

The Lake Lure Classical Academy-A Challenge Foundation Academy's teachers who teach core content to ESE students will hold appropriate "in field assignment" in accordance with the ESE certification table in the NC Course Code Directory and Instructional Personnel Assignments.

Student needs will be supported through the interventions determined by a School Support Team (SST) Students will be identified and evaluated in accordance with state and federal regulations. The SST process will identify whether the concern about the student is academic and/or behavioral in nature. Interventions will be established by the team and agreed upon by parents and teachers. The interventions will be in place for a minimum of three weeks then evaluated by the SST. If the strategies prove to be successful the plan will be continued, if not adjustments will be made to implement a different set of interventions. At the point of not being able to show improvement through the interventions the staffing team will refer the student to a school psychologist for a psychological evaluation to determine whether the student's needs warrant an individual education plan (IEP) and special education or related services Other areas will also be assessed such as speech and language. The SST committee, school director and parents will review results and agree upon a plan

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

- *Academic Pullout*
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- *Enriched Curriculum*

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

When the students require extended services, it will be the design of the school, whenever possible, to use the early morning preparation time or the end of school study time to give these students the added instruction or services they require. The intent of this design is to keep these students from being seen as exceptional. During these two periods, other students will be receiving focused instruction to eliminate the stigma that students often associate with ESE services.

C. 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.

Lake Lure Classical Academy-A Challenge Foundation Academy will be open to all students who would otherwise qualify for public school in North Carolina. Since the final approval will not be given until March of 2010, we must begin utilizing letters of intent prior to that date to assure that we reach our enrollment goals. All parents submitting a letter of intent for their children will be advised that enrollment is tentative, contingent upon final approval of the charter. The school will open the enrollment window, based upon

final SBE approval of the charter, on March 4, 2010 and will close enrollment on April 15, 2010, to assess if a lottery is needed. If not, those students who have applied will be considered enrolled in the school and will be contacted as such. If a lottery is required, a date and time will be set no later than April 30, 2010. Notices will be published, posted and advertised as per NCGS 143-318.12. The lottery will be conducted in a public forum. Students will be placed in the lottery by grade, beginning with Kindergarten. Students who are children of LLCA-CFA board members or LLCA-CFA faculty members will receive admission preference as per NC State Statute. At this time, the school's goal is to limit class size to 20-22 students in each section of each grade.

Each student must complete an application to be considered for enrollment. The application packet will consist of, but may not be limited to, the following items: a personal application form that gives name, address of residence, parent's name and address, birthday, present school, grade attending, if the child is being served by an IEP and other information that may be found pertinent to have a complete record as per State reporting requirements.

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

Provide drafts of student handbooks and other policies governing student conduct and discipline. Include the policies and procedures governing suspension and expulsion of students. Specifically address these policies with respect to exceptional children.

See Appendix Section 3 for a sample of the Parent/Student Handbook

VIII. BUSINESS PLAN

A. PROJECTED STAFF:

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

Administration

- 1 Principal
- 1 Assistant Principal/Dean of Students (as student population grows)
- 1 Administrative Assistant
- 1 Business Manager

Contracted paraprofessionals

- 1 Guidance Counselor
- Speech and psychology paraprofessionals as/if needed

Instructional/Teaching Staff

- 1-2 Full time EC teacher(s) (or equivalently qualified contracted professional)
- Grades K-4. Classes will be self contained, 10 teachers with 5 assistant teachers • Grades 5-12: With two sections per grade, there will be 12 highly qualified teachers In core subject areas In 2010, growing to 16 teachers in 2012.

Full-time special subject teachers

- 1-2 Physical Education
- 1-2 Art
- 1 Music
- 1 Foreign Language

Other Staff

- 1-2 Custodian/Maintenance

Total staff: 2010/11 through grade

7: 30

QUALIFICATIONS REQUIRED FOR INDIVIDUAL POSITIONS: (*G.S.JJ5C-238.29F(e)*) Based on the list of positions provided above give qualifications and 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.

School administrators will be required to have a proven, experiential background in successful school and/or business management A Masters Degree In Business Administration and/or School Administration will be a minimum requirement for the school director.

Teachers will be required to meet the standards set forth by NC Law for teachers in a NC charter school (75% licensed in grades K-5 and 50% licensed in grades 6-12 in the subject areas where they are

teaching) as well as those set by NCLB legislation, which requires teachers in core subject areas to meet Highly Qualified standards. The school will use any and all measures approved by NC SBE to assist teaching candidates to become NC licensed and highly qualified. These

measures will include, but not be limited to, reciprocity agreements, lateral entry, and alternative national licensure programs.

Classroom assistants will be required to meet standards of NCLB legislation as it relates to their interaction with Title 1 students.

Any reports to parents required by NCLB as per qualification of the persons teaching the students will be forwarded in a timely manner.

Criminal background checks of all personnel are required by law and will be conducted on all applicants for faculty, administrative, board, volunteer and staff positions.

B. ENROLLMENT

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.

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

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as set forth and approved in the projected enrollment tables. However, in subsequent years, the school may increase its enrollment only as permitted by G.S. 115C-238.29D(d), that is, an increase of 10% per year based on the previous year's enrollment. Any increase above 10% must be approved by the State Board of Education in accordance with G.S. 115C- 238D(d).

C. PROJECTED ENROLLMENT - 2010-11 through 2014-2015 (TABLE I)

I

I

Page I 36
Lake Lure Classical Academy: A Challenge Foundation
Academy

C. PROJECTED ENROLLMENT- 2010-11 through 2014-2015 (TABLE I continued)

NAME OF PROPOSED CHARTER SCHOOL: Lake Lure Classical Academy-A Challenge Foundation Academy

LEA #1 -
Rutherford LEA

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

#2. - Polk

LEA #3 - Henderson LEA #4 - Buncombe LEA #5 - McDowell

20-10-2011

20U-2012 . 2012 20-13 2Dt3 2014 2014-2015

LE

LE

LEA

4LEA

A

5

A

1

2

**Eighth
LEA**

3LEA 4

LEA 5

LE A

LE

A₂LEA³

LE

A₄LEA⁵

LE A

LE

A

2

8

LEA 3

LE A

4.

LEA

LE

5 A 1

LEA 2

LEA 3

LE A

4

LEA

LE

5 ALEA 2

LE A

3

8²⁰ 8 6 4 2 20 6 4 2 20 8 6 4 2 20 8 6 4 2

Ninth

20 2 **9**²⁰ 8 6 4 2 8 5 4 20 8 6 4 2

Tenth

20 2 **10**⁸ 5 4 2 2 9 7 4 2

Eleventh

11²² 9 7 4 2

Twelfth

12

LEA

TOTALS^{176 72 56 32 16 194 79 61 36 18 214 87 67 40 20 236 96 72 44 22 258 105 81 48 24} **LEA%** 50% 20%

16% 9% 5% 50% 20% 16% 9% 5% 50% 20% 16% 9% 5% 50% 20% 15% 9% 5% 50% 20% 16% 9% 5% **Overall**

TOTAL

Enrollmen t/

35 2

388 42 8

47 0

51 6

ADM

% Increase 10% - - - - 10% . - - - 10% 10% Page | 37

D. BUDGET; REVENUE PROJECT/ONS-2010-11 through 2014-2015

INCOME:

REVENUE	2010-201 1	2012-201 3	2014-201 5
PROJECTIONS	2011-201 2	2013-201 4	

Number of Students 352 388 428 470 516 Number of EC Students 18 19 21 24 26 % of EC Students 5% 5% 5% 5% 5%

Per-Student Allotments¹

State ADM \$4,824.25 \$4,824.25 \$4,824.25 \$4,824.25 \$4,824.25 EC Headcount \$3,391.18 \$3,391.18 \$3,391.18 \$3,391.18
 \$3,391.18 Local per-pupil \$1,212.42 \$1,212.42 \$1,212.42 \$1,212.42 \$1,212.42 Annual increase projected 0% 0% 0% 0%

--state ADM Funds \$1,757,820.77 \$1,937,597.89 \$2,137,350.25 \$2,347,090.23 \$2,576,805.44 --Local Per Pupil Funds

\$426,771.84 \$470,418.96 \$518,915.76 \$669,837.40 \$625,608.72 --Federal Funds (SRSA) \$50,000.00 \$50,000.00

\$50,000.00 \$50,000.00 \$50,000.00 --Grants² \$0.00 \$(.00) \$0.00 \$0.00 \$0.00 --Foundations² \$100,000.00 \$100,000.00

\$100,000.00 \$0.00 \$0.00 --Private Funds² \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 --Other Funds² \$0.00 \$0.00 \$0.00 \$0.00 \$0.00

TOTAL INCOME \$2,334,592.61 \$2,558,016.85 \$2,806,266.01 \$2,966,927.63 \$3,252,414.16

¹Weighted average of allotments for Rutherford, Polk, Henderson, Buncombe and McDowell counties

²If you are depending on these sources of funding to balance your operating budget, please provide documentation, such as signed statements from donors, foundations, etc., on the availability of these funds.

D. BUDGET: REVENUE PROJECTIONS - 2010-11 through 2014-2015 (continued)

SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED

CHARTER SCHOOL

State Allotment= [Number of Students] x [Adjusted

\$/ADM] EC Allotment= [EC Headcount] x [\$/EC

Headcount]

Local Funding= [Number of Students] x [Local per-pupil funding]

2009-2010 State ADM Allotments

LEA NAME	\$/ADM	LEA Adjustment	Adjusted \$/ADM	\$/ EC HEADCOUNT"	% of LLCA Students
Rutherford County	4,887.16		(153.60) 4,733.56	3,502.41	50.0%

Polk County	5,698.31	(153.60) 5,544.71 2,998.46	20.0%
McDowell County	4,828.34	(153.60) 4,674.74 3,389.80	15.0%
Henderson County	4,475.75	(153.60) 4,322.15 3,545.42	10.0%
Buncombe County	4,455.68	(153.60) 4,302.08 3,545.42	5.0%
Weighted Average	4,977.85	(153.60) 4,877.25 3,391 18	100%

2009-2010 Local Per-Pupil Allotments

LEA NAME \$/Pupil	(FY 08/09 rate)	% of LLCA Students
Rutherford County 1,180.00		
Polk County 598.88		
McDowell County 1,735.00		50.0%
Henderson County 1,525.62	(FY 08/09 rate)	20.0%
Buncombe County 1,796.64		15.0%
Weighted Average 1,212.42		10.0%
		5.0%
		100%

E. BUDGET: EXPENDITURE PROJECTIONS 2010-11 through 2014-2015

BUDGET EXPENDITURE

GS 115C-238.B(b)(5) **2010-2011 2011-2012 2012-2013 2013 2014 2014-2015 PROJECTIONS**

Enrollment 352 388 428 470 516

Grades 8 9 10 11 12

Avg. students/Class 22 22 22 22 22 Classrooms 16 18 19 21 23

PERSONNEL

Total # staff Avg. Salary 30 \$1,030,000 29 \$1,045,000 35 \$1,185,000 32 \$1,160,000 41 \$1,375,000

--Administrator(s) \$60,000 1 \$60,000 1 \$60,000 1 \$60,000 1 \$60,000 1 \$60,000 --Clerical \$30,000 2 \$60,000 2 \$60,000 2 \$60,000 2 \$60,000 2 \$60,000 2 \$60,000
 --Teachers \$35,000 16 \$560,000 18 \$630,000 19 \$665,000 21 \$735,000 23 \$805,000 --Librarians \$40,000 0 \$0 0 \$0 0 \$0 0 \$0 0 \$0 0 \$0
 --Guidance \$40,000 1 \$40,000 1 \$40,000 1 \$40,000 1 \$40,000 --Teacher Assistants \$20,000 8 \$160,000 5 \$100,000 10 \$200,000 5 \$100,000 12 \$240,000
 --Custodian \$25,000 1 \$25,000 1 \$25,000 1 \$25,000 1 \$25,000 1 \$25,000
 --Maintenance \$25,000 --Food Service 1 0 1 0 1 0 1 5,000 \$0
 \$25,000 \$25,000 \$25,000 \$0 \$25,000 \$0 \$25,000 \$0 \$0 \$25,000 \$0 \$102

--Bus Driver \$25,000 0 \$0 0 \$0 0 \$0 0 \$0 --Other \$25,000 0 \$0 0 \$0 0 \$0 0 \$0 --Contracted Services \$100,000 \$105,000 \$110,000 \$115,000 \$120,000

EMPLOYEE BENEFITS 15% \$154,500 \$156,750 \$177,750 \$174,000 \$206,250 STAFF DEVELOPMENT \$25,000 \$40,000 \$55,000 \$60,000 \$60,000

MATERIALS AND SUPPLIES \$50,000 \$90,000 \$100,000 \$100,000 \$50,000

OFFICE SUPPLIES \$20,000 \$20,000 \$25,000 \$25,000 \$25,000

INSTRUCTIONAL

EQUIPMENT \$25,000 \$35,000 \$50,000 \$50,000 \$50,000 OFFICE EQUIPMENT \$25,000 \$30,000 \$30,000 \$30,000 \$30,000 TESTING MATERIALS

\$5,000 \$7,000 \$10,000 \$10,000 \$10,000 INSURANCE¹ \$40,000 \$40,000 \$45,000 \$45,000 \$45,000 UTILITIES¹ \$40,000 \$40,000 \$50,000 \$50,000

\$50,000

RENT¹

year 1 modular setup \$360,000 \$200,000 \$400,000 \$400,000 \$400,000 year 3 permanent bldg

MAINTENANCE & REPAIR¹ \$20,000 \$20,000 \$20,000 \$20,000 \$20,000 TRANSPORTATION \$0 \$0 \$0 \$0 \$0 MARKETING \$5,000 \$5,000 \$5,000 \$5,000 \$5,000

\$5,000

FOOD/CAFETERIA

SUPPLIES \$5,000 \$5,000 \$5,000 \$5,000 \$5,000 **TOTALS** \$1,804,500 \$1,337,500 \$2,157,750 \$2,134,000 \$2,331,250

Projected Surplus/Shortfall: \$530,093 \$824,267 \$648,516 \$832,928 \$921,164 58

¹ Total Facilities Cost (% of budget): 25% 17% 24% 24% 22% 59

F. WORKING CAPITAL ASSETS ON DATE OF APPLICATION

Cash on Hand \$100,000
Deposit
\$Q

Certificates of

Bonds \$Q

Real Estate \$Q

Capital Equipment \$Q

Motor Vehicles \$Q

Other Assets \$Q

TOTAL \$100,000

ADDITIONAL NOTES:

The \$100,000 cash on hand is committed and targeted Challenge Foundation funds for start-up, staff development and teacher supplies for Core Knowledge implementation.

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

LLCA-CFA will utilize the SACS/CASI assessment model to evaluate overall effectiveness of its program. The goal will be to achieve accreditation through SACS/CASI no later than 2015.

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 that will conduct the audit Include the complete mailing address, telephone number and fax number.

Darrell Keller, CPA, has agreed to conduct the annual required audit for LLCA-CFA. He is listed as a state approved charter school auditor.

**Darrell Keller, CPA
107 Country Club
Rd.
Kings Mountain, NC
28086 (704) 739-3930**

Address how the proposed charter school will meet the requirements for the following:

All of the health and safety requirements listed below will be met via coordination with local health and fire inspections and recommendations. A full or part-time nurse will be on staff (if funds are available) to assure proper recordkeeping and adherence to these requirements.

Safety

Lake Lure Classical Academy: A Challenge Foundation Academy is committed to the health, safety, and well-being of all children and employees LLCA-CFA will train staff and provide all necessary measures to meet required Federal and State health and safety laws and regulations. LLCA-CFA will have an Emergency Response Plan and all staff will be trained in safety policies. Enrolled students and employees who work at the LLCA-CFA will learn, teach and provide support services in a healthful and safe environment

Immunization of Students

NC students in are required by law to have certain immunizations prior to attending schools: diphtheria, tetanus, whooping cough, poliomyelitis, red measles (rubeola) and rubella. Should the Department of Health and Human Services determine the need for an additional immunization in the interest of public health, the school will work to ensure parent compliance. Every parent, guardian, person in loco parentis and person or agency, whether governmental or private, with legal custody of a child, has the responsibility to ensure that the child has received the required immunization at the mandated age. The school has the responsibility to ensure that enrolled students meet immunization requirements. The appropriate school personnel will be trained to review all records to assure that student immunization standards are met. Student families who do not meet these standards will be notified as to where and how immunizations can be obtained and what documentation is needed to verify that expectations are met. LLCA-CFA is aware that a person's religious beliefs may be sufficient for an exemption to this requirement.

Fire and Safety Regulations

LLCA-CFA will meet the building (including appropriate fire control mechanisms, for example, fire extinguishers, fire alarm system and/or sprinkler system) and furnishings code for fire and safety regulations. The school director will schedule, hold, and report monthly fire drills. Teachers and students will be informed of fire drill procedures. Exits and fire evacuation plans will be posted in each room and hallways of the building. The school's building will be available for inspection to appropriate officials for regular inspections and for special inspections prompted by a complaint by an interested party. The school will work with local officials to satisfy the recommendations relative to the abatement of the fire or safety hazard.

Food Inspections

LLCA-CFA will comply with the regulations set by the Department of Health and Human Services for food purchases, preparation, serving, and disposing of food and food products The school will meet with the local health inspector to discuss the school's food service plans and ensure steps to compliance. LLCA-CFA will welcome the local health inspector as he/she makes random visits to inspect food service processes. The school will take due diligence to correct any food service issues found during the

inspections.

Hazardous Chemicals

LLCA-CFA has the responsibility to inform and adequately train its employees who work with hazardous substances and to design and implement employee protection programs. Employee training programs will provide the necessary hazard information to school staff so they can participate in and support measures in place at school OSHA's Hazard

Communication Standard applies to schools because all workers may use or be exposed to hazardous chemicals. The school will have a written hazard communication program available to all staff.

At LLCA-CFA, hazardous chemicals will be kept away from students. Any such chemicals required for cleaning purposes will be contained in locked cabinets and only used by trained staff. During specific classes there will be times when students use chemicals for learning purposes. Students will be trained in safety procedures and labs will be equipped with the appropriate safety features (eye washes, goggles, etc.). Students will dress appropriately to protect themselves and others. The labs will only operate when trained staff can oversee the appropriate use of the chemicals. Chemicals will be stored in locked facilities when not in use.

Bloodborne Pathogens

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

LLCA-CFA will have a written Exposure Control Plan that is accessible to all employees. The Plan will include (1) designated job classifications, tasks and procedures which involve potential exposure, (2) indications of required engineering and work practice controls and (3) specifications of necessary personal protective equipment. Training to protect employees and children and reduce workplace risks of hepatitis B and HIV infection will include such topics as the following

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

LLCA-CFA will have insurance coverage in the following amounts (minimum):

Comprehensive General Liability \$1,000,000
\$1,000,000

Officers and Directors/Errors
and Omissions

Property Insurance \$7,000,000

Motor Vehicle Liability \$1,000,000

Bonding \$250,000

Minimum amount:

\$250,000 Maximum

amount: \$250,000

Other \$1,000,000

A/so, see State Board of Education Policy EEO-U-004 that establishes minimums. Go to: <http://lsbepolicy.dpi.state.nc.us/> Click on: SBE Policy Manual Table of Contents, Effective and Efficient Operations, Charter Schools, EEO-U-004.

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

The school will assist parents in arranging carpooling to and from school.

Given the rural and mountainous area of Lake Lure, parents will be driving their children to school. LLCA-CFA will not provide bus transportation, but will work with parents to facilitate carpooling arrangements.

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

Describe the facility in which the school will be located. Include information on how the site is appropriate to your mission and instructional program. Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, no funds will be allocated until the school has obtained a facility and has provided a valid Certificate of Occupancy for Educational use to The Office of Charter Schools.

Name of the facility (if known): Address: New Construction

Island Creek Road Lake Lure, NC
(property owned by the Town of Lake Lure and leased to the school)

City/State/Zip: Lake Lure, NC

Description of the Facility:

Total square feet: Number of
Classrooms: Number of Restrooms: Other
Rooms: Auditorium: Gymnasium: Music Room:
Art Room: Laboratory:

56,000 sq. ft

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Ownership: Fee Simple or Lease

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If the facility is to be leased, provide the following information: (a) Term of the Lease: 10yr
(b) Type of Lease: Capital
(c) Rent: \$33,000.00 per month Name of Landlord:

Address:

City/State/Zip:

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Portland, OR97209

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for the following:

Phone: 503-764-2332 X4 Document inspections

- (a) Fire: Will be provided upon new construction
- (b) Safety: Will be provided upon new construction
- (c) Handicapped accessibility? The facility will be handicapped accessible

Describe how the maintenance will be provided for the facility
Full time custodial/maintenance

Describe the method of finding a facility if one is not readily available at this time.
From August 2010 until such time as the new construction is complete, the school will open using temporary, modular classrooms. These will be located on property within 5 miles of the new school

site, near Lake Lure's town center on the site of the original Lake Lure School (razed in the 1960's).

L. MARKETING PLAN (GS 115C.238.29F(g)(1-

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 obtaining 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 statute regarding admissions GS 115C.238.29F(g) (1-7) carefully.

Describe how you will market to specific populations (including various community and ethnic groups, teachers and other employees, and the general public) to ensure that the school fully complies with the requirement to mirror the diversity of the local education agency.

LLCA-CFA has the assistance of the Lake Lure town council, the Chimney Rock town council, and the Rutherford County Economic Development Commission (EDC) to distribute 2,500 brochures to local businesses and community centers throughout the local area to recruit students. A copy of the brochure is included with this application in the Appendix. Community meetings have taken place, and will continue into

2010, to answer questions about the new school program. In addition, the school has established a website at www.ilca.teamcfa.org.

LEA IMPACT STATEMENT

Pursuant to G.S. 115C-238.29B(d), the charter school applicant must submit a copy of the application to the LEA in which the school will locate within seven days of the submission of the application to the Office of Charter Schools. The LEA may then submit information or comment directly to the Office of Charter Schools.

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

IX. APPENDICES

Please included in a numbered and indexed appendices any additional information that you believe will assist the State Board of Education in the consideration of your application.

SIGNATURE PAGE

The foregoing application 1s submitted on behalf of Classical Academies CFA, Inc. 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 and other applicable laws

Print/Type Name:

Position:

Signature:

Date

Sworn to and subscribed before me this

day of _ 20_.

Notary Public

Official Seal

My commission expires
, 20

APPENDIX

Resolutions in Support of Lake Lure Classical Academy A Rutherford County Board of
Commissioners
Town Council of Lake Lure, North Carolina
Chimney Rock Village Council
Rumbling Bald Resort Board of Directors
Rutherford County Economic Development Commission
Rutherford County Commissioner Charles Hill, District 2

Charles Philip Byers

Resumes of Founding Board of Directors

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Arthur
King David
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LLCA:CFA School Calendar 2010-2011

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LLCA. CFA Promotional Brochure

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Appendix Section 1

Resolutions

The following resolutions were received in support of the expansion of Thomas Jefferson Classical Academy to Lake Lura. The expansion was not approved by the NC State Board of Education; however, the issuers of each resolution have reaffirmed their support of this charter application for the Lake Lura Classical Academy.

Appendix Section 2

Resumes of Founding Board Members

Following are the resumes of the LLCA:CFA Founding Board pursuant to Part V of the application.

NAME OF PROPOSED CHARTER SCHOOL: Lake Lure Classical Academy-A Challenge Foundation Academy

LEA #1 -
Rutherford

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY COME
LEA #2 - Polk

LEA #3 - Henderson
LEA #4 -
Buncombe
LEA #5 - McDowell

2010-2011 2011-2012 2012 2013 2014

	LEA #1	LEA #2	LEA #3	LEA #4	LEA #5	LEA #1	LEA #2	LEA #3	LEA #4	LEA #5
Kindergarten	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742
First	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742
Second	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742
Third	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742
Fourth	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742
Fifth	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742
Sixth	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742
Seventh	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742
Eighth	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742	22 9742

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1996-1998)
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Professional Experience

2005-Present Challenge Foundation National Schools Director

Responsibilities include:

- Write and develop TeamCFA Charter School Application
- Hire a local attorney in each TeamCFA location
- Development of long range plan for opening TeamCFAs
- Create a list of consultants to provide needed services
- Hire consultants as needed
- Serve on TeamCFA Boards
- Build community support through community presentations
- Work with architects and construction company in building of facilities

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Professional Activities/Organizations

2003-2007

2003

1998

1999-Present 1999

1991-1999

1992-1997

Education

Leadership Florida Member Services Committee Expert
Board: State of
GA revision of state
SS Standards National

Charter School
Conference Panelist
Philanthropy
Roundtable: Member
Presenter Midwest
Regional CK

Conference St. Paul,
MN Consultant for the
Core Knowledge
Foundation Presenter
Core Knowledge
National Conferences

Master of Arts in Education and Bachelor of Science in Education Southeast
Missouri State University

Community Involvement

Board Member Challenge Foundation Academy: Indianapolis (Personnel Committee Chair) Board
Member Pioneer Preparatory: CFA, Phoenix, AZ (Personnel and Academic Committees) Board
Member Thomas Jefferson Classical Academy, Rutherfordton, NC (Vice Chair)
Board Member Lincoln Charter School-CFA, Lincolnton and Denver, NC (Personnel and Finance Committees) Community
Representative Mt. Air Country Club
Leadership Florida Class XXI